CHARACTER VALUES ADDRESSED IN STUDENT'S ENGLISH TEXTBOOK OF EIGHT GRADE BASED ON K 13 CURRICULUM

A THESIS

Submitted as Partial Fulfill of the Requirements to get Strata One (S1) Degree on English Teaching Specialization

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DEDICATION



Dengan menyebut nama Allah yang Maha Pengasih lagi Maha Penyayang...

"Dan seandainya pohon-pohon di bumi menjadi pena dan laut (menjadi tinta), ditambahkan kepadanya tujuh laut (lagi) sesudah (keringnya)nya, niscaya tidak akan habis-habisnya (dituliskan) kalimat Allah. Sesungguhnya Allah Maha Perkasa lagi Maha Bijaksana." (QS. Lukman:27)

Dengan mengucapkan Alhamdulillahirabbil'alamiin

Dengan segenap hati ku mengucapkan syukur atas rahmat dan karunia Allah SWT yang selalu dilimpahkan kepada hamba-Nya.

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Atas Ridho-Mu Ya Allah, karya ini ku persembahkan kepada yang terkasih...
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Yang mana aku yakin itu ialah goresan takdir yang dikhususkan-Nya kepadaku
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Dan bagi teman-teman yang belum bisa tahun ini,
Jangan sesekali mengucapkan selamat tinggalbjika kamu masih mau mencoba
Jangan seekali meyerah jika kamu masih merasa sanggup
Semoga menyusul semester depan
Aamiin

SURAT PERNYATAAN ORISINALITAS

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Menyatakan dengan ini sesungguhnya bahwa karya ilmiah (Skripsi) saya dengan judul di atas adalah benar asli karya penulis. Apabila dikemudian hari terbukti bahwa Skripsi ini bukan karya sendiri, maka penulis bersedia di proses sesuai hukum yang berlaku dan gelar kesarjanaan penulis dicopot hingga batas waktu yang ditentukan.

Demikian pernyataan ini saya buat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya

Bukittinggi, Februari 2019

Yang menyatakan



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ABSTRAK

Widia Septrisna BP. 2314.058, dengan judul "Nilai-nilai Karakter yang Terdapat di dalam Buku Siswa Kelas Delapan Berdasarkan K13 Kurikumum". Skripsi, IAIN Bukittinggi, 2019

Penelitian ini dilatarbelakangi oleh beberapa masalah dan fenomena yang terjadi di kalangan para pelajar belakangan ini. Hasil wawancara dengan salah satu guru bahasa Inggris, mengungkapkan bahwa karakter siswa dalam beberapa tahun terakhir sangat menurun, misalnya tidak menghormati guru di kelas, kurangnya kejujuran, kurang disiplin, dan kurang bertanggung jawab. Selanjutnya, guru juga mengatakan tentang buku teks yang digunakan dalam proses pembelajaran adalah *"When English Rings a Bell*" hanya berisi sekitar 50% dari 18 nilai karakter yang harus tersedia, misalnya nilai karakter pertama dalam nilai karakter adalah religius, tetapi sebaliknya buku pelajaran tidak memiliki nilai agama. Selanjutnya, aktivitas siswa didalam buku terkesan monoton dan sama di masing masing bab sehingga nilai karakter yang muncul juga itu itu saja. Melalui penerapan kurikulum 2013 pemerintah mengharapkan siswa tidak hanya memiliki kemampuan dan keterampilan tetapi juga memiliki attitude yang baik, sebagai penunjangnya dalam pendidikan harus dilengkapi dengan buku yang mampu menyuguhkan nilai nilai karakter yang dibutuhkan oleh pelajar agar menjadi manusia yang berakhlak baik.

Penelitian ini bertujuan menganalisa nilai nilai karakter yang terdapat di dalam *textbook* yang di gunakan di kelas 8 Sekolah Menengah Pertama yang berjudul "When English Rings a Bell". Penelitian ini menggunakan metode analisis isi dengan pendekatan kualitatif. Peneliti menggunakan dokumen yaitu *textbook* sebagai instrument penelitian. Teknik menganalisis data menggunakan 6 step yaitu : *unitizing, sampling, recording/coding, reducing, inferring,* dan *narrating.*

Hasil analisis memperlihatkan bahwa secara umum delapan belas nilai karakter sudah terdapat di dalam buku tersebut. Akan tetapi penyebaran nilai nilai karakter masih belum merata. Nilai karakter yang sering muncul adalah *communicative,* dan *work hard value* sedangkan nilai karakter yang paling sedikit muncul adalah *nationalis, religious* dan *tolerance.*

Kata Kata Kunci : Nilai-nilai Karakter, Buku Teks, K13 Kurikulum.

ABSTRACT

Widia Septrisna BP. 2314.058, entitled "Character Values Addressed in Student's English Textbook of Eight Grade Based on K13 Curruculum". Thesis, IAIN Bukittinggi, 2019

This research was due to several problems and phenomena that have occurred among students lately. The result of the interview with one of the English teacher, reveals that the character of the students in the last few years is very declining, for example disrespectful of teachers in the classroom, lack of honesty, less discipline, and less responsibilty. Futhermore, she also said about the texbook that used in learning process is "When English Rings a Bell" just contains about 50% of 18 character values that should available, for example the first point in the character value is religious, but in contrast the textbook does not have a religious value. Furthermore, the activities of students in the textbook seem monotonous and the same in each chapter so that the value of the characters that appear also is just that. Through 2013 curriculum Government expects students not only have the ability and skills but also to have a good attitude, as a support in education must be equipped with textbooks that are able to present character values needed by students to be good human beings.

This study aims to analyze the character values found in the textbook used in the 8th grade of the Junior high School "When English Rings a Bell". This study uses the content analysis method with a qualitative approach. Researcher use document, namely textbook as research instrument. The technique of analyzing data uses 6 steps, namely: unitizing, sampling, recording / coding, reducing, inferring, and narrating.

The results of the analysis show that in general eighteen character values are contained in the book. However, the character distribution of character values is still not evenly distributed. Character values that often appear are communicative, and work hard value while the character values that appear the least are nationalism, religious and tolerance..

Keywords: Character Values, Textbooks, K13 Curriculum.

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The reseacher hopes Allah SWT always blesses all of the people those helped her, who have been mentioned or not. The reseacher honestly believe that this thesis might still have some weaknesses. Therefore, her really hope that there will be some criticism and suggestions from the readers to make this thesis better.

Wallahul muwaffieq ilaa aqwamitharieq

Wassalamu'alaikum warahmatullahi wabarakatuh

Bukittinggi, Februari 2019

The Reseacher,

Widia Septrisna

NIM.2314. 058

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Education is a very important thing in human life. Education is a process of guidance and learning planned and organized in accordance with the desired goals. Ki Hajar Dewantara said “the notion of education as an effort to promote the growth of character (inner strength, character), mind, (intellect), and the body of the child. They can not be separated so that we can advance the perfection of our children's lives”.[1]

Education is not only guides the children in terms of science, but also build the children’s personality in terms of character and moral. Science acquired by students without having good character will make children do things that are negative. Therefore, these two things must be balanced so that the children grows become a good person and is expected by the nation.

Thomas lickona stated “ as a new country, we have to sharper sense of how much character matters. We need good character to lead purposeful, productive and fulfilling lives. We need good character to have strong and stable families. We need good character to have safe caring, and effective schools. We need good character to build a civil, decent, and just society.”[2] Therefore, we need good character for better life.

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1 Nurmiwati, ”Penggunaan model pembelajaran cooperative learning type talking stick untuk meningkatkan minat belajar PAI pada siswa kelas VI di SDN 153 Pekanbaru”, *Jurnal System Indragiri,* 1:2 (Pekanbaru:2017)p.31

2 Thomas Lickona, “Characters Matters How to Help our Children Develop Good Judgment, and another Essential Virtues (New York : Touchstone,2004)p.22

In line with education, character value must also be carried out by all concerning in education, especially in the school environment, even outside the school environment. In the school environment is the roles of teachers are to model and teach the attitudes that can cause the student have a good character. In an effort to shape students' personalities to be pious, teachers need to guide them with a character education approach. Character education is a very important and urgent thing to do so that efforts to improve the quality of graduates from various types and levels of education are not in vain and not only waste time but can produce personal learners as a whole.[3] When being outside the school environment, it is entirely the responsibility of parents to always shape the children's personality. Basically characters will be formed when positive activity is done repeatedly on a regular basis until it becomes a habit.

According to Lickona "characters education is not a new idea. Throughout history, education throughout the world has two main goals: first, to help students become smart, and second to help students to be better. The students need character for both, students need strength in character such as strong work ethic, self discipline, and persistence to success in school and life. They need the power of character such as respect and responsibility to have a positive relationship and life in society."[4]

3 E Mulysa, "Guru dalam Implementasi Kurikulum 2013" (Bandung : Rosdakarya, 2014) p.47

4 Thomas Lickona, "Character Matters Persoalan Karakter Bagaimana Membantu Anak Mengembangkan Penilaian yang Baik, Integritas, dan kebajikan penting lainnya". Juma, Jean (Jakarta : Bumi Aksara, 2012)p.5

Character values is an effort to help someone to understand, pay attention, and apply the values of ethics or character in daily life. Character value plays an important role in the development of a nation.

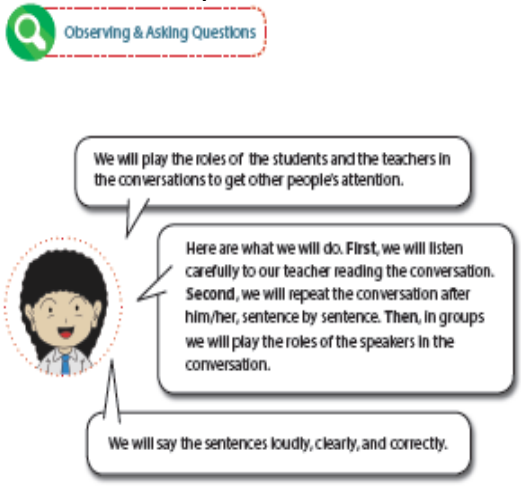
According to Masri fuadz (*Direktur Remaja dan Perlindungan Hak Hak Reproduksi BKKBN*) "survey results showed that the moral condition of the young generation has been broken, this is marked by the rise of free sex among teenagers, drug trafficking, student brawl, circulation of photos or porn videos, based on the survey mentioned that 63% of Indonesian teenagers have ever had free sex".[5]All these corrupt moral problems can be solved by one of them through character value at school. Then, based on the experience of the resecher when had a teaching paractice at SMPN 1 Candung, the reseacher also found that most of students were not honest in doing task, it can be seen from their task always same with other class, and also they were lack of discipline, it can be seen most of them seldom late enter to the class.

