

CHARACTER EDUCATION ANALYSIS OF ENGLISH TEXTBOOK
“WHEN ENGLISH RINGS A BELL”
FOR THE SEVENTH GRADE OF JUNIOR HIGH SCHOOL

THESIS



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CHAPTER I

INTRODUCTION

A. Background of The Study

Nowadays, textbook has primary role in teaching learning process in classroom. It is because teacher still heavily depend on the textbook, and they believe that textbook can help the students to understand the material. Textbook as main source are often used for an effective tool in teaching learning activity.

Sheldon identified three main reasons for which textbooks are heavily utilized. These are, (1) Developing their own classroom materials is an extremely difficult, arduous process for teachers, (2) Teachers have limited time in which to develop new materials due to the nature of their profession, (3) External pressures restrict many teachers.¹

The existence of textbook give on advantage to teaching-learning process. There are some benefits of textbook, according to Hutchinson and Torres, textbook is seen as agent of change.² They stated further that textbook is an almost that universal element of ELT. No teaching-learning further situation, it seems, is complete until its has relevant book. Other expert such as Jack Richards stated that textbook are key component in most language program.³ For teacher, textbooks or course books either required or supplementary provide content and teaching-learning

¹Monjurul Islam, "An Evaluation of English Language Textbook from Teachers' Perspective," *International Journal of English and Education* 2, no. 3 (July 2013): 119.

²Nur Setyorini, Joko Nurkamto, and Sumardi, "Analysis of Textbook Used at An English Course (A Case Study at an English Course in Pare Kediri," *Digilid Uns*, n.d., 2.

³ Ibid.

activities, which shape much of what happen in the classroom said Celce-Murcia.⁴Furthermore, Dawn Garinger views a textbook can serve different purpose for teacher: as a core resource, as a source of supplemental material, as for inspiration for classroom activities, even as the curriculum itself.⁵

Indonesia has implemented the 2013 curriculum, integrating character education values into teaching learning proces become one of the objectives of this curriculum. Character education is a national movement creating school that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values.⁶

According Superintendent John Walko that caharacter education is not something new to add your plate it is the plate!"⁷ It means character education is not something which add in our education but it something in our self which must be built in society especially in scope of education. There are some activities to build up character education but researcher focus in texttbook which used in teaching learning beause it is tool to help teacher in teaching learning prosses. So, character education that should be emphasized not only on teaching and learning process but also in the learning materials.

⁴Ibid.

⁵Ibid.

⁶Charlie Abourjilie, Character Education: Informational Handbook and Guide II for Support and Implementation of The Sudents Citizen Act of 2001 (Character and Civic Education). (State Board of Education Department of Public Instruction Middle Grades Devision, 2006), 2.

⁷Ibid.

According to Richards, language teaching classes all over the world take place by the extensive use of materials, that may take the form of printed, nonprinted or both together. They include, (1) Printed materials such as books, workbooks, worksheets, or readers, (2) Nonprinted materials such as cassette or audio materials, videos, or computer-based materials, (3) Materials that include both print and nonprint materials are self-access materials and materials on the internet;⁸

To determine whether character education applied or not in 2013 curriculum material, the researcher intend to analyze the textbook to find the character education values while are represented in 2013 curriculum English textbook entitled “When English Rings a Bell” based in Undang – Undang Sisdiknas No. 20 Tahun 2003. This study will also be of benefit to the educationalists and textbook developers and will help them have a better view about designing 2013 curriculum textbook. The analysis focused on 18 character education values, namely: (1) Religiosity, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creativity (7) Independent, (8) Democracy (9) Curiosity, (10) Nationality, (11) Patriotism, (12) Achievement Orientation, (13) Friendship or Communication, (14) Love of Peace, (15) Fondness for

⁷Mohammad Zohrabi, at al, “A Comparative Study of Interchange 1 and English Book 1 of Irannian High Shools”, *Vol.3, Issue.2,(International Journal of Englisg anfd education: April,2014)*,96.

reading, (16) Environment awareness (17) Social Care, (18) Responsibility.⁹

From explanation above, the reseacher is interested conduct a research on **“Character Education Analysis of English Textbook “When English Rings A Bell” for The Seventh Grade of Junior High School”**.

B. Statement of The Problem

1. What character education values are represented in the sentence(s) of 2013 curriculum English textbook entitled “When English Rings a Bell” for the seventh grader of Junoir High School?
2. How does “When English Rings a Bell” textbook integrate character education value into its material?

C. Objectives of The Study

The objective of this study is to analyze the character education values which represented in sentence(s) of 2013 curriculum English textbook entitled “When English Rings a Bell” for the seventh grader of Junoir High School (semester one) which emphasized by the government and to know how “When English Rings a Bell” textbook integrate character education value into its material.

⁹ Fasli Jalal, Mansur Ramly, and Diah Harianti, *Panduan Pelaksanaan Pendidikan Karakter*, 2011, 8.

D. Significance of The Study

The result of this study can give significances for the school and teacher who used 2013 curriculum English textbook entitled “When English Rings a Bell” for the seventh grader of Junoir High School, especially related to implementation of education character based on Undang – Undang Sisdiknas No. 20 Tahun 2003 because good characters is one of the main goal in Indonesian curriculum.

E. Research Methodology

1. Research Design

In this study, the design of this research was qualitative. Qualitative researchers seek to understand a phenomenon by focusing on the totalpicture rather than breaking it down into variables. The goal is a holistic picture anddepth of understanding rather than a numeric analysis of data.¹⁰ Qualitative research means different things in each of these moments.¹¹

The researcher employed content analysis approach. Berelson and Kracauer stated that content analysis is a quantitatively oriented technique by which standardized measurements are applied metrically defined units and these are used to characterize and compare

¹⁰Donald Ary et al., Introduction to Research in Education, 8th ed (Belmont, CA: Wadsworth, 2010), 29.

¹¹Norman K. Denzin and Yvonna S. Lincoln, eds., Handbook of Qualitative Research (Thousand Oaks: Sage Publications, 1994), 2.

documents.¹² Content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other type of documents. Content analysis usually begins with a question that the researcher believes can best be answered by studying documents.¹³ In other description content analysis is a technique that enables researchers to study human behavior in an indirect way through an analysis of their communication, it is what its name implies: the analysis of the usually, but not necessarily, written contents of a communication.¹⁴

2. Data Source

a. Primary data

Primary sources are original documents (correspondence, diaries, reports, etc.), relics, remains, or artifacts.¹⁵ The primary data taken from the textbook entitled “When English Rings a Bell” for the seventh grader of Junoir High School. This book was published in 2016 by Kementriandan Kebudayaan Indonesia.

¹² Ibid., 464.

¹³ Ary et al., Introduction to Research in Education, 30.

¹⁴ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, How to Design and Evaluate Research in Education, 8th ed (New York: McGraw-Hill Humanities/Social Sciences/Languages, 2011), 478.

¹⁵ Ary et al., Introduction to Research in Education, 467.

b. Secondary data

Secondary sources, the mind of a nonobserver comes between the event and the user of the record.¹⁶ Then, the secondary source to support the main data, it was taken from the other sources such as books, journal, article and news which related to the study.

3. Technique of Data Collection

The ways in collecting data is documentation. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, e-mail messages, etc.) or of nonwritten records (photographs, audiotapes, videotapes, computer images, websites, musical performances, televised political speeches, YouTube videos, virtual world settings, etc.).¹⁷ There are 8 chapters in 2013 curriculum English textbook entitled “When English Rings a Bell” for the seventh grader of Junoir High School. Then, the researcher analyzed sentences of each chapter which focused on 18 character education values ((1) Religiosity, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creativity (7) Independent, (8) Democracy (9) Curiosity, (10) Nationality, (11) Patriotism, (12) Achievement Orientation, (13)

¹⁶ Ibid.

¹⁷ Ibid., 442.

Friendship or Communication, (14) Love of peace, (15) Fondness for reading, (16) Environment awareness (17) Social care, (18) Responsibility)¹⁸, that are emphasized by the government.

4. Technique of Data Analysis

After collect the data from the textbook as a document in this study the data were analyzed qualitatively and reported descriptively. The researcher analyzing the document by using an analysis procedure according Ary et al, the stages are:¹⁹

1. Organizing and Familiarizing.

The first stage in analyzing qualitative data involves familiarization and organizations that the data can be easily retrieved. The researcher must be immersed in the data. Field notes, audiotapes, videotapes, observer comments, and other data. In the first step, researcher organizes the data based on each chapter (from chapter 1 until 8) become familiar with the data and put into a form ready for analysis. Then, the researcher cluster the same character education value in every figure as also familiarizing step.

2. Coding and Reducting.

After familiarizing yourself with the data and organizing them for easy retrieval, researcher can begin the coding and reducing process. This is the core of qualitative analysis and

¹⁸ Fasli Jalal, Mansur Ramly, and Diah Harianti, *Panduan Pelaksanaan Pendidikan Karakter*, 8.

