AN ANALYSIS OF CHARACTER VALUES IN ENGLISH TEXTBOOK FOR SEVENTH GRADE STUDENTS ENTITLED "WHEN ENGLISH RINGS THE BELL (REVISED 2016)" USED BY SECONDARY SCHOOLS IN BENGKULU

Thesis

Submitted as A Partial Requirements for the Degree of Sarjana (S-1 Program) In English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu

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i

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ii

ii

MOTTO

"TAKUT GAGAL BUKAN ALASAN UNTUK TIDAK

MENCOBA".

(Frederick Smith, Pendiri Fed - Ex)

"Work hard, Pray hard"

Bekerja Keraslah, Berdo'a!

-The writer-

DEDICATION

Alhamdulillahirabbil'alamin, After going through a long stage in the recovery process at IAIN Bengkulu. I can complete the final assignment in the form of this thesis by threatening the help of Allah SWT . This thesis I present to:

1. My beloved father (H. Baidin,S.Pd) and my dear mother (Hj. Nesi Rusmawarni, S.Pd). What I got today, has not been able to pay for all the goodness, sweat and tears for me.
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6. My beloved almamater IAIN Bengkulu.

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled entitled "An Analysis Of Character Education In The 2013 Curriculum English Textbook At Seventh Grade Students SMPN 07 South Bengkulu" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu,   2020

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v

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Assalamu'alaikum warahmatullahi wabarakatuh

Alhamdulillahirobil'alamin, all praises be to Allah SWT, for all blessings and mercies so the researcher was able to finish this thesis entitled An Analysis of Character Education in the 2013 Curriculum English Textbook at Seventh Grade Students SMPN 07 South Bengkulu. Peach be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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2. Dr. Zubaedi, M.Ag., M.Pd, as Dean of the Tarbiyah Faculty and Tadris of the State Islamic Institute of Bengkulu.
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The researcher realizes that this thesis is still far from being perfect. The reseacher hopes that this thesis is useful for the researcher in particular and the readers in general.

Wassalaumu'alaikum warahmatullahi wabarakatuh

Bengkulu,   2020
The reseacher

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ABSTRACT

Aprisa Marise Aminingsi (2020). *An Analysis Of Character Values In English Textbook For Seventh Grade Students Entitled "When English Rings The Bell (Revised 2016)" Used By Secondary Schools In Bengkulu* Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, State of Institute Islamic Bengkulu.

Advisor I   : Dr. Syamsul Rizal, M.Pd
Advisor II   : Zelvia Liska Afriani, M.Pd.

This study aims to investigate the values of characters in the 2013 curriculum in English textbook students at seventh grade SMPN 07 South Bengkulu. This research uses content analysis techniques. in addition semi-structured interviews with English teachers were conducted teacher perceptions about character education and English textbooks in their schools. The results showed that the most dominant percentage of character values among the eighteen character values are related to self with a very large majority percentage which obtained that are discipline values with the percentage (6.39%), hard work (3.83%), Curiosity (1.22%), Independence (0.56%), Honestly (0.44%), Creativity (0.44%), Reading interest (0.22%), Responsibility (0.11%). Then it was followed Related to Others that are Friendship / Communicative (2.11%), Achievement Appreciation (0.39%), Tolerance (0.22%), democracy (0.11%), Love of peach (0.06%) and followed Related to God, religiosity (1.22%). There was a small amount of Related to Environment (Environmental awareness (0.28%), Social cares (0.17%), and related to nation (Nationalism (0.28%), Patriotism (0.06%). Almost all character values have been applied in the English textbook.The conclusion is that the textbooks used by secondary students' for seventh grade in Bengkulu worth used, but for the future must pay more attention to the character values in accordance with the competency standards of graduates with current student development.

Key Words: *Character Education, 2013 Curriculum, English Textbook .*

ABSTRAK

Aprisa Marise Aminingsi (2020). *An Analysis Of Character Values In English Textbook For Seventh Grade Students Entitled "When English Rings The Bell (Revised 2016)" Used By Secondary Schools In Bengkulu* **Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, State of Institute Islamic Bengkulu.**

Advisor I   : Dr. Syamsul Rizal, M.Pd
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Penelitian ini bertujuan untuk menyelidiki nilai-nilai karakter dalam buku teks bahasa Inggris siswa kelas tujuh kurikulum 2013 di SMPN 07 Bengkulu Selatan. Penelitian ini menggunakan teknik analisis isi. selain itu dilakukan wawancara semi-terstruktur dengan guru Bahasa Inggris untuk mengetahui persepsi guru tentang pendidikan karakter dan buku teks bahasa Inggris di sekolah mereka. Hasil penelitian menunjukkan bahwa persentase nilai karakter yang paling dominan di antara delapan belas nilai karakter terkait dengan diri dengan persentase mayoritas sangat besar yang diperoleh yaitu nilai disiplin dengan persentase (6,39%), kerja keras (3,83%), rasa ingin tahu (1,22). %), Kemandirian (0,56%), Jujur (0,44%), Kreativitas (0,44%), Minat Baca (0,22%), Tanggung jawab (0,11%). Kemudian diikuti Terkait dengan Lainnya yaitu Persahabatan / Komunikatif (2,11%), Penghargaan Prestasi (0,39%), Toleransi (0,22%), demokrasi (0,11%), Cinta Persik (0,06%) dan diikuti Terkait dengan Tuhan, religiusitas (1,22%). Ada sejumlah kecil Terkait dengan Lingkungan (Kesadaran lingkungan (0,28%), kepedulian sosial (0,17%), dan terkait dengan bangsa (Nasionalisme (0,28%), Patriotisme (0,06%). Hampir semua nilai karakter telah diterapkan di dalam buku teks bahasa Inggris yang digunakan pada siswa kelas tujuh Sekolah Menengah Pertama di Bengkulu dan buku teks tersebut sudah layak digunakan, tetapi untuk ke depan harus lebih memperhatikan nilai karakter sesuai dengan standar kompetensi lulusan dengan pengembangan siswa saat ini.

Kata Kunci : Pendidikan Karakter, Kurikulum 2013, Buku Bahasa Inggris.

LIST OF CONTENT

LIST OF FIGURE

LIST OF TABLES

LIST OF APPENDICES

1. Instrument of Observation checklist sheet of the character values in English textbook for seventh grade students entitled "when English rings a bell (revised 2016) used by secondary schools in Bengkulu
2. Surat Keterangan Validasi 1
3. Surat Keterangan Validasi 2
4. Surat Penunjukkan
5. Lembar Pengesahan Seminar Proposal Skripsi
6. Berita Acara Seminar Proposal
7. Surat Mohon Izin Penelitian
8. Surat Keterangan Selesai Penelitian
9. Surat Keterangan Kompre
10. Kartu Bimbingan Skripsi Pembimbing 1
11. Kartu Bimbingan Skripsi Pembimbing 2

CHAPTER I

INTRODUCTION

A. Background of the Study

Character education not a new thing in the education system in Indonesia, this character education has long been an important part of the national educational mission although it is with different emphasis and terms.[1] Curriculum is one of the most important things in national education mission. It is used as a guideline in the learning process to achieve a predetermined education goal.[2] The curriculum is a realization of the mandate of the Constitution of 1945 with the enactment of Law No. 20 of 2003 on the National Education System, and is one element that can make a significant contribution to the process of developing the quality potential of Indonesian students. Indonesia government has changed it for several times. At first, the curriculum implemented in the Indonesia Schools beginning in 1947 that is curriculum 1947. [3]Furthermore, the curriculum 1968, curriculum 1975, curriculum 1984, curriculum 1994, curriculum 2004 (Competency-based curriculum/KBK), Education Unit Level Curriculum

[1] M. Murtako. (2015). Culture-Based Character Education In Modernity Era.. TA'DIB, 20 (1), 2015, 149-164. Lubuklinggau, Indonesia.

[2] Jazadi.I. (2015). Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. *Jurnal Sosiohumanika 8 (2).*

[3] Abdullah, A. (2007). Kurikulum di Indonesia Sepanjang Sejarah. *Jurnal Pendidikan dan Kebudayaan, No 066. Tahun ke-13.*

(KTSP), and the last one is curriculum 2013 that emphasizes education Character.[4]

The Minister of Education and Culture, Muhammad Nuh, who launched character education, followed by a change in curriculum, namely the 2013 curriculum. That is to highlight character education with the addresses issue of a strong indication of the nation's loss of character values, such as: honesty, politeness, unity,[5] and also to highlight knowledge and skills explains that national education creates the educating people, improves the skills available to students, creates a better character, believes the almighty God and creates a good, safe, professional, imaginative, democratic and responsible man. In line, Law article 36 Paragraph 3 said that the curriculum is arranged in accordance with the level of education with the character education: increased faith and piety, increased sexual mastery, increased potency, intelligence, and interest in learners, development science, technology, and the arts, religion, the dynamics of global developments, national unity, and nationality values based on the Ministerial Decree of Ministry of Education and Culture 81/A 2013. Law Number 20 Year 2003 concern to the National Education System which aims to form educated people who have faith and piety to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Article 1 also explains that education is

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[4] Abdullah, A. (2007). Kurikulum di Indonesia Sepanjang Sejarah. *Jurnal Pendidikan dan Kebudayaan, No 066. Tahun ke-13.*
[5] Nova. M. (2017). Character Education In Indonesian Efl Classroom: Implementation And Obstacles. *Jurnal Pendidikan Karakter, Tahun VII, Nomor 2.*

a planned thing in the process of teaching and learning to develop the potential of learners in religious-spiritual, self-control, personality, intelligence, noble characters, and the skill he possesses useful to her own, public, nation, and country (Ministry of Education, 2003).

The degradation of character among young people in the modern age is becoming a phenomenon. Lickona & Davidson (2005) mentions some youth issues, such as wildness and hooliganism, stealing, fraud, disregard for authority, peer cruelty, bigotry, bad language, sexual precariousness and violence, growing self-centeredness and decreasing civic responsibility, and self-destructive behavior in case of juvenile delinquency.[6] In the context of Indonesia, there are several examples of cases that often occur due to the lack of character education. First, Budi or Ahmad Budi Cahyono, an art teacher in SMAN 1 Torju, Sampang regency of East Java who became one of the victims of the violence that was committed by his disciple, He died of the attacked by the students (Kuswandi, 2018). Second violence is Auzia, a student of SMAN 4 Bengkulu who died from being assassinated and sadistic by his close friend, a student of SMAN 7 Bengkulu (Salianto, 2018). Third, Renaldi Student of SMPN 3 in South Bengkulu was killed as a result of fighting with his fellow from SMPN 3 student, and he died as a result of being stabbed by a siwar (a traditional sharp knife from south Bengkulu) (Redaksi12, 2018).

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[6] Lickona, T., & Davidson, M. (2005). Smart and good high schools: Integrating excellence and ethics for success in school, work, and beyond. Cortland, NY: Center for the 4th and 5th Rs (Respect and Responsibility).Washington, D.C.: Character Education Partnership

To prevent the same cases, it is important to emphasize character education in an educational institution as soon as possible, since the object of character education is to create people with a right and good attitude. Character training helps form students' character to have good character and to be a positive person in the world of class, society, and work.[7] It always forms good habits by doing activities with good intentions[8] and it can teach the habit of thinking and behave in charge of individual life, as well as work with family, society, and state.[9] It means that education is an important thing to improve learners ' capacity. Teachers play a major role in character development implementation[10] by instilling moral values to meet the needs of daily living in classroom , the teachers create and impact the perspectives of the community.[11] Teachers as the main education personnel can develop ideas and design Learning Program Plans (RPP) which is applied in teaching and learning activities. Therefore, the educational content that they learn must continue to develop not only in the form of great achievements of the nation in the past but also in the form of great achievements in present and it will continue to the future. There are various new developments in science, technology, culture, economy, social, politics faced by society, nation and humanity which is packaged as educational content.

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[7] Almerico, G. M. 2014. Building Character through Literacy with Children's Literature. Research in Higher Education Journal, 26(1).pdf.

[8] Nova. M. (2017). Character Education In Indonesian Efl Classroom: Implementation And Obstacles. *Jurnal Pendidikan Karakter, Tahun VII, Nomor 2, p.143.*

[9] Jazadi, I. (2015). Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. *Jurnal Pendidikan Sains Sosial dan Kemanusiaan, 8(2).*

[10] Nova. M. (2017). Character Education In Indonesian Efl Classroom: Implementation And Obstacles. *Jurnal Pendidikan Karakter, Tahun VII, Nomor 2.*

[11] Narvaez, D., & Lapsley. D. K. *Teaching Moral Character: Two Strategies for Teacher Education. Center for Ethical Education .*University of Notre Dame.

The government in supporting the implementation of the curriculum provides student and teacher textbooks guidelines by providing books for each student and teacher for the learning process. The attendance of the textbook as a middle of teaching-learning is one thing that is important in the teaching learning process. The textbook is designed based on the scripted curriculum in principle. In the learning process, a textbook plays an important role, especially in the school which needs an official textbook as the main reference.[12] Textbooks are a central part of any educational system. They help to define the curriculum and can either significantly help or hinder the teacher. It is also an important aspect of the learning process for educators to engage students with content that will affect them and it also forms part of the teaching materials used as a learning resource for students to increase their knowledge and as a teacher's guide in the classroom.[13] The textbook is a written subject matter that contributes greatly to the learning process.[14] Government Regulation No. 32 of 2013 on national education standards, Article 1 No. 23, states that textbooks are the main source of learning in the curriculum to achieve core and basic skills. As a learning resource, a textbook should include the values and awareness of the characters that correspond to the students. Sadly, books are still lacking and do not meet the government's intended aim of education and official

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[12] Jazadi, I. (2015). Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. *Jurnal Pendidikan Sains Sosial dan Kemanusiaan, 8(2).*

[13] Harmer, J. 2007. How To Teach English. London and New York : Longman Inc.

[14] Yulianti, R. 2011. Content Analysis on the English E-book "Developing English Competencies for Senior High School (SMA/MA) Grade X". Unpublished Thesis. Malang: Faculty of Letters State University of Malang.

targets.[15] The department of education (2010) states that many textbooks follow the positive standards suggested by the National Education Standards Agency (BSNP).