In addition, the result from the interview of the researcher with Mrs. Lismawati one of the eighth grade English teachers in SMPN 1 Candung, reveals that the character of the students in the last few years is very declining, for example disrespectful of teachers in the classroom, lack of honesty seen from their work, less discipline, and the less responsibilty. Futhermore, Mrs Lismawati also said about the textbook that used in

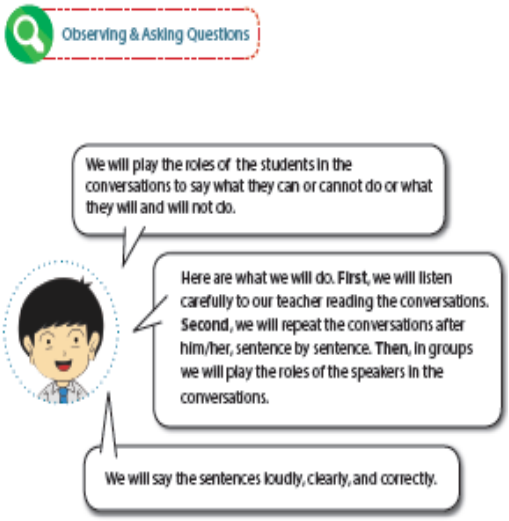
5 Dharma, Cepi.,et. al., "Pendidikan Karakter (Bandung : PT Remaja Rosdakarya, 2011)p.2

learning process is “When English Rings a Bell” just contains about 50% of 18 character values that should available, for example the first point in the character value is religious, but in contrast the textbook does not have a religious point.

Futhermore, the mandatory book issued by the minister of education is also monotonous where each student’s activity in each chapter is the same. So that the character values contained in the activity tend to be that. It can be seen from the picture below



(Page 4, Chapter I)



(Page 20, Chapter II)

The pictures above show that the same activity that must be done by students in observing and asking question activity that are students have to listen carefully and then finally they have to play roles. So, the character value that appear from this activity are communicative and waork hard value. The same activity also appear in other chapters of this textbook. Then, another example of the same activity of the textbook can be seen from the picture below



(Page 18, Chapter I)



(Page 32, Chapter II)

From the pictures above it can be seen the same activty also appear in end of all chapters of the textbook. This activity indicates independent value. It can be conclude that this textbook show most of activity is the same and the effect of it is the chacacter values that appear tent to be that, it mean that the activity of the textbook is monotonous.

As a developing country, Indonesian government realizes that the education is one of the fundamental keys in maintaining nation building and identity. The Government through the Ministry of National Education declared the application of character values for all levels of education ranging from elementary to higher education that began to apply in the academic year 2011/2012. UU number 20 of 2003 on National Education System article 1 verse 1 states that education is a conscious and planned effort to make learning atmosphere and learning process so that learners actively developing their potential to have spiritual power religious, self-

control, intelligence, noble morals, and skills needed themself, society, nation, and country.[6]

In line with that, UU no 20 of 2003 on national education system stated that the function of education is: Develop capabilities and building character and civilization a dignified nation in order to educate life of the nation and to develop the potential of learners to become a human of faith and fear of God Almighty, be noble, healthy, knowledgeable, capable, creative, independent, be a democratic and responsible citizen".[7]

One of the efforts to accomplish education goal as mentioned above, the learners (students) should be equipped with special education that brings the core mission of the noble character. Such education can give direction to the students after receiving a variety of science and knowledge in each field of studies, so that they can practice it in the community by strongly holding on the character values of universal truth. In addition, great mission of national education as mentioned above requires all stakeholders have a high concern to those moral issues or characters.

Futhermore, schools are required to play a role and responsibility to embed and develop good values and help students to establish and build their character with good characters values. Character values is directed to put pressure on certain values such as respect, responsibility, honesty,

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6 Undang-Undang Republik Indonesian Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional

7 Undang-Undang Republik Indonesian Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional bab 2 pasal 3.

caring, and fair and help the students to understand, pay attention, and do those values in their own lives and environments.

However, when teachers teach students, they need to think not only the knowledge and skills that they want their students to acquire, but also the values that teachers want students to develop. In line with this, Jack Richard mentioned that "teachers must explore on three kinds of outcomes in teaching and learning:

1). Skills: What our students are able to do

2). Knowledge: What they know

3). Values: What kind of people they become.

As a result, integrating characters values in the classroom is inevitable, as this is one of the educational goals".[8]

In addition, in learning English, students not only see anything that is explained by the teacher, students need references, modules, or textbooks to explore knowledge to enlarge students' understanding so that their abilities can be optimized further. With the textbook, students are led to practice, train, or try out the theories that have been learned from textbooks. Textbooks are as parts of a system enforcing a sense of responsibility, morality, and culture. For this reason, textbooks used in EFL classrooms contain the primary source of information on not only culture but also language for those who study English.

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8 Jack C Richars, "Curriculum Development in Language Teaching (New York : Cambridge University Press ,2001)p.2

Whenever the teachers teach a language, they also teach a complex system of cultural habits, values, ways of thinking, feelings and acting. It is hoped that English textbooks should include variety of characters values that can bring students to be active members in their community. Therefore, the values that must be in the community must also exist within the curriculum. The teacher become role models to spread the characters value, because of their position, teachers have the responsibility and opportunity to develop the character of their students.

The implementation of the 2013 curriculum which is based on character and competence plays the teacher as forming the character and competence of students who must be creative in sorting and choosing and developing learning methods and materials.[9] Consequently because of the large number of textbooks, teachers should be wise in choosing the right books for students. In addition, the Government of Indonesia in the framework of implementation of the Curriculum 2013 compile textbooks for students as well discussed textbook, especially here for Junior High School Students. The textbooks are prepared and analyzed by various experts and stakeholders below coordination of the Ministry of Education and Culture.

Therefore, the Curriculum 2013 has stressed the importance of balancing students' Attitudes, Knowledge, and Skills competencies.[10] For

9 E Mulyasa. *Op. Cit*., p 7

10 Said, "History Education in Curriculum 2013" *International journal* Vol XIV:2 (Bandung, 2013)p.165

that reason, English language skills are formed through sustainable learning. The researcher will use English textbooks at eight grade of junior high school entitle “When English Rings a Bell “published by the Ministry of Education and Culture to find character values on the matter textbook.

Futhermore, enriching this textbook with character value is very important. Here are the eighteen values of character as the substance to apply nation character values based on *Kemendiknas* (the ministry of national education):[11] 1)Religious, 2)Honesty, 3)Tolerance, 4)Discipline, 5)Work Hard, 6)Creative, 7)Independent, 8)Democratic, 9)Curiosity, 10)Nationalism, 11)Patriotism, 12)Achievement Appreciation, 13)Communicative, 14) Peaceful, 15) Fond of Read, 16) Environmental awareness, 17) Social cares, 18) Responsibility. In this case reseacher also found that each chapter of the English Textbook contained characters value, but among the chapters are not balanced of the characters value.

According to the Ministry of National Education, these eighteen characters can form good quality of human beings anywhere and anytime. The characters values can give students the moral direction and to help them become a good human. Then, the researcher will use that point of view to decipher the characters values in the textbook. Therefore, to contribute the development of character value programs in Indonesia, the reseacher conducted this study by analyzing the English textbooks used in the eight grade Junior High School “When English Rings a Bell” to see the characters

11 Anas, Irwanto, “Pendidikan Karakter”(Bandung: Pustaka Setia,2013) p. 53-56

values contained in the 2013 curriculum, and the researcher conduct a research entitle **"Character Values Addressed in Student's English Textbook of Eight Grade based on K13 Curriculum".**

B. Focus on the Research of the Problem

Based on the background of the problem above, this research focuses on the character values in the each chapter in English textbooks "When English Rings a Bell" for eight grade based on 2013 curriculum the character valuesthat should be available are : religious, honesty, tolerance, discipline, work hard, creative, independent, democratic, curiousity, nationalism, patriotism, achievement appreciation, communicative, peaceful, fond of read, environmental awareness, social cares, and responsibility.

C. Research Question

Based on the problem above, the research question of this research is formulated as follow: "What are the character values addressed in students' English textbook "When English Rings a Bell" for eight grade Junior High School?"

D. Purpose of the Research

Based on the reseach question above, the purpose of this research is formulated as follow : "To find out the character values addressed in students' English textbook "When English Rings a Bell" for eight grade Junior High School"

E. Significance of the Research

This study is expected to guide materials developers or textbook writers to identify characters values to be integrated into the materials. The result of study will be useful for the researcher herself, other researcher and the reader.

1. For the researcher herself, she can practically increase knowledge about the content analysis of textbook development.
2. For other researchers, they can develop the weakness of the previous study and try to analyze something different from previous study.
3. For the reader, the researcher hopes that the research will give more theoretical understanding about the characters values represented in English textbook.

F. Definition of Key Term

Some words that are used in this study become key words. In order to have a better understanding and to avoid misinterpretation about the terms used in this study, they are defined as follow:

1. Character value

Character value is a form of human activity in which there is an educational action destined for the next generation. The purpose of character

value is to form individual self-improvement and to train the ability of self in order to lead to a better life. Character value is also integrated in the textbook of learning and in use in the learning process.

2. Text Book

Textbooks are a major learning resource to achieve basic competencies and core competencies and declared eligible by the Ministry of Education and Culture for use in educational units[12] . English textbooks are used to support the English learning process that contains materials appropriate to the grade level, as well as materials that improve the character of the students.

3. Curriculum 2013

K13 is a curriculum developed to enhance and balance soft skills and hard skills that are attitude, skills and knowledge.[13] Character education in the 2013 Curriculum aims to improve the quality of educational processes and outcomes, which lead to the formation of complete, integrated and balanced character and noble character of students.