¹⁹ Ary et al., *Introduction to Research in Education*, 481–490.

includes the identification of categories and themes and their refinement. In this step researcher codes and reduces the data based on character education values table and eliminate some data according to limitation in this study.

3. Interpreting and representing.

Interpreting involves reflecting about the words and acts of the study participants and abstracting important understandings from them. It is an inductive process in which you make generalizations based on the connections and common aspects among the categories and patterns. You may develop hypotheses that have evolved during the analysis. Interpretation is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. The last step, researcher gives explanation, interpretation and description related with the data.

F. Organization of The Thesis

CHAPTER I This chapter discussed about background of the study, statments of the study, objectives of the study, research methodology, and organization of the thesis.

CHAPTER II This chapter discussed about curriculum delopment, curriculum developmnt in Indonesia,

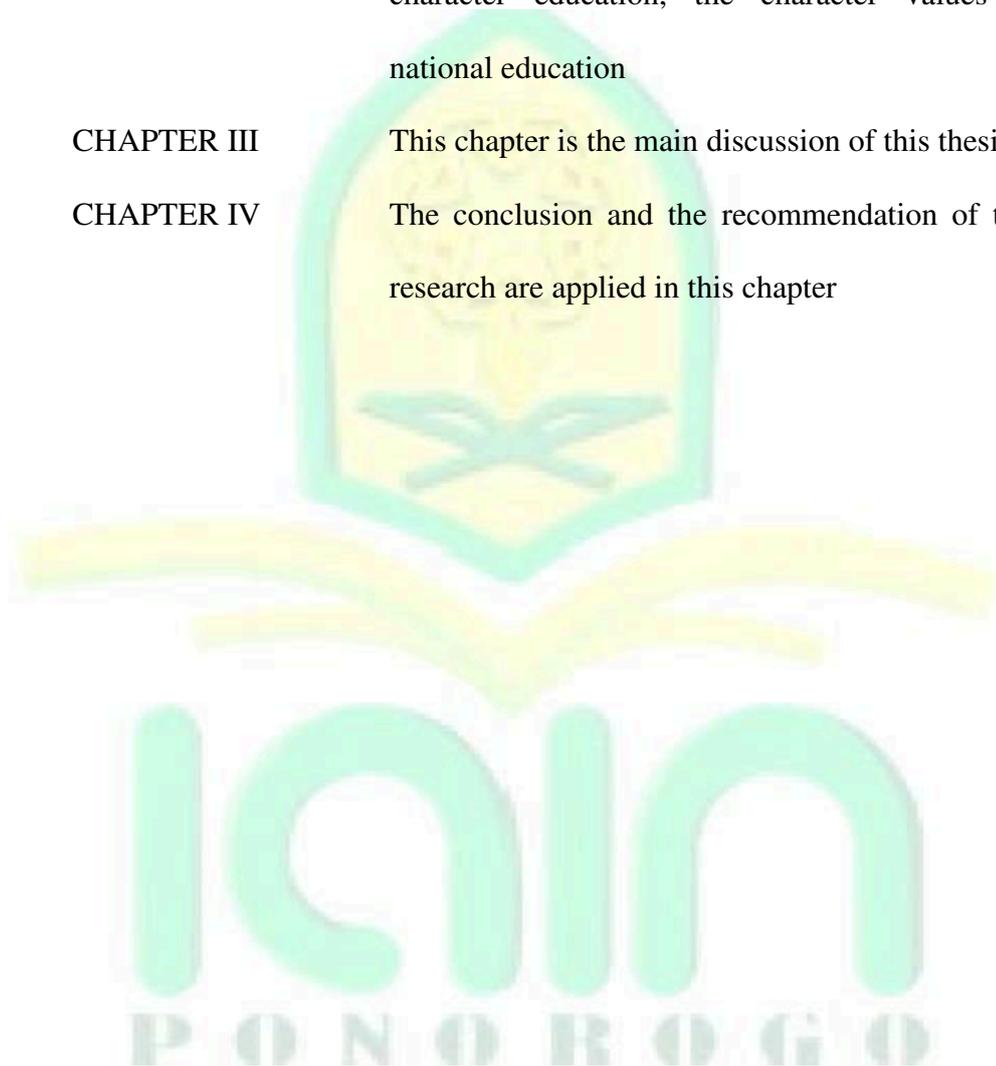
material development, definition of textbook, the role of textbook, criteria in selecting and evaluating textbook, definition of character education, the objectives, function and media of character education, the character values in national education

CHAPTER III

This chapter is the main discussion of this thesis.

CHAPTER IV

The conclusion and the recommendation of this research are applied in this chapter



CHAPTER II

THEORITICAL FRAMEWORK & PREVIOUS STUDY

A. Theoritical Framework

1. Curriculum

a. Curriculum Development

Hilda Taba defined a curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has bearing on the shaping of a curriculum.²⁰ Other definition according Donald E. Orlosky and B. Othanel Smith curriculum is the substance of the school program. It is the content pupils are expected to learn.²¹ H. H. Giles, S. P. McCutchen, and A. N. Zecheil also state that the curriculum is... the total experiences with which the school deals in educating young people.²²

Pickens E. Harris said “real curriculum development is individual. It is also multiple in the sense that there are teachers and separate children... There will be a curriculum for each child”.²³

b. Curriculum Development in Indonesia

The national educational curriculum has experienced changes in the year 1947, 1952, 1968, 1975, 1984, 1994, 2004, 2006, and latest is 2013. The entire national curriculum is designed

²⁰ Tim Pengembangan MKDP Kurikulum dan Pembelajaran, Kurikulum & Pembelajaran, ketiga (Jakarta: Rajawali Pers, 2013), 4.

²¹ Ibid., 5.

²² Ibid., 3.

²³ Ibid.

on the same basis, the Pancasila and 1945 Constitution. They are
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1. Curriculum 1968 and Before

The first curriculum in Indonesia after independent day is the curriculum 1947 (a Subject Plan 1947/ Rencana Pelajaran 1947). As quoted by Hien, the curriculum was outlined into three columns: class, Contact-hour per week, and teaching materials. The curriculum was organized to replace Netherlands educational system, and developed to establish the Indonesian people character.

In 1952, there was improvement of curriculum in Indonesia which is known as unravel Subject Plans 1952 (Rencana Pembelajaran Terurai 1952). The 1953 curriculum leads to the curriculum of national education system in which every lesson plan must consider the content of the subjects connected to everyday life. It was outlined in five columns: Class, Number of Contact Hours per week, Topic, Lesson and remark.

In 1964, Indonesia government improved the national educational system. The name was the Education Plan 1964, and the learning program focused on Pancawardhana. Concerning Pancawardhana, Tilaar stated that it is an

²⁴ Sri Wahyuni, "Curriculum Development In Indonesia Context The Historical Perspecyive and The Implementation," UNIVERSUM 10, no. 1 (2016): 75–78.

educational policy which contains principles of the development of patriotism based on national, international, and religious orientation. It is implemented for the development of intelligence, emotion handcraft, and physical.

The next curriculum development was in the year 1968 (curriculum 1968). The curriculum change was colored by the political change from the Old Order to the New Order. Basic views and concepts relating to the educational foundation, objectives and contents were reformulated. The education foundation was Pancasila.

2. Curriculum 1975, 1984, and 1994

Curriculum 1975 generally aimed at enhancing the quality of the Indonesian national education, and specifically this curriculum was objective-oriented in the sense that the teacher needed to know the students' objective in learning a certain item of knowledge, science or skill (goal/objective oriented). Integrated approach was adapted, and structuralism philosophy was as foundation of the curriculum. It was influenced by behavior psychology that emphasizes the stimulus to response and training (drill).

In 1984, the curriculum 1984 was established to rectify the curriculum 1975. The previous curriculum was considered no longer compatible with the needs of community and the

demands of science and technology. The structural approach applied in the curriculum 1975 had not been successful yet, especially viewed from the students' need to have communicative competence. The curriculum 1984 oriented to instructional goals, and learning in the classroom must be functional and effective. The teaching approach was student-centered through students' active learning system (Cara Belajar Siswa Aktif—CBSA) to improve students' communicative competence.

By the year 1994, the curriculum 1984 was considered that it needed to be revised. The learning process in the previous curriculum emphasizes the theory of learning and less attention to the content of lesson. The curriculum 1994 was established as the completion of the curriculum 1984 with the Education Law 10No.2 in 1989 about National Educational System. This curriculum applied a meaningful-based approach, communicative approach, and the system of learning time was changed from the semester to the quarter system. However, during the implementation of the curriculum, there were some problems because of too many approach should be oriented, the number of subjects and too much substance of each of the subject.

