AN ANALYSIS OF CHARACTER EDUCATION PORTRAYED IN ENGLISH TEXTBOOKS FOR SECONDARY SCHOOL BASED ON 2013 CURRICULUM

A THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana pendidikan (S.Pd)* In English Education Study Program

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MOTTO

5. So, verily, with every difficulty, there is relief,

6. Verily, with every difficulty there is relief

(Qs. Al-Insyira h: 5-6)

"Success is not a final and failure is not a initial"

"Always be yourself no matter what they say and never be anyone else even if

they look better then you"

(LIYA PERANSISKA)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. For my beloved parents, Mr. Umarsiah, and Mrs. Baima, love and respect are always for them. Thank you very much for your support, pray, and patience to make my education success.
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PRONOUNCEMENT

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Study Program : English Study Program

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I hereby sincerely state that the thesis entitled "An Analysis of Character Education Portrayed in English Textbooks for Secondary School Based on 2013 Curriculum" 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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Finally this research is expected to be able to provide useful knowledge and information to the readers. Moreover, the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the research.

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ABSTRACT

Liya Peransiska. *An Analysis of Character Education Portrayed in English Textbooks for Secondary School Based On 2013 Curriculum.* A Thesis of Undergraduate Degree at English Department, Faculty of Tarbiyah and Tadris, State Institute of Islamic Studies of Bengkulu 2020.

Advisor: 1. Risnawati, M.Pd, 2. Reko Serasi, M.A.

The aims of this research were to find out what character education values in English textbooks and how English textbooks contain educational character values into its material English textbooks for secondary schools with titled "When English Rings A Bells" and "Think Globally Act Locally".

This research applied content analysis study to know the applied EFL textbook. A content analysis is a method of analyzing written, verbal or visual communication messages. The procedures used in data collection were table checklist and documentation.

The result of the study showed that characters values English textbook 1 entitled "When English Rings A Bells" the total frequency of character value based on first semester that emerged in the textbook 1 gained 73 times or percentage (39%). The value of related to self was the most frequent value with 40 times. Then, it was followed by related to others with 17 times. The others values such as related to environment with 13 times and the values have small proportion are related to nation and additional values, the character not existed in English textbook 1 represented first semester is related to god. In the second Textbook entitled "Think Globally Act Locally" the total frequency of character value based on first semester that emerged in the textbook 2 was 115 times or percentage (61%), the value of related to self was the most frequent value with 72 times. Then, it was followed by related to others with 31 times. The values have small proportion are related to others, related to environment, related to nation, related to god and additional values. These findings lead to the conclusion that the upcoming textbooks should pay attention on the character values official 2013 curriculum for eight and nine graders of junior high school contain a lot of character education.

Keywords: curriculum, textbook, character

ABSTRAK

Liya Peransiska. *An Analysis of Character Education Portrayed in English Textbooks for Secondary School Based On 2013 Curriculum .* Skripsi Program Studi Pendidikan Agama Islam, Fakultas Tarbiyah dan Tadris, IAIN Bengkulu 2020.

Pembimbing: 1. Risnawati, M.Pd, 2. Reko Serasi, M.A.

Tujuan dari penelitian ini adalah untuk mengetahui nilai pendidikan karakter di dalam buku teks bahasa Inggris dan bagaimana buku teks bahasa Inggris mengandung nilai-nilai karakter pendidikan ke dalam buku teks untuk sekolah menengah dengan judul buku "When English Rings A Bells" dan "Think Globally Act Locally".

Penelitian ini menggunakan studi analisis konten untuk mengetahui kandungan karakter di dalam buku yang diterapkan. Analisis konten adalah metode menganalisis pesan komunikasi tertulis, verbal atau visual.Prosedur yang digunakan dalam pengumpulan data adalah tabel ceklist dan dokumentasi.

Hasil penelitian menunjukkan bahwa nilai karakter buku teks bahasa Inggris 1 berjudul "When English Rings A Bells" total frekuensi nilai karakter berdasarkan semester pertama yang muncul di buku teks 1 yaitu 73 kali atau persentase (39%). Nilai yang berhubungan dengan *related to self* adalah nilai yang paling sering muncul 40 kali. Kemudian, diikuti oleh yang terkait *related to others* yaitu muncuk 17 kali. Nilai-nilai lain seperti yang berkaitan dengan *related to environment* dengan kemunculan 13 kali dan nilai-nilai memiliki proporsi kecil yaitu nilai *related to nation* dan *additional values*, karakter tidak ada dalam buku teks bahasa Inggris 1 diwakili semester pertama yaitu nilai *related to God*. Dalam Buku Teks kedua berjudul "Think Globally Act Localally" frekuensi total nilai karakter berdasarkan semester pertama yang muncul dalam buku teks 2 adalah 115 kali atau persentase (61%), nilai yang berkaitan dengan *related to self* adalah nilai yang paling sering muncul yaitu dengan nilai 72 waktu. Kemudian, diikuti yang berkaitan dengan *related to others* sebanyak 31 kali. Nilai-nilai memiliki proporsi kecil terkait dengan *related to environment*, terkait dengan *related to nation*, terkait dengan *related to god* dan*additional values*. Temuan ini mengarah pada kesimpulan bahwa buku teks yang akan datang harus memperhatikan kurikulum nilai-nilai resmi 2013 untuk siswa kelas delapan dan sembilan sekolah menengah pertama mengandung banyak pendidikan karakter.

Kata kunci: kurikulum, buku, karakter

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CHAPTER I

INTRODUCTION

A. Background of Study

Education is very important in the process to developing student character, because through education it can educate students to be creative, innovative, morals and educated generation of the nation, country and family. The only true education comes through stimulation a child's strength by the demands of the social situation to finds identity. Through these demands is compelled to act as a member of a union, to emerge from the narrowness of original actions and feelings, and to understand from the perspective of the well-being of the group.[1]

The purpose of education in Indonesia is to make a student faithful and godly human being to God, fairness, individual, autonomous, progressive, strong, intelligent, creative, competent, disciplined, work ethic, professional, responsible, productive, and physically and spiritually healthy.

> "National education functions to develop capabilities and form a dignified character and national civilization in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and devote to God Almighty, noble, healthy, knowledge able, capable, creative, independent

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[1]John Dewey "My Pedagogic Creed: article 1 what education is", First published in The School Journal, Volume LIV, Number 3 (January 16, 1897)

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and become a democratic and responsible citizen."[2] (Regulation number 20 year 2003)

In accordance to the educational goals stipulated by the Law number 20 year 2003 that the main purpose of education is to educate the life of the nation, to create young people who have the skills, abilities, and good personality to make the Indonesian generation proud. Therefore, with exceptional educational goals, it is not surprising that educational institutions increasingly want to make good quality educators. Improving the quality of education has become a demand of the times and the need for educational institutions to an exceptional quality education, and the way to develop education in Indonesia is to develop student character.

The English word of 'character' is derived from the Greek *charaktĕr,* the character traits should include: good judgment, integrity, civility, kindness, perseverance, responsibility, tolerance, self-discipline, respects for school personnel, responsible for school safety.[3] Character education is umbrella term for all explicit and implicit teaching that helps students develop positive values and virtues.[4] The idea of character education is an effort made to help someone can understand, pay attention, carry out core ethical values, and character education is a deliberate (conscious) effort to realize virtue, good quality of humanity objectively,

[2]Regulation number 20 year 2003 "National Education System". 2003. Jakarta: Indonesia Government.http://pendis.kemenag.go.id/pai/file/dokumen/SisdiknasUUNo.20Tahun2003.pdf [retrieved on 18th september 2019].

[3] Pala, A. The need for character education. International journal of social sciences and humanity studies. Vol 3, number 2, ISSN . 1309-8063. 2011.

[4] Arthur, J. The jubilee centre for character and virtues: being of good character. Insight series. University of Birmingham: Edgbaston.

not only good for individuals, but also good for society as a whole.[5] Three components of good character, namely moral knowing, moral feeling, and moral action, part good character will described as follows: moral knowledge, has about moral awareness, moral value knowledge, determination of perspectives, moral thinking, decision-making, and personal knowledge. Moral feelings, containing about conscience, self-esteem, empathy, loving good things, self-control, and humility. Whereas moral actions contain competencies, desires, and habits.[6]

In the academic text for the Development of Cultural and National Character Education, the Ministry of Education and Culture of the Republic of Indonesia has formulated more character values (18 values) that will be developed or instilled in Indonesian children and young people. These character values can be described as follows: spiritual; honesty; tolerance; discipline; perseverance; creativity; independence; democracy; curiosity; nationalism; patriotism; appreciation; friendliness or communication; love of peace; reading interest; environmental awareness; social awareness; and responsibility.[7] In term of value to be added ten essential and main virtues (characters) that must be instilled to students both at school, at home, and in the community, including: Wisdom,

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[5] Thomas Lickona, *Character Matters; Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas dan Kebajikan Penting Lainnya,* (Jakarta: PT Bumi Aksara, 2015), 6.

[6] Thomas lickona, *educating for character…*page. 51

[7] Ministry of education and culture (MoEC) number 81/A 2013, 2010.

Justice, fortitude, Self-constraints, Love, Positive attitude, hard work, Integrity, Gratitude, Humility.[8]

In reality, moral degradation among the youth in the modern era is becoming trends. Anies Baswedan, concluded that Indonesian education was in a state of emergency,[9] there are troubling youth trends, namely: (1) violence; (2) stealing; (3) cheating; (4) does not respect authority; (5) peer cruelty; (6) bad language; (7) sexual violence; (8) increasing egoism and decreasing civic responsibility; and (9) self-destructive behavior.[10] It can be found cases like bullying in the school, then like the case of Yuyun who was raped by 14 men, the majority of whom were still in junior high school (case from Padang Ulak Tanding, Bengkulu), and then students do not respect to teacher, do not follow the lesson well, Drug, Pregnancy, addicted to the game, and do not understand the norm. In order to prevent similar cases happen in the future, it is needed implementation character value as soon as possible in the education of Indonesian.

Good characters do not from automatically; it is developed from time to time through a process of teaching, examples, continuous learning and practice. It was developed through character education. Deliberate teaching of good character is especially important in today's society because our youth face many opportunities and dangers that were

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[8] Thomas Lickona, *Character Matters; Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas dan Kebajikan Penting Lainnya,* (Jakarta: PT Bumi Aksara, 2015.

[9] Anis Baswedan, *Potret pendidikan Indonesia gawat darurat.* Tribunnews.com, Jakarta. 2014

[10] Lickona, T. (2012b). *Persoalan karakter: Bagaimana membantu anak mengenbangkan penilaian yang baik, integritas, dan kebajikan penting lainnya.* Jakarta: Bumi Aksara

unknown to earlier generations. They are bombarded with more negative influences through the media and other external sources that are prevalent in today's culture. Because children spend around 900 hours a year at school, it is important that schools continue their proactive role in helping families and communities by developing a caring and respectful environment where students learn to core and ethical values. When a comprehensive approach to character education used, positive moral culture are created in schools a total school environment that supports the values taught in the Indonesian Minister of Education and Culture class.

The government made efforts to prevent the influence of bad characters that occur with students, therefore the government made changes to the curriculum as we know it, the 2013 curriculum very demanding for the development and formation of student character. The teacher will be able to get the curriculum in class, try to translate, explain the values contained in the 2013 curriculum to students, because the teacher's task is not only to transfer knowledge, but also to educate student characters thus that the 2013 curriculum succeeds in shaping good character. In the curriculum 13, textbooks are part of shaped student character, there are ten consideration in selecting a textbook, such as (1) it can attract students; (2) it increases students motivation; (3) the illustration is precise and attractive; (4) it has basic principle and is seen from the perspective of linguistic theory, psychological development, and learning material theory; (5) the content should integrate with other subjects; (7) it

stimulate, challenge, and repair students' activity; (8) the language is understandable, clear polite, and interesting; (9) it respects the diversity; and (10) it can build the moral values in society. It is expected after the consideration above, the teacher will get the best textbook to use in the classroom.[11]

In preliminary data, the writer made observation at SMP N 19 Bengkulu city, the writer can concluded junior high school is education for teenagers early middle, delinquency done as early adolescents as part of the process of finding self-identity. Students misbehavior are theft; smoking in school environment; fighting with other students; skipping school and extra activities; and violating school rules.