In the reality, instructional materials or textbooks still found that the teaching materials still do not adequately integrate positive values in them.[16] Some example of the study done from researchers: first, study by Mardikarini and Suwardjo (2016) showed that, even though it should contain the eighteen characters stated in the 2013 curriculum, the first-grade student's English textbook did not fully contain characters as expected by the government.[17] This study revealed that there are no characters in the textbook for students, but not sincerity and accountability. Second, based on a study done from Permana (2018) showed that character values related to god (0, 75%) as the least percentage occurrence , related to nation (1,42%), related to environment (8,30%) then it was followed by character values related to others (32, 83%) and related to self-gained a very large majority percentage (56,69%). On the other hand, the teachers said they did not know yet about 18 suggested principles of characters, but they did not find and incorporate them into the classroom's character education because

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[15] Jazadi, I. (2014). Understanding and Reflection of Issues in Language Education Research. Retrieved from http://journal.uinjkt.ac.id/index.php/ijee/issue/view/219

[16] Winarni, S. (2013). Integrasi Pendidikan Karakter Dalam Perkuliahan. *Jurnal Pendidikan Karakter, 3 (1), 95-107.*

[17] Mardikarini, S., & Suwardjo. (2016) *Analisis Muatan Nilai-Nilai Karakter Pada Buku Text Kurikulum 2013 Pegangan Guru Dan Pegangan Siswa* (Unpublished Magister's Thesis). Yogyakarta state University, Yogyakarta, Indonesia. Retrieved from Http://www.uny.Repository.ac.id

they were more concerned with teaching a language as EFL teachers.[18] Therefore, each textbook that will be used must undergo a considerable analysis to determine if the textbook is suitable for educational purposes in fulfilling the needs and values of teaching, teacher syllabus, and other significant aspects.[19]

Therefore, the textbook used must be analyzed first to determine if the textbook is suitable for educational purposes in fulfilling the needs and values of teaching, teacher syllabus, and other significant aspects. Among the current textbooks, English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu are the most interesting things to analyze because based on observation this book is a compulsory learning resource book provide students by government based on 2013 curriculum intended for national education scale purpose, thus, before using in learning process, it is important to do analyze a book analysis to analyze the suitability of contents with curriculum, truth of content, systematic presentation, use of functional language and graphics.

Learning success is determined by the quality of the learning textbook one of which is subject of English learning. English Language plays a central role in intellectual, social, emotional development and supports the success of education students (Ministry of Education),

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[18] Permana, D,R. (2018). *Content Analysis of Character Education in Junior High School Textbook Of 2013 Curriculum. Sriwijaya University, Palembang.*
[19] Rynanta, R.A.C., & Ruslan, S. *Content Analysis on the English Textbook Entitled ;English In Mind Starter (Student's Book). State University of Malang.(P.1).*

language is a human existence symbol. A person can know his or her needs, background education, customs, and even regions, countries or origin from the language and also stated that language structure can also affect the way a person think conversely the mind of a person and also can influence his behavior. [20] To achieve the goals and targets that have been determined, teaching English must enable starting with seventh grade, because seventh grade is the time a transition period students between children and adults, between eleven to twelve and sixteen to seventeen years of age or also known as early adolescence[21] and an important time for someone who is experiencing significant change in his life, not just physical, but also psychological, social, behavioral, cognitive , mental and moral and also a time for adolescents searching for self-identity, a period of transformation, a period of transition, a time of uncertainty, a time of terror, and a time of maturity. [22] This is why education is needed for pro-social development and more positive development of youth (Berkowitz, 2006).[23]

For this reason, this research needs to be carried out by researcher to obtain information of Character Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu B Identification of the Problem

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[20] Pantu, A., & Luneto, B. (2014). Pendidikan Karakter dan Bahasa. *Institut Agama Islam Sultan Amai Gorontalo. Volume. 14 Nomor 1.* (*P.155-156*)

[21] Sarwono,S.(2011). *Psikologi Remaja.* Jakarta: PT. Rajagrafindo Persada.

[22] Herlina. *(2013).* Mengatasi Masalah Anak dan Remaja melaui Buku. *pustakan cendikia Utama, Bandung.*

[23] Berkowitz, M. W., Sherblom, S., Bier, M. C. & Battistich, V. (2006) *Educating for positive youth development*, in: M. Killen & J. G. Smetana (Eds) *Handbook of moral development* (Mahwah, NJ, Lawrence Erlbaum & Associates), 683–701.

B. Identification of the Problem

From the background of the research, the writer determines the statement of the problem as follow:

1. The lack of students character values.

2. Textbook do not fully contain characters as expected by the government.

3. Textbook do not fulfill the national education curriculum standards and 2013 curriculum.

C. Limitations of the Problem

The limitation of the research to Analyze Character Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu according by government.

D. Research Questions

Based on the problems above, several important problems exist in the research: How is Character Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu?

E. Research Objectives

Based on the problems above, the objectives in the research: To analyze Character Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu.

F. Significance of the Study

Based on the description above, the results of the research are:

a. For the Government,

This research is expected to help the government in creating students who have good character in accordance with the objectives of the National education, especially in English textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu

b. For the Students,

This study aims and provides information for EFL Practitioners to be able to improve character education for EFL students to not only focus on language but also pay attention to the character of Education.

c. For the EFL (English as a foreign Language) practitioners and teachers,

This study can provide benefits for English teachers in teaching character education by knowing the distribution of character values in books and can also provide references and input to be more selective when choosing books.

d. For Textbook Writers,

This research also provides benefits and information for textbook writers to be more selective and careful when writing books to enhance positive values and the absence of negative elements that affect readers especially students and can instill character values accordingly with the aim of national education.

CHAPTER II

LITERATURE REVIEW

This chapter discusses several theories related to this research. The first part presents information relating to national education standards for the 2013 curriculum. The second presents information about textbooks. The third describes information about Character Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu. Last review of some previous studies on this subject.

A. National Education in the 2013 Curriculum

The curriculum can be defined as a government-created educational tool or design as a guide in the teaching and learning process and the program focuses on the awareness, skills, and values of learning at school to achieve the goals of national education and the presence of a very important curriculum in education. It is also an educational design that offers students the opportunity to develop their potential in an enjoyable learning atmosphere and in line with their ability to have the desired qualities of the community and nation. And according to Law number 20 of 2003, the curriculum is a collection of plans and preparations for goals, content and training materials and strategies used as a guide to coordinate learning practices to achieve national educational objectives (Ministry of Education, 2003).[24]

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[24] Jazadi, I. (2015). Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. *Jurnal Pendidikan Sains Sosial dan Kemanusiaan : Sosiohumanika.(P.315)*

The 2013 curriculum is the 10th curriculum that replaces then optimizes the previous program, in other words, Education Unit Level Curriculum (KTSP), and continues the development of the Competency-based curriculum (KBK) introduced in 2004 by addressing competency, expertise, and competencies in conjunction with the national education framework. The 2013 curriculum aims to encourage students to make better comments, ask questions, reason and communicate (presentation) after receiving the subject matter, what they get or know (National Education System 2012).[25] The main focus of the 2013 curriculum is to highlight character education that addresses the issue of a strong indication of the nation's loss of character values, such as honesty, politeness, and unity.[26] Interestingly, this program is designed as a tool to form students in order to tackle the future challenges such as the presence of globalization, environmental issues, advancement in science and technology, the growth of creative industries and culture and the development of learning at international level; future competence such as ability to communicate, think clearly, effectively, efficiently and critically, Tolerant capacity to distinguish views; cultural trends that occur much like alcohol, fraud, plagiarism, and political turmoil; and public perception that assesses education so far highlight the intellectual dimension, the strain that

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[25] Zulkarnain.(2018).*Kebijakan Kurikulum Pendidikan Sejarah Massa Reformasi di SMA. P.9.*

[26] Nova. M. (2017). Character Education In Indonesian Efl Classroom: Implementation And Obstacles. *Jurnal Pendidikan Karakter, Tahun VII, Nomor 2.*

characterizes too many and less students.[27] It aims to prepare the Indonesian generation for the ability to live as an individual and as a loyal, productive citizen, creative, imaginative, and effective contributions to the cultural, regional, government, and world civilization (Ministry of Education and Culture, 2013).

Thus, it cannot be denied again that the curriculum, which has been developed based on the indispensable competence as an instrument for directing students, has been developed. Article 3 of Law No. 20 of 2003 states that national education functions to develop the capacity and character and civilization of a nation with dignity within the framework of educating the life of a nation, aims to develop its potential learners to become human beings who believe and devote themselves to God the Almighty, the noble, the healthy, the knowledgeable, the most capable, the creative, the independent and be a democratic and responsible. In order to ensure that standardization in the world of education in an effort to provide the best quality education, the National Education Standards Organization (BSNP) or the Indonesian National Education Council is responsible for standardizing education in Indonesia, which functions and aims as a planner, Implementation, Overseeing education and ensuring the quality of education and improving standardization in a planned, targeted and sustainable manner, in line with the changing demands of local, national and global life. Education standards in Indonesia are governed by Regulation No

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[27] Zulkarnain.(2018).*Kebijakan Kurikulum Pendidikan Sejarah Massa Reformasi di SMA. P.10*.

32/2013 of the Ministry of Education. Competence is one's ability to act, use knowledge and skills to perform a task in the school, the community, and the environment in which the person interacts. Standards-based education is education that sets national standards as the minimum quality of learning outcomes that apply to each curriculum.

Regulation of the minister of education and culture of the Republic of Indonesia number 20 of 2016 on the establishment of a number of Education Graduation Standards, namely Graduate Competency Standards (SKL); content standards, process standards, standards for education assessment, standards for educators and educators, standards for facilities and infrastructure, standards for management and standards for funding. Graduates Competency Standards are formed into Graduates Competency Standards Education Units, namely Graduate competency standards (SKL) Elementary School (SD), Junior High School (SMP), Senior High School (SMA), Vocational High School (SMK). In line with the functions and objectives of each educational unit at all levels of education, curriculum development is also based on the Competency Standards for Graduates of Basic Education and Secondary Education and the Competency Standards Unit for Education. Competence Standards Education Unit graduates include 3 (three) elements, namely system capacity, functionality and scope of implementation of process components and content.

A process aspect is a minimum capacity to review and process material to become a competence. The content aspect is the dimension of the ability

to be a human figure that is the product of learning. The scope component is the minimum environmental breadth, where the competence is used and shows the gradation between one educational unit and the educational unit, as well as the pathways for the special education unit. Graduates Competency Standards (SKL) is developed in the form of a curriculum unit and as a written plan (document) and a curriculum as a process (implementation). As a written plan, the curriculum must develop SKL into a curriculum content that originates from the achievements of the nation in the past, the life of the nation today, and the life of the future nation. In terms of the written plan, the course material is organized as the smallest institutional unit of information in a variety of subjects. The specific content of each subject is knowledge and the sharing of content with other subjects, namely attitudes and skills. There are eight characteristics of a competency-based curriculum, namely:

a. The content or curriculum content is the competence expressed in the form of Core Competencies (KI) subjects and further specified in the Basic Competency (KD).

b. Core Competence (KI) is a categorical description of the competencies that students must learn at school, class and subject level.

c. Basic Ability (KD) is the ability of students to teach a subject in a given class.

d. Emphasis on competence in the field of behavior, cognitive skills, psychomotor skills and knowledge for the education and eye unit the

lesson is defined by the number of KD of the subjects. The primary concern of the program is the growth of elementary school behaviors.

e. Core competencies become an institutional aspect of competencies that are not theories, generalizations, topics or anything that comes from a "technical" curriculum-based approach or a content-based curriculum.

f. Specific competencies established are based on accumulative principles that reinforce and complement each other between subjects.

g. The learning process is based on efforts to master competencies at a satisfactory level about the competence of material characteristics where knowledge is complete (mastery) content. Cognitive and psychomotor skills are the essence of mastery skills that can be developed. While attitude is the ability to master content that is more difficult to develop and requires an indirect education process.

h. The assessment of learning outcomes covers all aspects of competence, formative in nature and results are immediately followed by remedial learning to ensure that skills are mastered at a satisfactory level (Completeness Criteria Minimum / KKM can be used as a satisfactory level).

For this reason, the Minister of Education and Culture has set several standard competencies for educations in the 2013 curriculum that are described in the following table.

Table 2.1 Standard Competency in 2013 Curriculum

	SD	SMP	SMA
ATTITUDE	Receiving, Responding, Valuing, Organizing, And Characterizing		
	The Value of Characteristics : 1. A Person of Faith, 2. Noble behavior (honest, discipline, caring, polite) 3. Confidence, and 4. Responsible for interacting effectively with the social environment, the natural surroundings, as well as the world and its civilization		
SKILL	Observing, Questioning, Experimenting, Associating, and Networking		
	The Value of Characteristics : 1. Reading, Writing, Counting, Drawing, Composing 2. Using, Decomposing, Constructing, Modifying, Making, Creating.		
KNOWLEDGE	Knowing, Understanding, Applying, Analyzing, Evaluating, and Creating		
	The Value of Characteristics : 1. Personal who masters science, technology, art, culture 2. Insightful of Humanity, Nationality, State and Civilization		

Source   : (Ministry of Education and Culture, 2013)

The standards competency in the 2013 curriculum in Table 2.1 above, students are able to have A Person of Faith, Noble Behavior (Honest, Discipline, Care, Polytechnics) Confidence and Responsibility to interact effectively with the social environment, the natural environment, as well as the world and its culture, and then the skills, will help students learn to have an active and successful way of thinking, e.g. in reading, writing, counting, drawing, composing while studying, so that they can use, decomposing, building, changing, producing, creating. While in the field of learning students can become personal masters in science, technology, art, culture and humanity, nationality, state and civilization and not only the standard of competency for graduation, but students are also instilling values of a character. Character standards are outlined in the competency level and applied to one of them in the teaching and learning cycle.

B. Character Education in the 2013 Curriculum

In terms of terminology, ' character ' is defined as human nature in general, which depends on the factors of its own life, agree with the statement that character is formed by outside influence, created by assimilation and socialization. Assimilation concerns human relations with the physical world, while socialization concerns human relations. In linguistic terms, the character is a trait or a habit. [28] People of good character as individuals who know the good, love the good and do the good,[29] that is a term that refers to the use of good values in the form of behavior and that is a collection of values that lead to a system that underlies the thoughts, attitudes, and behaviors shown. [30] According to the Ministry of National Education, character is "innate, hearty, personality, character, behavior, attitude, character, temperament, and disposition, moral". That is the same thing as personality. Personality is considered to be a characteristic or a style of someone who comes from the formation received from the environment, such as the family in childhood, which is also innate from birth.[31] Meanwhile, that is the life of right conduct, right conduct in relation to other persons and relation to oneself.[32] Character is Culture, attitude, actions, culture, and nature. Individuals who are of good character or superior are those who strive to do the best for God, themselves,

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[28] Jalaludin. 1997. *Psikologi Agama*. Jakarta: Grafindo.