3. Competence-Based Curriculum (CBC, The Curriculum 2004)

The curriculum developed at the time was called Competence-Based Curriculum which focused on developing ability to do (competence) duties in accordance with certain performance standards that had been set. Based on Decree of the Minister of Education No. 045/U/2002 about Core Curriculum, Competence is a set of intelligent action, so a competence person has full responsibility as a condition to be considered capable by the society in carrying out tasks in a particular field of work. Competency-based education emphasizes the ability to be possessed by graduates of an education. Competence is often called a standard of competence is the ability of graduates in general must be mastered. A competence-based education program should contain three main elements, namely, (1) the selection of appropriate competencies, (2) specification of evaluation indicators to determine the success of the achievement of the competence, and (3) the development of learning system.

The activities in the classroom, students are no longer objects, but the subject, and the teacher's role is only as facilitators. Based on Decree of the Minister of National Education No. 232/U/2000, the curriculum structure is based on learning objectives--(1) Learning to know, (2) learning to do, (3) learning to live together, and (4) learning to be.

For the format of the curriculum 2004, based on PP No. 25/2000, the Ministry of Education developed national standards for all subjects, which is included the four components: (1) competence standards, (2) basic competence, (3) subject matter, and (4) indicators of achievement. Competence standard is defined as the roundness of knowledge, skills, attitudes, and achieved at the expected level of mastery in learning a subject, in which consists of content standard and performance standard.

Technically, the CBC developed Puskur (2001) grouped into three levels of competence, namely (1) competence of graduates (KL—Kompetensi Lulusan), namely the competencies that should be owned by students after they complete a certain level of education (SD / MI, SMP / MTs, SMU / MA), (2) general competencies (KU—Kompetensi Umum), namely the competencies that should be owned by students after they followed certain subjects at certain educational levels, and (3) basic competence (KD—Kompetensi Dasar), which is essential competencies that should be owned students when they follow a particular subject at a particular time unit. In practice, the three levels of competence has become the reference in carrying out instructional duties in schools.

4. School-Based Curriculum (KTSP, The Curriculum 2006)

KTSP (Education Unit Level Curriculum) or School-Based Curriculum is the curriculum developed by the operational and implemented in each educational unit (school).

The essential difference between the Competence-Based Curriculum (CBC) and School-Based Curriculum (SBC/KTSP) actually did not exist. Both had a set plan of competencies oriented and learning outcomes of students. The difference is just on the technical implementati. If the CBC is prepared by the central government, in this case the Ministry of Education, then KTSP is prepared by the educational level of each unit.

Development Education Unit Level Curriculum (KTSP) refers to the various national education standards to ensure the achievement of national education goals. The government regulation is landing on the need to provide structured and carried out eight national education standards: (1) content standard, (2) process standard, (3) graduate competence standard, (4) educational personnel standard, (5) facilities and infrastructure standard, (6) management standard, (7) financial standard, and (8) educational assessment standard. Two of the eight national education standards, namely the Content Standards (SI—Standar Isi) and the Graduates Competency

Standards (SKL—Standar Kompetensi Lulusan) are the main reference for the education unit in developing the curriculum.

And the components of Education Unit Level Curriculum (KTSP) consist of (1) Purpose of Education School, (2) Structure and Curriculum Content, (3) Education Calendar, (4) Syllabus, and (5) Learning Implementation Plan (RPP).

5. The Curriculum 2013

The newest curriculum applied in Indonesia education is the curriculum 2013. The implementation of the curriculum 2013 is started on July, 2013; however, it is still for certain schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and affective through empowerment of integrated attitude, skill, and knowledge¹¹.

The difference between the curriculum 2006 and curriculum 2013 is in the learning plan. In the curriculum 2006, the syllabus development is under education unit's (school) authority; however, in the curriculum 2013, the development is the central government's authority, except for special subject which is developed by certain school. Even though the syllabus is from the central government, the

teachers still have authority to design lesson plan and develop the materials given for operationalizing in learning.

c. Material Development

According to Tomlinson, materials include anything which can be used to facilitate the learning of a language. They can be guistic, visual, auditory or kinaesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the Internet.²⁵ He also aguest the basic priniples in developing material for the language teaching are :²⁶

1. Materials should accept impact
2. Materials should help learners to feel at ease
3. Materials should help learners to develop confidence
4. What is being taught should be perceived by learners as relevant and useful
5. Material should require and facilitate learners self-investment
6. Learners must be ready to acquire the point being taught
7. Materials should provide the learners with opportunities to use the target language to achieve communicative purpose
8. Material should take into account that positive effects of interaction are usually delayed

²⁵ Divya Balachandran, "Criteria-Baed Post-Use Evaluation of English Textbooks," *International Jurnal of English Language, Literature and Humanities (IJELLH)* II, no. V (n.d.): 73.

²⁶ Pryla Rochmahwati, *English Curriculum and Material Development* (Ponorogo: STAIN Po PRESS, 2012), 150–151.

9. Materials should take into account that learners have different learning style
10. Materials should take into account that learners different effective attitudes
11. Materials should permit a silent period at the beginning interaction
12. Materials should not rely too much on controlled practice
13. Materials should provide opportunities for outcome feedback.

2. Textbook

a. Definition of Textbook

According to Brown the presence of a textbook is necessary to support teaching – learning process.²⁷ Millions of copies are sold every years, and numerous aid projects have been set up to produce them in (various) countries. According to Alan Cunningsworth coursebook are best seen a research achieving aims and objectives that have already been set in terms of learners' need.²⁸

Cruichshank, Bainer and Metcalf “Textbook is the most used and something overused source for determining the want students should learn”.²⁹ Textbook is important resource for teachers in assisting students to learn.³⁰

²⁷ Monjurul Islam, “An Evaluation of English Language Textbook from Teachers’ Perspective,” 119.

²⁸ Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann [u.a.], 1995), 7.

²⁹ Tira Mayasari, Joko Nurkamto, and Hefy Sulistyawati, “A Content Analysis Of ‘Real Time’ English Textbook For Junior High School Students Year VIII,” *Digilid UNS*, 2015, 4.

³⁰ *Ibid.*

From the explanation above it can be concluded that textbook is instrument of school instruction and the primary source of information for teacher and student.

b. The Role of Textbook

According to Cunnisworth textbook have multiple roles in ELT:³¹

1. A resource for presentation material (spoken and written).
2. A source of activities for learner practice and communicative interaction.
3. A reference source for learner on grammar, vocabulary, pronunciation etc.
4. A source of stimulation and ideas for classroom language activities.
5. A syllabus (where they reflect learning objectives which have already been determined).
6. A resource for self-directed learning or self-access work.

c. Criteria in Selecting and Evaluating Textbook

Cunningsworth proposes four criteria for evaluating textbooks, particularly course books. They are:³²

1. They should correspond to learner,,s needs. They should match theaims and objectives of the language-learning program.

³¹ Cunningsworth, Choosing Your Coursebook, 7.

³² Ibid., 5.

2. They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.
3. They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid method.
4. They should have a clear role as a support for learning, like teachers, they mediate between the target language and the learner.

3. Character Education

a. Definition of Character Education

Character Education is the deliberate effort to help people understand, care about, and act upon core ethical values. Character education integrates positive values into each aspect of school activities and it can be applied in pedagogical aspect. Lickona suggests that character values are implanted through curriculums or programs.³³

Tantra states that there are four reasons why character building should be integrated in education. First, education is an effective process to develop character. It is widely agreed that the character building should be started from the family, and then

³³ Fajar Soniawan, "Character Education Analysis Of 2013 Curriculum English Textbook Entitled 'Bahasa Inggris' For Eleventh Graders Of Senior High School" 1, no. 1 (2012): 2.

school and also environment. Education in the family is the fundamental education to develop a child with good character building. Education in the school will also be developed to strengthen the good character building which child has from the family and in the environment, child will have a chance to implement the good character building in daily life interaction. Second, education is a long term process. It means that education is stated from child till died. Character building should be learned from a child. It is also supported by “World fit for children 2002”. One of the goals is to teach character stated from child. Third, by educating character building beliefs to avoid bad character. Education is not only to develop intellectual quotient, but also develop emotional quotient, social quotient, adversity quotient, ecological quotient, and spiritual quotient. Through education based on character building the students will have opportunity to develop their potentials become optimal. And the fourth is through education, the character building can be thought to the teachers, students and all of the stake holders of the school.³⁴

Character education has some benefits to develop good character and attitude such as:³⁵

³⁴ I Made Suardana, “Developing Character Based English Materilas for The Ninth Students Of Junior High School In SMP Negeri 1 Petang,” n.d., 2.

³⁵ Charlie Abourjilie, Character Education: Informational Handbook and Guide II for Support and Implementation of The Sudents Citizen Act of 2001 (Character and Civic Education), 3.