Indonesian English subject can only be found at junior high school level, then the age of students in junior high school is commonly 11-15 years old or can be categorized as adolescence period.[12] Psychologically, students face complicated situation, because students understanding their identity and understanding the role of society.[13] As we know the teenage period is a period of compilation of students starting to want to recognize their identity, have a high curiosity, not be afraid of risk. Therefore, times like this are very much-needed in the character of education.

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[11] Andayani., Gilang, L. (2015). The effectiveness of integrative learning based textbook towards the local culture comprehension and Indonesian language skill of foreign students. *International Journal of Humanities and Social science, 5(10), 197-207.*

[12] McNeely, C, & Blanchard. *The teen years explained: A guide to healthy adolescent development.* Baltimore, MD: John Hopkins Bloomberg School of Public Health. (2009).

[13] Stang, J, & Story, M (Eds.), *Guidelines for adolescent Nutrition services.* Minneapolis, MN: University of Minnesot. (2005).

Based on the problem described earlier, the researcher would like to examine EFL textbooks for secondary school based on 2013 curriculum. The researcher would like to examine "An Analysis of Character Education Portrayed in English Textbooks for Secondary School Based on 2013 Curriculum"

B. Identification of the Problem

Based on the background of the study, the writer identifies the following problems of the character education in Junior High School, character in the world of education thus difficult to teach, because every student in the class has different behaviors and attitudes- different, thus that makes the teacher exhausted in applying good character to students. Sometimes it is not surprising that in a school institution there are still many students who have misbehavior like this: (1) violence; (2) stealing; (3) cheating; (4) does not respect authority; (5) peer cruelty; (6) bigotry; (7) bad language; (8) sexual violence and sexual harassment; (9) increasing egoism and decreasing civic responsibility; and (10) self-destructive. It can be found cases like bullying in the school, then like the case of Yuyun who was raped by 14 men, the majority of whom were still in junior high school (case from Padang Ulak Tanding, Bengkulu).

C. Limitation of Study

In this study, the researcher only focused on content analysis of character education portrayed in English Textbooks based on the 2013 curriculum. Character values analyzed by the writer are based on the

government's 18 character values and additional values from Thomas Lickona. The researcher uses two textbook, first textbook is entitled "When English rings a bell" for VIII grader was the 2017 revised edition and the last book is entitled "Think Globally Act Locally" for IX grader was the 2018 revised edition, and then the researcher only focused in the sentences and first semester in English Textbooks.

D. Research Questions

1. What character education values are represented in the sentence(s) of 2013 curriculum English Textbook first semester?

2. How do English textbooks contain educational character values into its material?

E. The Objectives of Research

The objective of this study is how English textbook designed for Junior High School. In more detailed explanation, the objective of the research will be:

1. To find out what are character education values which represented in sentence(s) of 2013 curriculum English Textbook first semester.

2. To analyze how do English textbook contain educational character values into its material.

F. Significances of Research

The researcher hopes that the research that the researcher will do can provide benefits to educational institutions, teachers and students. More

specifically the following are the writers' expectations for the research to be conducted:

    a. For students

        The results of this study can be used as a reference by book users to learn about character values so they can be applied to the community.

    b. For teachers

        Hopefully the results of this study can be used as a teacher's tool to more easily teach character values and educate students.

    c. For future researchers

        Hopefully this research can be used as a reference for other researchers to conduct research on the character of education in the textbook.

G. Key Terms

    a. Curriculum is a plan that gives guidance in the process of teaching and learning activity.[14]

    b. English Text-book has a significant function particularly for the teachers and learners in teaching-learning process. The present book is intended to provide teachers with the skills they need to address in a systematic fashion, the problems and task which

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[14]Putra armansyah. *Perbandingan Kurikulum: MENGKAJI & MEMBANDINGKAN KURIKULUM 7 Negara (Malaysia, Singapura, Cina, Korea, Jepang, Amerika dan Finlandia).* (2017).

confront them in their programmed planning.[15]

c. Character Education is a national movement encouraging school, to create environments that foster ethical, responsible, and caring young people. It is the intentional, proactive effort by school, district, and states to instill in their students important core, ethical values that we all share such as caring, honesty, fairness, responsibility, and respect for self and others.[16] And Thomas Lickona mentions ten essential and main virtues (characters) that must be instilled to students both at school, at home, and in the community, including: Wisdom, Justice, fortitude, Self-constraints, Love, Positive attitude, hard work, Integrity, Gratitude, Humility

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[15]Wang Wen-Cheng, Thinking of the Textbook in the ESL/EFL Classroom, English Language Teaching,Vol. 4, No. 2; June 2011

[16]Merle J. Schwartz. Effective Character Education,McGraw-Hill:Humanities. (2007). page. vii.

CHAPTER II

LITERATURE REVIEW

A. Curriculum

The curriculum is a plan that provides guidance in the process of teaching and learning activities. The curriculum is understood as a set of plans and arrangements regarding the objectives, content, and learning material as well as the methods used to guide the implementation of learning activities to achieve certain educational goals. The curriculum is understood as a set of plans and arrangements regarding the objectives, content, and learning material as well as the methods used to guide the implementation of learning activities to achieve certain educational goals. The curriculum has four components, namely the objective component, curriculum content, methods or strategies to achieve the objectives and evaluation component. In the curriculum contains the objectives to be achieved in an education system. For this reason the objectives in the curriculum play a very important role, because the aim is to direct all teaching activities and color the other curriculum components.[17]

The theoretical principles informing the development and implementation of Curriculum 2013 (as known as K-13) are consistent with other countries' curriculum reforms and frameworks, which all aim at developing students' discipline knowledge as well as their general abilities

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[17]Putra armansyah. *Perbandingan Kurikulum: MENGKAJI & MEMBANDINGKAN KURIKULUM 7 Negara (Malaysia, Singapura, Cina, Korea, Jepang, Amerika dan Finlandia).*(2017).

for creativity, critical thinking; sifting and sorting information; using technologies and problem-solving. Most advanced economies around the globe are seeking to introduce enquiry-based, student-centred learning, with an emphasis on building students' character, by placing an emphasis on developing students' tolerance and acceptance of diversity, citizenship and democratic values[18]. Curriculum will be used to refer to the learning experiences of students, in so far as they are expressed on anticipated in goal and objectives, plans and design for learning and the implementation of these plans and design in school environments.[19] The strengths of Curriculum 2013 include that:

1. The curriculum is focused on forming the character of each child and their generic capabilities;

2. Curriculum 2013 supports approaches to integrating competencies and topics;

3. The approaches to learning are intended to build on local contexts and support flexible approaches to teaching and learning; and

4. There are considerable resources allocated by MoEC for the production of textbooks, teachers' guides and training materials, in order to support the implementation of Curriculum 2013.

Curriculum is developed in accordance with its relevance by each group or unit of education and its respective school committee under the

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[18]Kathryn, moyle,. Rampal, A,. Dewi,R,. Kristiandi. Rapid review of curriculum and textbook. Jakarta:ACDP.(2017)

[19]Dedi ilham perdana. *Kurikulum Dan Pendidikan Di Indonesia: Proses Mencari Arah Pendidikan Yang Ideal Di Indonesia Atau Hegemoni Kepentingan Penguasa Semata?.* Jurnal Pemikiran Sosiologi Volume 2 No.1. (2013).

auspices of the education agency or office of religious affairs at the regency or city for basic education and those at the province for the senior high education. Curriculum has three sides: theory, product, and process. Tree sides of curriculum:
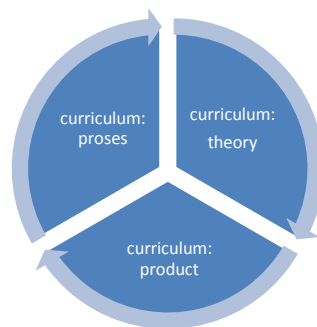
Picture 2.1: tree sides of curriculum[20]

The three sides presented in Figure 1 on the theoretical side show that the curriculum is a derivative of a scientific or academic product consisting of a list of content to be studied within a certain time period of a subject or theme. Each lesson or theme presented further to students is initially a product of academics who take material from the main literature and research, both domestically or abroad. Because scientists or researchers are involved in producing the theoretical side of the curriculum, some material in the curriculum may be the same as that in other countries, especially when academics or scientists have achieved an international reputation and gained a lot of international experience.

The curriculum side as a product places the curriculum as a result of the policy of government authorities in determining the school learning

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[20]Iwan Jazadi. Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. Indonesia ISSN 1979-0112 and website: www.sosiohumanika-jpssk.com. (2015).

agenda. In this case, the theoretical curriculum can undergo macro contextualization and adaptation at the national or regional level which leads to the design of a basic framework and curriculum structure. In order for the framework and structure to be understood in a practical way, the government curriculum center also provides examples of syllabi, teaching materials, teaching and learning activities, teaching and learning activities, assessment activities, and student work sketches. However, examples of curriculum products may not be binding on teachers, but are positioned as examples that might be useful for novice teachers and as a comparison and refresher material for experienced teachers.[21]

Meanwhile, the side of curriculum as process includes the process of interpretation, adaptation, and negotiation of curriculum by teachers together with and by considering the need of students. Teachers and students throughout the country are not forced and even not expected to have uniform teaching and learning experiences, although they refer to the same curriculum frameworks and structures. This positioning is fundamental to Indonesia with diverse geographical regions, cultures, religions, local wisdoms, and socio-economic strata.

1. **Curriculum Changes**

In the course of history since 1945, the national education curriculum has undergone changes, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006 and now the 2013 curriculum

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[21]Iwan Jazadi. Character-Based Curriculum and Textbook Development in Indonesia: A Critical Review. Indonesia ISSN 1979-0112 and website: www.sosiohumanika-jpssk.com. (2015)

which, although not yet evenly distributed across the whole of Indonesia, is applied. These changes are a logical consequence of changes in the political system, socio-cultural, economic, and science and technology in the nation and state society. Therefore, the curriculum as a set of educational plans needs to be developed dynamically in accordance with the demands and changes that occur in society. All national curricula are designed based on the same foundation, namely Pancasila and the 1945 Constitution, the difference is in the main emphasis of educational goals and approaches in realizing them.

Facing the twenty-first century where it will be much more challenging, it forced the government to develop and re-arrange education curriculum since the previous curriculum (KTSP) is determined cannot meet the world requirement. The government changed some parts in k-13. The 2013 curriculum has been designed to cover the limitation of KTSP. There are three privileges of the 2013 curriculum. Firstly, the curriculum uses contextual approach. In this approach, a learner is a learning subject and process of learning runs naturally in the form of work and experience based on contain competency. Secondly, the curriculum that is based on character and competency can be a foundation for developing other skills like mastery of science and a certain skill in a certain job, ability to solve daily problems, and

developing personality aspects. Thirdly, there are some subjects that are more appropriate to use competency approach in its development, especially the one that is related to the skill. There are some differences between k-13 and KTSP.[22]

KTSP	K-13
Certain subject supports certain competency. Objects are designed to stand alone and have their own basic competence. *Bahasa Indonesia* as a knowledge. Each subject is taught with different Approach. *TIK* is a subject	Each subject supports all the competencies (attitude, skill, knowledge). Object are designed relate to one another and have the basic competencies that are bound by the main competency of each class. *Bahasa Indonesia* as a communication tool and carrier of knowledge. The subject is taught with the same Approach that is scientific approach through observation, asking, trying, and reasoning.

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[22]Mulyasa, H. (2013). *Pengembangan dan implementasi kurikulum 2013*. Bandung: PT Remaja Rosdakarya

	TIK is a learning vehicle that is used as an instructioanal media of other subjects.