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12 Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Pasal 1 Ayat 1

13 M.Fadlillah,"Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI, SMP/MTS, & SMA/MA, (Yogyakarta : Ar-ruzz Media, 2014)p.16

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theory

1. The Nature of Textbook

a. Definition of Textbook

Textbook is book used in schools by teachers and students to support the teaching and learning process. A textbook provides ready-made teaching texts and learning tasks. In short, a textbook is the most common information source used in classroom.

Moreover, In Indonesia itself, using a text book is very important for every school to support the learning process. The textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning.[14] In addition, based on the Regulation of the Minister of Education and Culture textbook is the main learning resources for achieving basic competencies and core competencies and is declared appropriate by the Ministry of Education and Culture for use in the educational unit.[15]

Through textbooks, students can get more accurate information because students also need knowledge information from other sources besides their teachers. The textbook is a collection of knowledge, concepts, and principles of the chosen topic used in the most common learning and resources in the classroom. Textbooks are ready-made materials and are the easiest and cheapest way to help teachers run the learning process. In conclusion, textbooks are an important element of education, especially in language classes.

b. Advantages and Disadvantages of Using Textbook

The use of textbooks in teaching has both advantages and disadvantages, depending on how they are used and what the contexts for their use are.

14 Dragna M. Gak, "Textbook an Important Element in The Teaching Process." (Serbia, 2011) p.79

15 Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 8 Tahun 2016 Pasal 1 Ayat 1

According to Graves he stated he following list contains the most frequently stated advantages of using textbooks.[16]

1) It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
2) It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
3) It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials.
4) It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
5) It may include supporting materials (teacher's guide, cd, worksheets, and video.)
6) It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.

Textbooks also have limitations, which can lead to teachers' and learners' dissatisfaction with the course. The following list contains the most frequently stated disadvantages of using only ready-made textbooks:

1) The content or examples may not be relevant or appropriate to the group and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students.
2) They may contain inauthentic language, since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.

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16 Dragna M. Gak, *op.cit*.,p.80

3) The content may not be at the right level. There may not be the right mix of activities (too much of X, too little of Y), there may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything teachers want to include.
4) The sequence of units is not in accordance with the real work-related needs.
5) The activities, readings, visuals, etc., may be boring.
6) The timetable for completing the textbook or parts of it may be unrealistic.
7) The textbook doesn't take the students' background knowledge into account.

Graves in Hidaye suggests that, in order to minimize difficulties when selecting textbooks, teachers should: use the textbook as a resource for students, but not the only resource; use a textbook as a guide, be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook, supplement the textbook with lots of outside readings".[17] So the teacher is not only fixated on one textbook, the teacher is given the freedom to modify according to the purpose of learning.

According Cunnigsworth in Hidayet suggest that potential, which textbooks have, in serving several additional roles in ELT curriculum, is an advantage. He argues that textbooks are an effective resource for self directed learning, an effective source for presentational material, a source of ideas and activities, a reference source for students, a syllabus where they

17 Dragna., *op, cit* 80

reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence.[18]

In addition to that, Hycroft in Hidyet states that one of the primary advantage of using textbooks is that they are psychologically essential for students since their progress and achievement can be measured concretely when we use them.[19]

To conclude that the use of textbooks is very effective, students have a source when they will apply the presentation, give opinions or responses to the statement of classmates and teachers. Books become a reference for students when they will convey ideas, with a stretch on the book then students will be confident in conveying opinions. Similarly for teacher, the book is very useful, in addition to being a teacher's guidance in teaching and also as a very helpful tool to deepen the material when a teacher is new to teaching.

c. The Characteristic of the Good Textbook

Qualities of a good text book in English. A good English text book should have the following some characteristics.[20]

1) Adequate Subject Matter:
The subject matter should be based on the psychological needs and interests of students. It should be related to the student's environment. It should have various topics like prose, poetry, story, biography,

18 Hidayat Tok, "TEFL Textbook Evaluation: from Teacher's Perspective, Academic Journal, 5:9 (Turkey,2010)p.509

19 Hidayat Tok, *loc.cit*

20 Champak Deuri,"An Evaluate Study of Textbook in English at Higher Secondary Level", International journal of Science and Environment, 1: 1 (India,2012)p.26

narration, description etc. It should be practical utility as well as informative.

2) Suitable Vocabulary and Structures:
The vocabulary should be controlled, properly selected and graded. The introduction of vocabulary should be progressive within the series of readers. The words and structures should be introduced in a systematic order. The simple meaning should be used of a word or structure if they have more than one meaning. At the end of the text book, a glossary of difficult words and structures should be given.
3) Style:
The style should be based on the principle of simple to complex. The subject matter should be presented in a logical manner. The style should be appealing to the students.
4) Exercises:
There should be sufficient number of exercises at the end of every lesson. The interactions about the exercises should be brief and clear. The exercises should be well selected and graded. Different types of exercises should be included.
5) Illustrations:
The illustrations should make the subject matter clear. They should be sufficient in number. They should be attractive with natural color combination. Too many ideas should not be conveyed in one illustration.
6) Proportion and Order:
A lesson should not be very long. There should be plausible proportion between prose, poetry, story, biography, lesson etc. Two topics should not be in continuation. Proportion of content and structure should be maintained.

In conclusion, a teacher in selecting a good book should follow the criteria of the following criteria: the book should match the individual differences students, the book must be in accordance with the learning, the subject matter should be interesting and stay in line with the purpose of teaching, exercises work and practical work should be given at the end chapters, books should be able to develop moral quality in students. So that the book used in teaching and learning process will be very efficient and effective.

d. Textbook in Teaching and Learning English

Textbooks remain a staple within school curricula worldwide, presenting teachers and students with the official knowledge of school subjects as well as the preferred values, attitudes, skills, and behaviors of experts in those fields. According to Shannon in Wang "Textbooks are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them."[21]

Teachers need to be good at choosing and sorting out the right books to use in the learning process, in accordance with government regulations that have established characters value, therefore the book used in English learning in the class must also have a standard content that contains not only

21 Wan Weng-Chen, "Thingking the textbook the ESL/EFL Classroom", English Language Teaching, 4:2 (Taiwan,2011)p. 92

in terms of English only material but also learning that instill moral values in it.

According to Kelly in Wang "A well-constructed textbook should present not only language content that is communicable and interactive to the student, but also form a framework from which adequate teacher improvisation and teaching flexibility can develop and gradually improve. Determining how feasible or appropriate the use of one or more commercial textbook is in terms of satisfying learning objectives and the teacher/student relationship in the classroom would be the first step in preventing poor teaching and learning quality. When used effectively, authentic materials help bring the real world into the classroom and significantly enliven the ESL class. Exposing the students to cultural features generates a deeper understanding and interest in the topic. On one hand, the students develop their ability to zero in on relevant information, and on the other, they learn how to disregard what is not relevant. As students pool their individual strengths they gain confidence in being able to function in an English-speaking society."[22]

When the book is used is interesting in other words, the book is able to make learning more flexible with presented an interesting topic that does not come out of the context of learning so students are able to express opinions, not just listening to what the teacher said, students are able to review the contents of the book content and can clashing their opinions with classmates

22 ibid.,p.93

will make the quality of learning better, increase student interest and turn the interactive class.

e. Textbook Analysis Method

According to Sergiu "There is a whole plethora of textbook analysis methods; however, I believe that four of them are especially important and relevant: textbook testing, surveying, analysis, and research.

First: One important approach in assessing the quality of a textbook is to test it in the praxis of school environment. The experimental use of a textbook in teaching usually helps identify its real effectiveness and possible ways of improving it before the textbook is mass produced. The parallel piloting of two textbooks for the same subject matter and at the same educational level, and the comparative analysis of the ensuing results, is a more effective method than testing only one textbook.

Second: Another approach to analyzing textbooks is by means of a survey, which is not only a subcategory or a tool of analysis but a separate method as well. Unlike in the case of piloting, in the case of analysis by survey the actors involved in developing, approving, publishing and using textbooks are interviewed after the textbooks have been introduced in schools. The process of surveying is simply a way to explore the opinions of the respondents, although it is as effective in textbook assessment. The content of the questions addressed to teachers, students, author etc. will depend on the purpose of the survey, although the main topics are usually the quality and utility of the textbook. The answers provided by the respondents will help identify the textbook's strengths and weaknesses etc.

Third: Textbook assessment is a third analytical approach (which I delineate from "textbook research" as you will see below), which is

usually less expensive, but which yields similarly useful results. The difference between piloting, surveying and assessing is that in the latter case the textbook is studied thoroughly, before it is recommended for publication. This is done by a team of experts (evaluators) selected, usually, by the Ministry of Education. In some political circumstances objections will need to be raised in relation to the nature and objectivity of thus appointed team. The fundamental criteria that should guide the persons included in the evaluation teams are: representativeness, professionalism, objectivity, impartiality, and alertness.

Fourth: Textbook research represents the fourth approach by which a textbook can be analyzed. This research should contain a series of independent actions involving different researchers. This however does not mean that the independent experts or institutions specializing in textbook analysis cannot be involved also in piloting, surveying or assessing textbooks. Textbook research pursues the goal of either a full analysis of a textbook or set of textbooks, or the study of various aspects contained in school textbooks. Unlike the other analysis methods, textbook research studies not only new or current books but also those which have already become obsolete. In the latter case the researchers are usually tracing the evolution of the approach to various topics, values, concepts, discourse analysis etc.1 used in textbooks from different countries and previous periods. However, the research can also look at such aspects as the textbooks' approach to controversial or specific subjects at the national and international level, such as, for example, the way the Holocaust or

certain wars are taught in history textbooks, or how totalitarian regimes (fascism, communism) are approached in different countries. The complex nature of this method stems from its comparative and multidisciplinary approach."[23]

2. Character Values

Character is a distinctive good value (knowing the value of goodness, wanting to do good, real good life, and having a good impact on the environment) that is imprinted in itself and manifests in behavior.[24] According to Ratna Megawangi character values is an effort to educate children to be able to make wise decisions and practice in daily life, so they can make a positive contribution to the environment.[25]

Character values is a form of human activity in which there is an educational act where it is destined for the next generation. The purpose of character valuesis to shape individual self improvement and train the ability to lead to a better life.

Here is a brief of explanation of 18 values in character valuesby the Ministry of Education are:

1) Religious: Religious is act and attitude in doing religion theory of each person's belief, tolerance with other religion devotion, and life together with people of different religion.