1. It promotes character development through the exploration of ethical issues across the curriculum.
 2. It develops a positive and moral climate by engaging the participation of students, teachers and staff, parents, and communities.
 3. It teaches how to solve conflicts fairly, creating safer schools that are freer of intimidation, fear, and violence, and are more conducive to learning.
- b. The Objectives, Function and Media of Character Education

The aims of character education to develop the values that shape the character of the nation that is Pancasila, include:³⁶

1. To develop students' potentials to be a good-hearted man, good thoughts, and behave well;
2. Build a nation of character Pancasila;
3. developing the potential for citizens to have an attitude of confidence, proud of their state and nation as well as the love of mankind.

The function Character education is (1) build a multicultural national life; (2) build a civilization of intelligent, cultured noble, and capable of contributing to the development of the human race; developing the potential of the base in order to be good, good thoughts, and good behavior and exemplary good; (3) to build

³⁶ Fasli Jalal, Mansur Ramly, and Diah Harianti, Panduan Pelaksanaan Pendidikan Karakter, 7.

attitude of the citizens who love peace, creative, independent, and able to coexist with other nations in a harmony.³⁷

Character education is done through a variety of media, the family, the education, community, government, business, and social media.³⁸

c. Components of Character Education

There are some components in character education, they are:³⁹

1. Community participation. Have educators, parents, students, and members of the community invest themselves in a consensus-building process to discover common ground that is essential for long-term success.
2. Character education policy. Make character education a part of your philosophy, goal or mission statement by adopting a formal policy. Don't just say it—put it in writing.
3. Defined traits. Have a meeting of parents, teachers and community representatives and use consensus to get agreement on which character traits to reinforce and what definitions to use. Formally state what your school means by “courage” or “perseverance” before they are discussed with students. (The

³⁷ Ibid.

³⁸ Ibid.

³⁹ Charlie Abourjilie, Character Education: Informational Handbook and Guide II for Support and Implementation of The Students Citizen Act of 2001 (Character and Civic Education), 4.

suggested traits listed in the Student Citizen Act might be a great place to start.)

4. Integrated curriculum. Make character education integral to the curriculum at all grade levels. Take the traits you have chosen and connect them to classroom lessons, so students see how a trait might figure into a story or be part of a science experiment or how it might affect them. Make these traits a part of every class and every subject.
5. Experiential learning. Allow your students to see the trait in action, experience it and express it. Include community-based, real-world experiences in your curriculum that illustrate character traits (e.g., service learning, cooperative learning and peer mentoring). Allow time for discussion and reflection.
6. Evaluation. Evaluate character education from two perspectives: (1) Is the program affecting positive changes in student behavior, academic achievement and cognitive understanding of the traits? (2) Is the implementation process providing the tools and support teachers need?
7. Adult role models. Children “learn what they live,” so it is important that adults demonstrate positive character traits at home, school and in the community. If adults do not model the behavior they teach, the entire program will fail.

8. Staff development. Provide development and training time for your staff so that they can create and implement character education on an ongoing basis. Include time for discussion and understanding of both the process and the programs, as well as for the creation of lesson plans and curricula.
 9. Student involvement. Involve students in age-appropriate activities and allow them to connect character education to their learning, decision-making and personal goals as you integrate the process into their school.
 10. Sustaining the program. The character education program is sustained and renewed through implementation of the first nine elements, with particular attention to a high level of commitment from the top: adequate funding; support for district coordination staff; high quality and ongoing professional development; and a networking and support system for teachers who are implementing the program.
- d. The Character Values in National Education

Lickona suggests that character values are implanted through curriculums or programs. Actually education so far has been developing and implementing the values to build the character through the operational programs of educational.⁴⁰

⁴⁰ Fajar Soniawan, "Character Education Analysis Of 2013 Curriculum English Textbook Entitled 'Bahasa Inggris' For Eleventh Graders Of Senior High School," 2.

Based in Undang – Undang Sisdiknas No. 20 Tahun 2003 there are 18 character education must be implement in all aspect in character education curriculum, it also must be implement in textbook of character education curriculum.

The implementation of character education in the school has identified 18 values derived from religion, Pancasila, culture, and national education goals, namely: ⁴¹

- | | |
|----------------|---------------------------------|
| 1. Religiosity | 10. Nationality |
| 2. Honesty | 11. Patriotism |
| 3. Tolerance | 12. Achievement Orientation |
| 4. Discipline | 13. Friendship or Communication |
| 5. Hard work | 14. Love of Peace |
| 6. Creativity | 15. Fondness for reading |
| 7. Independent | 16. Environment awareness |
| 8. Democracy | 17. Social Care |
| 9. Curiosity | 18. Responsibility |

B. Previous Study

Before the researcher holds this research, the researcher studied previous research as follows:

- a. Fajar Soniawan. 2012. Character Education Analysis of 2013 Curriculum English Textbook Entittle “ When English Rings A Bell”

⁴¹ Fasli Jalal, Mansur Ramly, and Diah Harianti, Panduan Pelaksanaan Pendidikan Karakter, 8.

for Eleventh Grades of Senior High School. Surabaya. English Education, Language, Art Faculty, State University of Surabaya.

According to the observation checklist, each the chapter has one or two character education that emphasize and it has correlation with the theme of each chapter. the conclusion that 2013 curriculum English textbook entitled “Bahasa Inggris” for eleventh graders of Senior High School (semester one) contains 17 character education values religiosity, honesty, tolerance, discipline, hard work, creativity, independence, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care and responsibility. The only one character education value that did not present from the sentence(s) in 5 chapter of the textbook is democracy.

- b. Ulfa Maslahah. 2015. A Content Analysis of “When English Rings a Bell” An English Textbook for Junior High School Students of VII Based on Scientific Approach 2013 Curriculum. Surakarta. English Department of Teacher Training and Education Faculty of Sebelas Maret University

The result of analysis that “When English Rings A Bell” for Junior High School Students of VII has applied the scientific approach. The compatibility of scientific approach in “When English Rings A Bell” for Junior High School Students of VII is 65%. Therefore, based on the percentage classification proposed by Arikunto, When English

Rings a Bell for Junior High School Students of VII achieves the level “Good”. In detail chapter, I gain 40%, chapter III achieve 80%, chapter IV get 40%, and Chapter IX is 100%.

- c. Pipit Nenda Ertika. 2013. A Content Analysis of The Textbook “English Zone” Used by The First Year Students of Senior High School. Surakarta. English Department of Teacher Training and Education Faculty of Sebelas Maret University.

Based on the result of the material analysis of the textbook entitled “English Zone” for the first year students of Senior High School, the writer tries to give some conclusion as follows:

1. The structure of the textbook

Generally, it fulfills the criteria of the good textbook. The textbook “English Zone” provides the materials appropriate with the students’ level. Unfortunately, the textbook “English Zone” does not give the listening script in the form of audio materials, so the teacher should read the listening script manually.

2. Language skills

The result of the study shows that there are 37 indicators of language skills which are developed in the textbook from 46 indicators suggested by School Level-Based Curriculum. The percentage of the indicators of language skills gained is 80.43 percent according to Percentage and Compatibility Classification proposed by Suharsimi Arikunto.

3. Communicative Exercises

There are eight kinds of communicative exercises suggested by the experts of communicative language teaching used in the textbook. The result of this study shows that there are 6 kinds of communicative exercises which are developed in the textbook. The percentage of the communicative exercises is 75 percent. It means that the quality of the communicative exercises developed in the textbook is good based on the Percentage and Compatibility Classification proposed by Suharsimi Arikunto.

The differences between this research and the previous study above are the research approach, technique to analyze the data and textbook used to analysis. For this research, the researcher use content analysis approach, to analyze the data use procedure from Donald Ary et al, the stage are: (1) Organizing and Familiarizing, (2) Coding and Reducting (3) Interpreting and Representing. This research also explain how this textbook integrate character education value into its material not just provide in table of observation checklist.

CHAPTER III

DATA DESCRIPTION

A. General Data

In this research, the writer referred to Bahasa Inggris “When English Rings a Bell” textbook. The description of the textbook can be seen in the following :

Tittle	: Bahasa Inggris “When English Rings a Bell” (revised edition)
Author	: Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.
Publisher	: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
Year	: First edition, 2013 Second edition, 2014 Third Edition, 2016
Number of page	: 2 cover + Vi + 194
Size and type of letter	: 11 point, Helvetica
ISBN number	: ISBN 978-602-282-976-8 (jilid lengkap) ISBN 978-602-282-977-5 (jilid 1)

B. Specific Data

The specific data of this study is divided into 8 parts based on chapter of the textbook. Each part is focused on character education which presented in the sentences of the textbook. Next, in each chapter, the researcher summarized them in form of observation checklist.

In chapter one, there are some character education values appeared as illustrated from Table 1.1 as follows.