Table 2.1: *Pengembangan dan implementasi kurikulum 2013* (adapted from Mulyasa, 2013)

The difference between KTSP and curriculum 2013 is in the learning plan, in KTSP, syllabus development is under the authority (school) of the education unit, however, in the 2013 curriculum, development is the authority of the central government, except for special subjects which are developed by certain schools.

The curriculum can be understood from three dimensions: curriculum as a subject, curriculum as a learning experience, and curriculum as a learning plan. Curriculum as a student is a number of subjects that must be taken to get a diploma. The curriculum as a learning experience is the whole learning experience that students must take to get a diploma, and the curriculum as a learning plan is a curriculum is a set of plans and arrangements regarding objectives, content, and learning material as well as a method used as a guideline for organizing learning activities to achieve specific educational goals.

2. **Standard Competency in 2013 Curriculum and Competency English Curriculum.**

The curriculum applied in Indonesian education is the 2013

curriculum. The implementation of the 2013 curriculum began in July 2013. And the curriculum objectives of 2013 are: productive, creative, innovative, and effective through empowering integrated attitudes, skills and knowledge. Standards in the world of education are needed in an effort to provide the best quality education. The National Education Standards Agency (BSNP) is the authority to create education standards in Indonesia. The purpose and function of the council is to plan, supervise, implement, ensure the quality of education, refine standards in planning, direction, and methods that are appropriate to the changing demands of local, national and global life[23]. There are eight standards of national education, such as:

a. Content standard

b. Process standard

c. Educator

d. Educational Personnel Standard

e. Infrastructure Standard

f. Management Standard

g. Educational Funding Standard

h. Educational Assessment Standard

Curriculum documents *for Science, Mathematics, Bahasa Indonesian and English*, relevant for the grade levels in which

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[23]Badan Standar Nasional Pendidikan Rule Number 41, 2016. (2018, march 22). Retrieved from http://snp-indonesia.org pdf

Curriculum 2013 is, (i.e. Grades I, IV, VII, and X). These documents included: The syllabi which include the core and basic competency statements, *Students' textbooks*, Teachers guides, Assessment materials including tests of students' knowledge; and other associated materials.[24]

The competency documents of English for junior, senior secondary and vocational schools state the general purpose of the Curriculum 2013, which is to build the competencies of spiritual behavior, social behavior, knowledge, and skills.[25]

It is also stated in these documents is that the above four competencies are to be developed through intra-curricular, co-curricular, and/or extra-curricular activities. The intra-curricular activities are the classroom activities listed in the curriculum in which the knowledge and skill s of English are built through direct teaching; and the spiritual and social behaviors are built through indirect teaching. The co-curricular activities are intended to support the intra-curricular activities to better improve students' knowledge and skills of English and to build students' responsibility in doing tasks. The extra-curricular activities are outside of the curriculum (but Pramuka/Boy Scout is compulsory) and intended to build students' 'soft skills'.

The concept of dividing the English curriculum into four

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[24]Kathryn, moyle,. Rampal, A,. Dewi,R,. Kristiandi. Rapid review of curriculum and textbook. Jakarta:ACDP.(2017). Page. 12

[25] Ibid. 47

competencies, following Krathwohl (attitude: spiritual and social behavior), Dyer (skills) and Anderson's update on the Bloom's taxonomy of learning (knowledge) is believed to be a good idea for discussing what learning aspects should take place in the classroom. Regardless of the popularity of each of these concepts, incorporating these three concepts into a good English pedagogy really requires good critical thinking and understanding of English language and language pedagogy.

The noble objective of building good attitudes through the discovery of knowledge and the development of thinking skills by means of the scientific method of learning is a very big concept, and might only be understood by the curriculum writers, leaving teachers to take the concepts for granted without a deep understanding of which concept is relevant to and/or applicable in their contexts. The concept of having a good attitude could be misinterpreted as 'being a good person' in a general way only; while instead there should be more specific emphasis on 'having good attitude' in relation to English, such as 'having full control over English' to communicate in many different social and cultural contexts.

B. English Textbook

1. Definition of Textbook

Brown approves the clearest and most common form of

material support for language translation through textbooks. Textbooks are one type of text, a book to be used in the education curriculum. Harmer gives permission to teachers around the world to use textbooks to help students and provide structure and direction for teachers in teaching. Text books to attract students in the material they will learn. Tomlinson said that textbooks provide core material for language learning courses. This book offers several books that are designed and made so that they can be used as books that students must use during the course. Such books usually contain grammar, vocabulary, pronunciation, functions and skills in reading, writing, speaking and speaking.[26]

Textbook has a significant function particularly for the teachers and learners in teaching-learning process. The present book is intended to provide teachers with the skills they need to address in a systematic fashion, the problems and task which confront them in their programmed planning.

Textbooks and related learning and teaching materials / media have been adapted continuously to the changing challenges and demands of learning English as a foreign language, to new findings in foreign language research / theoretical construction and second construction and to the advancement of information technology, scientific views on the role of textbooks and

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[26] Fitriana. An analysis of character in the texts of an English textbook entitled contextual English for grade XI of senior high schools regular program, A thesis universitas of yaogyakarta.(2015)

recommendations on how to use them in daily classroom practice often reflect little more than personal opinions and / or common sense. Learning is simply the process of adjusting the environment to accommodate new experiences. The emphasis of teacher administration on second language classes will suggest that teachers must learn how to integrate and organize the content of textbooks to make learning experiences interactive and meaningful, as opposed to actions that can be accomplished on their own. directed learning with textbooks. A practical, comprehensive, and direct method for selecting ESL textbooks is to analyze options according to program problems, going from broad to specific. The strategy behind this technique is to eliminate unsatisfactory textbooks at each stage of the analysis so that only the most appropriate ones remain at the end, making choices clear and manageable. The benefits of using textbooks can meet the needs or expectations of students to have something concrete to work and take home for further study.

While the quality of ESL reading textbooks has dramatically improved in recent years, the process of selecting the appropriate text has not become easier for most teachers and administrators. The book selection process is often biased toward one of the two extremes. In the process of evaluating textbooks, some educators ask so many questions that they can never

complete the process. Others choose reading textbooks with little or no evaluation, but it becomes the core of the curriculum until other randomly selected readers replace it. This paper discusses evaluating textbooks for use in ESL / EFL classrooms. Class teachers spend a lot of time using textbooks in class, so choosing what is appropriate is important. And the paper explains the role of textbooks. Using this will make the textbook selection process more efficient and more reliable.

2. The Role of the Textbook in the English Classroom

Analysis of the contents of the textbook used in the education of Dutch PAUD teachers shows a clear inconsistency with the intended curriculum. Neither the content standards found in the professional profiles for teachers nor the content standards from the education profiles of their training courses are included in these books. While they pay great attention to teacher education tasks, other tasks outside the primary work process are handled in less detail or completely ignored, including the need for strategic planning, for reflection and evaluation, for the development of educational policies, and for collaboration and relationships with colleagues from other disciplines. Analyze the content of textbooks as well as the teacher's use for it. The results show the author's representation in textbooks increasingly

resembles students' reading preferences at the expense of choices made by literary experts. At the same time, teachers increasingly adopt textbooks that most value student preferences. This trend seems to be the result of changes in the student population rather than the professional characteristics of teachers.[27]

3. English Textbook in Teaching and Learning

Textbooks remain a staple in school curriculums throughout the world, presenting teachers and students with official knowledge of school subjects and their preferred values, attitudes, skills and behavior of experts in these fields. Textbooks are commodities, political objects, and cultural representations and, therefore, are the sites and results of struggles and compromises to determine how and by whom they will be produced, how and by whom their contents will be chosen, how and to whom they will be distributed. , and how teachers and students will use it. The integration of language teaching and content is increasingly attractive in second and foreign language programs at primary, secondary and tertiary levels throughout the world.

C. Character Education

1. Definition of Character Education

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[27] Ibid, hlm 92.

The English word for 'character' from the Greek word is charaktěr, which originally refers to an impressed sign on a coin. Then and more generally, 'character' means a distinctive sign that distinguishes us from others. People can have good character if they have individuals who know the good, love the good, and do the good.[28]

The Character Education Partnership, a national character education program in America defines character education as follows:

> "Character education is a national movement encouraging schools to create environments that foster ethical, responsible, and caring young people. It is the intentional, proactive effort by school, district, and states to instill in their students important core, ethical values that we all share such as caring, honesty, fairness, responsibility, and respect for self and others"[29] (Jason Ampel, 2009)

Character defines character education as a deliberate and proactive effort to develop good character in children - or, more simply, to teach children right and wrong. That presupposes right and wrong, that there are objective moral standards that go beyond individual choice standards as respect, responsibility, honesty, and justice and that we must teach this to young people. This stage needs to be established for consistent school arrangements in all states that foster a balance of positive learning environments, improved student attitudes, and positive student behavior.[30]

The US Department of Education clearly defines character

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[28]Pala, A. social sciences and humanity studies: the need for character education,1309-8063(online) .(2011).

[29]Merle J. Schwartz. Effective Character Education,McGraw-Hill:Humanities. (2007). pg. vii.

[30]Jason Ampel," Character Education: Examining The Perceptions Of Elementary, Middle, And High School Teachers In A Central Florida School District" Electronic Theses and Dissertations,University of Central Florida. (2009).

education as "an explicit learning process from which students in the school community understand, accept, and act on ethical values such as respect for others, justice, citizenship and citizenship, and responsibility for oneself and others "

Characters as a series of psychological characteristics of individuals that affect the ability and tendency of the person to function morally. Simply put, character consists of characteristics that direct someone to do the right thing or not do the right thing. Thus, the purpose of character education is basically the goal of raising good children: Youth who understand, care, and act based on core ethical values (such as perseverance, compassion, integrity, and justice) that make productive, fair, and democratic society. As they grow in character, young people grow in their capacity and commitment to do their best work, do the right thing, and live life with purpose. Effective character education involves creating a type of classroom and school environment that allows all students, without exception, to realize their potential to achieve these important goals.[31]

The Character Education Partnership (CEP) has identified 11 broad principles as defining a comprehensive approach to character education:[32]

1. Promote core ethical values as the basis of good character.

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[31]Victor Battistich, Character Education, Prevention, and Positive Youth Development, University of Missouri:St. Louis

[32]Lickona, T., Schaps, E., & Lewis, C. CEP's Eleven Principles of Effective Character Education. Washington, DC: Character Education Partnership. (2003).

2. Define character comprehensively to include thinking, feeling, and behavior.

3. Use a comprehensive, intentional, proactive, and effective approach.

4. Create a caring school community.

5. Provide students with opportunities to engage in moral action.

6. Provide a meaningful and challenging curriculum that helps all students to succeed.

7. Foster students' intrinsic motivation to learn and to be good people.

8. Engage school staff as professionals in a learning and moral community.

9. Foster shared moral leadership and long-term support for character education.

10. Engage families and community members as partners in character education.

11. Evaluate the character of the school, its staff, and its students to inform the character education effort.

2. Component of Good Character

Three components of good character, namely moral knowledge, moral feelings, and moral actions, the components of good character can be described as follows: moral knowledge, containing moral awareness, moral value knowledge, determination of perspectives, moral thought,

decision making, and personal knowledge. Moral feeling is containing about conscience, self-esteem, empathy, loving good things, self-control, and humility. Whereas moral actions contain competencies, desires, and habits.[33]

Which are needed so that children are able to understand, feel, and work on values kind.[34]
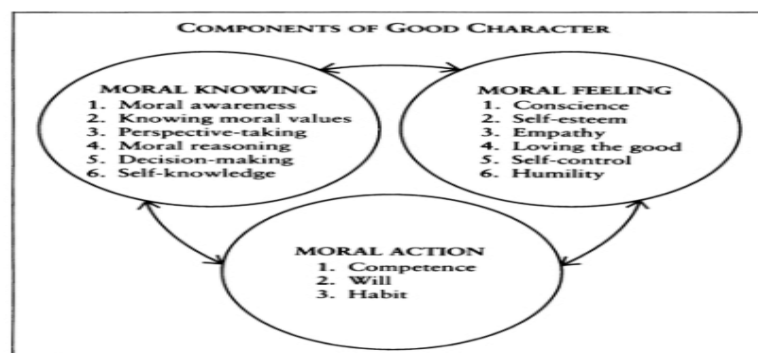
Picture 2.2: Components of good character (Lickona, 1992)

a. Moral Knowing

Moral knowing has six aspects of the expected character education goals. Such as: (a) Moral awareness, that means someone uses his thoughts to see situations that require moral judgment and can understand information from the problem concerned, (b) Knowing moral values, it means someone knows how to apply moral values in various situations, (c) Taking perspective, it means someone's ability to know the point of view, (d) Moral reasoning, means involving an understanding of what is moral and why must

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[33]Ibid. 84
[34]Thomas lickona, educating for character…hlm. 51

consider moral aspects in any particular situation, (e) Decision making, it means the ability to make decisions with precise and wise, (f) Self-knowledge, that means the ability to evaluate one's own behavior critically and be aware of weaknesses.

b. **Moral Feeling**

Moral feelings that follow that aspect: (a) Conscience, meaning understanding of moral obligations and also related to constructive guilt, (b) self-esteem, can be understood as self-respect so that it can lead to self-confidence, (c) empathy , is the ability to feel the feelings of others, (d) love the good, someone likes to think well, (e) self-control, the ability to protect oneself from negativity, (f) humility, meaning not arrogant so as to prevent someone from doing bad deeds.

c. **Moral Action**

Moral action follows these aspects: (a) competence, which means the ability to transform moral judgments and moral feelings into effective moral actions, (b) will, it is the ability to do whatever is in accordance with the value of existing moral actions, (c) habit, ability based on experience on a regular and non-coercive basis.