[29] Ryan, K & Bohlin, K.E.(1999). Building Character in Schools: Practical Ways to Bring Moral Instruction to Life. Georgetown University.

[30] Sunarti, Euis. 2005. Menggali Kekuatan Cerita : Panduan bagi Orang Tua dalam Membentuk Karakter Anak Sejak Dini Melalui Cerita. Jakarta: PT Elex Media Komputindo

[31] Koesoema, Doni. 2007. Pendidikan Karakter Strategi Mendidik Anak di Zaman Global. *Jakarta: Gasindo.*

[32] Kevin Ryan, Thomas Lickona.(1992). Character Development in Schools and Beyond. *Cultural Heritage and Change Series VI. Foundation of Moral Education, Vol 3.*

others, the community, nation and society, and the world at large, by maximizing their own ability (knowledge) and are followed by consciousness, emotion and motivation (feelings) And that's why it requires character education.

Character education is a system of inculcating the values of character of citizens ' schools, which include components of knowledge, awareness or will, and actions to carry out these values both towards God Yang One, self, others, the environment and the nation to become our people.[33] That is also a concept to develop moral awareness that arises from social psychological learning and cognitive development frameworks to develop student character.[34] Furthermore, Character education has a normative basis, among others: a) Originating from Islamic teachings, namely from the Qur'an and As-Sunnah, also applies to the teachings of other religions that are widely followed by humans. b) Cultural habits or norms. c) Philosophical views which become the views of life and the principles of the struggle of a society or nation. d) Legal norms that have been enacted by the State in the form of constitutions, laws and laws and other regulations that force and bind human morals.[35] Meanwhile, character training has the essence and the same purpose as moral education.[36] The aim is to develop the child's personality so that he or she is a good human being and a good citizen and according to the Ministry of National Education

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[33] Suryadi. B. (2015). *Pendidikan Karakter: Solusi Mengatasi Krisis Moral Bangsa*. Universitas Islam Negeri (UIN) Syarif Hidayatullah Jakarta.

[34] Larry P. Nucci & Narvaez, D. (2008). Handbook of Moral and Character Education. Routledge 270 Madison Ave, New York, NY 10016.

[35] Muttaqin. A.(2017). Pendidikan Karakter didalam Al-Qur'an.Kumparan. *https://kumparan.com/ajimuttaqin/pendidikan-karakter-didalam-al-qur-an*

[36] T. Ramli (2003).*Pendidikan Karakter*. Bandung.

(2010), character education is all that is done by teachers who are able to influence the character of students.

So, based on the above-mentioned information, character education is very important in today's life, and teachers play an important role in supporting the character education process. Character education curriculum should ideally be integrated in order to be able to produce professional teachers of good character. Academic and academic standards set out in Ministry of Education and Culture No. 16 of 2007 state that teachers must have four competencies, namely educational, technical, personal and social competencies. Graduates Competence Requirements are minimum standards for students to develop and match soft skills and hard skills, including elements of competency, skills and knowledge. Educators and Education Standards contained in Ministry of Education and Culture number 16 of 2007 states that teachers must have 4 competencies, namely pedagogical, professional, personal and social competencies. Graduates Competency Standards are minimum standards for students to improve and balance between soft skills and hard skills which include aspects of competency attitudes, skills, and knowledge. Educational development should not only consider such education as subjects that are wise but integrating them into all subjects. Therefore, character education has been emphasized in 2013 curriculum.

C. The Values in Character Education

The Ministry of Education and Culture has established an Indonesian education base focused on character education and cultural education.

Character development in children requires a stage that is regularly and consistently planned. As individuals that grow children between eleven until thirteen years of age or in high school who have the propensity to mimic without finding themselves to be good or bad motivated by curiosity and want to try something that is of interest, which sometimes occurs spontaneously, because of the need for character education in school with the intention of promoting self-awareness. [37] Character training can be incorporated into each subject Learning materials related to standards or values of learning materials that can be developed and linked to the context of everyday life. [38]

The implementation of character education in schools must be based on basic character values, which are further developed to be more values according to the needs, conditions and the environment of the school itself. There are values of character in the curriculum (Ministry of Education and Culture, 2010). Based on the needs of the school context, i.e. there are 18 characteristics described in Table 2.2.

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[37] Fitri, Agus Zaenal. (2012). *Pendidikan Karakter Berbasis Nilai dan Etika di Sekolah*. Yogyakarta: Ar-Ruzz Media.
[38] Hidayatullah, M. Furqon. 2010. *Pendidikan Karakter: Membangun Peradaban Bangsa*. Surakarta: Yuma Pustaka.

Table 2.2 Characters and the Descriptions

No	Characteristics	Indicators
1	(Religiosity)	Has an obedient attitude in carrying out the teachings of the religion adhered to, and tolerant of the implementation of other religious, as well as living in harmony with other different religions.
2	(Honestly)	Have attitudes and behaviors that show unity or truth between knowledge, words, and actions so as to make the person concerned as a person who can be trusted.
3	(Tolerance)	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others those are different from him.
4	(Discipline)	Actions that exhibit orderly behavior and comply with various rules and regulations.
5	(Hard Work)	Behavior that shows the earnest effort (striving to the last drop of blood) in completing various tasks, problems, works, etc. As well as possible.
6	(Creativity)	Attitudes and behaviors that reflect innovation in various ways in solving problems, so that they always find new ways, even new results that are better than before.
7	(Independence)	Attitudes and behaviors that do not depend on others in completing various tasks and problems.
8	(Democracy)	Attitude and way of thinking that reflects the equal rights and obligations equally and equally between himself and others.
9	(Curiosity)	Ways of thinking, attitudes, and behavior that reflect curiosity and curiosity about everything that is seen, heard, and studied in more depth.
10	(Nationalism)	Attitudes and actions that put the interests of the nation and state above personal or individual and group interests.
11	(Patriotism)	Attitudes and behaviors that reflect a sense of pride, loyalty, care, and high appreciation of language, culture, economy, politics, and so on, so that it is not easy to accept offers from other nations that can harm the nation itself.
12	(Achievement Appreciation)	Open attitude towards the achievements of others and acknowledging one's own shortcomings without reducing the spirit of higher achievement.
13	Friendship / Communicative	Open attitudes and actions towards others through polite communication so as to create good collaborative collaboration.
14	(Love Of Peace)	Attitudes and actions that encourage him to produce something that is useful for society, and acknowledge, and respect the success of others
15	(Reading Interest)	The habit of without coercion to provide special time to read various information, books, journals, magazines, newspapers, etc., giving rise to policies for him.
16	(Environmental Awareness)	Attitudes and actions that always strive to maintain and preserve the surrounding environment.
17	(Social Care)	Attitudes and actions that reflect concern for others and the people who need it.
18	(Responsibility)	A person's attitude and behavior in carrying out their duties and obligations, whether related to oneself, social, community, nation, state, or religion.

Source: (Ministry of Education and Culture, 2010)

Meanwhile, at the junior high school level, 20 were chosen for the main character values derived from SKL SMP objects (Ministry of education number 23 of 2006) and Standard Competency (SK) / Basic Competency (KD) (Ministry of Education number 22 of 2006). Namely:

1. Religious, Value of character in relation to God (Religious) One's thoughts, words, and actions have always been based on God and/or values the teachings of his religion.

2. Quality of character in relation to yourself. a) Honest Conduct, which is based on efforts to make himself a person who can always be trusted in thoughts, acts and work, good to himself and to others. b) Responsibility The conduct and actions of someone to carry out their duties and responsibilities as they should be towards themselves, the family, the world (natural, social and cultural), the nation and God. c) Stylish, healthy living every effort to put in place good habits to create a healthy life and avoid bad habits that may affect health. d) Discipline Behavior that reflects an organized and obedient attitude to various rules and regulations. e) Hard work Activity that demonstrates significant effort to overcome different usage obstacles complete tasks (study / work) with the best. f) Confidence An attitude of faith in one's own ability to fulfill any wish and hope. g) Entrepreneurship Spirit Free and knowledgeable attitude and actions Adequate awareness of new products, the identification of new production processes, the organization of new product sourcing activities, the marketing of new products and the

management of the resources of its operations. h) Think logically, objectively, creatively, and innovatively Consider and do stuff in fact or theory to produce new directions or outcomes and the latest from what it already has. i) Independent, Attitudes and behaviors that are not easy to perform depend on other people. j) Want to know the attitudes and actions that are always sought to find out more deeply and more broadly than what is learned, seen, and heard. k) Love science Ways of thinking, behaving and acting, which demonstrate commitment, compassion and high respect for knowledge.

3. Character Values in contrast to others. a) Be mindful of the rights and obligations of yourself and others the mindset of knowing and understanding and doing what becomes the property / rights of yourself and others, as well as the duties / obligations of yourself and others. b) Obey to social rules. c) Respect for the success and accomplishments of others. (d) Politics, Life is simple and perfect for everyone from the point of view of the language of government and actions. e) Democratic ways of thinking, behaving and acting are the same as the rights and obligations of oneself and others.

4. Character principles in relation to the environment Attitudes and behavior that always seek to prevent damage to the surrounding natural environment. (5) Nationality values Ways of thought, behaving and placing the interests of the nation and the government above self-interest and its community. a) Nationalist Ways of thinking, behaving and acting,

which show loyalty, care and high regard for the culture, physical, social, cultural, economic and political climate of the country. b) Appreciate Diversity, Capacity to respect / respect all kinds of things that are social, physical, traditional, cultural, ethnic and religious.[39]

There are twelve-character values and indicators are based on four language skills, competencies, which are described in the following table 2.3.[40]

Table 2.3 Character Values and Descriptions

No	Character	Indicator
1	Religiosity	Start and finish the lesson with prayer, greeting (short usable text) in celebration of Eid, Christmas and other similar activities.
2	Intelligence	Responding to meanings and expressing opinions both orally and in writing.
3	Civility	Using a word that is respectfully followed by appropriate gestures.
4	Honesty	Expressing facts correctly.
5	Confident	Use the language correctly, effortlessly, do not hesitate with a sound body language.
6	Concern	Greeting the people around him, sorry, say thank you with a friendly gesture in interpersonal interactions, demonstrating a sense of environmental sustainability that is expressed in a short usage message.
7	Cooperation	Conduct peer-to-peer or brainstorm discussions in groups or classes in each learning process.
8	Respecting diversity	Praise the work of your friends and accept differences of opinion in your learning activities.
9	Toughness	Strive to learn from mistakes to improve and to achieve better learning outcomes.
10	Democracy	Willing to listen, ask and express opinions.
11	Independence	Accomplish tasks in a responsible and self-effort basis.
12	Compliance with social rules	Obey the rules in the school environment written in English.

Source: (Suryanto, 2010)

[39] Suryanto. (2010). *Pendidikan Karakter di Sekolah Menengah Pertama. P.16-19*
[40] KEMENTERIAN Pendidikan Nasional. (2010). *Panduan Guru Mata Pelajaran Bahasa Inggris ; Pendidikan Karakter Terintegrasi di Sekolah Menegah Pertama.*

Furthermore, there are some of the basic character values, according to psychologists, are: Love for God and His Creation (nature with its contents), duty, integrity, respectful and politeness, empathy, care and cooperation, self-confidence, imaginative, hard work and self-denial, justice and leadership; kindness and modesty, harmony, peace and love of unity. Another opinion stated that the basic human characters consist of: trustworthy, respectful and sensitive, loving, truthful, responsible response; patriotism, honesty, bravery, perseverance, discipline, vision, decency and dignity.

In line with this, character training is not only a legal requirement and a government regulation, but also a matter of faith. Each religion teaches its followers character or behavior. In Islam, morality is one of the three basic frameworks of teaching, which is of great importance; moral behavior is a compulsory system of behavior in Islam through the texts of the Qor'an and the Hadisth. The special features (morals) possessed by the Prophet Muhammad Saw and the other prophets and messengers are: (1) Shiddiq, which means to be honest. Prophets and messengers are always honest in word and deed; (2) Amanah, which means trustworthy in his words and deeds; (3) Tabligh, which means conveying to the human people whatever he receives from Allah; (4) Fathanah, which means intelligent or clever, so that he can overcome all the problems he faces; (5) Ma'shum, which means never to commit sin or immorality to God. In order for students to have a noble character in accordance with the norms of faith, law, etiquette, culture and customs, an adequate education of character is required.

In terms of which values to be added values such as : (1) work ethic, self-discipline, perseverance, initiative, teamwork, etc. in order to do their best academic work; (2) the ability to work hard, overcome obstacles, find joy in a job well done, etc. from their schoolwork; (3) respect, fairness, kindness, honesty, etc. in order to create the classroom relationships that make for a positive learning environment; and (4) helping their to do best work through a "culture of critique" that offers constructive feedback, by studying ethical issues in the curriculum.[41]

D. Textbook

The existence of textbooks is an important factor in the classroom, as it is used as the main resource for learning materials. Textbooks are teaching materials that include standard content and subject matter in written form and make a major contribution to the learning process.[42] In accordance, that most educators around the world use textbooks to help students and provide support for teachers in the learning process by engaging students with the material they will encounter.[43] In line, textbooks as one of the main sources of teaching, because it helps teachers to provide guidance students in learning process. That is also used as a guide and a guide for students as a learning medium (educational) to learn.

[41] *Davidson, M., Lickona, T., & Khmelkov, V. 2008. Smart & Good Schools: A New Paradigm for High School Character Education. In L. P. Nucci & D. Narvaez (Eds.), Handbook of Moral and Character Education (pp. 370-390). New York: Routledge.*
[42] Yulianti, R. 2011. Content Analysis on the English E-book "Developing English Competencies for Senior High School (SMA/MA) Grade X".Unpublished Thesis. Malang: Faculty of Letters State University of Malang.
[43] Harmer, J. 2007. How To Teach English. London and New York : Longman Inc.