Table 1.1

Observation Checklist of Character Education Values in Chapter 1

No	Character education value	Existence		Found on page(s)
		Yes	No	
1	Religiosity		✓	
2	Honesty		✓	
3	Tolerance	✓		14,17
4	Discipline		✓	
5	Hard work	✓		9,13,18
6	Creativity		✓	
7	Independent		✓	
8	Democracy		✓	
9	Curiosity		✓	
10	Sense of nationalism		✓	
11	Patriotism		✓	
12	Achievement orientation	✓		11,14,17
13	Friendship or communication	✓		2,3,4,5,6,7,8,11, 12,14,15,16,17
14	Love of peace	✓		19
15	Fondness for reading		✓	
16	Environmental awareness		✓	
17	Social care		✓	
18	Responsibility		✓	

Chapter one presented 5 character education values: tolerance, hard work, achievement orientation, friendship or communication, and love of peace. Indeed, friendship or communication is the character education value that most often presented in this chapter. Example of the dialogue that represent tolerance value is,

Beni : Udin, I'm sorry I cannot come to the study group.
 Udin : No worry Beni just go home and have a rest.

Then the sentence "we will do a drill to greet people in the morning, in the afternoon, and in the evening" show hard work value. Next, the sentence in the dialogue below:

Teacher : See you later Dayu. Good Luck with your test.
 Dayu : See you later ma'am. Thanks.

Indicate achievement orientation value, next dialogue describe friendship or communication value.

Edo : Bye, Udin. Get well soon.
 Beni : Bye, Udin. Wish us luck, ok?
 Udin : Sure, Bye Ben, Edo. Good luck, see you next Monday.

For the last that sentence represent love of peace value is " From now on, I will always greet others when I meet them, say goodbye when I leave them, thanks others for doing good to me, and say sorry when I make mistake"

Then, in chapter two consists of 6 character education values as in Table 1.2. It can be seen in the following :

Table 1.2

Observation Checklist of Character Education Values in Chapter II

No	Character education value	Existence		Found on page(s)
		Yes	No	
1	Religiosity		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard work	✓		23,24,26,30,33,34
6	Creativity		✓	
7	Independent	✓		26,30,31,33,34
8	Democracy		✓	
9	Curiosity		✓	
10	Sense of nationalism	✓		22,25,30,31
11	Patriotism		✓	
12	Achievement orientation	✓		22,27,30,33
13	Friendship or communication	✓		25
14	Love of peace		✓	
15	Fondness for reading	✓		31
16	Environmental awareness		✓	
17	Social care		✓	
18	Responsibility		✓	

Chapter two presented 6 character education values namely: hard work, independent, sense of nationalism, achievement orientation, friendship or communication, and fondness for reading. Example of the sentence that represent hard work value is “We will use the right preposition (at, on, in) for the places. We will spell the words and use the punctuation mark correctly. We will say the words loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help”. Then, the sentence “We promise, we will use only English. We will not use Bahasa Indonesia” show independent value. Next, sentence describe

sense of nationalism value is “Good morning. My name is Max Bae. I am from East Nusa Tenggara. I live in Kupang, in Kecamatan Angkasa, on Jalan Denpasar. Precisely, I live at 5 Jalan Denpasar”. Furthermore, the sentence in the dialogue below indicate friendship or communication value,

Teacher : What’s your name?
 Hasnidah : My name is Hasnidah
 Teacher : Where are you from?
 Hasnidah : I am from west Sumatera.
 Teacher : Where do you live?
 Hasnidah : I live in Padang in Kampung Mutiara

For the last that sentence represent fondness for reading value is “I like swimming and reading book”.

Then, chapter three contains 10 character education values as presented in Table 1.3:

Table 1.3

Observation Checklist of Character Education Values in Chapter III

No	Character education value	Existence		Found on page(s)
		Yes	No	
1	Religiosity	✓		42,56
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline	✓		39,41,42,56,57
5	Hard work	✓		49,54
6	Creativity		✓	
7	Independent	✓		40,43,45,46,49,51,52,54,56,57,58
8	Democracy		✓	
9	Curiosity	✓		44
10	Sense of nationalism	✓		52
11	Patriotism	✓		52
12	Achievement orientation	✓		38,44,45,50,53,

13	Friendship or communication	✓		44
14	Love of peace		✓	
15	Fondness for reading	✓		41
16	Environmental awareness		✓	
17	Social care		✓	
18	Responsibility		✓	

Chapter three presented 10 character education values namely: tolerance, discipline, hard work, independence, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or communication, and fondness for reading. Indeed, independent are the character education value that often shown in this chapter. Example of the sentence that represent religiosity value is “It is half past nine at night. He does not forget to pray before he sleeps”. In addition, the sentence describe dicipline value is “It is half past eight in the evening. Edo repares his stuffs for school tomorrow. He puts many books into his school bag”. Then, the sentence “We will be drilled by our teacher to say the names of months” show hard work value. Next, the sentence indicate independent value is “We will work in group. First, we will study previous example. Second, each of us will copy and handwrite the schedule on our notebook, including the information about time”. The sentence in the dialogue below indicate curiosity value,

- A : What about you, Dayu? What do you usually do on Sunday morning?
 B : I usually go the traditional market with my father
 A : Oh really? What time do you usually go there?
 B : About 06.30 in the morning. The vegetables are still fresh at that time. You should go there.
 A : Sure. I'll tell my mom about it.

Other example that represent sense of nationalism is “In Indonesia there are several National Days. We will drilled by our teacher how to say date we celebrate them”. In other sentence “When do we Celebrate Kartini Day? Kartini Day is in April. It is on twenty first of April” also indicate patriotism value. We can find achievement orientation in this sentence “We will learn to say the hour and the minute of the time”. Next, the dialogue below describe friendship or communication value,

A: Hi, Lina. What do you usually do on Sunday morning?

B: on Sunday morning, I usually go to the park with my family.

A: What time do you go to the park with your family?

B: I usually go to there at 07.00 in the morning.

For the last there are fondness for reading value show in this sentence “It is half past one in afternoon. I do goes to the library with Udin and Beni. They love reading books”.

Chapter four contains 6 character education values is showed in Table 1.4:

Table 1.4

Observation Checklist of Character Education Values in Chapter IV

No	Character education value	Existence		Found on page(s)
		Yes	No	
1	Religiosity		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard work		✓	
6	Creativity		✓	
7	Independent	✓		63,64,65,68,69,71, 72,81,82,84,85
8	Democracy		✓	

9	Curiosity	✓		67,91
10	Sense of nationalism		✓	
11	Patriotism		✓	
12	Achievement orientation	✓		59,60,62,63,66,67,68
13	Friendship or communication	✓		63,67
14	Love of peace		✓	
15	Fondness for reading		✓	
16	Environmental awareness	✓		59,88,90,96
17	Social care	✓		93
18	Responsibility		✓	

Chapter four presented 6 character education values they are : independent, curiosity, achievement orientation, friendship or communication, environment awareness and social care. Example of the sentence that represent independent value is “We will use dictionary. We will spell the words and use punctuation mark correctly. We will also say each word loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help”. Then the sentence “We will tell what the people do in different places” show curiosity value. Next, the sentence describe achievement orientation value is “We will learn to state things, animals, and public place around us”. The sentence in the dialogue below indicate friendship or communication value.

Father : Do you see the building on the left?

Son : Yes. What is this building?

Father : This is a bank.

Son : I see. This building on the left is a bank. What about that building next the bank?

Father : That is a post office.

Son : I see. That building next to the bank is a post office.

Father : Right. The bank and the post office are next to each other.

Other example that represent environmental awareness value is “We will tell the names of the thinks and the animals in the yard and around the house, their numbers and their location. For the last that sentence represent social care value is “Udin is helping his father. He is pumping the type. I help my father too” it can be find in page 93.

Then, chapter five contains 8 character education values are presented in Table 1.5:

Table 1.5

Observation Checklist of Character Education Values in Chapter V

No	Character education value	Existence		Found on page(s)
		Yes	No	
1	Religiosity		✓	
2	Honesty		✓	
3	Tolerance	✓		104
4	Discipline	✓		106,108
5	Hard work		✓	
6	Creativity		✓	
7	Independent	✓		95,102,105,108, 109,110,113,116, 118,124
8	Democracy		✓	
9	Curiosity	✓		120,121,122
10	Sense of nationalism		✓	
11	Patriotism		✓	
12	Achievement orientation	✓		99
13	Friendship or communication	✓		103,104,106,107, 111,112,115,120, 121,122
14	Love of peace		✓	
15	Fondness for reading		✓	
16	Environmental awareness	✓		100,101,103,110, 120
17	Social care	✓		117,118
18	Responsibility		✓	

This chapter are presented 8 character education values namely: tolerance, discipline, independent, curiosity, achievement orientation, friendship or communication, environmental awareness, and social care. Indeed, independent and friendship or communication are the character education value that often shown in this chapter. Example of the sentence that indicate tolerance is in the following:

A: The music is too loud, I can't study with this loud music.
B: Sorry, I'll turn down the volume.