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23 Sergiu, Musteata, "How To Analyse Textbooks. An Essay On Research Approaches And Possible Consequences Of Research New Europe Bucharest" (Rumania, 2018)p.44

24 Anas, Irwanto, "Pendidikan Karakter"(Bandung: Pustaka Setia,2013) p.42

25 Dharma, Cepi,et.,al.*op. cit*., p.4

2) Honesty: Act that is based on efforts for making her/his self become believable person on words, act, and work.
3) Tolerance: Act and attitude that bear mutual respect to the difference religion, ethnic, argumentation, attitude, and act of other person.
4) Discipline: The act, that indicating acts orderly and faithful to the several certainties and rules.
5) Work hard: Act that indicating seriously effort in overcomes studies an assignments obstacles, and finishing assignment as good as possible.
6) Creative: Think and doing something to produce manner and new result from something they had posed.
7) Independent: Act and attitude that is not dependent on other person in finishing assignments.
8) Democratic: Way of thinking, attitude, and act that giving the same appraisal between right and obligation of his self and others.
9) Curiousity: Act and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard.
10) Nationalism: Way of thinking, act, and concept that put the interest his nation and state above his own interest and groups.
11) Patriotism: Way of thinking, attitudes, and acts, that show; loyalty, cares, and high appreciation to the language, physical environment, social, culture,economy, and politic of the nation.
12) Achievement appreciation: Act and attitude that push his self to produce something that usefulto the society and he also admit other person's success.
13) Communicative: Act that show happy talking, communicate, and work together with others.
14) Peaceful: Attitude, words, and act that make others feel interest and save of his come.
15) Fond of read: Habitual of giving times to read several literature that give good deeds for his self.

16) Social care: Act and attitude that always want to give helps to others and society that need some help.
17) Environmental awareness: Act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened.
18) Responsibility: Act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God..[26]

To summarize, character values is explicitly something relating to the process of socialization of individuals with no moral human cannot do the process of socialization. Moral in the present age has implicit value because many people have a moral or immoral attitude from a narrow perspective. The nature of moral is a basic foundation taught in schools and human life (society) must have moral if he wants to be respected by others. Therefore, character values is to improve and shape the moral of the nation, especially the younger generation.

There are some indicators of character values published by the National Education Ministry Of Research And Cultural Center Development. These indicator can help the reseacher to analyse the thextbook. They can be seen in the following table.

Table 2.1. indicators of characters value:[27]

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26 Anas, Irawanto. Op. Cit., p.54-56

27 pengembangan pendidikan budaya dan karakter bangsa pedoman sekolahkementerian pendidikan nasional badan penelitian dan pengembangan pusat kurikulum jakarta, 2010 p. 35

NO	Characters value	Indicators
1.	Religious: Religious is act and attitude in doing religion theory of each person's belief, tolerance with other religion devotion, and life together with other people religion.	Admire the greatness of God through the human ability to do synchronization between physical and psychological aspects
		Admire the greatness of God because of his ability to live as a member of society
		Admire the power of God that has created various universes.
		Admire God's greatness because of the existence of that religion become the source of order community life
		Admire God's greatness through various subjects discussion in various lesson.
2.	Honesty: Act that is based on efforts for making her/his self become believable person on words, act, and work.	Not cheating or plagiarism in doing each task.
		Express opinions without a doubt about a subject of discussion.
		Express a sense of like or dislike of the subject.
		Express the attitude towards a class discussion material
		Pay for items purchased at the school shop honestly.
		Return items borrowed or found in public places.
3.	Tolerance: Act and attitude that bear mutual respect to the difference religion, ethnic, argumentation, attitude, and act of other person	Do not disturb friends Who have different opinions
		Respect that friends Who have different culture
		Be friendly with friends from other classes.
4.	Discipline: The act, that indicating acts orderly and faithful to the several	Always orderly in carry out school hygiene tasks
		Orderly in spoken and writen language

	certainties and rules	Obedient in carry out the provisions of organization of learners.
		Obey the rules of speech specified in a class discussion.
		Orderly in apply the rules of writing for the writing
5.	Work hard: Act that indicating seriously effort in overcomes studies and assignments obstacles, and finishing assignment as good as possible.	Doing all the assigment and finished well at the time it has been set.
		Do not despair in facing difficulties in learning.
		Always focus on lessons
6.	Creative: Think and doing something to produce manner and new result from something they had posed.	Submit an opinion regarding a subject.
		Ask about application of a law / theory / principle of other material to that material is being studied
7.	Independent Act and attitude that is not dependent on other person in finishing assignments.	Doing class assignments that are his own responsibility
		Search in the dictionary translation of a foreign language for Indonesian or otherwise themselves
8.	Democratic: Way of thinking, attitude, and act that giving the same appraisal between right and obligation of his self and others.	Chose group leader based on the most votes.
		Vote in class and school elections
		Express thoughts about classmates
		Help to carry out the chairman program.
9.	Curiousity: Act and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard.	Ask teachers and friends about subject matter
		Ask something about the new natural phenomenon
		Ask the teacher about something heard from mother, father, friends, radio or television
10.	Nationalism: Way of thinking, act, and concept that put the interest his nation	Participate in the ceremony memorial day heroes and the proclamation of independence.

	and state above his own interest and groups.	Express thoughts and attitude about threats from other countries against the nation and the state of Indonesia.
		Suggest attitude and action to be done about relations between nations Indonesia with the country former colonial Indonesia.
11.	Patriotism: Way of thinking, attitudes, and acts, that show; loyalty, cares, and high appreciation to the language, physical environment, social, culture,economy, and politic of the nation.	Enjoy the geographical superiority and fertility of the Indonesian territory
		Enjoy diversity culture and art in Indonesia.
		Loves diversity ethnicity and language owned area Indonesia.
		Admire the diversity of agricultural products, fisheries, flora, and fauna in Indonesia....
		Admire and enjoy product, industry, and the resulting technology Indonesian nation
12.	Achievement appreciation: Act and attitude that push his self to produce something that usefulto the society and he also admit other person's success	Do the work from the teacher as well as possible.
		Practice hard for excel in sport and art
		Respect for something the teacher, principal, and school personnel have done
		Tell of that achievement achieved by parents
		Appreciate the work of leaders in the community.
		Appreciate the traditions and work of the community
13.	Communicative: Act that show happy talking, communicate, and work together with others.	Work together in groups in the class.
		Talk to classmates.
		Hang out with classmates while taking a break.
		Hang out with other classmates

		Talk with teachers, principals, and other school personnel.
14.	Peaceful: Attitude, words, and act that make others feel interest and save of his come.	Protect friends from physical threats.
		Attempts to strengthen friendship.
		Participate in the school's security system.
15.	Fond of read: Habitual of giving times to read several literature that give good deeds for his self.	Read books or writings of scholarship, literature, art, culture, technology, and humanities
		Read the newspaper / wall magazine.
16.	Social care: Act and attitude that always want to give helps to others and society that need some help.	Participate in various social activities.
		lend a tool to a friend who does not carry or does not have.
17.	Environmental awarness Act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened	Follow various activities with regard to cleanliness, beauty, and environmental maintenance.
18.	Responsibility Act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God.	Duties and obligations to the environment (natural, social and cultural)
		Duties and obligations to the state
		Duties and duties to God Almighty

Source : National Education Ministry Of Research And Cultural Center Development Jakarta, 2010

3. Curriculum 2013

a. Definition of Curriculum 2013 (K13)

K 13 is a curriculum developed to enhance and reward soft skills and hard skill skills, skills and knowledge. In this context, the 2013 curriculum seeks to further instill the value of values reflected in attitudes that can be

directly proportional to the skills that learners gain through knowledge in school.[28]

With the existence of the K13 it is hope that the learners have the competence of attitudes, skills, and knowledge that develop in accordance with the level of education that has been taken so that it will be able to influence determine the success in the next life.

b. The Purpose of K13

Purpose k 13:

1. Improving the quality of education by balancing hard skills and soft skills through attitude, inspiration, and knowledge skills, in order to meet the growing global challenges.
2. To form and improve productive, creative, and innovative sources of maneuvers as the development capital of the nation and state of Indonesia.
3. Improve the educators in delivering materials and administration in teaching, because the government has prepared all the components of the curriculum and textbooks used in learning.
4. Increasing the role of central and local government and community members in a balanced way in determining and controlling the quality in the implementation of the educational unit level curriculum.
5. Increasing fair competition among education units about the quality of education to be addressed. Because schools are given the flexibility to develop curriculum 2013 in accordance with the conditions of educational units, the needs of learners, and potential areas.

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28 M.Fadlillah,"Implementasi Kurikulum 2013 dalam Pembelajaran SD/MI, SMP/MTS, & SMA/MA, (Yogyakarta : Ar-ruzz Media, 2014)p.16

Therefore, in the curriculum 2013 emphasized that students are not only smart in terms of knowledge , but also in terms of good character and moral. It is well known that every school that has been using k 13 students and teachers is given a handbook issued by the government. Ideally, in the textbook that used should contain the value of 18 character valuesto shape the moral of learners to a better direction.

B. Review of Related Study

To support this research, there were relevant study and had been conducted by other researcher which discussed the similar topic. The first, is conducted by Allan Dani Rezki (2017). The title of the research is An Analysis of Multidimensional Syllabus in English Textbook Used for the Ninth Grade of Junior High School. The problem of this research are : First, the each chapter of this book presents few situation, function, and notion, can be used in real life for student, second the researcher also found some structure grammatical feature which do not support the three element above. The textbook analysis in this consist the 5 aspect 1) Situation, 2) function, 3) Notion, 4) Structure and 5) Skill. The conclusion, the researcher obtained 68% for 5 aspect of multidimensional. That mean the textbook was categorized good.