Textbooks are also considered to be an essential component of any English Language teaching program. A textbook may be referred to as published material specifically designed to help language learners improve their linguistic and communicative skills.[44] There are many things in choosing the textbook for an English program the books should be attractive, using picture and has interesting material. As an English teacher, Teachers can teach the material well if there is an appropriate textbook to guide teaching. As stated by Porreca who conducted an EFL textbook assessment study. Teachers really need to understand how they introduce and promote content in the textbook.[45]

The textbooks are very useful depending on how someone uses them and on the scope of their use. According to Thomson, the textbooks have many uses, namely: 1) Customization of instructions that can help students learn the material that is in keeping with what they are interested in and in keeping with what is learned. 2) Organization of instructions, Textbooks provide direction to students to organize teaching by providing experiences, activities as presented in the book.3) Tutorial Contribution a teacher often uses textbooks to help students learn to read better study, weigh evidence, and solve problems. 4) Improving teaching textbooks are also considered to be a useful tool used by teachers too.[46] Meanwhile, According to Regulation of the Minister of National

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[44] Sheldon, L.E. 1988. *Evaluating ELT Textbook and Materials,ELT* Journal Volume 42/4. Oxford : Oxford University Press,

[45]Porreca, K.L. (1984). Sexism in Current ESL Textbooks. *TESOL Quarterly, (18)*4, 704-724.

Edward. M. *Gender Stereotyping through Illustrations and Descriptive Adjectives in Junior High School English Textbooks.(P.4).*

[46] Fitriyani. M. *A Textbook Analysis of "When English Ring a Bell" an Textbook for the Seventh Grade of Junior High*. Yogyakarta University (P.27-28)

Education Number 11 Year 2005, explained that the textbook is not only used as a mandatory reference book at school, but the material also functions in the context of increasing faith and piety, character and personality, ability to master knowledge and technology, sensitivity and aesthetic abilities, and physical potential and health compiled based on national education standards. In accordance, English Special Character Handbook, textbook efficiently facilitating learners to gain knowledge, develop skills and build character. In addition, Graves (2000) explains some of the benefits of using a textbook as follows: 1) it offers a course syllabus because the authors of the syllabus have made diaries about what is to be taught and in what order; 2) it provides students with protection because they have a kind of course roadmap: they know what to expect and they know what is expected of them; 3) it offers a collection of illustrations, exercises, readings, etc., thereby saving the teacher time to find or create these materials; 4) it provides the teacher with the basis for measuring student learning; 5) it may provide supporting materials; 6) it ensures continuity across the curriculum if all teachers use the same textbook and obey a series a sequence, and conciseness between grades in textbook.[47]

The SMP textbook to be used must be suitable for material, presentation, language and graphics containing all Standards of competence / basic competences (SK / KD) as set out in the 22/2006-Diknas sweets with adequate coverage and depth of discussion. Subsequent content / materials are added and/or recovered through a student-centered learning approach. Many of

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[47] Graves, K (2000). *Designing language Course : A Guide For Teacher*. Boston. MA: Henle Cengage Learning

the learning experiences that have helped learners consciously learn to act.[48] Furthermore, the Minister for Education and Culture, Article 2 number 8/2016, states that textbooks must comply with and contain positive values in the culture, such as not containing the substance of pornography, populism, radicalism, terrorism, sexism, gender bias and other negative values and states the contents of the textbooks must meet (1) the material aspects, (2) linguistic aspects, (3) aspects of material presentation, and (4) graphics aspects.

The detail of textbook assessment based on National Education Standards Agency (*BSNP)* can be seen below.[49]

Table 2.4 Aspects of Student Book Assessment Based on BSNP

Content	Presentation	Lingusitic	Graphics	Audio
A. Knowledge Dimension: *Material Coverage:* Breadth and depth of learning material. *Material Accuracy:* facts, concept/theory, procedure. *Recency and Contextual:* the suitability of the development of science, the recency of the features, real, showing the potential of Indonesia. *Legal Obedience:* original, free from racism/pornography, bias. **B. Skill Dimension:** activitiy coverage, activity accuracy, activity characteristics.	*Presentation technique:* systematics, logical, sequential, coherence. *Supporting material presentation:* Illustration, advance organizer, concept map, sample questions, questions, reference / source of reference, key answer, numbering of tables / drawings / attachments. *Presentation of learning:* active involvement of learners, interactive communication, scientific approach, variation of presentation (pedagogic aspect). *Completeness of presentation:* introduction, table of contents, glossary, index list, bibliography.	*In accordance with the development of learners:* Compliance with the level of development of thinking and conformity with the level of social development / emotional. Communicative. *Dialogical and Interactive:* motivating and supporting to critical thinking. *Straightforward:* easy to understand (its stuttering terms). Coherence and sequential (mindset). *Appropriateness of Language:* grammar, spelling, symbol.	Readability Binding quality. Paper quality. An affordable price.	Clarity. Storage standard. Storage media. An affordable price.

Source: BSNP Rule No 41/2016

[48] Kementerian Pendidikan Nasional. (2010) . *Buku panduan khusus bahasa inggris* ,p. 17
[49] Permana. D.R. (2018). *Content Analysis Of Character Education In Junior High School Textbook Of 2013 Curriculum*. Sriwijaya University, p. 17

The 2013 Curriculum notes that the books to be used must meet the criteria of the book, such as: (1) in 2013 curriculum, the text of the book corresponds to the definition of the curriculum (Core competencies, basic competencies, and Syllabus). (2) There are two styles of books in education (Student Book and Teacher Book). (3) The student book is more emphasized on the basis of an event that is not a reading material. (4) Each book contains a learning model and a project to be carried out by the student. (5) The Teachers ' Book provides guidance for teachers to teach materials to students[50]. Furthermore, Wahab (2013) proposes nine criteria related to textbook content, such as (1) up-to-date material; (2) covers a variety of subjects from different fields; (3) contains fun elements; (4) language is natural and real; (5) the subject and content of the textbook are interesting, challenging and motivating; (6) themes encourage students to express their own views; (7) Topics encourage students to think critically; (8) course components are easily and explicitly structured around specific topics; and (9) themes provide a list of new or challenging terms.

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[50] Kementerian Pendidikan dan Kebudayaan.(2014). *Konsep dan Implementasi Kurikulum 2013.*

Table 2. 5 The coverage of language skills in EFL textbook

Language Skills			
Listening	**Speaking**	**Reading**	**Writing**
The textbook has appropriate listening tasks with well-defined goals.	Activities are developed to encourage student-student and student-teacher oral communication.	There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)	Tasks have achievable goals and take into consideration learners' capabilities.
The listening passages help students develop their listening comprehension skills.	Activities are balanced between individual response, pair work and group work.	The content helps students develop reading comprehension skills.	Writing Tasks are interesting.
The cassettes expose the students to the voices and pronunciation of the native speakers of English	Activities help students become a more confident English speaker	Many of the reading passages are up-to-date, interesting and meaningful	The writing tasks enhances free writing opportunities.
Listening material is well recorded, as authentic as possible.	Speech exercises invite students to talk about their concerns and interests.	Some reading passages are easy for most of the students to deal with.	The time allotted for teaching the material is sufficient.
Tasks are efficiently graded according to complexity from literary, inferential to critical listening skills.	The situations in the dialogues sound natural .	The Length of the reading texts is appropriate.	Some writings are easy for most of the students to deal with.
Listening material is accompanied by background information, questions and activities.	There is sufficient material for spoken English (e.g. dialogues, role-plays, etc.) that help to de-emphasize teacher's talk.	The textbook uses authentic (real world) reading material at an appropriate level.	Writings in the textbook are guided and controlled.
The listening exercises focus on linguistic competence such as stress, intonation and *form*.			The textbook leads students *from simple controlled writing activities to guided writing activities*.
			Writing activities are suitable in terms of length, *degree of accuracy*, and amount of guidance.

Source: (Wahab , 2013)

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E. Previous Related Studies

There are some researchers who already conducted studies about character education and textbook analysis. First, Ariesinta (2016) conducted a study qualitative with document analysis method to analyze of character education in the 2013 curriculum English textbook of the seventh grader students (revised edition 2014). The result of the study finds some character education, such as: social care, honesty, love and peace, discipline, curiosity, and creativity.

Second, Handayani (2016) who conducted a study descriptive qualitative with content analysis method to analyze the values of character education in reading passage and dialogues contained in English students book grade X, XI, XII published by Ministry of Education and Culture based on curriculum 2013. The result showed that: character values related to human beings has a very large majority percentage (37.0%) ,then it was followed by character values related to environment (11.85%), and related to nationality (8.9%) and related to god (5.9%) as the least low percentage occurrence.

Third, Muniroh (2016) a content analysis of the English textbook entitled " when English rings a bell" for seventh grade of junior high school published by ministry of education and culture of Indonesia in the year of 2016. The purpose of this analysis was to define the appropriateness of the materials in the English textbook "When English Rings a Bell" for Grade VII Junior High School with the appropriateness of content, appropriateness of

Presentation, linguistic appropriateness and graphic appropriateness determined by National Education Standards Agency (BSNP). The result showed that the English textbook "When English Rings a Bell" for Grade VII Junior High School met the criteria of content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness determined by BSNP by achieving an average score of 90% with a coverage of 83% for the suitability of competence standard and basic competence materials.100% for product quality, 90 % for supporting learning materials, 100 % for language suitability, 75% for teaching and learning techniques, 64% for presentation coverage, 100% for presentation techniques, 100% for book volume, 100% for cover design, 92% for content layout.

Forth, a study conducted by Nova (2017) who conducted a survey research by distributing questionnaires to 34 English teachers from various different institutions to investigate the implementation of character education and the difficulties encountered in inserting character education into the teaching and learning process of English. The result of the study found that character education in the 2013 curriculum was not optimal; an English teacher has inserted character education in the classroom with varying frequency, and has inserted character values with different focus both explicitly and implicitly. Then, they also face some difficulties that come from 3 main aspects, namely pedagogical, students, and teachers.

Fifth, a study conducted from Edward (2017) who conducted analyzed EFL textbooks used for Junior High Schools in Kecamatan Alang-alang Lebar

entitled When English Rings a Bell for VII Grade, When English Rings a Bell for VIII Grade, and Think Globally and Act Locally, published by the government in 2015, using Lips (2003), Levie and Lentz (1982) , and Porecca's (1984) . His study found that three sets of textbook consisted stereotypes which were described from the occupation, where the female were portrayed domestic duties and cooking. Gender imbalances of textbook illustrations were found in these textbooks, the male' illustrations outnumbered female. The adjective used to describe male and females showed males were more powerful than female.

Sixth, Permana (2018) who conducted analysis English textbook 2013 Curriculum in junior high school to investigate character values. the result of the study showed that character values related to god (0, 75%) as the least percentage occurrence , related to nation (1,42%), related to environment (8,30%) then it was followed by character values related to others (32, 83%) and related to self-gained a very large majority percentage (56,69%). And in the study it was also found that there were additional character values in textbook such as confidence, courtesy, wisdom, and humility.

There are some similarities and differences between these studies, firstly in terms of character education analysis in English books with content analysis methods such as studies from Handayani (2016), Muniroh (2016), Edward (2017), and Permana (2018) different from Ariesinta (2016) conducted qualitative research using document analysis methods and Nova (2017) conducted a survey research by distributing questionnaires.

The results from Ariesinta (2016), Handayani (2016), and Permana (2018) Shows that there are already some character values implemented in English books. Whereas, the results of the Nova (2017) study found that character education in the 2013 curriculum was not optimal. Meanwhile, Muniroh (2016) and Edward (2017) did not analyze educational content but examined EFL textbooks such as Muniroh, conducted a book suitability analysis determined by the National Education Standards Agency (BSNP) with the results of the study showing that English textbooks meet the content suitability criteria , the suitability of the presentation, the suitability of the linguistics, and the suitability of the graphic, and Edward found that the contents of the textbook reflect traditional Indonesian values.

In this study, researchers used a research design similar to Handayani (2016), Muniroh (2016), Edward (2017), and Permana (2018) in analyzing character education with content analysis methods in English books. This study conducted an analysis to obtain information on the distribution of character education in accordance with the character values in the 2013 curriculum and this study also conducted interviews with English teachers to get an overview of character education in the book based on the teacher's view, in contrast to previous studies which only focused on clarifying character values in English textbooks.

CHAPTER III

METHODOLOGY

This chapter discusses methods and procedures that are divided into three parts. The first one discusses the research methodology which explains how the research is carried out. Second, explain the definition, subject, and object of the research. And thirdly, clarification on how to conduct, collect and analyze the data.

A. Research Design

This study applied a content analysis to analyze character education in English textbooks, content analysis technique under the paradigm of qualitative research method. Content analysis is a research methodology that utilizes a series of procedures to make valid conclusions from the text. Also, a research method is a systematic and objective. it means of describing and quantifying phenomena.[51] In addition, it is also known as a method of analyzing documents to test theoretical issues to enhance understanding of the data to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning.[52]

Furthermore, According to Stone, content analysis refers to any procedure for assessing the relative extent to which specified references,

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[51] B Devi Prasad . (2018). Content Analysis. A method in Social Science Research. P.2

[52] S. Elo and H. Kynga¨s. (2007). *The Qualitative Content Analysis Process*. Journal compilation. Blackwell Publishing Ltd., p. 108.

attitudes, or themes to permeate a given message or document[53] with addition research technique from the objective, systematic, and quantitative description of the manifest content of communication.[54] It means that the researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language.

The researcher who wishes to undertake a study using content analysis must deal with four methodological issues: first, selection of units of analysis and the researcher select English textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu. Second, develop eighteen character values according by government. Third, sampling appropriate character values based on characteristics and indicators. And the last, the researcher assisted by master lecture who proficient in doing the same research will check reliability of character values in the book.[55]

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[53] Stone, P.J., Dkk. (1966). The General Inquirer: A computer approach to content analysis, Cambridge, Mass: MIT Press

[54] Berelson, B. (1952). *Content analysis in communication research,* New York: The Free Press

[55] Stempel, G.H. (1989). Content analysis. In G.H.Stempel and B.H.Westley (Eds) *Research methods in mass communications*, Englewood Cliffs NJ: Prentice-Hall.

B. Research Object

The researcher Analyzed of Character Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu, published by the ministry of educational and culture of Indonesia. This book has 8 chapters and 177 activities analyzed with 18 values of character education. So the researcher will analyze from chapter 1 to chapter 8 namely:

1. Chapter 1 with good morning material. How are you who will learn about to greet, to take leave, to say thank you, and to say sorry. Consists 20 pages of 1 until 20 page.