The process of character formation is how students are given knowledge and understanding of the values of universal good (moral knowing) so that in the end they form trust. Not only do these children

have an understanding of the existing education system, they must also play an active role in supporting and conditioning these good values so that all children like these values as moral feelings. After forming understanding and attitudes, the child's full awareness will act with good values (moral behavior) which are followed as an expression of dignity and worth.[35]

Thomas Lickona mentions ten essential and main virtues (characters) that must be instilled to students both at school, at home, and in the community, including:[36]

1) Wisdom

The ancient Greeks regarded wisdom as the main virtue, something that directed everything else. Wisdom is a good judgment. It allows us to make well-reasoned decisions that are good for us and for others. Wisdom tells us how to practice other virtues - when to act, how to act, and how to balance different virtues when they conflict (as they do, for example, when telling honest truths can hurt someone's feelings). Wisdom allows us to distinguish correctly, to see what is truly important in life, and to set priorities.

2) Justice

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[35]Fransisca.L Ajisuksmo Clara. *keterkaitan antara moral knowing, moral feeling, dan moral behavior pada empat kopetensi dasar guru*. Jurnal pendidikan. Vol.45 no.2 . (2015).page 213

[36]Thomas Lickona, Character Matters; *Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas dan Kebajikan Penting Lainnya,* (Jakarta: PT Bumi Aksara, 2015), 280-282.

Justice includes self-respect, proper respect for our own rights and dignity. Schools, in their character education efforts, often focus on justice because schools incorporate so many interpersonal virtues - politeness, honesty, respect, responsibility, and tolerance (correctly understood not as an agreement of the beliefs or behavior of others but as an appreciation for freedom they) conscience as long as they do not violate the rights of others).

3) Fortitude

Fortitude includes courage, resilience, patience, perseverance, endurance, and a healthy self-confidence are all aspects of fortitude.

4) Self-control

Self-control is the ability to govern ourselves. It enables us to control our temper, regulate our sensual appetites and passions, and pursue even legitimate pleasures in moderation. It's the power to resist temptation

5) Love

Love is the willingness to sacrifice for the sake of another. A whole cluster of important human virtues—empathy, compassion, kindness, generosity, service, loyalty, patriotism (love of what is noble in one's country), and forgiveness— make up the virtue of love.

6) Positive attitude.

Positive attitude is a character strengths of hope, enthusiasm, flexibility, and a sense of humor are all part of a positive attitude.

7) Hard work

Hard work includes initiative, diligence, goal-setting, and resourcefulness.

8) Integrity

Integrity adheres to moral principles, is loyal to moral conscience, keeps our promises, and defends what we believe. Having integrity means being "whole," so that what we say and do in different situations is more consistent than contradictory. Integrity is different from honesty, which tells the truth to others.

9) Gratitude

Gratitude includes habit of being thankful, appreciated other people's grace, no complains and acknowledge each other's debt of gratitude.

10) Humility

Can be considered the foundation of the whole moral life, humility is necessary for the acquisition of the other virtues because it makes us aware of our imperfections and leads us to try to become a better person.

D. Character Value in 2013 Curriculum

The inclusion of character education in English as a school subject, teachers need to explore more ELT practices, which facilitate students to learn the virtues of characters and moral values in oral, written and visual texts (multimodal texts). One way to do this is through incorporating the virtues of characters into ELT textbooks. For this reason, textbooks can be a means of channeling teaching grades in all school subjects. These values can be manifested through text, assignments (instructional instructions), and pictures (visual). Texts, assignments, and images actively build certain values from social practice.

In the academic text for the Development of Cultural and National Character Education, the Ministry of Education and Culture of the Republic of Indonesia has formulated more character values (18 values) that will be developed or implanted in Indonesian children and adolescents. This character value can be explained as follows:

No	Characteristic	Explanation
1.	Spiritual	Showing obedience in every attitude and behavior when conducting any religious activity, being tolerant with others Religious activities and living harmoniously with people with different religions.

2.	Honesty	Indicating oneself as someone who can be trusted in every word, behavior and attitude.
3.	Tolerance	Being tolerance to others with different faith, tribe, race, opinions and actions.
4.	Discipline	Committing to respect the laws and rules that prevail.
5.	Perseverance	Indicating an earnest effort to overcome barriers in learning activity as well as completing tasks verily.
6.	Creativity	Generating ideas to produce something new or some new ways from what they already have.
7.	Independent	Not being dependent to others when doing tasks.
8.	Curiosity	Demonstrating effort to know more about what are being learned, seen and heard

9.	Reading Interest	Spending time for reading a variety of worthy readings.
10.	Responsibility	Carrying out duties and obligations sincerely for oneself, the society and the surroundings (natural, social and cultural), the nation and God.
11.	Democracy	Placing others in equal rights and duties.
12.	Appreciation	Reinforcing someone to produce something advantageous for the society and admit as well as respect others' success
13.	Friendliness/Communication	Demonstrating willingness to be communicative, friendly and work with others.
14.	Love of peace	Making others feel pleasant and safe of one's existence.
15.	Env. Awareness	Always seeking to prevent damages to the environment and develop efforts to

		rejuvenate environmental damage.
16.	Social Awareness	Showing generosity to others who are in need.
17.	Nationalism	Preceding the interests of the nation above oneself and group interests.
18.	Patriotism	Showing loyalty, care and respect towards the language, environment, society, culture, economics and politics of the nation.

Table 2.2: Ministry of education and culture (MoEC) number 81/A 2013, 2010.

E. Character Based on Curriculum and Textbook

The function of national education is to develop the ability and shape the character and civilization of the nation with dignity in order to educate the life of the nation, with the aim of developing the potential of students to become people of faith and serve God Almighty, virtuous, healthy, knowledgeable, capable, creative, be independent and be a democratic and responsible citizen. The role of government as policy maker needs to take strategic steps to grow prospective students with strong character, for example with the issuance of Law No.20 of 2003 on "National Education System". There are several articles in the umbrella of

this national education law relating to character education, including in chapter I article I which reads "Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential for religious spiritual power, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation, and country ". Thus, character education is anything that education can do that affects the character of students. Educators help shape the character of students. This includes examples of how educators behave, how educators talk or deliver material, how educators tolerate, and other related nationalities. The objectives of character education are (1) to develop the potential / conscience / affective of students as human beings and citizens who have national cultural and character values; (2) developing the habits and behavior of students who are commendable and in line with universal values and cultural traditions of the nation's religion; (3) instilling leadership and student responsibility as the next generation of the nation; (4) developing the ability of students to become independent, creative, and national-minded people; and (5) developing the school life environment as a learning environment that is safe, honest, full of creativity and friendship, and with a sense of nationalism and high strength.[37]

The 2013 curriculum actually emphasizes character education, known as Core Competencies in lieu of Competency Standards in the

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[37] Sri Wahyuni dan Abd. Syukur, *Perencanaan Pembelajaran bahasa berkarakter* (Bandung: PT Refika Aditama, 2012), h.4

previous curriculum. Core Competencies include Core Competencies 1 (KI 1), namely spiritual attitudes, Core Competencies 2 (KI2), social attitudes, Core Competencies 3 (KI 3), namely knowledge, and Core Competencies 4 (KI 4), namely skills. All teachers and all subjects at all levels of education or any teacher, any material, and everywhere must refer to or lead to core competencies. In other words, all subject matter is filled with character education, or character education is integrated into all subject matter at all levels of education. This curriculum only began in the 2013 school year, specifically grade 1, grade 4, grade 7, and grade 10; 2014, class 1, class 2, class 4, class 5, class 7, class 8, class 10 and class 11, and in 2015 all classes. Although it does not cover all classes and all schools, due to consideration of limited facilities and human resources, the new curriculum is expected to be able to answer the problems that have plagued the nation, namely character education. The spearhead of curriculum policy is the textbook, which is a bridge between official curriculum documents and teachers and students. One institution that plays an important role as a vehicle for strengthening the character and cultural values of the nation is the school. Schools as educational institutions are surrounded by parties who should have good dedication to the nation, so that they can be used as potential vehicles in developing national character for students. Masnur Muslich argues that in an effective and complete

character education programming there are three forms, namely: First, school based; second, school-based culture; and third, community-based.[38]

F. Previous Related Study

There are some researcher who already conducted about textbook analysis and character education. First, Dio Resta, Rita and Machdalena, with the title of the study "Content analysis of character education in junior high school textbook of 2013 curriculum" the journal is published on Journal of English language Studies Vol. 3 number 2 (2018). This study is a aimed at investigating character education in three English textbook for junior high school of the 2013 curriculum and perspective teachers' and students' about character education. The result of the study showed that character value related to self (56,69%), and related the others (32,83%), related to nation (1,42%). Related to environment (8,30%), and related to god (0,75%).

The second is by Wing Sze MAK with the title "Evaluation of a Moral and Character Education Group for Primary School Students" the journal is published on SS Student E-journal Vol. 3, 2014. The purpose of this study is to evaluate the effectiveness of the Moral and Character Education Group with ten Primary Four students. This is a six-session group, conducted in a primary school by a social work student worker on her practicum. Through observation in school and interviews with the school social worker, the student worker identified the need for moral

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[38] Masnur Muslich, Pendidikan Karakter: Menjawab Tantangan Krisis Multidimensional (Jakarta: Bumi Aksara, 2011), h.161

education in Primary Four students. This group aims to introduce the importance of positive social manners and moral education. The group content and intervention were based on positive psychology, Bandura's social learning theory, Kohlberg's moral development model, Beck's moral education needs theory and Berkowitz's social interaction theory. Assignments, observation and feedback session were used as qualitative assessment. Due to its activities-based nature, the interaction of members served an important function in teaching moral education.