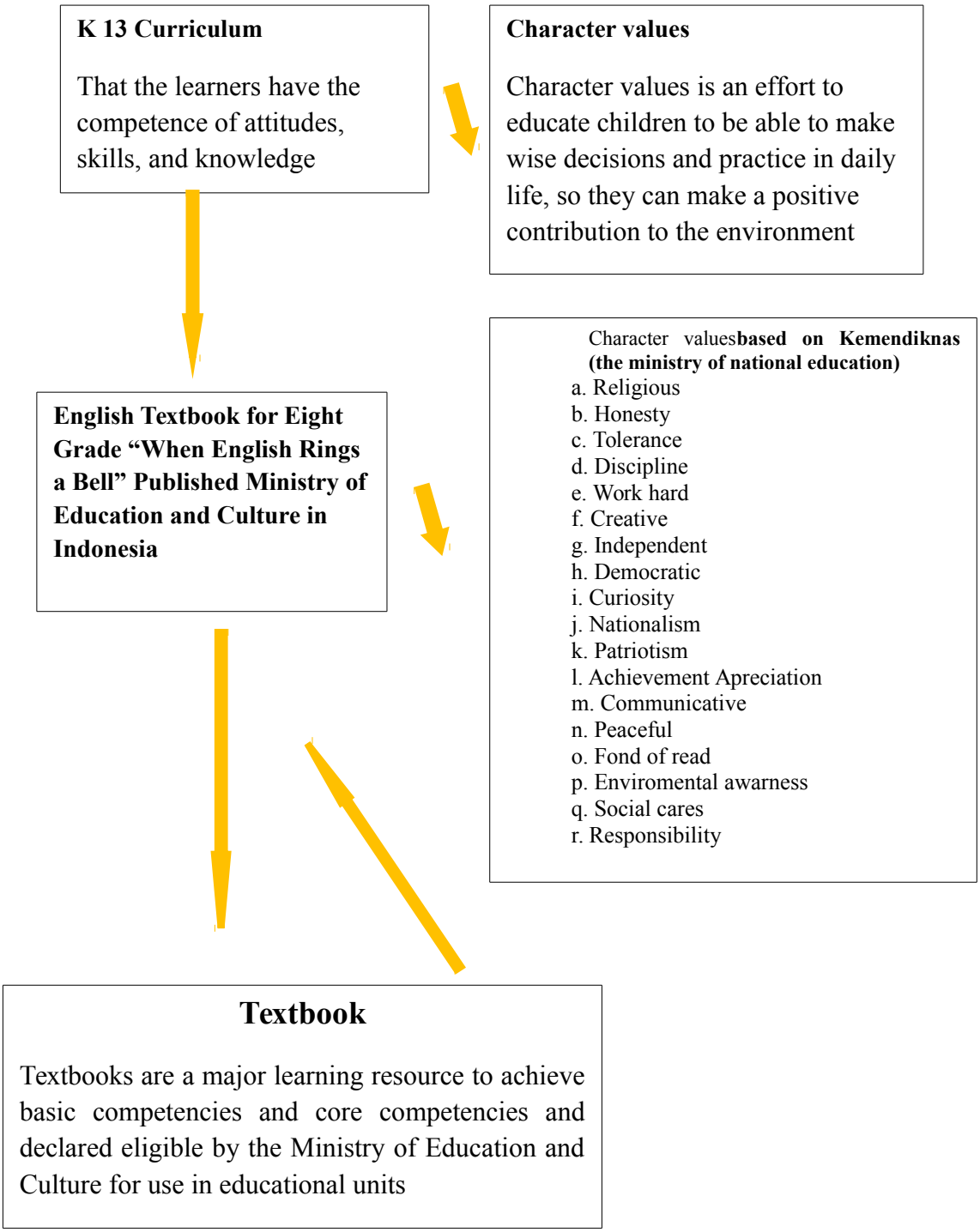
The second by Lisna Vivin Yulianti (2014). The title of the research is Character building values represented in English textbook for junior high school. This study is aimed at getting finding of character building values appear in English textbook for junior high school and how are character

building values represented in English textbook for Junior High School. More specifically, this study is to analyze whether picture and utterance reflect the eighteen character building values. Based on Finding of the research The representation of character building values in this textbook is less in grammar framework. The picture and utterance are not specifically mention five competencies of communicative, linguistic, socio cultural, strategic, and discourse competence.

Based on the related finding above, it can be concluded the textbooks used in the lesson still need to be analyzed from the various aspects. Therefore the writer will do research about "Character Values Addressed in Student's English Textbook of Eight Grade Based on K13 Curriculum".

C. Conceptual Frame Work

The conceptual framework of this research can be created as follow:



CHAPTER III
RESEARCH METHOD

A. Design of the Research

Based on the purpose of the research and the nature of the problem, this research is categorized as descriptive qualitative research. Bogdan and Biklen states that qualitative research has the natural setting as the direct sources of data and reseacher is the key instrument and qualitative research is descriptive, the data collected is in the form of words of pictures rather than number.[29] Descriptive research is a study that aims to explain or describe a state, event, object whether the person, or anything related to the variables that can be explained either by numbers or with words.[30] In this research that will be described and explained is about the character valuescontained in the English textbook.

In addition, Weber also defined "content analysis is a research method that uses a set of procedures to make valid inferences from text. 1 These inferences are about the sender(s) of the message, the message itself, or the audience of the message. The rules of this inferential process vary with the theoretical and substantive interests of the investigator, and are

29 Sugiyono, "Metode Penelitian Pendidikan", (Bandung:Alfabeta,2016)p21

30 Punaji Setyosari, "Metode Penelitian Pendidikan dan Pengembangan", (Jakarta: Kharisma Putra Utama, 2010)p. 40

discussed in later chapters".[31] Suharsimi Arikunto stated "the research taht carried out information documented in recordings, images, sounds, writings or other forms of recording is known as documentary analysis or content analysis research.[32]

In short, the research design analysis of character values in English textbook that used for eight grade of junior high school is categorize content analysis with qualitative approach.

B. Object of the Research

The object of this research is an english textbook for eight of junior high school. The identity of textbook is presents below:

Book Tittle	: When English Ring's a Bell
Publisher	: Curriculum center, Balitbang, and Ministry Education and Culture of Indonesia
Year of Publication	: 2017
Script Distributor	: Siti Wachdiah, Asep Gunawan, Diyanti, Yuli Rulani Khatimah
Editor	: Rd. Safrina Noorman, Helena Indya Agustien dan Wawan Gunawan.
Page	: 242
Chapter	: 13 Chapters
ISBN	: 978-602-282-976-8
Edition	: Revised edition

C. Technique of Data Collection

In conducting this research, the researcher uses documentation as instrument. Document is an official paper or book that gives information something, or that can be used as evidence or proof of something. Imam Gunawan stated "documentation is just another name for writing analysis or analysis of visual content of documents, textbooks, essays, newsletters,

31 Robert, Philip Weber, "Basic Content Analysis Sage University Papers Series.Quantitative Applications in the Social Sciences",(Sage Publication, 1990)p.9

32 Suharsimi, Arikunto, "Manjemen Penelitian", Rineka Cipta, Jakarta 2013 p. 244

novels, articles, magazines, recipe books, speeches, advertisements, real images etc".[33] Therefore, documentation systematic study which is conducted over paper or book by which the information to answer research question to be obtained. The documentation uses in this research is English textbook for eight grade of junior high school entitle " When English Ring's a Bell".

D. Technique Data Analysis

Data analysis is the process in organizing and arraging the data into category and the basic explanation in order to get result of the data. The reseacher analyzed the data related to conten analysis. According to Krippendroff there are six steps to analyze the data :[34]

1. Unitizing : relaying on unitizing schemes
   In this unitizing stage, where the unit is the object of research that can be clearly measured and assessed. So the researcher here took the object that was examined, it was an English book for the 8th grade of junior high school
2. Sampling : relying on sampling plan
   In the sampling stage the researcher takes the sample is an English language book published by the minister of education for the 8th grade of junior high school that is "When English rings a bell".
3. Recording/coding : relying on coding instruction
   At the recording stage, researchers conduct unedited text data recording that relates to the research objectives of the researcher,

33 *ibid p*. 176

34 Krippendorf, *Content analysis: an introduction to its methodology (2nd ed)*. Thousand Oaks: Sage Publication Ltd, 2004)p.83

here researchers record text and understand images which according to researchers contain character values.

4. Reducing data to manageable represenatation : relying on established statiscal technique or other methods for summarizing or simplifying data.

   In the data reduction stage, the researcher reduces the data data that is less relevant, or the researcher reduces some data that has the same meaning that appears on other pages, for example in each chapter of the book "When English Rings a Bell" has several characters the exact value so that researchers reduce the recording of the character value in the next chapter.

5. Abductively inferring contextual phenemena : relying on analytical construct or models of chosen context as warrants

   In the inference stage, the researcher draws conclusions from the data that the researcher has obtained, here the researcher has taken unedited text that the researcher associates with the indicator according to the character value and the researcher concludes that based on the text or image there is a certain value character because it contains an indicator appropriate.

6. Narratting the answer to the reseacher question : relying on narrative traditions or discursive conventions establish within the discipline of the content analysis.

   In this stage, the researcher draws conclusions and explains in general about the character of the values contained in answering from the previous question.

CHAPTER IV

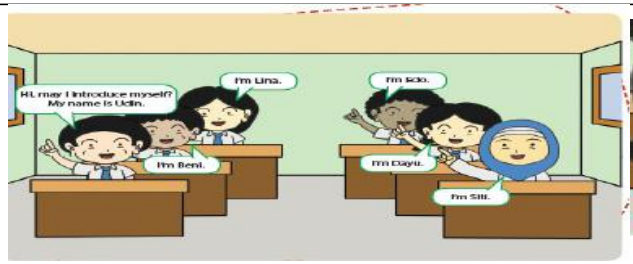
FINDINGS AND DISCUSSIONS

A. Findings

This chapter reveals the finding and analysis of data collected through documentation to answer research question: what are the character values addressed in students' English textbook "When English Rings a Bell" for eight grade?"

Based on the analysis carried out by the reseacher on the textbook entitled "When English Ring's a Bell" for Eight grade published by the Curiculum center, Balitbang and Ministry of Education and culture of Indonesia written by Siti Wachidah, Asep Gunawan, Diyanti, and Yuli Rulani Khatimah. The year of publication of this textbook is 2017, and the editors are: Rd. Safrina Noorman, Helena Indya Aguestien and Wawan Gunawan. This textbook consist 13 Chapters and 242 pages. The edition of this tetxbook is revised edition (2017).