2. Chapter 2, with the material this is me! Who will learn about to share and inquire about each other, including: our identities, our hobbies and what we like, and the members of our family. Consists 16 pages of 21 until 36 page.

3. Chapter 3, with material what time is it? Who will learn about to tell the time, to tell the date, to tell the day, and to tell the month. Consists 22 pages of 37 until 58 page.

4. Chapter 4, with material this is my world that will learn about to state things, animals, and public places around us. Consists 30 pages of 59 until 98 page.

5. Chapter 5, with material about it's a beautiful day! Who will learn about ask for and give information related to the qualities of people, animals, and things, in order to identify, to criticize. Consists 40 pages of 99 until 126 page.

6. Chapter 6, with material we love what we do, will study ask for and give information related to actions / functions of people, animals, and things in order to identify, to criticize or to praise them. Consists 22 pages of 127 until 148 page.

7. Chapter 7, with the material I'm proud of Indonesia! Who will learn ^{about} to describe people, animals, and things in order: to make them stand out, to show pride of them, to promote them, and to criticize them. Consists 28 pages of 149 until 176 page.

8. The last chapter, discuss material about that's what friends are supposed to do who will learn to get the message of song. Consists 6 pages of 177 until 182 page.

All chapters are accompanied by pictures, explanations, asking and questioning, and student assignments.
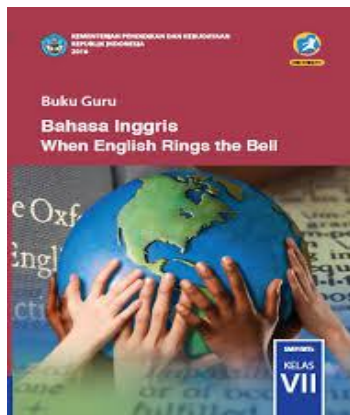
Picture 1.
Textbook Cover When English Ring A Bell For Seventh Grade

Picture 2.
Table of contents in WhenRing A Bell for Seventh Grade

C. Data collecting Technique

The process of collecting data is one of the main aspects of research. In analyzing character values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu, researcher used the content analysis to collect data. To get the data, the researcher used:

1. Observation and Checklist. Observation as "the systematic description of events, behaviors, and artifacts in the social setting chosen for study.[56] Observation methods are useful to researchers in a variety of ways. Researchers will use Observation to check for nonverbal expression of feelings, determine who interacts with whom, grasp how participants communicate with each other, and check for how much time is spent on various activities.[57] Participant observation allows researchers to check and observe situations and can be used to help answer descriptive research questions, to build theory, or to generate or test hypotheses. [58] After that the researcher will use Checklist to identify character values contained in the English textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu.

[56] Marshall, Catherine & Rossman, Gretchen B. (1989). *Designing qualitative research*. Newbury Park, CA: Sage.

[57] Schmuck, Richard (1997). *Practical action research for change*. Arlington Heights, IL: IRI/Skylight Training and Publishing.

[58] Marshall, Catherine & Rossman, Gretchen B. (1995). *Designing qualitative research*. Newbury Park, CA: Sage.

2. Validity check .Validity and reliability are key aspects of all research. Meticulous attention to these two aspects can make the difference between good research and poor research and can help to assure that fellow scientists accept findings as credible and trustworthy. This is particularly vital in qualitative work, where the researcher's subjectivity can so readily cloud the interpretation of the data, and where research findings are often questioned or viewed with skepticism by the scientific community.[59] So for that, after the researcher collected the data that had been analyzed, the researcher asked for help from a lecturer who was already a master to check the validity of the data before the researcher concluded the results of the analysis.

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[59] H.I.L. Brink. *Validity And Reliability In Qualitative Research.* https://www.researchgate.net/publication/14824314_Validity_and_reliability_in_qualitative_research

D. Research Instrument

The researcher used some research instruments to collect the data; which are: observation, checklist, and Validity Check.

1. Observation and Checklist

No	Research Variable	Sub Research Variable	Indicators	Item
1	Character Values	Religious	Has an obedient and obedient attitude in carrying out the teachings of the religion adhered to, and tolerant of the implementation of other religious, as well as living in harmony with other different religions.	1
2		Honestly	Have attitudes and behaviors that show unity or truth between knowledge, words, and actions so as to make the person concerned as a person who can be trusted.	2
3		Tolerance	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others those are different from him.	3
4		Discipline	Actions that exhibit orderly behavior and comply with various rules and regulations.	4
5		Hard work	Behavior that shows the earnest effort (striving to the last drop of blood) in completing various tasks, problems, works, etc. As well as possible.	5
6		Creativity	Attitudes and behaviors that reflect innovation in various ways in solving problems, so that they always find new ways, even new results that are better than before.	6
7		Independent	Attitudes and behaviors that do not depend on others in completing various tasks and problems.	7
8		Democracy	Attitude and way of thinking that reflects the equal rights and obligations equally and equally between himself and others.	8
9		Curiosity	Ways of thinking, attitudes, and behavior that reflect curiosity and curiosity about everything that is seen, heard, and studied in more depth.	9

No	Research Variable	Sub Research Variable	Indicators	Item
10	Character Values	Nationalism	Attitudes and actions that put the interests of the nation and state above personal or individual and group interests.	10
11		Patriotism	Attitudes and behaviors that reflect a sense of pride, loyalty, care, and high appreciation of language, culture, economy, politics, and so on, so that it is not easy to accept offers from other nations that can harm the nation itself.	11
12		Achievement Appreciation	Open attitude towards the achievements of others and acknowledging one's own shortcomings without reducing the spirit of higher achievement.	12
13		Friendship / Communicative	Open attitudes and actions towards others through polite communication so as to create good collaborative collaboration.	13
14		Love Of Peach	Attitudes and actions that encourage him to produce something that is useful for society, and acknowledge, and respect the success of others	14
15		Reading Interest	The habit of without coercion to provide special time to read various information, books, journals, magazines, newspapers, etc., giving rise to policies for him.	15
16		Environment Awareness	Attitudes and actions that always strive to maintain and preserve the surrounding environment.	16
17		Social Care	Attitudes and actions that reflect concern for others and the people who need it.	17
18		Responsibility	A person's attitude and behavior in carrying out their duties and obligations, whether related to oneself, social, community, nation, state, or religion.	18

2. Validity Check

No	Research Variable	Sub Research Variable	Indicators
1	English Textbook seventh grade students used by secondary school in Bengkulu	The implementation Eighteen character Vales by the government in English Textbook seventh grade students used by secondary school in Bengkulu	as a guide or reference by the government

E. Analysis Data

This researcher analyze the data by using model Interactive from Miles and Huberman (1994: 12) which divides the analysis activities into several parts namely: data collection, data reduction, presentation of data, and drawing conclusions or data verification. The following image is displayed "Analysis Interactive" model:
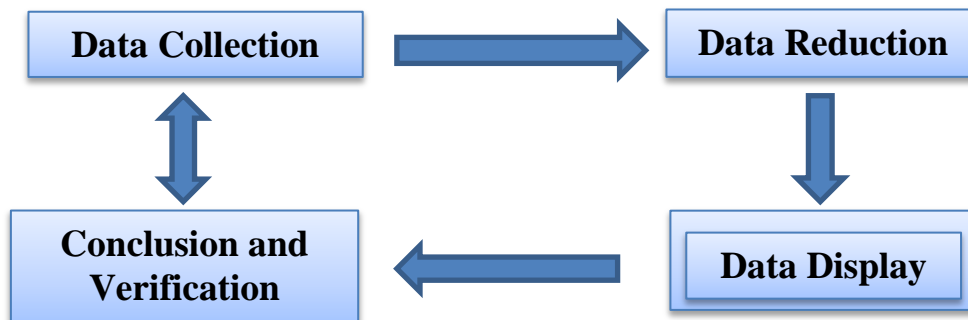
Figure 1. Analysis of Interactive Model from Miles & Huberman (1994: 12)

Based on the picture above, in general Data analysis in this research was conducted through the stages as follows;

1. Data collection

Looking for all information or all types of data and forms of data needed in research found in the field, then record all the data based on field observations, and study documentation.

2. Data reduction

Reviewing the records of observations, and study documentation, and separating data that is considered important and not important, this work is repeated to examine the possibility of misclassification or can also be said process of selecting, focusing, simplifying, abstracting, and transforming the data. The aim is to provide a clearer picture, and make it easier for researchers to carry out further data collection and search if necessary.

3. Data display

Data display is an organized, compressed, assembly, of information that permits conclusion drawing and action with Describe the data that has been classified by paying a display is an organized, compressed, assembly, of information that permits conclusion drawing and action with Describe the data that has been classified by paying attention to the focus and purpose of research to make data clearer.

4. Conclusions and Verification data

Concussion may not appear until data collection is over, depending on the size of the corpus of field notes, the coding, storage , retrieval   methods used, and

based on data reduction supported by strong evidence that supports the next stage of data collection that is will be tested for their validity. Conclusion are also verified as the analyst proceeds and verification may be as brief as a fleeting second thought crossing the analyst mind during writing, with a short excursion back to the field note.

CHAPTER IV

RESULT AND DISCUSSION

This part presents the result of Character Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu. The explanation is divided into some parts. The first section represent the result of the study an analysis English Textbook "When English Ring a Bell "which deal with eighteen character education and the check reliability of character values in the English textbook by master lecture who proficient in doing the same research.

A. Character Values Portrayed in the Textbook

Related to the objective of the study to analyze Character Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu, this section focuses on the 18 character Values that are grouped into five different categories: Related to God (Religiosity), Related to Self (Honestly, Discipline, Creativity, Independence, Curiosity, Reading interest, Responsibility), Related to Others (Tolerance, democracy, Achievement Appreciation, Friendship / Communicative, Love of peach), Related to Environment (Environmental awareness, Social care), and related to nation (Nationalism, Patriotism). In the order to make it easier the researcher will describe the result, as follows on the table 4.1.

Table 4.1 Observation Checklist Sheet of the Character Values

In English Textbook for Seventh Grade Students Entitled

"When English Ring A Bell" Used By Secondary Schools in Bengkulu

Chapter	18 Characteristics In Character Educations (Numeric As Symbol)																		Total	%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Chapter 1	6	3	3	7			1	2				1	10			2	1	1	37	4,63
Page	4,5, 11, 12, 15, 16	14 15	14 15 17	4, 9, 101 113 141 8			15	16 17				14	4 - 8 , 11, 14 - 17			8, 12	7	15		
Chapter 2	1	3		11	4	3	6						2		1				31	3,88
Page	28	22 23 40		22-27, 29 30, 33-35	23, 26, 30, 33	29 35 36	22, 30,31-34						25, 28		29					
Chapter 3	2			5	12	3	1		1				7	1	1	1			34	4.25
Page	39, 42			39, 41, 42	40,43 45,46 47,49 51,52 54,56 57,58	39, 41, 42, 58	42		52				39, 41, 44, 49, 50, 52, 54	42	41	42				
Chapter 4	2			35	23		2		13				1		1		1		78	9.75
Page	91 ,92			60-91, 94, 95, 97	61, 63, 64, 67, 68, 69, 71, 72, 75, 76 ,78, 79 , 81 ,82, 84, 85, 88 , 89 ,90, 91, 94, 95, 97		91, 92		60, 62 ,63, 67, 70, 73, 74, 76, 77, 80, 83 ,86, 87,				92		92		91		

Next Table of Observation Checklist Sheet

of the Character Values In English Textbook for Seventh Grade Students Entitled

"When English Ring A Bell" Used By Secondary Schools in Bengkulu

Chapter	18 Characteristics In Character Educations (Numeric As Symbol)																		Total	%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Chapter 5	6	2	1	18	9	2			7			2	8				1		56	7.00
Page	100, 104 ,111, 112, 114, 115	106, 107	104	100-103, 105, 106, 108-111, 113, 114, 116-120, 123, 124	102, 105, 108, 109, 110, 113, 116, 118, 124	103, 104			111, 112, 115, 117, 120, 121, 122			103, 107	100, 103, 104, 111, 112, 117, 118				117			
Chapter 6		1		17	10				2				2		1	2	1		36	4.50
Page		128		128-134, 137-144, 146, 147	129, 130, 133, 135, 137, 142, 144, 146, 147, 148				141, 143				134, 136		143	146, 147	136			
Chapter 7	5			19	10					4	1	4	8						51	6.38
Page	151, 55 161, 164, 170			150-160, 162, 163, 165-167, 170-172, 174	150, 154, 155, 159, 162, 165, 167, 170, 171, 174					166, 168, 169, 173	170	160, 161, 163, 164	150-154, 156, 157, 158							
Chapter 8				3	1														4	0.50
Page				178, 181, 183	181															
Total	22	8	4	115	69	8	10	2	22	5	1	7	38		4	5	3	2	327	40.88
%	1.22	0.44	0.22	6.39	3.83	0.44	0.56	0.11	1.22	0.28	0.06	0.39	2.11	0.06	0.22	0.28	0.17	0.11	18.16	2.27

From description on the table above, it shows that eighteen character values reflecting in the English textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu found the data based on analysis data in eight chapter at English textbook seventh grade junior high school 07 south Bengkulu, namely "When English Ring a Bell (revised 2016)" has fulfilled several characters, this shows that the book is worth using and used as teaching material. That book has a 326 character values activities with the percentage 18.16%. The most dominant percentage of character values among the eighteen character values are the related to self a very large majority percentage which obtained that are discipline values with the percentage (6.39%), hard work (3.83%), Curiosity (1.22%), Independence (0.56%), Honestly (0.44%), Creativity (0.44%), Reading interest (0.22%), Responsibility (0.11%). Then it was followed Related to Others that are Friendship / Communicative (2.11%), Achievement Appreciation (0.39%), Tolerance (0.22%), democracy (0.11%), Love of peach (0.06%) and followed Related to God, religiosity (1.22%) . There was small amount of Related to Environment (Environmental awareness (0.28%), Social cares (0.17%), and related to nation (Nationalism (0.28%), Patriotism (0.06%). Several character values contained in the English textbook at seventh grade students' junior high school 07 South Bengkulu as follow:

1. **Religiosity**
   - In Chapter I, page 4, 5, 11, 12, 15, 16 showing a picture of a student, teacher, and female parents who wear headscarves shows their obedience to the Religion they have, and they have a good and harmonious relationship with friends who are not veiled as they are. This is in

accordance with the attitude of religiosity. We can also look the example of the religiosity character values in this textbook:
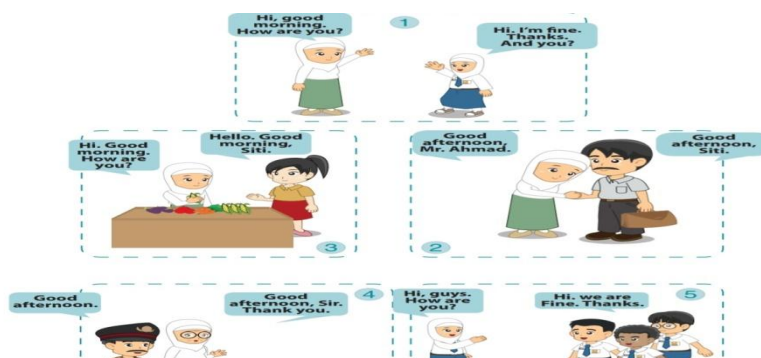
Figure 1. The Number of Character Values Representing Religiosity

In the picture and conversation above, talk about activity in the morning, there are picture and conversation show a good relationship between there are people / tolerance and some picture show a students and teacher obedience to the Religion they have with wearing hijab.