Third, Widodo (2018) with title "Situating Moral and Cultural Values in ELT Materials" Springer International Publishing 2018. English Language Education 9, DOI 10.1007/978-3-319-63677-1. While the inclusion of moral education (character education) in English language teaching (ELT) globally receives considerable attention, evaluating ELT textbooks as a moral/character agent remains under-examined since such textbooks are assumed to be value-free (Gebregeorgis MY. Afr Educ Rev 13:119–140, 2016a; Gray J. Appl Linguist 31:714–733, 2010). Informed by critical systemic functional linguistics (Fairclough N, Discourse and social change. Blackwell Publishing, Malden, 1992; Halliday MAK. Language as social semiotic. Edward Arnold, London, 1978; Kress G, van Leeuwen T. Reading images: the grammar of visual design (2nd edn). New York, Routledge, 2006), I contend that language textbooks should be viewed as sociocultural artifacts that feature particular moral values or character virtues. To fill this need, this critical micro-semiotic

discourse study examines in what ways values are portrayed in one Indonesian Ministry of National Education-approved secondary school English textbook,

Fourth, Nurhaeda Gailea, Syafrizal, Yusti Fargianti, and Shela Mutiara Perdana. With the title of the study "An Analysis of Character Education of English Textbook "When English Rings A Bells" for Eight Grade of Junior High School" Journal Edulingua Vol 6. No. 1. Juni 2019. The current study is aimed at investigating embedded characters that can be found in the English textbook entitled When English Rings a Bell for Eighth Grade of Junior High School. More specifically, this study is to analyze whether picture and utterance reflect the eighteen character building values. This study was qualitative approach using content analysis. The data used in this study were in the forms of utterances and pictures in the textbook. The primary instrument of the research was the researcher and the questionnaire was also employed as the second instrument. Some steps were undertaken during the data collection: reading utterances and regarding pictures carefully, understanding specific parts related to the research focus intensively, selecting the utterances and pictures related to the research questions, making a description of the data accompanied by a coding process and inserting the data into the table, analyzing the data with eighteen character, and distributing the questionnaire to the rater in order to validate the analysis of each data. The results related to the occurrence of characters, all 18 characters described

by Kemendiknas were found in the pictures and utterances of an English textbook entitled When English Rings a Bell for eighth grade of junior high school.

Fifth, A Thesis by M. Ibnu Mustofa. The Analysis of Cultural Content in EFL Textbooks Used at SMA IT IQRA' And SMK N 1 Grade X Bengkulu City. The aims of this research were to find out how cultural dimensions are displayed, the most dominant culture, and the percentage of local culture in textbooks used at SMA IT IQRA" (Pathway to English) and SMK N1 Grade X (Bahasa Inggris by KEMENDIKBUD) Bengkulu. This research applied content analysis study with descriptive qualitative analysis. The procedures used in data collection were document review and observation. In analysing the data, the concept by Mile and Huberman was applied: collecting the data, classifying, coding, tabulating, interpreting, and conclusing. The study revealed that from the two textbooks, there was a difference in term of dominance in cultural types and dimensions in the two textbooks. In Pathway to English, there were 19 items of aesthetic sense (38%), 16 items or 32% of pragmatic sense, and 26% with number of items are 13 for sociological sense. Semantic sense had the least representation which was only 2 items or 4%. In cultural types, target culture had 25 items occuring (50%), 22 items or 44% for local culture, and 3 items (6%) only for international culture. As for Bahasa Inggris by KEMENDIKBUD, there were 16 items (44%) for asthetic sense, 9 items (25%) for sociological sense, 8 items (22%) for

aesthetic sense, and 3 items or 8% for semantic sense. Local culture has most items to occur, which reached 47 percent or 17 items, followed by target culture (15 items) or 41%. The last is international culture with 4 number of items occuring (11%).

The similar with the researcher is researcher to conduct research that used content analysis methods in the English Textbook focus on Character values, the researcher used English textbook proposed by Ministry of Education and Culture, the researcher analyze character education based on 2013 curriculum and then researcher collect the data used data reduction, data display and conclusion drawing.

And the differences with the researcher is the researcher focuses on two English textbook for secondary school, and then the researcher to find out and to analysis Character portrayed in English Textbooks based on the 2013 curriculum, and the researcher used two different textbooks. The first textbook is entitled "When English Rings a Bell" for VIII grader was the 2017 revised edition and the last book is entitled "Think Globally Act Locally" for IX grader was the 2018 revised edition. The researcher used table checklist as a instrument of the research, and the researcher combined character values form kemendiknas and Lickona's Theories. In this study the researcher only analyze character education in the first semester of English textbooks and only focused of sentence(s). Differences with some researcher already conducted are: first from Dio Resta, Rita and Macdalena (2018) in this journal the aimed to investigating three textbooks

and analyze teachers' perspective and students' perspective about character education. The second Wing Sze Mak (2014) in this journal used qualitative assessment method and the aimed of study is to evaluation of moral and character education group for primary school students. Third, widodo (2018) the aimed this study is to evaluating ELT textbooks as a moral/character agent remains under-examined since such textbooks are assumed to be value-free. Fourth, Nurhaeda Gailea, Syafrizal, Yusti Fargianti, and Shela Mutiara Perdana (2019) in this journal aimed to analysis of Character Education of English Textbook "When English Rings A Bells" for Eight Grade of Junior High School. Fifth, M. Ibnu Mustofa (2019) the aimed this study is to find out how cultural dimensions are displayed, the most dominant culture, and the percentage of local culture in English textbooks.

CHAPTER III

METHODOLOGY

A. Research Design

In this study the researcher used a content analysis to know the applied EFL textbook. A content analysis is a method of analyzing written, verbal or visual communication messages[39], the researcher uses a content analysis technique under the formula of qualitative research method. Additionally, content analysis research technique for making replicable and valid inferences from texts. Texts are defined as any written communicative materials which are intended to be read, interpreted and understood by people other than the analysis. Content analysis starts with a sample of text its mean the unit, defines the unit of analysis is a word or sentences and the categories to be used for analysis, reviews the texts in order to code them and place them into categories. The writer used content analysis because the writer will be analyze the character education values which represented in sentence(s), and then according Ezzy suggest that content analysis starts with a sample of texts (the units), defines the units of analysis (e.g. words and sentences) and the categories to be used for analysis, reviews the texts in order to code them and place them into categories,

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[39]Elo S. & Kynga ̈ S H. The qualitative content analysis process. Journal of Advanced Nursing 62(1), 107–115 doi: 10.1111/j.1365 2648.2007.04569.x. 2008

and then counts and logs the occurrences of words, codes and categories.[40]

B. Research Objects

The objects of the research are EFL textbooks used at junior high schools. The data for the study is proportionally gathered from two EFL textbooks for secondary school. The first textbook is entitled "When English rings a bell" for VIII grader was the 2017 revised edition and the last book is entitled "Think Globally Act Locally" for IX grader was the 2018 revised edition. The researcher wants to do research on two textbooks because the researcher wants to know about the character assessment in the textbook, and researcher want to know which book contains more character values.

C. Research Instrument

The instrument is general term that researcher used for a measurement device. In this study the researcher used instruments checklist. Checklist used to find out the character values contained in the English textbook for secondary school. The following table is the checklist that was used in this study:

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[40] Cohen L., Manion L., Morrison K. Research Methods in Education. Lo ndon and New York: Routledge tayloe & Francis group. 2007

Table 3.1 Character Value Content Checklist

No	Character Education Value	Existence		Found on Page (s)	Character value description
		Yes	No		
1.					
2.					
3…					

Table 3.2 Character values by Ministry of Education and Culture and Thomas Lickona Theory

No	Category/Value	Existence		Frequency	Found on page (s)
		Yes	No		
1.	**Related to God**				
	Spiritual				
2.	**Related to Self**				
	Honesty				
	Discipline				
	Perseverance				
	Creativity				
	Independence				
	Curiosity				
	Reading interest				
	Responsibility				
3.	**Related to others**				
	Tolerance				
	Democracy				
	Appreciation				
	Friendliness or comm				
	Love of peace				
4.	**Related to Env.**				
	Env. Awareness				
	Social Awareness				
5.	**Related to Nation**				
	Nationalism				
	Patriotism				
6.	**Additional values**				
	Wisd.				
	Self-c				
	Humility				
	Justice				

Table adapted from Aslamiyah(2012)

D. Data Collection

Data collection is a process or effort taken to obtain data in a study, the data for this study collected through the documentation, and checklist.

1. Documentation

Documentation is a way used to obtain data and information in the form of books, archives, documents, written numbers and pictures in the form of reports and information which can support research. Documentation is used for collect data then analyzed. Documentation used in this study is English Textbooks. The data for the documentation come from two English textbook first semester for secondary school. The first textbook is entitled "when English rings a bell" for VII grader was the 2016 revised edition. And the second book is entitled "When English rings a bell" for VIII grader was the 2017 revised edition and the last book is entitled "Think Globally Act Locally" for IX grader was the 2018 revised edition. The researcher used documentation because the researcher used two English Textbooks and focuses on sentence (s) in the English textbooks.

2. Checklist

The checklist was used in this study since it could be used to identify character value contained in the textbooks. The checklist was design based on the character values that proposed by Ministry of

Education and Culture (2010) and character education based on theory Thomas Lickona. The researcher used of checklist to know character values represented of sentence(s) in English textbook. The checklist designed based on the character values. It should be underlined the value of character education represented sentence(s) in English textbook.

E. Trustworthiness

The analysis process and the results should be described in sufficient detail, and the readers have a clear understanding of how the analysis process.[41] Therefore the readers must be understood about the character value in the junior high school textbook 2013 curriculum. The researcher must make analysis be accuracy, thus the researcher found *intercoder*, the aim of *intercoder* is to check reliability of the data.

Content analysis has been defined as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding and categorizing.[42] The main *intercoder* in this study as someone has a capability in the ELT teaching, in conducted content analysis, someone who understand about character value in education or someone understand the way teach character education.

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[41]Elo S. & Kynga .¨ S H. (2008) *The qualitative content analysis process.* Journal of Advanced Nursing 62(1), 107–115 doi: 10.1111/j.1365 2648.2007.04569.x

[42]Mouter. Noordegraaf (2012*) Intercoder reliability for qualitative research:Iintercoder realibility check*. Netherlands: TRAIL research School.

F. **Data Analysis**

Data analysis checklist has three stages, the first reduction, the second is data display, and the last is making a conclusion.[43]

1. **Data reduction will be carried out through code**

The writer will gives a code on each character education value that is with curriculum 13 in textbook.

The code used ; (1) Sp: spiritual; (2) hon: honesty; (3) tol: tolerance; (4) dis: discipline; (5)Pers: perseverance; (6) crea: creativity; (7) indep: independence; (8) democracy: democracy; (9) curio: curiosity; (10) nat: nationalism; (11) part: patriotism; (12) app: appreciation; (13) Friendliness/comm: friendliness or communication; (14) love of peace: love of peace; (15)read interest: reading interest; (16) env. Awareness: environmental awareness; (17) soc. Awareness: social awareness; (18) responsibility: responsibility; (19) wis: wisdom; (20) self-c: Self-constraints; (21) P attitude: Positive attitude and (22)Integ: Integrity.

2. **Data Display**

Data display was done by graphs, data display in graphic format is a way of portraying information succinctly and efficiently, illustrating details provided in longer textual information, Visual displays provide a multidimensional space to organize data and show connection between different pieces of relevant data. A main goal of any diagram

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[43] Miles and Huberman(1994) pg. 58-65

is to provide ready access to information and convey a message, a discovery, or a particular perspective on a specific data.[44]

3. Conclusion Drawing/verification

Will be done by percentage analyze on the analyzed data writer will do preliminary observations to textbook , studies terms or value character that is added to its textbook , the second writer will do character value content that it gets checklist is distributed definition about character education. Then writer will find the value of a character that is with textbook, and every the value of a character that is in have found on every unit within the book used, to be employed in label and in mark and then the writer find out what are character education values, and to analyze the character education values which represented in sentence(s) of 2013 curriculum English Textbook first semester. And the last writer analyze how does English textbook has contained the character education values which are represented in sentence(s) of 2013 curriculum English Textbook first semester.

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[44] Susana, V. *Data Display in Qualitative Research*. International Journal of Qualitative Research, 2013

CHAPTER IV

RESULTS AND DISCUSSION

A. RESULTS

The function of national education is to develop ability, character, and civilization of the nation to increase it is intellectual capacity...[45] In the academic text for the Development of Cultural and National Character Education, the Ministry of Education and Culture of the Republic of Indonesia has formulated more character values (18 values) that will be developed or instilled in Indonesian children and young people.