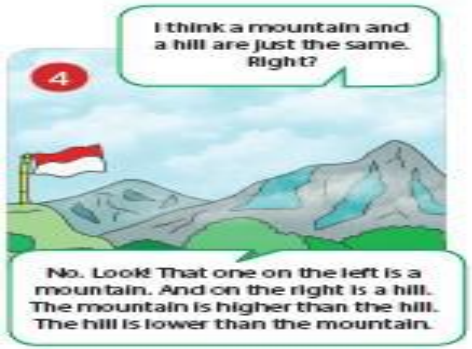
Futhermore, There were 18 character values which are embedded in the English textbook "When Engish Ring's a Bell" which were analyzed by the 18 values of Character Value. In the textbook, a single activity reflected more than one or two character values. The results of the analysis found by reseacher are as follows.

NO	CHARACTER VALUES	CHAPTERS	PAGES	STATEMENTS/PICTURES
1	Religious	I-XIII	3,4,5,9,10,13,15,17, 20,21,28,40,51,53,58, 59,60,76,78,96,103, 111,112,115,120,127, 142,144, 176,and 187	  The all pictures in this tetxbook show there is one girl wearing headscraft.
2	Honesty	I	16	I think it easy, I love English
		IV	58	I will return this dictionary to the library
		XI	143	I dont like math because the teacher did not explain it clearly. But now it is my favorite subject because mr sihombing explains it cleary
3	Tolerance	I	9	What? I dont think so. Udin doesn't like bright colours
4	Discipline	I	4	From now on we will use English in our English class, OK?
			5	From now on we will use English in the English class.
		IV	34	Use English in English Class
			40	We must wear uniform, we must wear a pair of black plants, we must wear proper shoes, we must not wear sandals.
			41	We must not be late to school, we must come on time, we must wait outside the gate, we sign a paper before we come to the class, we must keep our class clean and tidy, mu must not litter, we must put the garbage into desks, we must sweep the floor.
		VII	95	They get to school on time, they often speak English to their friend and t the English teacher
		XII	198	Wash the dishes straightaway aftrer finish eating, sweep the flooe twice a day,turn of the light before you go to bed, dont forget water plant in the afternon,etc

			213	
5	Work Hard	I	4,9,13	We will play the roles
		II	20, 27	We will play the roles
			20	I dont think I can, But I will try
			22,29	In groups we will present, not read, the list to each other orally.
			25	If we have any problem, we will go to out teacher
		III	35	You should listen to more English song, you should sing more English song, you should understand the lyric, you should read more stories from around Indonesia and the world in English, I am sure you can if you try harder
		IV	36,38,43	We will share our suggestion to the class.
			46,48,50,52,57,59,61	We will Play the roles
			54,62	In groups we will present, not read, the list to each other orally.
		V	72	Identify the differebt pieces of information in each greeting card
		VI	76	We will describe what there are in the situation on the cover of this chapter
			83	We will discuss to find the parts of the lyrics that contain the given messages
		VII	87	We will discuss to identify different pieces of information
			90	We will use the sentence in the table to make good paragraph
			93	Handwrite the complete sentences on pice of paper.
			97,99	We will present, not read, the list to the class.
		VIII	102	We will take turnss presenting, not reading the sentence
			104	Make a list of 10 activities that people aond us doing right now
			105	Write 10 sentences about 10 activities we have in our table

			110 113	Write down 10 question and the answer on a piece of paper. Guess by asking a question what the people are doing
		IX	131,133	We will play roles
			137	Say the adjective into three form orally and fast.
		X	145	Indentify the speaker's statements in the past and at present
			159	Indentify's Dayu's statements about herself in the past and at present
		XI	170	Write Edo's statement that matches each of the pictures.
			180	Say Edo's and Udin's experiences to ech other
		XI	182,186	We will play the roles
			184	Find out the sentences that state each event or happening.
		XII	198	We learn to tell not read a long note a mother to her son
			199	Identifiy the messages according to the time
			201	Discuss and rewrite the sentencesand decide ehere to use capital letter
			205	Write three different note
			209	Text our friends five different short messages
		XIII	220	Discuss fo find the parts of the lyric that contain given message
6	Creative	V	66,68	then we will choose one of them and copy it to our notebooks and apply different decoration
			73	We will make 3 diffeerent greeting cards for 3 diffrerent occasion
		VI	86	what animal you see in picture?
		VII	117	All the students play a guessing game
7	Independent	I-XIII	18,32,44,64,74,84, 100,118140,166,196, 216, 222	In our Journal every one of us will handwrite our refliction on our learning process. We will use english or Bahasa Indonesia
8	Democratic	I	9	I dont think so, Look he's smiling
			10	I dont think so. I know he did'nt prepare well
		IX	128	I think Edo is very good student. He's more diligent than od us, he always gets good mark in all subject
9	Curiosity	I	7	Excuse me maam, what's attention in Bahasa Indonesia?
		I	12	We will ask our teacher for help if we do not know the English words we want to say

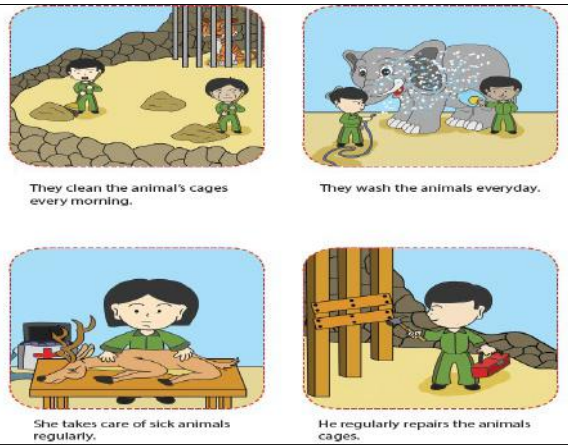
		II	25,31	If we have any problems, we will go to our teacher for help
		IV	58	Sorry Maam, May I ask my grou to help me to do it?
		V, VII	87,89,90	If we have any problems, we will go to our teacher for help
10	Nationalism	X	144	
		XI	176	
		XII	210	“ a flag ceremony will be held to celebrate our independence day on Monday, 17 August
11	Patriotism	VI	77	there are some traditional transportation: becaks, bentors, andongs, or delmans

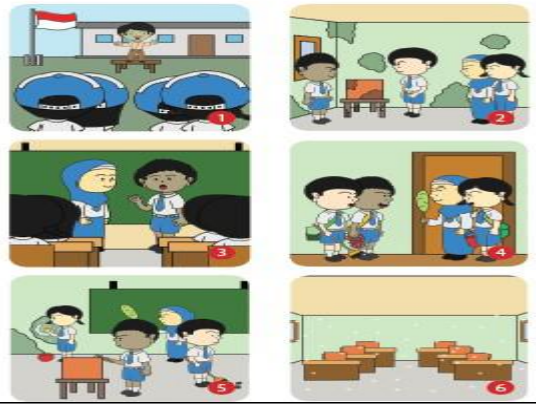
		VIII	108	
		IX	121	
		XI	153	she taught us traditional dance and song
12	Achievement Appreciation	I	10	you Lina your story is very interesting. I like it
			16	He is dilligent and smart too
			17	Your picture is beautiful
		VII	95	both my mom and my dad are very good cook
13	Communicative	I-XIII	4,8,9,13,20,22,25,27, 29,31,34,36,38,39,38, 39,40,43,46,48,50,52, 54,57,59,61,62,73,77, 79,81,83,87,89,90,91, 93,94,97,99,102,109,	

			105,106,107,109,110, 111,113,117120,122, 124,127,129, 130,131,134,133,135, 137,139,142,145,147, 150,151,154,155,157, 159,162,164,165,168, 173,180,182,184,186, 188,190,192,194,195, 198,199,201,205,207, 209,211,212,215,218, and 220.	 ork together in the group discussion and Talk with teacher, pricipals, and other school personnel
14	Peaceful	IV	47	Thanks fo inviting me
			51	Dayu thank for the purse I like it", Open it now lina. I hope you like it", " I am happy you like it", " let sing lina's favorite song

		V	67	
		V	71	
		XIII	219	all the rumors all of the fight, but we always find away to make it out alive
15	Fond of read	I	11	You need to read chapter
		X	153	I learn to write and read in Grade 1 and Grade 2
			158	I also read my first English story
16	Social care	II	21	Certainly . I can and I will do it

			27	Of course. I will
			28	Certainly Sir ” and “of yes mom I will
			29	if you need any help with your laundry, please let me know, I will come to your house to help you
		III	42	We must not be noisy”, “we must respect our friend”, “we must not play around”, and “we must work at our desks
		IV	60	sure cut it into two”, “ of course”, Sure I’m done with my gift
			61	Can I use your pen? Sure take the green one
		XI	183	at 10.30 my parent and I took Mrs Wayan to hospital
17	Enviremental Awarness		10	It’s very dirty, Ma’am some people don’t care” and the student take the broom
			14	Only both of us will clean the classroom
		I	17	
		III	41	we must keep our classroom clean and tidy
		VI	82	make a litte space make a better place for you and for me and entire human race

		VII	92	
			94	we make the bed and clean the house, we take care of home, we water the plants too
		IX	103	
			116	
		X	153	She also taught us to plant trees and take care of the garden
			158	we make the bed, we wash and iron our cloth we also dust the furniture we sweep and

				mopthe floor every day
		XI	176	
		XIII	198	wash the dishes after finish eating
18	Responsibility	VII	92	

Analysis of the data

After doing an analysis of the textbook entittled "When English Rings a Bell" the reseacher found the character values appear are presented below:

a. Religious

Religious is act and attitude in doing religion value of each person's belief, tolerant of the implementation of other religion, and live together with people of different religion. Religious value is found in the picture on page 3,4,5,9,10,13,15,17, 20,21,28,40,51,53,5859,60,76,78,96 103, 111,112,115,120,127,142,144, 176,and 187. The all pictures show there is one girl wearing headscraft.



(page 3)



(page 4)

b. Honesty

Honesty is act that is based on efforts for making her/his self become believable person on word, act, and work. Honesty value was found in page 16, 58, and 143.



(page 16)

The dialogue in the picture above contains honesty value because the student ask his friend about his opinion about English and he answer " I think it's easy, I love English." It means that he gives his opinion about the lesson. It is in line with the indicator "express a sense of like or dislike of the subject".