- In chapter II, page 28 shows the students wearing hijab picture, it shows obedience to the religion they have, and they have a good and harmonious relationship with other friends. This is in accordance with the attitude of religiosity. We can also look the example of the religiosity character values in this textbook:

Figure 2. The Number of Character Values Representing Religiosity

In the picture and conversation above, talk about activity in the Classroom when there are studying, the picture show a good relationship between there are people / tolerance and some picture show a students and teacher obedience to the Religion they have with wearing hijab.

- In Chapter III, page 39 the last picture that is show family dinner and show the state the hand that is praying before eating. And page 42 the last picture shows the activity prays before sleep. We can

also look the example of the religiosity character values in this textbook:
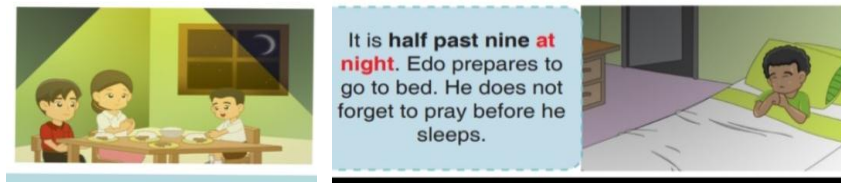
Figure 3. The Number of Character Values Representing Religiosity

- In Chapter IV, pages 91 and 92 show the picture of a family praying before a meal and a women wearing hijab that are showing a religious attitude of praying before or after the activities and a good relationship between families. We can also look the example of the religiosity character values in this textbook:
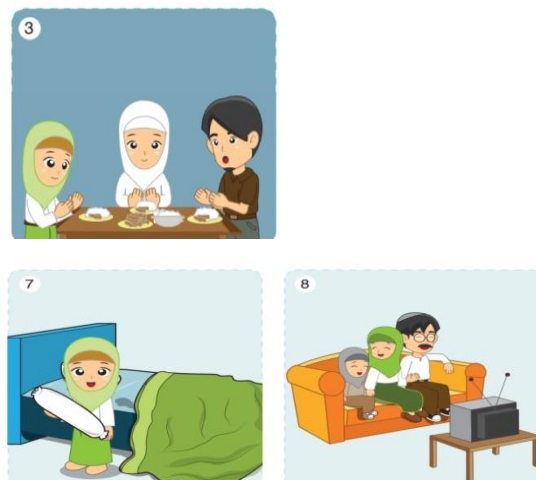
Figure 4. The Number of Character Values Representing Religiosity

- In Chapter V, pages 100, 104, 111, 112, 114, 115 show the picture and the obedient attitude of a Muslim student wearing hijab, and other students' tolerance so that they make friends and study in harmony even though they are have a different religions. We can also look the example of the religiosity character values in this textbook:

Figure 5. The Number of Character Values Representing Religiosity

- In Chapter VII, pages 151, 157, 161, 164, 170 show the image and the obedient attitude of a Muslim student wearing a hijab, and the tolerance of other and study in harmony even though they are different. We can also look the example of the religiosity character values in this textbook:
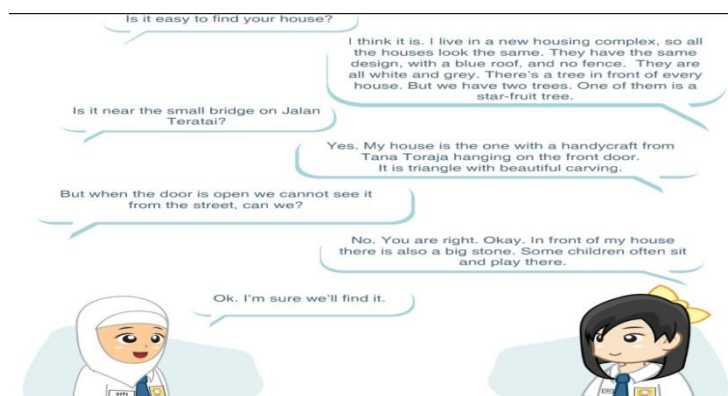
Figure 6. The Number of Character Values Representing Religiosity

2. **Honestly**

In Chapter I, page 14 picture 1 and page 15 pictures 3 and 4 which shows conversations between students and teachers and students that contain confessions or honesty about the reality or circumstances that occur so that they can be trusted. We can also look the example of the Honestly character values in this textbook:

Figure 7. The Number of Character Values Representing Honestly

In the picture and conversation above, talk about activity in the Classroom or garden in the school. The picture shows an honestly attitude students, they are students recognize they are wrong. First picture, Beni recognize he is wrong cause forgot bring sport shirt his friend Udin and second picture, show the students late and they are recognize they are wrong.

- In Chapter II, pages 22, 25, 30 that are showing the students tell about the identities (names, origins, home addresses) and facts about us by showing honest attitudes and behavior about a situation that can be trusted. We can also look the example of the Honestly character values in this textbook:

Figure 8. The Number of Character Values Representing Honestly

In the picture and conversation above, talk about names, origins, and home address in the Classroom when they are study. The picture shows an honestly attitude students, they are students answers the questions from his teacher to be honest.

- In Chapter V, page 106 and 107 in the second discussion in Lina's room which shows the conversation between Lina and Siti by showing honest attitudes and behavior about a situation that can be

trusted. We can also look the example of the Honestly character values in this textbook:
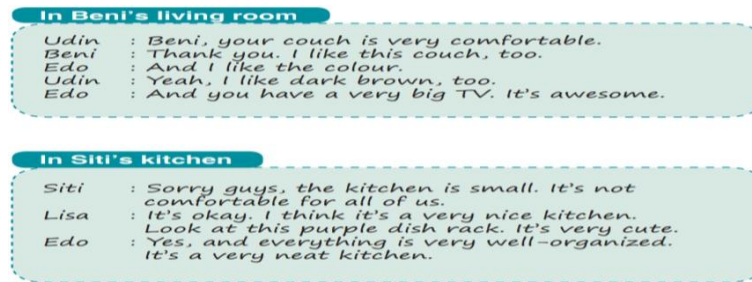
Figure 9. The Number of Character Values Representing Honestly

In the conversation above, talk about the situation in Beni's living room and Siti's kitchen. The conversation shows an honestly attitude students, like Udin said "Beni, your couch is very confortable" that is explain what he feel in the Beni's living room, and next conversation when Siti said "sorry guys, the kitchen is small. It's not comfortable for all of us" that is explaining the reality of situation.

- In Chapter VI, page 128 which shows the conversation between the teacher and student that explains and provides information spontaneously about the work of parents of students, it aims to form honest attitudes and behaviors in students about a situation that can be trusted. We can also look the example of the Honestly character values in this textbook:
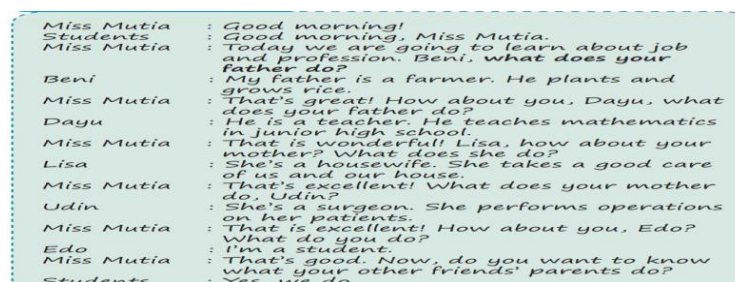
Figure 10. The Number of Character Values Representing Honestly

In the conversation above, talk about the situation in an English class. The conversation shows an honestly attitude students when answer teacher questions about his parents do. Like a teacher said, "Beni, what does your father do?" and Beni directed the

question "My father is a farmer". That is show the honestly attitude Beni with explicit answer.

3. Tolerance

- In Chapter I, page 14 picture 1, page 15 picture 4, page 17 picture 2 shows the tolerance that students have towards their friends and teachers towards students who make mistakes in their attitude or actions towards them while still respecting and forgiving them (students forgot bring sport shirt his friend and students late). We can also look the example of the tolerance character values in this textbook:

Figure 11. The Number of Character Values Representing Tolerance

In the pictures and conversation above, talk about the situation in the school. The conversation shows a tolerance attitude students and teacher when more students have a mistake and can't join cause sick; they are still forgiving them and keep good relationship.

- In Chapter V, page 104 of the second picture shows the tolerance that students have by apologizing with action that will reduce the volume because it disturbs the friend next to them who are learning. We can also look the example of the tolerance character values in this textbook:

Figure 12. The Number of Character Values Representing Tolerance

In the pictures and conversation above, talk about the study situation. The conversation shows a tolerance attitude between

students, like the student said, "sorry, I'll turn down the volume" when the more student in his beside feel disturbed.

4. Discipline

- In Chapter I, page 4, 9, 10, 11, 13, 14, 18 that are about obey the rules before process teaching learning or making assignment which aims to form students have regular habits and according to the rules. We can also look the example of the discipline character values in this textbook:
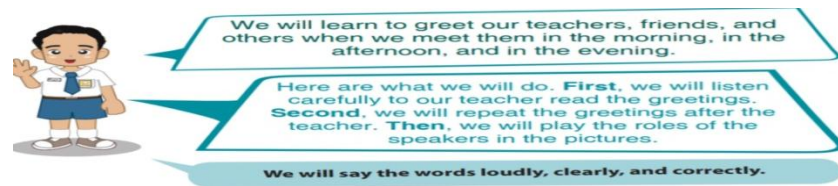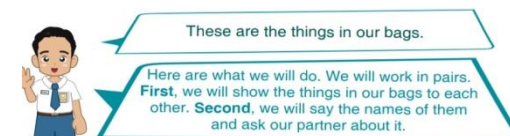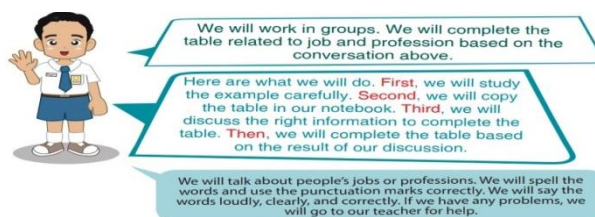

Figure 13. The Number of Character Values Representing Discipline

In the text above, we can showing obey the rules before beginning teaching learning process or assignment, like the word "first, we will listen carefully to our teacher read the greeting…" So that is having a goal of students obey the rules and understand the steps in process teaching learning or making assignment.

- In Chapter II, Page 22, 23, 24, 25, 26, 27, 29, 30, 33, 34, 35 that are about obey the rules before process teaching learning or making assignment which aims to shape the character of students to live orderly and sequentially. We can also look the example of the discipline character values in this textbook:
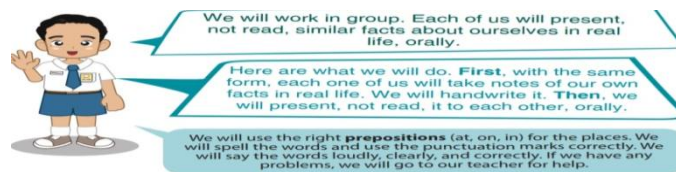
Figure 14. The Number of Character Values Representing Discipline

In the text above, we can showing obey the rules before beginning teaching learning process or assignment, like the sentence "We will work in group. Each of us will present, not read, similar facts about ourselves in real life, orally". So that is

having a goal of students obey the rules and understand the steps in process teaching learning or making assignment.

- In Chapter III, page 39, 41, 42 that are the subject matter about the time of activity every day. Who teaches about the discipline activity of the wake up in the morning until it sleeps. And page 38 until 58 have the text rules before studying material that aims to form an organized and disciplined attitude. We can also look the example of the discipline character values in this textbook:
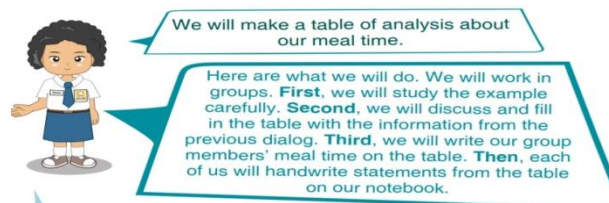
Figure 15. The Number of Character Values Representing Discipline

In the text above, we can showing obey the rules before beginning teaching learning process or assignment, like the sentence "we will make a table of analysis about our meal time". So that is having a goal of students obey the rules and understand the steps in process teaching learning or making assignment.

- In Chapter IV, page 60 until 91, 94, 95, 97 that are about obey the rules before process teaching learning or making assignment which aims to form students have regular habits and according to the rules. We can also look the example of the discipline character values in this textbook:
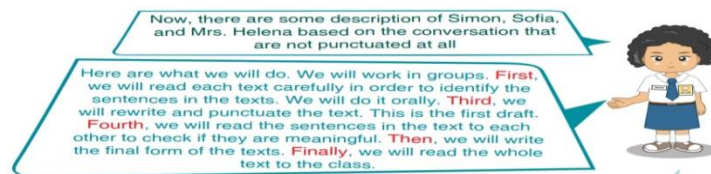

Figure 16. The Number of Character Values Representing Discipline

In the text above, we can showing obey the rules before beginning teaching learning process or assignment, like the assignment above a students learning about the names of the things in our bags. So that is having a goal of students obey the rules and understand the steps in process teaching learning or making assignment.