Other sentence that represent discipline value is "Siti's house is far from her school but she always comes on time. She is never late because she goes to school at 6 a.m". Furthermore, the sentence "We will discuss and decide ten objects (rooms and things) we really have in our school and their qualities" show independent value. The sentence in the dialogue below indicate curiosity value,

Edo : Have you seen real monkeys, Udin? I mean, not on TV or in a magazine .
Udin : Yes, I have.
Edo : What are they like?
Udin : They're very friendly and playful.
Edo : Wow! That's interesting because as far as i kno, not all monkeys are friendly. I want to see one, too

Next, the sentence describe achievement orientation value is " we will learn to ask for and give information related to the qualities of people, animals, and thing, in order to identify, to criticize or praise them". Other example represent friendship or communication value is as follows:

Lisa : Dayu, do you have any pets?

- Dayu : Yes, I do. I have two cats.
 Lisa : I love cats! What do they look like?
 Dayu : They're very little. They're babies, very cute ones. They have grey fur, big eyes, and each of them has a pink nose.
 Lisa : Wow, I can imagine how cute they are.

We also can find environmental awareness value in sentence like “There are garbage cans, too. We can keep this park clean”. In addition, the sentence indicate social care value is “Look! Edo is very helpful. Yes, he is. He is helpful and kind”.

Chapter six contains 10 character education values while can be seen in Table 1.6:

Table 1.6

Observation Checklist of Character Education Values in Chapter VI

No	Character education value	Existence		Found on page(s)
		Yes	No	
1	Religiosity		✓	
2	Honesty		✓	
3	Tolerance	✓		136
4	Discipline	✓		134,135,139
5	Hard work		✓	
6	Creativity		✓	
7	Independent	✓		129,130,137,142, 144,146,148
8	Democracy		✓	
9	Curiosity	✓		141
10	Sense of nationalism		✓	
11	Patriotism		✓	
12	Achievement orientation	✓		127,135,146
13	Friendship or communication	✓		128,134,135,136, 146,147
14	Love of peace		✓	
15	Fondness for reading	✓		143
16	Environmental awareness	✓		146
17	Social care	✓		134,136,139

18	Responsibility	✓	135,136,139
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Chapter six presented 10 character education values they are: tolerance, discipline, independent, curiosity, achievement orientation, friendship or communication, fondness for reading, environmental awareness, social care and responsibility. Example of the sentence that represent tolerance value like in dialogue below,

Edo : Beni, let's go to school early tomorrow, so we can study together before the English test.

Beni: I'm sorry. I can't. I help my mom wash the dishes before I go to school.

Edo : Do you always help your mother every morning.

Beni: Yes, I do. I always help my mom whenever I can.

Udin: That's great.

Beni: Hey, let's study together this afternoon. We don't need to wait until tomorrow.

Edo : Yes, sure. That's good idea.

Next, other example that represent discipline value is,

Siti : Good morning, Beni.

Beni: Good morning, Siti. How are you today?

Siti : I'm doing very well.

Beni: You arrive very early. Do you arrive early yesterday?

Siti : Yes, I do. I always come to school early. I always leave home at 6. I don't want to be late. Beni, why do you clean the classroom by yourself.

Beni: Dayu is not here. She's late.

Siti : Don't worry, I will help you clean the classroom.

Beni: Thanks you, Siti. You always help other people.

Siti : You are welcome, Beni.

Then the sentence that describe independent value is "We will use dictionary. We will spell the words correctly. When we are writing, we will say the word loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help". Next, the sentence "This is a butterfly. The color is pretty it flies" and "This is snake. It's a wild animal it bites"

show curiosity value. The sentence in the dialogue below indicate achievement orientation value,

Dayu: Let's study together again tomorrow.
 Udin: Do you study every day?
 Dayu: Yes, I do. I always study every day.
 Udin: That's why you always get good grades. You always study every day.
 Dayu: I do and I enjoy it.

Furthermore the sentence in the dialogue below also indicate friendship or communication value.

Siti : Guys, let's go to the park this weekend.
 Beni : That sounds a good idea.
 Lina : Yes, let's go there on Saturday.
 Dayu: I love the park. I always go there every afternoon.
 Udin : I'll go with you, guys. Edo, will you join us?
 Edo : Of course I will.

Next the sentence describe fondness for reading is "It's interesting book. I read it every day". Other example that represent environmental awareness value like below,

Miss Mutia : Good morning, class.
 Students : Good morning, Miss Mutia.
 Miss Mutia : Today we are going to go out and see the things, plants and animals around us.
 Students : Yay.
 Miss Mutia : Let's go out now. (They're outside)
 Miss Mutia : Look at the flowers in the schoolyard. Do you think they'
 Dayu : Yes, they are. They are colourful and beautiful.
 Miss Mutiara : They beautify our school. How about the sun? What do you know about the sun?
 Udin : It rises in the east and sets in the west.
 Miss Mutiara : Very good. How about the big trees, what are they for?
 Edo : They provide shade and oxygen.
 Miss Mutiara : That's right. Anything else?
 Siti : They give fruits, too.
 Miss Mutiara : Yes, some trees do. Look! There's a cat.

- Beni : I like the cat. She's very cute. I usually feed her. She eats a lot fish but she doesn't like rice.
- Lisa : I play with her during break time. She's very playful.
- Miss Mutiara : She makes you happy, doesn't she?
- Lisa : Yes, she does.

In addition, the sentence "She sometimes helps her mother" show social care value. The last that sentence represent responsibility value is "I always study every day" it can be found in page 135.

Then, chapter seven contains 7 character education values as in Table 1.7:

Table 1.7

Observation Checklist of Character Education Values in Chapter VII

No	Character education value	Existence		Found on page(s)
		Yes	No	
1	Religiosity		✓	
2	Honesty	✓		150
3	Tolerance		✓	
4	Discipline		✓	
5	Hard work	✓		162,163
6	Creativity		✓	
7	Independent	✓		150,154,155,159, 160,162,165,167, 170,171,174
8	Democracy		✓	
9	Curiosity		✓	
10	Sense of nationalism		✓	
11	Patriotism	✓		168.169,170,171, 173
12	Achievement orientation	✓		160,161,163,166
13	Friendship or communication	✓		150,151,152,153, 156,157,158
14	Love of peace		✓	
15	Fondness for reading	✓		161,163
16	Environmental awareness		✓	

17	Social care		✓	
18	Responsibility		✓	

Chapter seven presented 7 character education values: honesty, hard work, independent, patriotism, achievement orientation, friendship or communication, and fondness for reading. Example that represent honesty value show in dialogue below,

A: Do you see my notebook? I put it on my desk, but it is no there now.

B: It's thick. It has a blue hard cover.

A: Does it have a pink ribbon separator? This one?

B: No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.

A: It must be the one over there, on the teacher's desk.

B: Yes you're right. Thanks you.

Othere example that represent hard work value is "Pak Bacu is a janitor in our school. He's a hard worker. He sweeps the yard every morning and afternoon. He cleans the toilets. I like him because he is friendly, and he knows our names. But sometimes he's annoying. He often teases me, and laughs at me in front of my friends. He's sometimes fussy too. He tells us not to litter, again and again. He gets mad when we don't put our rubbish in the rubbish bin". Then, the sentence "We will study the example carefully. We will copy and handwrite it in our notebooks" show independent value. Next, the sentence that describe patriotism value is "I'm proud of Indonesia". We can find achievement orientation value in this sentence "She is an Elementary School teacher. She is very patient.

She is never angry. She always smiles and never complains”. The sentence in the dialogue below indicate friendship or communication value.

A: Hallo. I'm in the bus terminal now, but I still can't find Simon.

What is he like?

B: He's tall. He's got a fair skin.

A: Many people are tall and have a fair skin here. Is he wearing jeans?

B: No. He's wearing a uniform, black pants and a blue shirt with long sleeves.

A: I see three people wearing the same uniform.

B: He's a bit fat and chubby. He's wearing a black hat.

A: Oh ya. I see him now. He's walking toward me. He's carrying a back pack, isn't he?

B: I think so. Okay, see you later.

For the last that sentence indicate fondness for reading is “She often reads us book good stories from different parts of Indonesia. She knows many stories from other countries too.

The last chapter contains 3 character education values as in Table 1.8, they are independence, friendship or communication and social care.