In this study, researcher concentrated on the English textbooks for the first semester only. This study was intended to describe the character value proposed by Government in the 2013 curriculum's Junior High School textbook. These character values can be described as follows: spiritual; honesty; tolerance; discipline; perseverance; creativity; independence; democracy; curiosity; nationalism; patriotism; appreciation; friendliness or communication; love of peace; reading interest; environmental awareness; social awareness; and responsibility.[46]

The additional values from Thomas Lickona, including: Wisdom; Justice; fortitude; self-constraints; love; positive attitude; hard work,; integrity; gratitude; humility. Additional value is the character value adapted from Thomas lickona's theory. In this study, the researcher only

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[45] Act of the Republic of Inc   n System, number 20, year 2003
[46] Ministry of education and   A 2013, 2010

used four character values from Thomas Lickona, because the other six
points have the same meaning as the character values proposed by
Government.

1.   **English Textbook Entitled When English Rings A Bells**

a.   **The Results of Character Education Values are Represented in the
     Sentence (s) of 2013 Curriculum English Textbook.**

This section focuses on the 18 character values and 4 characters from
Thomas Lickona:

Table 4.1 The result of textbook "When English Rings A Bells"

No	Category/Value	Existence		Frequency	Found on page (s)
		Yes	No		
1.	**Related to God**				
	Spiritual		✓	0	0
2.	**Related to Self**				
	Honesty	✓		4	14,21,47,49
	Discipline	✓		7	26,29,34,40,41,42,49
	Perseverance	✓		14	12,25,31,35,36,37,38,43,54,62,72,73, 79, 83
	Creativity	✓		5	23,31,66,68,73
	Independence	✓		3	23,24,37
	Curiosity	✓		3	25,31,81
	Reading interest	✓		2	26,35
	Responsibility			2	23,24
3.	**Related to others**				
	Tolerance	✓		1	42
	Democracy		✓	0	0
	Appreciation	✓		8	10,15,16,17,23,47,49,51
	Friendliness or comm	✓		5	3,23,47,49,51
	Love of peace	✓		3	47,82,83
4.	**Related to Env.**				
	Env. Awareness	✓		3	12,41,55
	Social Awareness	✓		10	21,27,28,29,34,49,55,60,61,83
5.	**Related to Nation**				
	Nationalism	✓		1	35
	Patriotism	✓		1	41
6.	**Additional values**				

Wisd.		✓	0	0
Self-c		✓	0	0
Humility	✓		1	55
Justice		✓	0	0

From the table above, the 2013 curriculum English textbook entitled "When English Rings A Bell" for eight grade. The researcher used 18 character values from Government and the additional character values by Thomas Lickona. In the English textbook, the researcher found 17 character values that represented from the sentences. They are (1) Related to Self: Honesty, Discipline, Perseverance, Creativity, Independence, Curiosity, Reading Interest and Responsibility; (2) Related to Others: Tolerance, Democracy, Appreciation, Friendliness/Communication and Love of peace (3) Related to Environment: Env. Awareness, Social Awareness; (4) Related to Nation: Nationalism, patriotism; (5) Additional values: Humility.

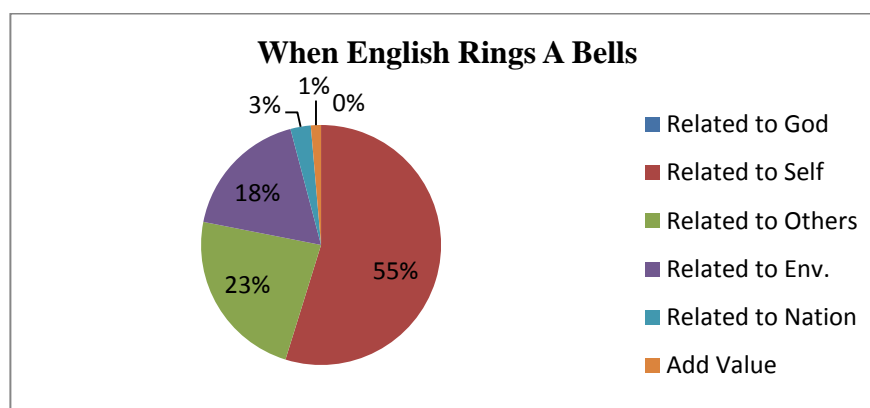**b. English textbooks contain educational character values into its material**

Chart 4.1 The distribution of character value in the textbook 1

In the English textbook, titled "When English Rings A Bells" for eight grade, the value of related to self is very dominant where related to self contains 55% character values, and the second value that often arises

is related to others that 24%, then related to environment where it contains 18%, and related to nation contain 3% character values and the last character value related to god is percentage 0% that means it is not in an English textbook.

Category of related to self is very dominant where it contains 55% character values. The character values contained in it are related to self, the most dominant ones appear are the character values of perseverance, then the second value that often arises is discipline, creativity and honesty. For characters that rarely appearing are curiosity, independence, reading interest and responsibility.

The second value that often arises related to others where it contains 23%, Related to others ranks second most frequently appearing in the English textbook for eight grade The most frequently occurring values are the character values of appreciation, then the character values of friendliness and communication and appreciation are very low in love of peace and tolerance. Then value of democracy does not contain any character values in the English textbook. Third value is related to the environment where it contains 18%, social awareness is very dominant in the English textbook titled "When English Rings A Bells". However, and low existence is environment awareness value. Fourth, the character value is related to the nation where it contains 1%. Then the character value that is very low appears that additional value only appears once and the character value self-c, humility and justice do not appear in the English

textbook. Character values related to God not exist in the English textbook first semester. In English textbook, Entitled "When English Rings A Bells" there are some examples values described in the followed explanation below:

1) **Related to Self**

The first character value for related to self is discipline value is instruction to guide students in the procedural classroom activity, the representation of discipline can be seen below:

> "I will get up early and go to swim at six, but we should go home before 10, ok?" (Page 29)

The second character value is perseverance is indicated an earnest effort to overcome barriers in learning activity as well as completed tasks verily. The example is:

> "We will ask our teacher for help if we do not know the English words we want to say" (Page 12)

Third is responsibility, could be found in the activity instruction, the representation is:

> "She can help her with the housework before she goes to school" (Page 23)

> "In your Journal, write your reflection on your learning process in this chapter" (Page 18)

Fourth is honesty, the sentences of honesty can be found in the learning material such as dialogues in the

textbook, for examples of the sentence that indicated honesty can be seen bellow:

> "Sorry, Ma'am. I don't say that again, please." (Page 14)
>
> "Lina, sorry, I cannot come on time to the meeting." (Page 21)

Fifth is reading Interest, the sentence of reading interest can be found in the dialogue of all English textbook. The example is:

> "She can read English stories" (Page 26)
>
> "You should read more stories from around Indonesia and the world in English" (Page 35)

Sixth is creativity, this value can be found in the instruction of textbook and then dialogue of textbook. The representation of creativity is:

> "We will choose one of them and copy it to our notebooks and apply different decoration" (Pages 66 and 68)

Seventh is independence, the value of independence can be found in the learning material, the example is:

> "She can get up early herself" (Pages 23 and 24)

2) Related to others

The first character for related to others is friendliness/communication, this value can be found in the activity instruction, dialogue in all textbooks. The

representation of friendliness/communication can be seen below:

> "Hi, may I introduce myself? My name is Udin, I'm Lina, I'm Beni, I'm Edo, I'm Dayu, I'm Siti." (Page 3)

The second character value is appreciation, the value of appreciation was like to say congratulation, say thank you, say good for someone and appreciation to others. The example can be seen below:

> "Your story is very interesting" (Page 10)
> "It's so beautiful" (Page 15)

Third character value is love of peace, this value can be found in the dialogue of textbooks:

> "Of course. You are one of my best friends." (Page 47)

The last character value for related to others is tolerance, Could be found in dialogues of English textbook. For example is:

> "We must respect our friends who are working seriously" (Page 42)

3) Related to Environment

The first is Env. Awareness can be found in the dialogues and reading text. For example is:

> "We must keep our classroom clean and tidy." (Page 41)

The second character value is social awareness, can be found dialogues and reading text. For example is:

"Certainly, I can and I will" (Page 21)

4) **Related to Nation**

The first character value for related to nation is patriotism, it can be found in dialogue or reading texts, patriotism only existed in the textbook 1. The example:

"We must come on time to class and to the flag ceremony" (Page 41)

The second character value for related to nation is Nationalism, it can also be found in the dialogue. For example is:

"You should read more stories from around Indonesia… (Page 35)

5) **Additional Values**

Humility is a modest or low opinion of one's own importance. Humility value only can be found in the dialogue. The example of humility was about using inexpensive tools for exercise. Humility only existed once. For example is

"please run, walk or ride a bicycle. Don't use expensive tools " (Page 55)

2. **English Textbook Entitled "Think Globally Act Locally"**

a. **The Results of Character Education Values are Represented in the Sentence (s) of 2013 Curriculum English Textbook.**

Table 4.2 The result of textbook "Think Globally Act Locally"

No	Category/Value	Existence		Frekuensi	Found on page (s)
		Yes	No		

1.	**Related to God**				
	Spiritual	✓		3	7,8,10,12
2.	**Related to Self**				
	Honesty	✓		8	14,19,81,83,89,91,97,111
	Discipline	✓		1	24
	Perseverance	✓		24	4,5,6,10,11,13,20,27,28,29,31,37,38,41,43,47,48,51,57, 58, 64, 65, 66, 69,90,91
	Creativity	✓		11	20,31,45,48,51,56,62, 66, 74, 76, 85
	Independence	✓		2	57,120
	Curiosity	✓		12	34,35,36,37,39,40,42,47,51,62, 64, 84
	Reading interest	✓		8	11,37,54,57,74, 81,83,84
	Responsibility	✓		6	12,16,32,51,52, 78
3.	**Related to others**				
	Tolerance		✓	0	0
	Democracy	✓		3	19,29,30
	Appreciation	✓		5	5,8,11,12,113
	Friendliness or comm.	✓		23	19,34,37,41,42,43,47,48, ,54,59,62,64,66, 68, 74, 76,80,81,89,90,94, 99,125
	Love of peace		✓	0	0
4.	**Related to Environment**				
	Env. Awareness		✓	0	0
	Social Awareness	✓		7	4,19,20,29,95,97,103
5.	**Related to Nation**				
	Nationalism	✓		2	28,91
	Patriotism		✓	0	0
	Additional values				
	Wisd.	✓		2	24,39
	Self-c		✓	0	0

From the table above, the 2013 curriculum English textbook entitled "Think Globally Act Locally"). In the English textbook, the researcher found 14 character values that represented from the sentences. They are (1) Related to God: Spiritual (2) Related to Self: Honesty, Discipline, Perseverance, Creativity, Independence, Curiosity, Reading

Interest and Responsibility (3) Related to Others: Democracy, Appreciation, Friendliness/Communication; (4) Related to Environment: Social Awareness; (5) Related to Nation: Nationalism; (6) Additional Values: Wisdom.

b. **English textbooks contain educational character values into its material**

This following figure illustrated the proportion of textbook entitled "Think Globally Act Locally".
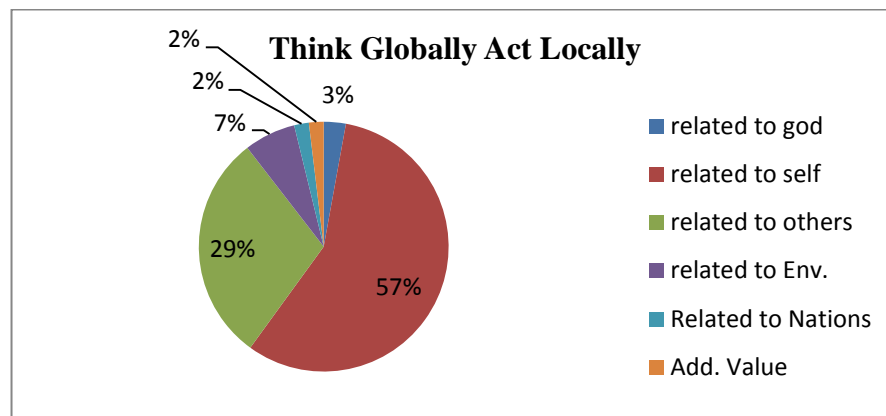

Chart 4.2 The distribution of character value in the textbook 2

In the English textbook, titled "Think Globally Act Locally" for 9th grade, the values of related to self is very dominant where it contains 57%. Most character values contained there are related to self, the most dominant ones appear are perseverance character values, then the second values that often appears is creativity, curiosity, honesty, reading interest and responsibility. For characters that rarely appear are the independence value and the character discipline value.