- In Chapter V, page 100 until 103, 105, 106, 108, 109, 110, 111, 113, 114, 116 until 120, 123, 124 that are about obey the rules before process teaching learning or making task / assignment which aims to form students have regular habits and according to the rules. And on page 106 shows a conversation that shows students an orderly attitude by never being late to school. We can also look the example of the discipline character values in this textbook:

Figure 17. The Number of Character Values Representing Discipline

In the text above, we can showing obey the rules before beginning teaching learning process or assignment, like the sentence above a students will play the roles of the speakers in the picture in the textbook. So that is having a goal of students obey the rules and understand the steps in process teaching learning or making assignment.

- In Chapter VI, page 128, until 134, and page 137 until 144, 146, 147 that are about obey the rules before process teaching learning which aims to form students have regular habits and according to the rules. We can also look the example of the discipline character values in this textbook:
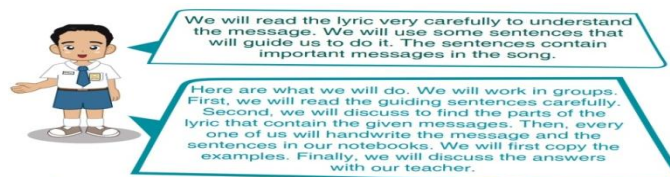

Figure 18. The Number of Character Values Representing Discipline

In the text above, we can showing obey the rules before beginning teaching learning process or assignment, like the sentence above a students will making assignment with the complete a table related to job and profession based on the conversation above. So that is having a goal of students obey the

rules and understand the steps in process teaching learning or making assignment.

- In Chapter VII, page 150 until 160, 162, 163, 165, 166, 167, 170, 171, 172, 174 that are about obey the rules before process teaching learning or making task/ assignment which aims to form students have regular habits and according to the rules. We can also look the example of the discipline character values in this textbook:

Figure 19. The Number of Character Values Representing Discipline

In the text above, we can showing obey the rules before beginning teaching learning process or assignment, like the sentence above a students will making assignment with groups about punctuating the text. So that is having a goal of students obey the rules and understand the steps in process teaching learning or making assignment.

- In Chapter VIII, page 178, 181, 183 that are about obey the rules before process teaching learning or making task/ assignment which aims to form students have regular habits and according to the rules. We can also look the example of the discipline character values in this textbook:

Figure 20. The Number of Character Values Representing Discipline

In the text above, we can showing obey the rules before beginning teaching learning process or assignment, like the sentence above a students will discuss about the message in lyric in the song. So that is having a goal of students obey the rules and

understand the steps in process teaching learning or making assignment.

5. Hard Work

- In Chapter II, page 23, 26, 30, 33 that are show students assignment which aims to shape the behavior of students in doing a good task, and if you find a problem will try to get answers or solutions by asking the teacher. The text is "if we have any problems, we will go to our teacher for help. We can also look the example of the Hard Work character values in this textbook:
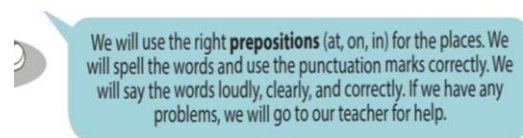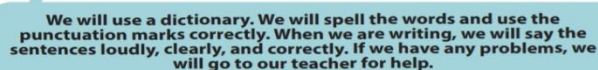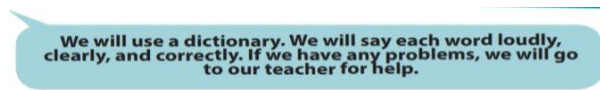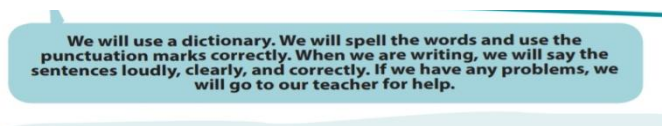

Figure 21. The Number of Character Values Representing Hard work

In the text above, we can showing obey the rules before making assignment, and in the text a students will spell the world and use the punctuation marks correctly, but if they are have a problem or not understand they are will ask the teacher for help. So that is showing hard work attitude students to get answer and understanding about the task.

- In Chapter III, pages 40, 43, 45, 46, 47, 49, 51, 52, 54, 56, 57, 58 that are show students assignments that aim to shape the behavior of students in doing assignments well, and if found the problem will try to get answers or solutions by asking the teacher. The text is "if we have any problems, we will go to our teacher for help. We can also look the example of the Hard Work character values in this textbook:

Figure 22. The Number of Character Values Representing Hard work

In the text above, we can showing obey the rules before making assignment, and in the text a students can using a

dictionary to make a task and if they are have problems or not understand, they are can ask to our teacher for help.

- In Chapter IV, pages 61, 63, 64, 67, 68, 69, 71, 72, 75, 76, 78, 79, 81, 82, 84, 85, 88, 89, 90, 91, 94, 95, 97 that are show the students assignment that aims to shape the behavior of students in doing a good task, and if you find a problem will try to get answers or solutions by asking the teacher. The text is "if we have any problems, we will go to our teacher for help. We can also look the example of the Hard Work character values in this textbook:

We will use a dictionary. We will say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Figure 23. The Number of Character Values Representing Hard work

In the text above, we can showing obey the rules before making assignment, and in the text a students can using a dictionary to make a task and if they are have problems or not understand, they are can ask to our teacher for help.

- In Chapter V, pages 102, 105, 108, 109, 110, 113, 116, 118, 124 that is a task of students that aims to shape student behavior in doing the assignment well, and if you find a problem will try to get answers or solutions by asking the teacher. We can also look the example of the Hard Work character values in this textbook:
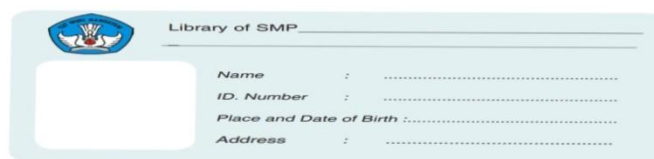
We will use a dictionary. We will spell the words and use the punctuation marks correctly. When we are writing, we will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

Figure 24. The Number of Character Values Representing Hard work

In the text above, we can showing obey the rules before making assignment, and in the text a students can using a dictionary to make a task and if they are have problems or not understand, they are can ask to our teacher for help.

- In Chapter VI, pages 129, 130, 133, 137, 142, 144, 146, 147, 148, the assignments to students who aim to shape student behavior in doing the assignment well, and if you find a problem will try to

get answers or the solution by asking the teacher. And page 135 shows the conversation between Dayu and Udin at Dayu's home. The conversation shows the hard work attitude of Dayu who always learns every day to get good grades. It teaches students to always do and finish work or study as best they can to become good grades like Dayu. Almost just the same with the next conversation in page 135 between Lisa and Edo that shows Edo's habits and hard work to exercise or jog three times a week so that they always look fit. We can also look the example of the Hard Work character values in this textbook:

Figure 25. The Number of Character Values Representing Hard work

In the text above, we can showing obey the rules before making assignment, and in the text a students will talk about people's jobs or profession and if they are have problems or not understand, they are can ask to our teacher for help. And the second, conversation Dayu and Udin showing the hard work attitude Dayu, like the text "yes, I do. I always study everyday.

- In Chapter VII, pages 150, 154, 155, 159, 162,165, 167, 170, 171, 174, the assignments to students who aim to shape student behavior in doing the assignment well, and if you find a problem will try to get answers or solution by asking the teacher. We can also look the example of the Hard Work character values in this textbook:
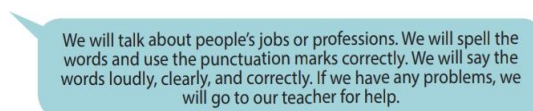
Figure 26. The Number of Character Values Representing Hard work

In the text above, we can showing obey the rules before making assignment, and in the text a students will talk about

people's jobs or profession and if they are have problems or not understand, they are can ask to our teacher for help.

- In Chapter VIII, page 181 that are the assignments to students who aim to shape the behavior of students in doing a good task, and if you find a problem will try to get answers or solutions by asking the teacher. We can also look the example of the Hard Work character values in this textbook:

Figure 27. The Number of Character Values Representing Hard work

In the text above, we can showing obey the rules before making assignment, and in the text a students can using a dictionary to make a task and if they are have problems or not understand, they are can ask to our teacher for help.

6. Creativity

- In Chapter II, page 29, 35, 36 that are showing the assignment of students redesigning and adding the English expression into our students ID card and the project about "This is me!" which requires students to have creativity. We can also look the example of the Creativity character values in this textbook:

Figure 28. The Number of Character Values Representing Creativity

- In Chapter III, page 39, 41, 42 that are showing the assignment of students draw the clock to show the time and to create the students' creativity needed. And page 58 also needs students' creativity to play the game this is calendar game. It aims to shape students' creative attitudes in solving problems and creating something better. We can also look the example of the Creativity character values in this textbook:

Figure 29. The Number of Character Values Representing Creativity

- In Chapter V, page 103 in picture 2 shows a student's conversation that shows a student's creative attitude because he has a reflect attitude to innovate with text "many other activities here" means students can do other activities in the field not only used for badminton. And page 104 in the last picture shows students 'conversations that show students' creative attitudes by solving problems or making things better than before as seen in the sentence "it's dark in here. I'll open the curtains. We can also look the example of the Creativity character values in this textbook:

Figure 30. The Number of Character Values Representing Creativity

7. Independent

- In Chapter I, page 15 pictures which shows the pictures and attitudes of students who are independent with the attitude or action of doing the task well and not dependent on others as shown by the draw of a student who reports that they are ready to learn. We can also look the example of the Independent character values in this textbook:

Figure 31. The Number of Character Values Representing Independent

- In Chapter II, page 22, 30, 31, 32, 33, 34 namely the task of information about ourselves which forms a brave attitude in students to present facts about ourselves to their friends in English with independent. We can also look the example of the Independent character values in this textbook:
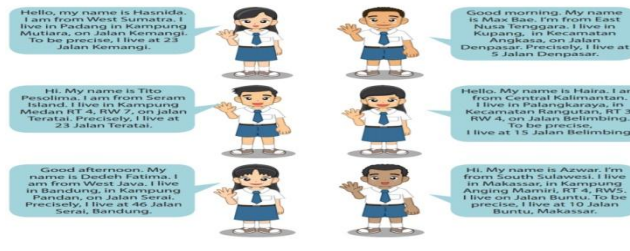
Figure 32. The Number of Character Values Representing Independent

- In Chapter III, page 42 show the attitude do the work yourself and not dependence on other people when Edo prepares his stuffs for school tomorrow. We can also look the example of the Independent character values in this textbook:
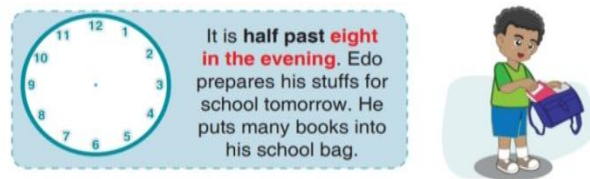
Figure 33. The Number of Character Values Representing Independent

- In Chapter IV, page 91, 92 show the pictures a child who was taking a bath and tidied his own bed it showed an independent attitude that did his own duty without the help of others. We can also look the example of the Independent character values in this textbook:

Figure 34. The Number of Character Values Representing Independent

8. Democracy

- In Chapter I, page 16 and 17 picture 2 which shows pictures and conversations that contain democratic attitudes students have by thinking and acting fairly and correctly by respecting differences and obligations. That is when a student says "Hi, Dayu. We're going to lunch for lunch. Are you coming with us? But his friend says" No, sorry. I'm waiting for Siti. I'll see you there "and they are still good friends even though Dayu didn't go with them. We can also look the example of the democracy character values in this textbook:

Figure 35. The Number of Character Values Representing Democracy

9. Curiosity

- In Chapter IV, page 60, 62, 63, 67, 70, 73, 74, 76, 77, 80, 83, 86, 87 showing pictures and conversations of students who show an objects, buildings, and animals that are displayed through images. And they are will learning in directly whatever they see, hear, and learn and give opinions about it such as names of it. We can also look the example of the Curiosity character values in this textbook:
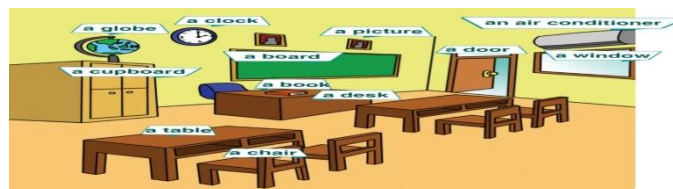
Figure 36. The Number of Character Values Representing Curiosity

- In chapter V, pages 111, 112, 115, 117, 120, 121, 122 showing pictures and conversations of students who show an objects, buildings, and animals that are displayed through images. And they are will learning in directly whatever they see, hear, and

learn and give opinions about it, like a student's give opinion about animals his friend. We can also look the example of the Curiosity character values in this textbook:

Figure 37. The Number of Character Values Representing Curiosity

- In chapters VI, pages 141 and 143 122 showing pictures and conversations of students who show an object, buildings, and animals that are displayed through images. And they are will learning in directly whatever they see, hear, and learn and give opinions about it, like a student's give opinion about animals. We can also look the example of the Curiosity character values in this textbook:

Figure 38. The Number of Character Values Representing Curiosity

10. **Nationalism**

- In Chapter III, page 52 that is the study about National days which aims to the students' attitude and action that put the interest of the nation and state above personal/group interest, like the students picture learning about National days in Indonesia. We can also look the example of the nationalism character values in this textbook:

Figure 39. The Number of Character Values Representing Nationalism

- In chapter VII, page 166, 168, 169, 173 that is a map and description of Indonesia. It teaches and instills students' attitudes to always have a high level of pride and interest in the country by learning and finding out everything that is in the country. Like the picture, students will learn about Indonesia Location. We can also look the example of the nationalism character values in this textbook:

Figure 40. The Number of Character Values Representing Nationalism

11.   Patriotism

- In Chapter VII, page 170 which shows pictures and text that contains a description of Indonesia and a high appreciation of the economy, culture and natural resources in Indonesia and is proud and takes care of all that exists. We can also look the example of the Patriotism character values in this textbook:

Figure 41. The Number of Character Values Representing Patriotism

12. Achievement Appreciation

- In Chapter I, page 14 picture 2 which are shows a conversation between a teacher and her students who shows a high appreciation and mutual respect between the teacher and students. It aims to shape students to have an attitude of achievement appreciation, like the dialog "Mrs. Rita, thank you very much for the gift. I like it very much". We can also look the example of the achievement appreciation character values in this textbook:

Figure 42. The Number of Character Values Representing Achievement Appreciation

- In chapter V, page 103 shows a picture of students who are together and one of the students who just arrived immediately said "Wow!" with the intention of giving praise and appreciation to one of his friends who had cleaned the room so that the class was clean and neat. And page 107 shows a conversation between Udin, Beni, and Edo which shows an attitude of appreciation and praise for their belongings with the words "very comfortable" said Udin and "it's awesome" said Edo. We can also look the example of the achievement appreciation character values in this textbook:

Figure 43. The Number of Character Values Representing Achievement Appreciation

- In chapter VII, pages 160, 161, 163, 164 which shows a picture accompanied by text about something that they have and love (family, animals, and anything) it shows and teaches an attitude of respect and pride in everything they have with describe all achievements and everything that is good about them without any attitude down. We can also look the example of the achievement appreciation character values in this textbook:
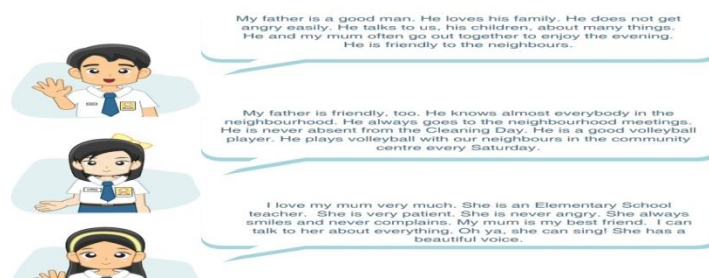
Figure 44. The Number of Character Values Representing Achievement Appreciation

13. **Friendship/ Communicative**

- In Chapter I, page 4, 5, 6, 7, 8, 11, 14, 15, 16, 17 in all pictures which are shows a good and polite image and conversation so as to create a good relationship and good collaboration between students and teacher. It teaches or shapes students to always be kind and maintain good relations with others. We can also look the example of the friendship/communicative character values in this textbook:

Figure 45. The Number of Character Values Representing Friendship/ Communicative

- In chapter II, pages 25, 28 shows pictures of students who are learning with the teacher in the classroom that shows good communication and also polite so as to create good relationships and good collaboration between them. We can also look the example of the friendship/communicative character values in this textbook:

Figure 46. The Number of Character Values Representing Friendship/ Communicative

- In chapter III, pages 39, 41, 44, 49, 50, 52, 54 which are show the picture and text that students are doing activities together, studying together to create good collaboration between students. We can also look the example of the friendship/communicative character values in this textbook:

Figure 47. The Number of Character Values Representing Friendship/ Communicative

- In chapter IV, page 92 shows the picture of two students who are studying together, it teaches to always maintain good relations with polite communication to make good collaborations. We can also look the example of the friendship/communicative character values in this textbook:

Figure 48. The Number of Character Values Representing Friendship/ Communicative

- In chapter V, pages 100, 103, 104, 111, 112, 117, 118 show the students pictures that are studying together and have good collaboration or relationship with polite communication. And page 107 in the second conversation in Siti's kitchen shows that Lisa, Siti and Edo show polite communication in forming good collaboration and conversation. We can also look the example of the friendship/communicative character values in this textbook:

Figure 49. The Number of Character Values Representing Friendship/ Communicative

- In Chapter VI, page 134 shows a conversation between Siti and Beni in the classroom that shows good communication and also polite so as to create good relations and good collaboration between them. And page 136 also shows a good conversation between Siti, Beni, Lina, Dayu, udin and Edo who want to go together to the park. It shows a good relationship and collaboration between them. The conversation above teaches students to always behave and maintain good relations with their peers. We can also look the example of the friendship/communicative character values in this textbook:

Figure 50. The Number of Character Values Representing Friendship/ Communicative

- In chapter VII, pages 150 to 154, 156, 157, 158 in all pictures and conversations show a good attitude and also polite to create good relationships them, like the conversation between students the one who lost the notebook. We can also look the example of the friendship/communicative character values in this textbook:

Figure 51. The Number of Character Values Representing Friendship/ Communicative

14. **Love of Peace**

- In chapter III, page 42 show the picture Edo and His parents with the sentence "Edo says goodnight to his parents. His parents kiss." It shows the attitude and action of respect for others in accordance with the characteristics love of peace. We can also look the example of the love of peace character values in this textbook:
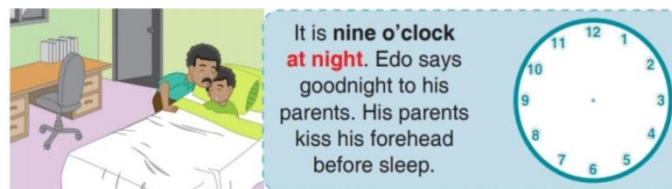

Figure 52. The Number of Character Values Representing love of peace

15. **Reading Interest**

- In Chapter II, page 29 shows the students' assignment to fill in the library card it aims to introducing the library card in order to students like goes to library for reading book. We can also look the example of the Reading interest character values in this textbook:
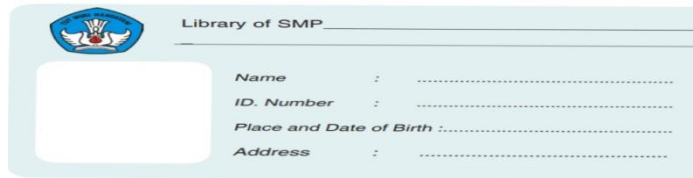
Figure 53. The Number of Character Values Representing Reading Interest

- In chapter III, page 41 show the activities Edo, Udin, Beni goes to library because they are love reading book which shows the attitude or habit of reading books. It aims to shape the attitude of students so they have the habit of reading. We can also look the example of the Reading interest character values in this textbook:

Figure 54. The Number of Character Values Representing Reading Interest

- In chapter IV, page 92 show the picture a student reading book that is show attitude or habits read book without coercion to get many information or knowledge. We can also look the example of the Reading interest character values in this textbook:

Figure 55. The Number of Character Values Representing Reading Interest

- In chapter VI, page 143 shows a picture of a student saying "it's an interesting book. I read it everyday "which shows the attitudes or habits of students who like to read books. It aims to shape the attitude of students so they have the habit of reading. We can also look the example of the Reading interest character values in this textbook:

Figure 56. The Number of Character Values Representing Reading Interest

16. **Environment Awareness**

- In Chapter 1, page 8 and 12 have same images that are show the students' activity with her teacher that is Scouting Activities that aim to shape students to have a love of nature and shape the attitude of a child to care for the environment. We can also look the example of the character values Environment awareness in this textbook:

Figure 57. The Number of Character Values Representing Environment Awareness

- In chapter III, page 42 show the image and text which is show the activity of the family go to the park. It is a parent's action that aims to instill the attitude of a child to care for the environment and maintain everything that is around them. We can also look the example of the character values Environment awareness in this textbook:

Figure 58. The Number of Character Values Representing Environment Awareness

- In chapter VI, pages 146, 147 shows conversations between students and teachers about everything they see (plants and animals). It is an action that aims to instill an attitude so that students care and maintain everything that is around them by providing knowledge and benefits about all of that. We can also look the example of the character values Environment awareness in this textbook:

Figure 59. The Number of Character Values Representing Environment Awareness

17. **Social Care**

- In Chapter I, page 7 show the picture a child who is helping his father that is show the attitude and action that reflect care and concern for others and people who are need. We can also look the example of the character values Social Care:

Figure 60. The Number of Character Values Representing Social Care

- In chapter IV, page 91 show the picture a child who is helping his father that is show the attitude and action that reflect care and concern for others and people who are need. We can also look the example of the character values Social Care:

Figure 61. The Number of Character Values Representing Social Care

- In chapter V, page 117 show a student who is helping his teacher bring a book it shows a reflexive attitude about student care to help someone who needs help. We can also look the example of the character values Social Care:

Figure 62. The Number of Character Values Representing Social Care

18. **Responsibility**

- In Chapter I page 15 in picture 1 which shows the attitude of students who are responsible and do their work well by giving information to the teacher that the class is ready to learn. We can also look the example of the character values Responsibility in this textbook:

Figure 63. The Number of Character Values Representing Responsibility

- In chapter VI, page 136 shows the conversation between Edo, Beni, and Udin from the conversation showing the responsible attitude of Beni who always helps his mother every morning and still wants to study together with his friends. We can also look the example of the character values Responsibility in this textbook:
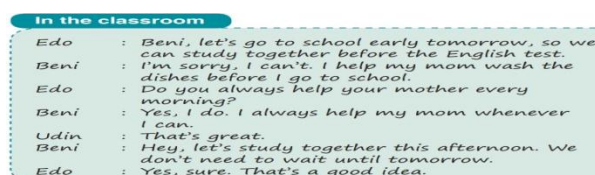

Figure 64. The Number of Character Values Representing Responsibility

B. Validity Check

So based on the analysis and validity check with who master lectures are have a same research, Character Values in English Textbook for Seventh Grade Students Entitled "When English Rings the Bell (Revised 2016)" Used by Secondary Schools in Bengkulu in accordance with the advice of the minister of education and has been applied, such as religion, honestly, tolerance, discipline, hard work, creativity, independence, democracy,

curiosity, nationalism, patriotism, achievement appreciation, friendship/ communicative, love of peach, reading interest, environmental awareness, social care, responsibility. So, Character values in the English textbook is already good and the English textbook is worthy to use in teaching materials.

C. Discussion

The research was conducted to analyze the of character values in English textbook for seventh grade students entitled "when English rings the bell (revised 2016)" used by secondary schools in Bengkulu by using content by using content analysis methodology from the Stempel by choosing English textbook for seventh grade "When English Ring a Bell (revised 2016), analysis data from eighteen character from ministry of education and culture, 2010, analysis data from eighteen character from ministry of education and culture, 2010, sampling appropriate character values based on characteristics and indicators, and the last check reliability or validity with the master lectures who have same research. [60] It Shows, the result from the analysis above, the English textbook is worthy of using and used as teaching material. But, not all character values dominant in the book. The most dominant percentage of character values among the eighteen character values are the related to self and it was followed Related to Others and followed Related to God. There was small amount of Related to Environment, related to Nation, and Patriotism.

A character value related to self is the most dominating among the five categories. The result of the research is almost just the same as with

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[60] Stempel, G.H. (1989). Content Analysis. In G.H.Stempel and B.H.Westley (Eds) *Research methods in mass communications*, Englewood Cliffs NJ: Prentice-Hall.

the previous study. Character is the absolute answer to creating a better life in society because of the importance of instilling and applying good behavior to individuals. According to Lickona (2004), there are three performances of substantive behaviors that are interrelated moral knowledge, moral feeling, and moral behavior. Based on these three components, it can be stated that a good character is supported by knowledge of the good, the desire to do something good, and do a good deeds.[61]

Character values related to self it is a series of attitudes in growing and increasing self-awareness that is expected to encourage students to act honestly, work hard, be disciplined and trustful towards all forms of actions they take such as the desire to do the best ; intellectual capacity, thinking, honest and responsible; defend moral principles in situations of injustice; interpersonal and emotional skills that enable a person to interact effectively in a variety of circumstances; and a commitment to contribute to the community and its community which aims to shape the characters of students who have superior characters such as honesty, hard work, responsibility.[62]

To integrate these values the importance of the role and function of education. In the Law of the Republic of Indonesia No. 20 of 2003, concerning UUSPN article 3 explains that "National education functions to develop capabilities and shapes the character and civilization of a dignified nation in the framework of educating the life of the nation, aims to develop

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[61] Lickona, T. (2004). *Pengertian Pendidikan Karakter*. Retrieved from http://belajarpsikologi.com/pengertian-pendidikan-.
[62] Sri Haryati. *Pendidikan Karakter Dalam Kurikulum 2013*. P.10

the potential of students to become human beings who have faith and devote to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The character development in individuals must pay attention to the basic characters possessed by individuals. Basic characters are used as a foundation in developing and forming individual characters. Without a basic character, character education will not have a definite purpose.[63]

From the explanation above, it is clear that character values related to self are the basis for an individual to have good character. For the reason, it is clear why English Textbook for Seventh Grade Students Entitled When English Rings the Bell (Revised 2016) Used by Secondary Schools in Bengkulu published by the Ministry of Education are highly dominated by the character values related to self. Because, if the individual has implemented good habits such as, discipline, hard work, honest, independent, curiosity, and creative then it will make an individual easily Interact well with others in the community.

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[63] Andrianto, Tuhana Tufiq. 2011. Mengembangkan Karakter Sukses Anak di Era Cyber. Yogyakarta: Ar-Ruzz Media

CHAPTER V

CONCLUSIOS AND SUGGESTIONS

On the basis of the previous chapter and discussion, there are some conclusions that can be drawn and third suggestions are offered as follow.

A. Conclusions

This study examined the character values content portrayed in English textbook for seventh grade of junior high school number seventh South Bengkulu published by Ministry of Education and Culture. It can be concluded that the existence of character values in the English textbook is worthy of using and used as teaching material. From the English textbook, the most dominant percentage of character values among the eighteen character values are the *Related To Self*. Then it was followed by character values related the most dominant percentage of character values among the eighteen character values are the *Related To Others, Related To God, Related To Environment, Related To Nation.*

So, based on the analysis and validity check by the who are master lectures have a same research the character values in the English textbook seventh grade entitled "when English ring a bell (revised 2016)"used by secondary schools in Bengkulu is already good because almost eighteen character portrayed in the textbook and worthy of using and used as teaching material

B. Suggestions

There are four suggestions that can be undertaken based on the research. First, the teachers should be selective in selecting the textbooks and checking or analyzing the textbook contained character values or not. In addition, the

teacher must have a more knowledge about character and skill to apply in learning process. Second, the author and publisher of textbook should consider 18 character values that are proposed by the government to be ideally in the Textbook. The textbook more focus on the character values and that are line with graduate competency standards. Last, the government through Ministry of Education should provide seminar or workshop to promote character education especially in regional scale.

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APPENDICES