(page 58)

The previous dialogue indicates honesty value based on the indicator "Returns that stuff borrowed or found on public places." The respond of the student in this dialogue is " I will return the book to the library"

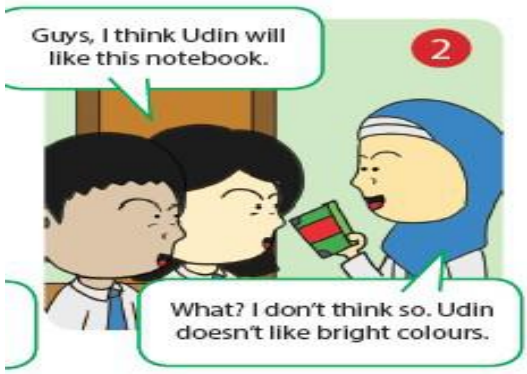


(page 143)

This picture contains honesty value based on the indicator "express a sense of like or dislike of the subject" . The statement is " I dont like math because the teacher did not explain it clearly. But now it is my favorite subject because mr sihombing explain it clearly".

c. Tolerance

Tolerance is act and attitude that bear mutual respect to the difference religion, ethnic, argumentation or opinion, attitude, and act of other person. Tolerance value appear in page 9



(page 9)

In this picture, it can be seen that between the students has different opinion. The sentence is "What? I dont think so. Udin doesn't like bright colours". It mean that they have different opinion and they give the another opinion with the new idea.

d. Discipline

Discipline is act, that indicating acts orderly and faithful to the several certainties and rules. Discipline value appears in page 4, 5, 34, 40, 41, 95, 198, and 213.



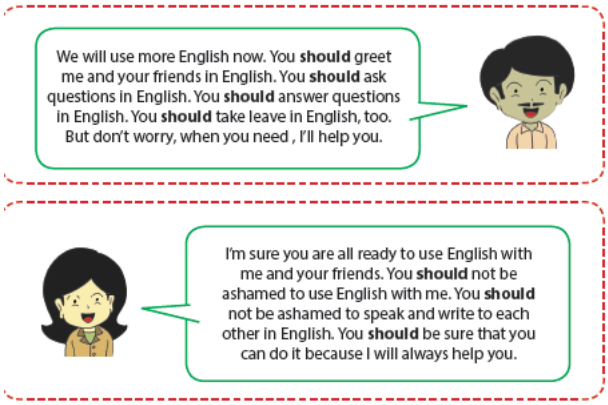
(page 4)





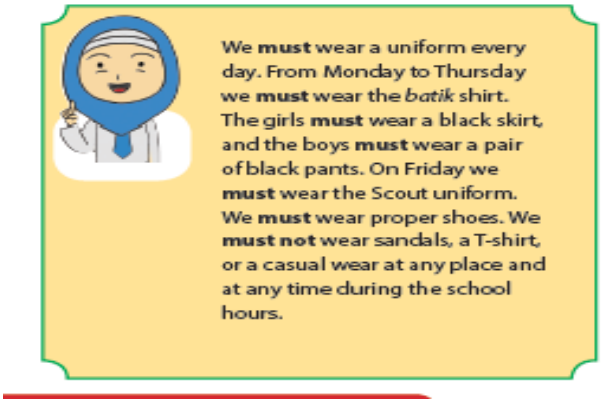
(page 5)

These dialogues also indicate discipline value because the students should follow the rule of the class it is "use English in English class" and all the students said "Yes Ma'am". It mean that they will use English, it is in line with the indicator of discipline value "orderly in spoken and writen language".



(page 34)

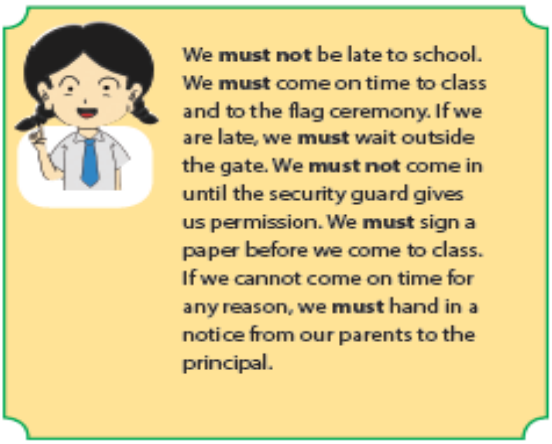
The statements in these pictures also indicate of discipline value because the students should follow the rule of the class it is "use English in English class". It is in line with the indicator of discipline value is "orderly in spoken and written language".



(page 40)

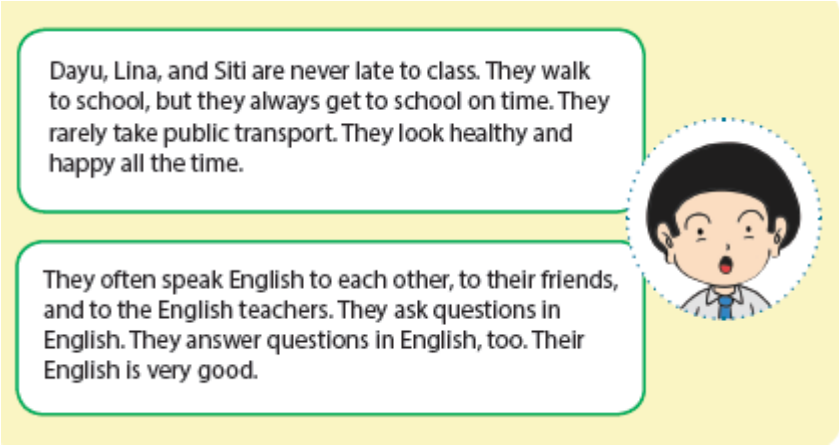
These statements in this picture indicate discipline value based on the definition of discipline value is "The act that indicating acts orderly and faithful to several ceratinties and rules." The statements are : " we must wear uniform", " we must wear batik shirt", " we must wear a pair of

black plants", " we must wear scout uniform", "we must wear proper shoes", and "we must not wear sandals".



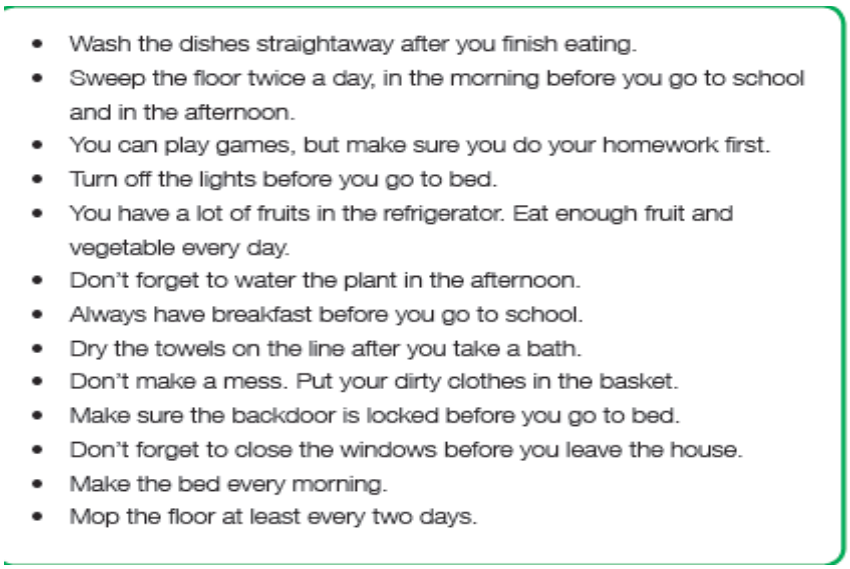
(page 41)

These statements in this picture indicate discipline value based on the definition of discipline value is "The act that indicating acts orderly and faithful to several ceratinties and rules". The statements are : " we must not be late to school", "we must come on time", "we must wait outside if we are late", "we must not come until security gives us permission", and "we must sign a paper".



(page 95)

The first and second statements indicate discipline value based on the definition of discipline value ti is “The act that indicating acts orderly and faithful to several ceratinties and rules”. The statements are : “They go to school on time, they often speak English etc”.



- Wash the dishes straightaway after you finish eating.
- Sweep the floor twice a day, in the morning before you go to school and in the afternoon.
- You can play games, but make sure you do your homework first.
- Turn off the lights before you go to bed.
- You have a lot of fruits in the refrigerator. Eat enough fruit and vegetable every day.
- Don’t forget to water the plant in the afternoon.
- Always have breakfast before you go to school.
- Dry the towels on the line after you take a bath.
- Don’t make a mess. Put your dirty clothes in the basket.
- Make sure the backdoor is locked before you go to bed.
- Don’t forget to close the windows before you leave the house.
- Make the bed every morning.
- Mop the floor at least every two days.

(page 198)

This statement indiates discipline value based on the definition of discipline value “The act that indicating acts orderly and faithful to several certainties and rules”. The statements are “wash the dishes straightaway aftrer finish eating, sweep the flooe twice a day,turn of the light before you go to bed, dont forget water plant in the afternon,etc”

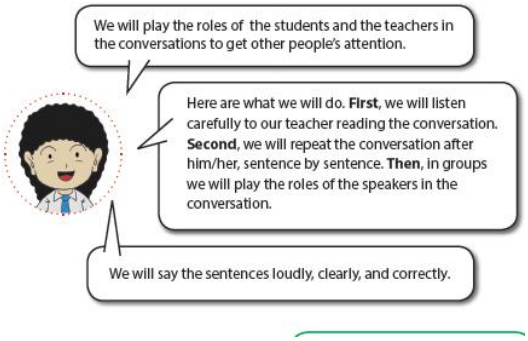


(page 213)

These messages indicate discipline value based on the definiton of discipline value it is “The act that indicating acts orderly and faithful to several ceratinties and rules”.