The second value that often arises is related to others where it contains 29%, Related to others ranks second most frequently appearing in

the English textbook for eight grade. The most frequently occurring values are the character values of friendliness or communication, then character values of democracy and appreciation are very low in appearance and for the value of tolerance and love of peace does not contain any character values in the English textbook.

Third value is related to the environment where it contains 7%, social awareness is very dominant in the English textbook titled "When English Rings A Bells". However, the social awareness character value is not contained in the English textbook. Fourth, the character value is related to the nation where it contains 3%. Nationalism contains character values in the English textbook, but patriotism does not appear in the book. Then the character value that is very low appears that related to God only has 3 times appeared in the English textbook and additional value only appears once and the character value self-c, humility and justice does not appear in the English textbook.

1) Related to God

Spiritual, In the English textbook entitled "When English Rings a Bells" represented first semester no existing character value related to god especially spiritual, and in the textbook entitled "think act globally locally" have a character value in the material. Spiritual can be found in the dialogue in the textbook for nine graded. The example spiritual is:

"Thank God, I've got an A for my Math test."

"To pray for other people's success.."

"Thank God, the tenth is done."

"Thank God…" (Pages 7,8,10 and 12)

2) **Related to Self**

The first value is discipline value is instruction to guide students in the procedural classroom activity, the representation of discipline can be seen below:

"To do healthy" (page 24)

The second value is perseverance is indicated an earnest effort to overcome barriers in learning activity as well as completed tasks verily. The example is:

"Sure, you have to work hard for your dreams…" (Page 4)

"we will listen carefully and repeat the examples after the teacher…" (Pages 5)

The third value is responsibility, could be found in the activity instruction, the example is:

"Mom, I have cleaned up my room." (page 12)

"In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia" (Page 16)

Four character value is honesty, the sentences of honesty can be found in the learning material such as dialogues in the textbook. Example of the sentence that indicated honesty is in the following:

"Yes, it's my dream…" (Page 14)

"Yes, I have. But it only helps a little" (Page 19)

Fifth value is reading Interest, the sentence of reading interest can be found in the dialogue of all English textbook. The example is:

"we will read each conversation carefully" (Page 11)

"We will learn to read the recipes to each other" (Page 37)

Sixth value is creativity, this value can be found in the instruction of textbook and then dialogue of textbook. The representation of creativity is:

"We should eat well in order not to get sick easily" (Page 21)

The seventh value is independence, the value of independence can be found in the learning material, the example is:

"We should eat well in order not to get sick easily" (Page 57)

"We will use a table to do the activity" (Page 120)

3) **Related to others**

The first value is friendliness/communication, this value can be found in the activity instruction, dialogue in all textbooks. The representation of friendliness/communication can be seen below:

"Hi dayu…" (Page 19)

"We will discuss…"(Page 34)

"We will work with eight conversations about activities…" (Page 37)

The second value is appreciation, the value of appreciation was like to say congratulation, say thank you, say good for someone and appreciation to others. The example can be seen below:

"Congratulations, Lina it's your dream…" (Page 5)

"congratulations on the result of your math test…" (Page 8)

"I'm proud of you" (Page 11)

The third value is democracy, not existing in the textbook entitled "when English rings a bells" for eight grade represented of sentences in the first semester.

"Yo u are right" (Page 19)

"No, of course not" (Page 19)

"I don't think that's a good idea" (Page 30)

4) **Related to Environment**

Social awareness, can be found dialogues and reading text. For example is:

"udin, what (happen) to your foot?" (Page 4)

"I hope you'll get well soon, udin, (Page 19)

5) **Related to Nation**

Nationalism can also be found in the dialogue. For example is:

"Here we can use English or Bahasa Indonesia…" (Page 28)

"Lina is visiting her relative in Yogyakarta" (Page

91)

6) **Additional Values**

Wisdom is a way of thinking and doing that use

mindfulness in dealing with decision making. *Wisdom* only

existed in the textbook 2, *wisdom* can be found in the dialogue.

That representation of *wisdom* is:

"I think everybody should bring lunch to school. It
saves a lot of money." (Page 24

B. **DISCUSSION**

Character values which have been proposed by Ministry of

Education and Thomas Lickona have the same purposes, namely: (1) to

develop the potential of the heart of students as human beings and citizens

who have cultural values and national character; (2) developing the habits

and behavior of students; (3) instilling leadership and responsibility of

students as the next generation of the nation; (4) develop students' abilities

to become independent, creative, national-minded human beings; and (5)

developing the school life environment as a learning environment that is

safe, honest, full of creativity and friendship, as well as with a high sense

of nationalism and strength. This following figure illustrates the proportion
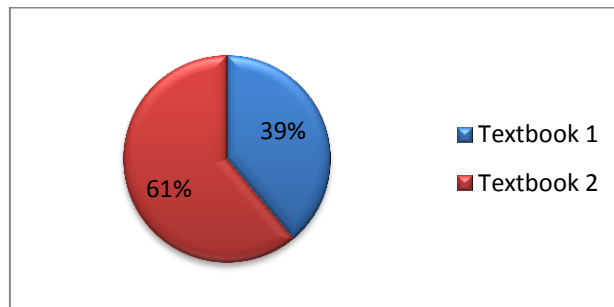
of textbook 1 and textbook 2.

Chart 4.3. The distribution of character values

In the figure above, there is the value of English textbook 1 obtained 39% of the total character values, then, there was the value English textbook 2 obtained 61% of the total character values. All of English textbook that has curriculum 2013 must have character values and must contain character values in the material in the textbooks. Character values are very important for students, the school environment and the 2013 curriculum.

1. **Related to God**

    Related to God is very important for students because character related to God is the goal of Indonesian national education. Education must be able to provide enlightenment and foster spiritual attitude to students, so that they are able to be responsive to all the problems facing society and the nation. Through the enlightenment that they successfully achieved, they are expected to become a spiritual figure who has a high appreciation of the problems of humanity, honesty, democratization, tolerance and peace of life.

    a. **Spiritual**

"Menurut Retno Listyarti: Religius adalah perilaku dan sikap patuh dalam menjalankan ajaran agamayang dianut, toleran terhadap agama lain, dan hidup rukun dengan pemeluk agama lain."[47]

According Retno Listyarti: Spiritual is attitudes and behaviors that are obedient to the rules of religion, this character is behaviors and attitudes that obedient in implementing religious value, have a tolerant of the implementing other religious and living harmoniously with people with different religions.

Based on definition above, it can be clearly known that spiritual is showing obedience in every attitude and behavior when a conducting any religious activity, being tolerance with others Religious activities and living harmoniously with people with different religions.

Based on the findings, it has shown that the category Related to God in the English textbook. Spiritual very important to introduce it to students such as praying before studying, reminding to worship etc. Likewise in the English textbook spiritual value is also very important but in the two books examined by researchers only 1 book contains spiritual value, which is a book for grade 9. Examples of spiritual value

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[47] Retno Listyarti, *Pendidikan Karakter Dalam Metode Aktif, Inovatif, dan Kreatif, n.d.,*

contain in English textbook are: "Thank God, I've got an A for my Math test.", "To pray for other people's success..", "Thank God, the tenth is done.", "Thank God…" When in the English textbook there is a God sentence then it already contains spiritual character and thank god it shows gratitude to God so that each student can understand the spiritual character contained in their English books.

2. Related to self

Categories related to self very often in English textbooks, both in textbook 1 and textbook 2, self here is intended in the activities of students themselves such as Discipline, Perseverance, Curiosity, Responsibility, Creativity, Reading Interest ,Independence and Responsibility.

a. Discipline

Discipline Committing to respect the laws and rules that prevail Discipline is indicating orderly and obediently behaviors on various rules and regulations,[48] discipline is committing to respect the laws and rules that prevail. In the English textbook discipline often appears in the form of learning instruction, students are also required to follow step by step learning activities such as the teacher teaching about something that can be applied in students daily life, for example word discipline in

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[48] Ministry of education and culture (MoEC) number 81/A 2013, 2010

textbook 1 "Be there on time" the word be there on time greatly affects students when they are read, because the word reminds students not to underestimate time. Then, "I will get up early and go to swim at six, but we should go home before 10, ok?" that sentence also contain the character of discipline value because it reminds students to know about time outside the home and time to go home then students can apply the character values contained in the textbooks into the lives of students themselves.

Self-discipline is seen in socially and morally responsible behavior that is motivated primarily by intrinsic factors, not solely by the anticipation of external rewards or fear of punishment. Research shows that self-discipline promotes positive relations with others and a positive school climate, fosters academic achievement, and promotes self-worth and emotional well-being. Strategies for developing self-discipline are commonly part of evidence-based programs for character education and for social and emotional learning. Such programs include the following strategy Implement curriculum activities that teach social, emotional, and behavioral competencies. In addition to or as an alternative to adopting a packaged program, schools should consider infusing lessons and activities for

developing self-discipline throughout the existing curriculum, such as in social studies, literacy, and health education.[49]

In the English textbook, discipline values are presented in the form of dialogs and instructions contained in the English textbook material. That instructions or dialogues that are read by students through the English textbook can stimulate the mind, encourage, and motivate students to have a disciplined attitude for themselves as well as discipline towards their daily lives. In the material presented in the English textbook, students are asked to do several activities starting from listening to the teacher read, then they are required to be able to understand the lesson, play the role of dialogue contained in the book. In addition, in participating in classroom activities and school activities, there are certainly rules that are made so that students can apply discipline values.

b. **Perseverance**

Perseverance indicated an earnest effort to overcome barriers in learning activity as well as completing tasks verily.[50] Perseverance is indicating an earnest effort to overcome barriers in learning activity as well as completing tasks verily. Perseverance is one of the character values that appears very often in English textbooks, this value generally appeared in the

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[49] Osher, D., How can we improve school discipline? Educational research. Vol 3 No 1
[50] Ministry of education and culture (MoEC) number 81/A 2013, 2010

textbook in learning instruction such as "We will ask our teacher for help if we do not know the English words we want to say" that sentence is an example of leaning perseverance to students. Then another example like "Sure, you have to work hard for your dreams…" perseverance very important

Practice and hard work go a long way towards developing each student's potential; but students can only achieve at the highest levels when they believe that they are in control of their success and that they are capable of achieving at high levels. The fact that large proportions of students in most countries consistently believe that student achievement is mainly a product of hard work, rather than inherited intelligence, suggests that education and its social context can make a difference in instilling values that foster success in education.

c. Responsibility

Responsibility is carrying out duties and obligations sincerely for oneself, the society and the surroundings (natural, social and cultural), the nation and God.[51] The value of responsibility must be promoted more strongly because it is clearly stated in the graduate competency standard that students must have is the value of responsibility. Responsibility is an attitude and behavior of someone to carry out their duties and

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[51] Ministry of education and culture (MoEC) number 81/A 2013, 2010

obligations as a junior high school student whose future is certainly still very long so it must have a high attitude of responsibility.