Table 1.8

Observation Checklist of Character Education Values in Chapter VIII

No	Character education value	Existence		Found on page(s)
		Yes	No	
1	Religiosity		✓	
2	Honesty		✓	
3	Tolerance		✓	
4	Discipline		✓	
5	Hard work		✓	
6	Creativity		✓	
7	Independent	✓		181

8	Democracy		✓	
9	Curiosity		✓	
10	Sense of nationalism		✓	
11	Patriotism		✓	
12	Achievement orientation		✓	
13	Friendship or communication	✓		179,180,
14	Love of peace		✓	
15	Fondness for reading		✓	
16	Environmental awareness		✓	
17	Social care	✓		179
18	Responsibility		✓	

Based on observation checklist, each the chapter has one or two character education that emphasize and it has correlation with the theme of each chapter. The character education values most often illustrated is independent and friendship or communication. However, character education values like religiosity and honesty should be raise into number into students' learning material in textbook.

CHAPTER IV

DISCUSSION

A. The Analysis of Character Education Value in “When English Rings a Bell” textbook.

In this study after researcher employed observation checklist, the researcher presented the summary into the following table. The researcher analyzed only 18 character education value in textbook entitle “When English Rings a Bell” for the seventh grade of Junior High School.

Table 1.9

Character Education Values

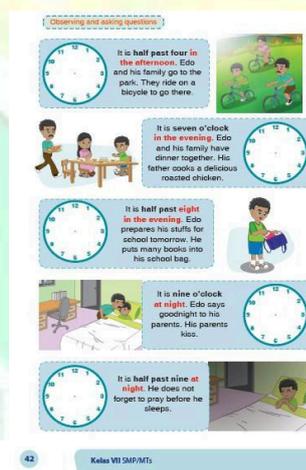
No	Character education value	Yes	No
1	Religiosity	✓	
2	Honesty	✓	
3	Tolerance	✓	
4	Discipline	✓	
5	Hard work	✓	
6	Creativity		✓
7	Independent	✓	
8	Democracy		✓
9	Curiosity	✓	
10	Sense of nationalism	✓	
11	Patriotism	✓	
12	Achievement orientation	✓	
13	Friendship or communication	✓	
14	Love of peace	✓	
15	Fondness for reading	✓	
16	Environmental awareness	✓	
17	Social care	✓	
18	Responsibility	✓	

From the table above that the 2013 curriculum English textbook entitled “When English Rings a Bell” for the seventh graders of junior high school has 16 character education values that represented from the sentences. They are religiosity, honesty, tolerance, discipline, hard work, independent, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care and responsibility.

1. Religiosity

Religiosity is attitudes and behaviors that are obedient to the rules of religion. This character is attitudes and behaviors that obedient in implementing religious, tolerant of the implementation of other religious and live in harmony with other religions.⁴²

The example of religiosity material is as follows:



Picture 2.1

Material represented religiosity value

5. ⁴² Retno Listyarti, Pendidikan Karakter Dalam Metode Aktif, Inovatif, Dan Kreatif, n.d.,

The sentence in the material above is religiosity, it can be seen from the sentence “It is half past nine at night. He does not forget to pray before he sleeps”. The sentence explain before doing the activity people must pray, it is one of rules in religion.

Then another example from religiosity as follows:

Associating

We will tell about the schedule, in writing and orally.

Here are what we will do. First, we will study and copy the example of the statements on our handbook. Second, we will handwrite the statements for the schedule of other days. Then, we will tell the schedule orally.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

On Monday, I learn English, Math, Art, and Religion.
On Tuesday, I learn _____
On Wednesday, _____

56

Kelas VII SMP/MTs Edisi Revisi

Picture 2.2

Material represented religiosity value

The schedule of the material above we can find religion as subject, from there we know if implementation of religiosity value in live like in a subject at school.

2. Honesty

Honesty is attitudes and behaviors which telling the truth and being trustworthy. This behavior seeks to establish himself as a person who can always be trusted in words and work.⁴³

The example of religiosity material is in the following:

Observing and asking questions

We will play the roles of the speakers in the conversations about Edo's notebook.

Here are what we will do. We will work in group. **First**, we will carefully listen and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Do you see my notebook? I put it on my desk, but it is not there now.

What does it look like?

It's thick. It has a blue hard cover.

Does it have a pink ribbon separator? This one?

No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.

It must be the one over there, on the teacher's desk.

Yes, you're right. Thank you.

150 Kelas VII SMP/MTs

Picture 2.3

Material represented honesty value

⁴³ Ibid., 6.

The dialogue above give explanation about honesty, when someone ask to you about something and you said the truth it is one of value in honesty.

3. Tolerance

Tolerance is attitudes that can appreciate the differences between other people. Other definition tolerance is attitudes that respect the differences of religious, ethnic, opinion, attitude, and actions of others.⁴⁴

The example of tolerance material is as follows:

Observing and asking questions

In the classroom

Siti : Guys, let's go to the park this weekend.
 Beni : That sounds a good idea.
 Lina : Yes, let's go there on Saturday.
 Dayu : I love the park. I always go there every afternoon.
 Udin : I'll go with you, guys. Edo, will you join us?
 Edo : Of course I will.

In the classroom

Edo : Beni, let's go to school early tomorrow, so we can study together before the English test.
 Beni : I'm sorry, I can't. I help my mom wash the dishes before I go to school.
 Edo : Do you always help your mother every morning?
 Beni : Yes, I do. I always help my mom whenever I can.
 Udin : That's great.
 Beni : Hey, let's study together this afternoon. We don't need to wait until tomorrow.
 Edo : Yes, sure. That's a good idea.

136

Kelas VII SMP/MTs

Picture 2.4

Material represented tolerance value

⁴⁴ Ibid.

The second dialogue among Edo, Udin and Beni show the tolerance value, it happened when Edo and Udin can appreciate Beni's activity to help his mother every early morning and can't to study with them if it do in early morning. So, they try to make solution to change the time in afternoon.

4. Discipline

Discipline is the quality of being able to behave and work in a controlled way which involves obeying particular rules or standards. The people who do this character usually orderly behavior and abiding by the rules and regulations.⁴⁵

The example of discipline material is in following:

The image shows a page from a textbook with the following content:

- Communicating** (Section Header)
- We will work in groups. We are going to present the information we got from our friends related to their habits. We will present it without reading our note.**
- Here are what we will do. First, we will study the example on how to make a presentation. Second, in our group we will distribute the information to present, who will present which part. Then, everyone of us will practice to report the information in our group without reading our note.**
- We will say the sentences loudly, clearly, and correctly.**
- We have asked 5 of our friends about their habits.
Dona doesn't always arrive early at school.
She always studies every day.
She jogs every morning.
She sometimes helps her mother.*
- Bahasa Inggris When English Rings a Bell** (Page Footer)
- 139** (Page Number)

Picture 2.5

Material represented discipline value

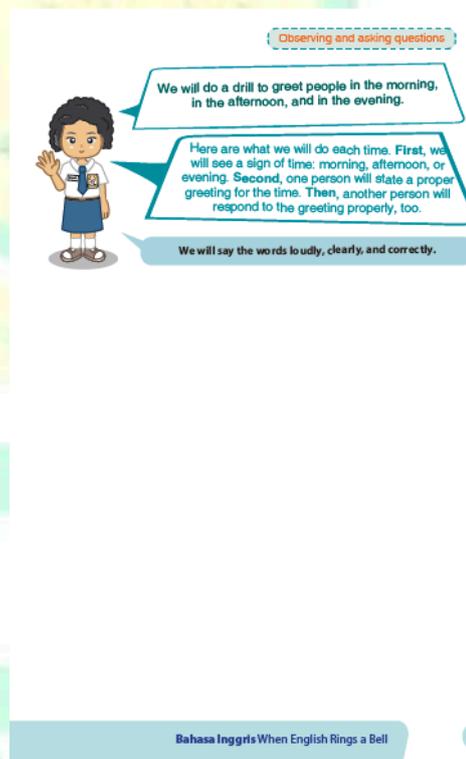
⁴⁵ Ibid.

The sentence about Dona's habit show as discipline value. She does her work in a good manner which involves obeying particular rules or standards.

5. Hard Work

Hard work is the behavior which do the task that requires (too) much effort to complete. This behavior that show genuine efforts and accomplish the tasks as well as possible.⁴⁶

The example of hard work material is in following:



Picture 2.6

Material represented hard work value

⁴⁶ Ibid.

The sentence in the material above is about hard work value, it can be seen from the sentence “We will do a drill to greet a people in the morning, in the afternoon, and in the evening”. The effort to complete the task is one of value in hard work.

6. Independent

Independent is the ability which not dependent on others and can do by himself. This character that are not easily dependent on others in completing tasks.⁴⁷

The example of independence value is represented in the following:

Collecting information

We will find out and tell our daily activities and the daily activities of one classmate.

Here are what we will do. First, we will work in pairs. Second, we will interview each other to know what we usually do everyday, and the time we do each activity. Then, we will put the information in the table.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

You			Your Friend		
No.	Time	Activities	No.	Time	Activities
1.	05:00	wake up	1	04:30	wake up
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

46 Kelas VII SMP/MTs

Picture 2.7

Material represented independent value

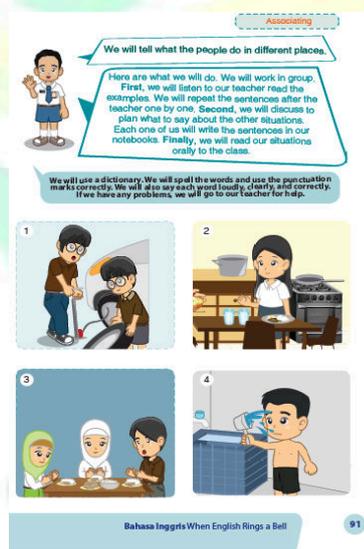
⁴⁷ Ibid.

The sentence “We will use dictionary. We will spell the words and use the punctuation mark correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problem, we will go to our teacher for help” show as independent value. This activity make a students to do their task which is not dependent on others. It implied that the students can do teh activities themselves.

7. Curiosity

Curiosity is an eager wish to know or learn about something. This character that always seek to know more deeply and extensively from something which is he learn, seen and heard.⁴⁸

The example of curiosity material that follow:



Picture 2.8

Material represented curiosity value

⁴⁸ Ibid.

The sentence in material above is curiosity, it can be seen from the sentence “We will tell what the people do in different places”, this activity require the student to know and learn about the activity of people in different place.

8. Sense of nationalism

Sense of nationalism is the significance of the sense of national with local cultural identity. Retno Listyarti stated that sense of nationalism is the ways of thinking that put the interests of the nation and state above self and group.⁴⁹

The example of sense of nationalism material that follow:



Picture 2.9

Material represented sense of nationalism value

⁴⁹ Ibid., 7.

The material above introduce how to themselves is the significance of the sense of national with local cultural identity.

9. Patriotism

Patriotism is the feeling of loving your country more than any others and being proud of it. According Retno Listyarti that patriotism is the ways of thinking and acting that demonstrate loyalty, awareness and high appreciation of the language, social, cultural, economic, and political of the nation.⁵⁰

The example of patriotism material that follow:

Associating

I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia.

Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Merapi in Sumatra, Merapi in Java, dan Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangoosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, turmeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

Class VIII B, SMP Muda Berkarya, Bandung
January 2014

Bahasa Inggris When English Rings a Bell

173

Picture 2.10

Material represented patriotism value

⁵⁰ Ibid.

From the title we will understand why this material show as patriotism value. Because, the contains of the text explain how we can proud of Indonesia.

10. Achievement orientation

Achievement orientation is attitudes and actions that promote to produce something which useful for society and respect the success of others.⁵¹

The example of achievement orientation material that follow:



Picture 2.11

Material represented achievement orientation value

⁵¹ Ibid.

The dialogue between Dayu and teacher above represent achievement orientation value, in the form of how a teacher give support to Dayu to make a good test.

11. Friendship or Communication

Friendship or communication is activity that pleasure to talk and work with other. This character that show the pleasure of talking, getting along, and working with others.⁵²

The example of friendship or communication material is as follows:

Observing and asking questions

At the zoo

Siti : Look at the giraffes. They have curly eyelashes.
 Lina : Yes, they do. Their eyelashes are adorable.
 Beni : And look at the zebras. They have black and white stripes on their bodies
 Udin : Guys, do you know that each zebra has different pattern?
 Edo : They do? That's very interesting!
 Dayu : Look at the elephants. They are huge!
 Udin : Yes, they are. And look at the tigers. They have sharp teeth.
 Siti : And they have powerful legs.

Bahasa Inggris When English Rings a Bell 115

Picture 2.12

Material represented friendship or communication value

⁵² Ibid.

The dialogue above represent friendship or communication value, it cause every person that pleasure to talk and share information about animal in the zoo.

12. Love of peace

Love of peace is liking peace and trying to live and act in a way that will bring it. Love of peace value can find when a people have attitudes, speech and actions that cause others to feel happy and secure for their presence.⁵³

The example of love of peace material that follow:



Picture 2.13

Material represented love of peace value

⁵³ Ibid.

The list of sentence above describe how a people do if he is loving a peace. He must greet to other, say thank and sorry when makes a mistake.

13. Fondness for reading

Fondness for reading is the activity which like to read a book to getting information from it. It is the habit of providing time to read the various books that give benefit to him.⁵⁴

The example of fondness for reading material that follow:

Observing and asking questions

We will learn to tell what Edo does on one Sunday.

Here are what we will do. We will work in groups. First, we will listen and repeat after the teacher to read each activity carefully. Second, we will draw the hands of the clock to show each time.

We will say the sentences loudly, clearly, and correctly.

It is Sunday. It is **five o'clock in the morning**. Edo gets up and takes a bath.

It is **eight o'clock in the morning**. Beni, Udin, and Edo fly kites. They have lots of fun.

It is **half past one in the afternoon**. Edo goes to the library with Udin and Beni. They love reading books.

Bahasa Inggris When English Rings a Bell 41

Picture 2.14

Material represented fondness for reading value

⁵⁴ Ibid.

The sentence “It is half past one in the afternoon. Edo goes to the library with Udin and Beni. They love reading book” give explanation fondness for reading. This sentence show they go to library to read a book.

14. Environmental awareness

Environmental awareness is activities to keep and recognize the environment. Environmental awareness also the actions that prevent the natural environment and repair the damage of environment.⁵⁵

The example of environmental awareness material is as follows:



Picture 2.15

Material represented environmental awareness value

⁵⁵ Ibid.

The dialoge above give explanation environmental awareness material, it can seen from te sentence “It’s a beautiful par; There are garbage cans, too. We can keep this park clean”. When we care to our environmental, we must keep it clean.

15. Social care

Social care is helping people live their lives comfortably, particularly those people who require a certain degree of extra practical and physical help.⁵⁶

The example of social care material that follow:



Picture 2.16

Material represented social care value

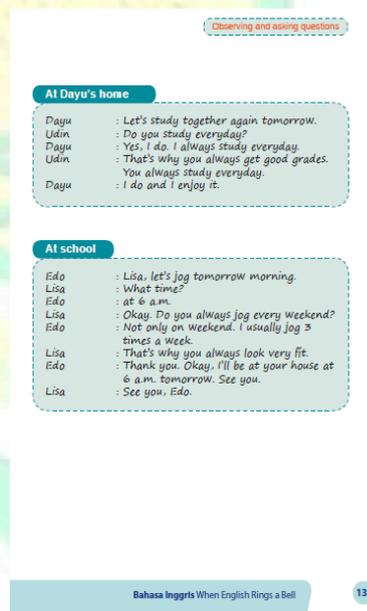
⁵⁶ Ibid.

The sentence in first activity show social care value, in which Edo is helping the teacher to bring some book, it means that he is helping people in the form of physical help.

16. Responsibility

Responsibility is something that it is your job or duty to deal with it. Other definition is attitudes and behavior of someone who performs his duties and obligations to himself and others.⁵⁷

The example of responsibility material that follow:



Picture 2.17

Material represented responsibility value

The first dialogue at Dayu's home give explanation responsibility value, because Dayu as a student responsible to study and he do it every day.

⁵⁷ Ibid., 8.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the character education value in the textbook entitled “When English Ring a Bell”, there are some point that can be concluded. Each chapter has one or two character education values that emphasize and it is related to the theme of each chapter.

The findings showed that each chapter represented different number of character education values. Chapter 1 represented 5 character education values. Then, chapter 2 and 4 covered 6 character education values. Next, chapter 5 contains 8 character education values. In addition, chapter 3 and 6 consisted 10 character education values. Furthermore, chapter 7, 8 represented 7 and 3 character education values respectively.

So it can be concluded that 2013 curriculum English textbook entitled “When English Rings a Bell” for seven graders of Junior High School contains 16 character education values namely: religiosity, honesty, tolerance, discipline, hard work , independence, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or communication, love of peace, fondness for reading, environmental awareness, social care and responsibility. There are two character education values that did not present in the sentence(s) in 8 chapter of the textbook is creativity and democracy.

B. Suggestions

After conduct this research, the researcher would like to give some suggestion based on research finding as follows:

1. For the teachers. They should be careful and selective in choosing the textbook that help them in teaching and learning activities. They should choose textbook that contain good character in the materials. The official 2013 curriculum English textbook for seven graders of Junior High School contains a lot of character education, so they can use it. The official 2013 curriculum English textbook not only has students' book but also teachers' book, so it is very helpful.
2. To the textbook writers. They have to follow certain criteria in developing the materials. The materials should not only in line with the English Standard Competence but also contains good model of character education values. Thus, the textbook will be relevant with the objective of the curriculum.
3. For the next researcher. They should really know the limitation of the study to make the analysis clear and avoided the ambiguity. Then, they should support their arguments with expert statement from journals or books.

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