The character Responsibility can be found in all English Textbooks. There where instruction "In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia" This is an instruction to make students feel responsible for each chapter that has been studied so that students must know the material that has been learned to be re-exposed in their journals so that when there is a sentence like this in an English textbook then it contains character responsibility. Another example is "Mom, I have cleaned up my room." Being responsible for the room or helping parents is also a value of responsibility towards themselves or others.

d. **Curiosity**

Curiosity is demonstrating effort to know more about what are being learned, seen and heard.[52] Curiosity is a student's curiosity, students feel curious about the new knowledge learned, arises a sense of curiosity that is a desire to seek knowledge with enthusiasm for learning, it is needed in the learning process, teacher are required to develop student character curiosity both in the learning process and in the media

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[52] Ministry of education and culture (MoEC) number 81/A 2013, 2010

learning especially textbooks. For examples of curiosity in the English textbook is "We will write about three people in our class" sentences like this of course contain curiosity because students are required to write about other people they don't know in detail so they are required to find information about the three friends. Another example is "We will use an analysis table to find them" this time also contains the value of curiosity because it requires students to look for new knowledge or analyze something so that arises curiosity from within students. "Pinux" "Anidan" is then a new word that the student has never read before, so students wonder what is pinux or anidan. The purpose of the textbook contains the value of curiosity which is to make students think creatively, and think critically.

e. **Honesty**

Honesty is indicating oneself as someone who can be trusted in every word, behavior and attitude.[53] The value of honesty in the textbook greatly affects student attitudes because honesty is very important and must be owned by every student in school. Examples of honesty in the textbook are "Sorry, Ma'am. I don't say that again, please " and "Lina, sorry, I can't come on time to the meeting". The sentence in the textbook teaches students to talk honestly about whatever happened, for

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[53] Ministry of education and culture (MoEC) number 81/A 2013, 2010

example in the sentence above stated that he was late so the students apologized. Sentences like that are very influential on students when he reads it. Honesty is indeed a common thing in daily life but honesty must be accustomed so that it can be embedded in every student. Honesty value is very I mportant for students and is very difficult to apply and teach to students because the honesty value of a student is required to admit the truth and admit mistakes

f. Creativity

Creativity is thinking and doing something to generate new method or result of something that has been owned.[54] Creativity generated ideas to produce something new or some new ways from what they already have. Creativity really helps students in solving problems and making new things with new knowledge.   helps students to face the challenges of the age where students are accustomed to thinking then making their own work. in the textbook certainly contains the value of creativity such as "We will choose one of them and copy it to our notebooks and apply different decoration" the sentence contains creative value for students because students are required to do something to get something, the English textbook

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[54] Ministry of education and culture (MoEC) number 81/A 2013, 2010

contains the value of creativity in the English textbook through learning material in the form of instruction. Another example of creativity value is. "We will do written task ..." the sentence contains the value of creativity because students are required to do something new. Another example is "We will copy the tables" "We will handwrite .." "We will design ....

g. **Reading Interest**

Reading Interest is a habit to take time to read the various readings that give students the benefit.[55] By reading students get new knowledge every day, reading is the foundation of academic skills so reading habits are very important for every student by reading not only adding knowledge but being able to support other values such as high curiosity, creative, and able to think critically. In the textbook the value of reading interest is contained in a dialogue or instruction for example "She can read English stories" that sentence contains the value of reading interest. Another example is "You should read more stories from around Indonesia and the world in English" the sentence also contains reading interest values because students are told to read about Indonesia so students feel they want to keep reading about the new knowledge. The sentences contained in reading interest also invite students' interest to read diligently.

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[55] Ministry of education and culture (MoEC) number 81/A 2013, 2010

3. Related to Others

Categories related to others was there in English textbooks, both in textbook 1 and textbook 2, related to others value are friendliness or communication, democracy, love of peace, and tolerance.

a. Friendliness or Communication

Friendliness or communication is demonstrating willingness to be communicative, friendly and work with others.[56] Friendliness or Communication very important for students and the school environment because good communication is also needed by students therefore the value of communication is needed b y students both in the learning process and in the textbook used. In the English Textbook the sentence containing the value of friendliness or communication is "Hi, may I introduce myself? My name is Udin, I'm Lina, I'm Beni, Iím Edo, I'm Dayu, Iím Siti. "The sentence is very contained the value of friendliness or communication because students introduce themselves and recognize each other so that from an introduction like that textbooks contain character values that must be applied by students. Another example of friendliness or communication is "We will work in groups" the sentence contains the value of communication characters because when students work in groups there students will

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[56] Ministry of education and culture (MoEC) number 81/A 2013, 2010

communicate with their classmates. The value of friendliness or communication contained in the English textbook can be in the form of dialogue and instruction in learning material in each textbook.

a. Democracy

Democracy could not be found in the textbook "When English Rings A Bells" for eight grade but it is found in the book "Think Globally Act Locally" for nine graders. Democracy is placing others in equal rights and duties. Examples democracy value is "You are right" "I don't think that's a good idea" "I agree with ..." from the three example sentences that contain the value of democracy in the textbook. Sentences containing democracy are very important for the development of student character because a student must have the nature of democracy.

b. Love of Peace

Love of peace makes others feel pleasant and safe of one's existence. Love of peace could not be found in textbook 2 but found in the textbook 1. An example of love of peace is "Of course. "You are one of my best friends." The sentence contains the value of love of peace because the sentence provides a sense of security, security and happiness for others. In this context love of peace is very important for students to have a positive attitude and love for peace.

c. **Tolerance**

Tolerance could be found in the textbook 1 and not found in textbook 2, a sense of tolerance must be owned by students because tolerance among people is very important and a sense of tolerance is also contained in the English textbook as an example of "We must respect our friends who are working seriously" the sentence contains the value of tolerance because students must respect classmates who work seriously.

4. **Related to Environment**

a. **Environment Awareness**

Always seeking to prevent damages to the environment and develop efforts to rejuvenate environmental damage. The value of Environment awareness relates to human and their environment, the intended environment here is related to animals, plants, and nature. An example of the Environment Awareness contained in the textbook is "We must keep our classroom clean and tidy." The sentence contains Environment Awareness because students must keep the class clean and the classroom environment.

b. **Social Awareness**

Social awareness is show generosity to others who are in need. Social awareness is caring for others. Examples of social awareness contained in the textbook are "Certainly, I can and I

will" the sentence contains the value of social awareness and another example is "udin, what (happen) to your foot? "I hope you will get well soon, udin" both sentences contain social awareness values because these sentences show a sense of caring for others. This character is very important for students to care about each other.

5. **Related to Nation**

Nationalism and Patriotism are the lowest category values. The category of related to nation gained small proportion in the textbooks. In this category it is found that nationalism and patriotism exist in the textbooks. Every student really needs the value of character nation value because to show their love for the country of Indonesia. Defined nationalism and patriotism, namely a student's love for his country, and willing to fight for the integrity of the nation above their personal interest. Defines patriotism is the way of thinking, acting, and knowing that puts the interest of the nation above self-interest and group. Examples of patriotism are "We must come on time to class and to the flag ceremony" The sentence contains the value of patriotism, because the value of patriotism has the topic of proud to be Indonesian and flag ceremonies. Then nationalism value is the way of thinking and doing that shows loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and

political nation. Examples of nationalism sentences are "Here we can use English or Indonesian ..." "Lina is visiting her relative in Yogyakarta" Both sentences contain the value of nationalism because that sentence shows about culture.

6. **Additional value**

Additional value is the character value adapted from Thomas lickona's theory. All textbooks, both textbook 1 and textbook 2, have only one appearance. Namely in Textbook 1 appears the value of humility is a modest or low opinion of one's own importance.[57] Humility sentence examples are "For exercise, please run, walk or ride a bicycle. Do not use expensive tools" humility can be considered the foundation of the whole moral life, humility is necessary for the acquisition of the other virtues because it makes us aware of our imperfections and leads us to try to become a better person. The other additional values, namely is wisdom that appear in the textbook 2. Wisdom is a way of thinking and doing that use mindfulness in dealing with decision making.[58] An example of wisdom is "I think everybody should bring lunch to school. It saves a lot of money.

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[57] Thomas Lickona, Character Matters; *Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas dan Kebajikan Penting Lainnya,* (Jakarta: PT Bumi Aksara, 2015), 280-282.

[58] Thomas Lickona, Character Matters; *Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas dan Kebajikan Penting Lainnya,* (Jakarta: PT Bumi Aksara, 2015), 280-282.

Wisdom is ancient Greeks considered wisdom to be the master virtue, the one that directs all the others. Wisdom is good judgment. It enables us to make reasoned decisions that are both good for us and good for others. Wisdom tells us how to put the other virtues into practice—when to act, how to act, and how to balance different virtues when they conflict (as they do, for example, when telling the honest truth might hurt someone's feelings). Wisdom enables us to discern correctly, to see what is truly important in life, and to set priorities.

The value English textbook 1 obtained 39% of the total character values, then there was the value English textbook 2 obtained 61% of the total character values. All of English textbook that has curriculum 2013 must have character values and must contain character values in the material in textbook. Character values are very important for students, the school environment and the 2013 curriculum. English textbook that is used as a guide in teaching junior high school students is very important if the material contains student character values because in each learning process students can apply student character values. The English textbook is very important because in that material it can stimulate the mindset of students to have morals starting in accordance with the 2013 curriculum goals applied by the government. English

textbooks must be able to display or contain student character values in English textbook material.

Based on the research analysis of the first question that is character education values are represented in the sentence (s), it can be found the character values contained in the two books used by researcher. Based on the research analysis, the character of education in the English textbook 1 entitled "When English Rings A Bells" In English textbook entitled "When English Rings A bells" the total frequency of character value based on first semester that emerged in the textbook 1 was 73 times, the value of related to self was the most frequent value with 40 times. Then, it was followed by related to others with 17 times. The others values such as related to environment with 13 times and the values have small proportion are related to nation and additional values, and then the character value related to God does not appear in English textbook 1.

In the second Textbook entitle "Think Globally Act Locally" the total frequency of character value based on first semester that emerged in the textbook 2 was 115 times, the value of related to self was the most frequent value with 72 times. Then, it was followed by related to others with 31 times. The values have small proportion are related to others, related to environment, related to nation, related to god and additional values. Character

education is very important because every high school student must apply the character values published by the Ministry of Education and Culture because it has become the goal of the 2013 curriculum that every national education aims to have noble character.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After analyzing the character education portrayed in English textbooks for secondary school based on 2013 curriculum, there are two points as the main focus of this study. the first one is character education values are represented in the sentence (s) of 2013 curriculum English textbook first semester. The other is English textbook contain educational values into it is material.

The findings showed that each textbooks represented different sentences of character education values. In the English textbooks entitle "When English Rings A bells" have total frequency of character values that emerged 73 times. In the English textbook 1, related to self as the most frequent occurrence category that emerged 40 times, then it was followed by character values related to others that emerged 17 times, the others value related to environment that emerged 13 times, and the values have small proportion are related to nation and additional values, the character value related to God does not appear in English textbook 1.

In the second Textbook entitle "Think Globally Act Locally" the total frequency of character value based on first semester that emerged 115 times, the value of related to self was the most frequent value with 72 times. Then, it was followed by related to others with 31 times. The values

have small proportion are related to others, related to environment, related to nation, related to god and additional values.

All of English textbook, textbook 1 obtained 39% of the total character values. Then, English textbook 1 obtained 61% of the total character values. English textbook for secondary school must have character values and must contain character values into it is material. Character values are very important for students, the school environment and the 2013 curriculum.

English textbooks are very supportive of the character shape of students, therefore teachers can also teach character values to students through the sentences in the textbooks. All of the textbooks studied by the researcher already contain a lot of character values in English textbooks titled "When English Rings A Bells" for eight grade and "Think Globally Act Locally" for nine grade are highly recommended as materials for teaching character values, there are many character values contained in the English textbooks for secondary school.

B. SUGGESTION

After conduct this research, the researcher would like to give some suggestion based on research findings as follow. For the teacher, they should be careful and selective in choosing the textbook that help them in teaching and learning activity, that should choose textbook that contain good character in the materials, the official 2013 curriculum for eight and nine graders of junior high school contain a lot of character education,

they can use it. For the students, apply the instructions given by the English book to improve the character values of these students so that students' daily habits can change according to the goals of Indonesian national education, and this English textbooks for secondary school can be used as a reference, to change the habits of junior high school students. For the next researcher, they must really know the limitations of the study in their research and they can strengthen their statements by using expert opinions and supporting journals, and become an English textbook as a research object.

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