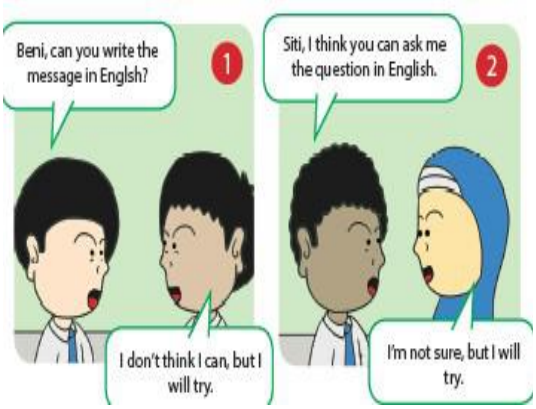
e. Work Hard

Work hard value is act that indicating seriously effort in overcomes studies and assignments obstacles, and finishing assignment as good as possible. Work hard value appears in page 4,9,13,20, 27, 29, 35,36,38, 43,46,48,50,52, 54,59,57,62, 76, 83,87, 90,93, 97, 99, 102, 104,105 110, 113, 124, 129, 134, 137, 145,147, 159, 170, 180, 184, 198, 199, 201, 205, 209 and 220



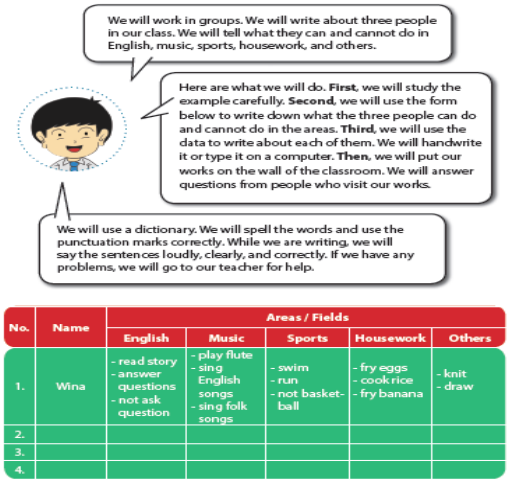
(page 4)

In this picture shows the rule that the students have to folow in learning process. It ndicates work hard value. All the rules that have to be followed by students will keep them focus on the lesson. They have to listen their teacher carefully when the teacher read conversation, and they have to repeat after that. It can be identified in “then in groups we will play role”. It will make them always focus on the lesson. It is indicate one of indicator work hard value is “ always focus on the lesson”. The same value also appear in page page9,13,20,27,46,48,50,52,57, 59,131,133182, and 186.



(page 20)

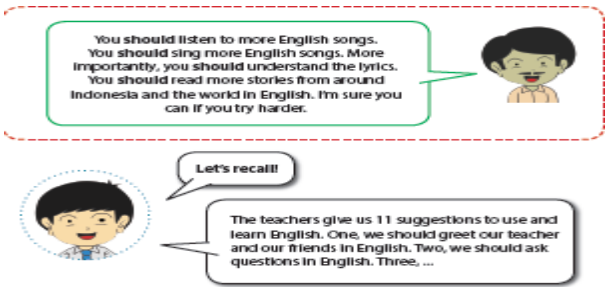
Both pictures above contain work hard value based on the indicator is "do not despair in facing difficulties in learning". The sentence is " I dont think I can, but i will try" and " I am not sure. But I will try"



No.	Name	Areas / Fields				
		English	Music	Sports	Housework	Others
1.	Wina	- read story - answer questions - not ask question	- play flute - sing English songs - sing folk songs	- swim - run - not basket-ball	- fry eggs - cook rice - fry banana	- knit - draw
2.						
3.						
4.						

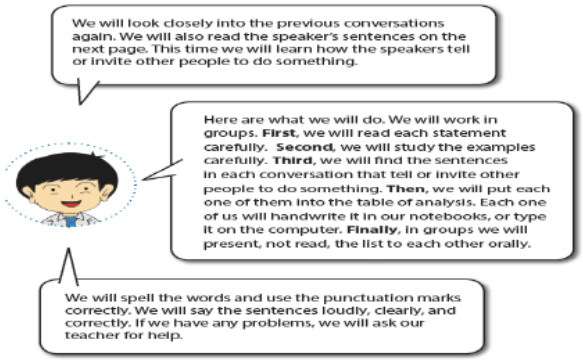
(page 25)

This task also indicates work hard value based on indicator "Do not despair in facing difficulties in learning". The sentence" if we have any problem, we will go to our teacher". It mean that if the students find difficulties in learning should not despair, they can ask their teacher.



(page 35)

The statements in this picture indicates work hard value based on the indicator "always focus on lesson", because the statements that students have to follow will make them focus on lesson. The sentences are " you should listen to more English song, you should sing more English song, you should understand the lyric, you should read more stories from around Indonesia and the world in English, I am sure you can if you try harder".

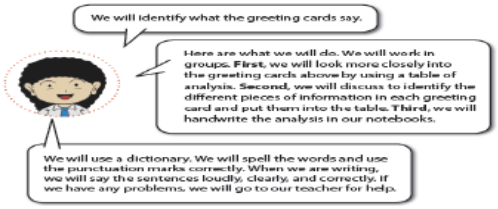


(page 54)

This picture describes the rules that students have to do in learning process. It indicates work hard value because all the rules will make the students always focus and based on the indicator " always focus on lesson". The rules that students have to do are : first, read each statement. Second, students study the example. Third, find the statement of invite

other. Finally, put each one into table analysis and hand write or type it on computer and present it orally.

The same value also apprears in page 62.



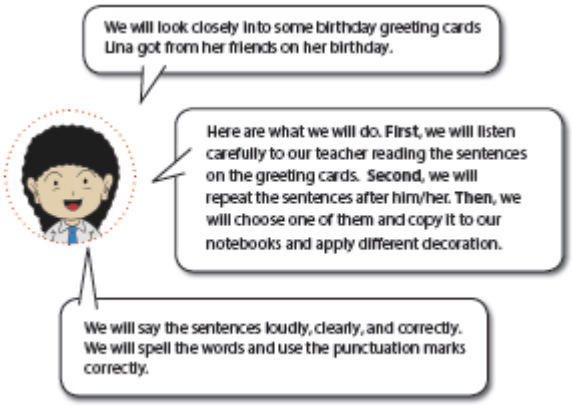
No	Parts	Available?	Expressions
1	Happiness/ Condolence/ Sympathy/ Consolation	Yes	Happy Father's Day
2	Prayer/Wish	No	Happy Father's Day
3	Special Quotes	Yes	Thanks for being there through the tears, laughter, and love.
4	Ritual	No	-
5	Endearment	No	-
6	Receiver	No	-
7	Sender	No	-

(page 72)

This picture describes the rules that students have to follow when learning process. It indicates work hard value, because all the rules that have to be followed by students will keep them focus on the lesson. They have to read the conversation and study it and put the sentence of invitation into the table of analyses and handwrite it in notebook or type it into computer. It will make them always focus on the lesson. It indicates one of indicator work hard value is " always focus on the lesson".

f. Creative

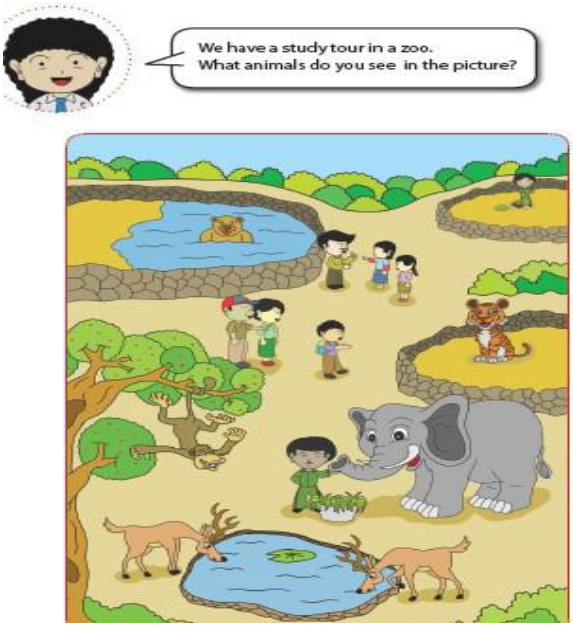
Creative value is think and doing something to produce manner and new result from something they had posed. Creative value appear in page 66, 68, 73, 86, and 117.



(page 66)

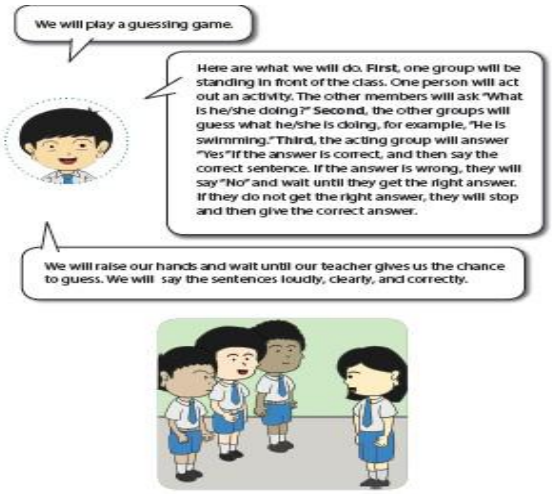
This picture describes the rules that have to be followed by students in learning process. It indicates creative value based on the indicator "think and do something that produces new ways or results from that you already have". The statement is "then we will choose one of them and copy it to our notebooks and apply different decoration." So, they have to use the new decoration to make the new greeting cards by their own. It will increase their creative value.

The same value also appears in page 68



(page 86)

This picture describes aboout the zoo. The question is " what animal you see in picture?". So, the students will give their answer. It indicates creative value based on the indicator "Submit an opinion with respect to a subject".

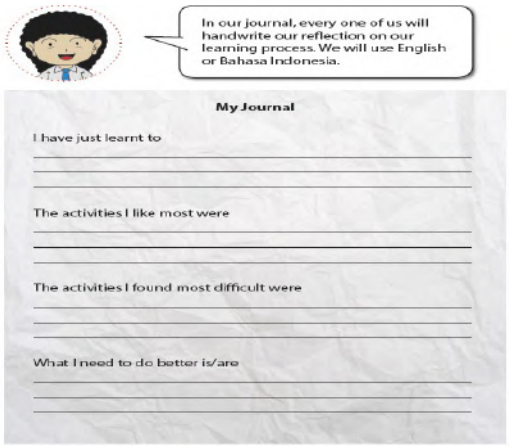


(page 117)

This picture describes activity that done by students that indicates creative value based on the indicator "Think and do something that produces new ways or results from that you already have". All the students play a guessing game. It mean that each students have to think to produce the new act out activity a new ways.

g. Independent

Independent is act and attitude that is not dependent on other person in finishing assignments. Independent value appears in page 18, 32, 44, 64, 74, 84,100, 118, 140, 166, 196, 216 and 222.



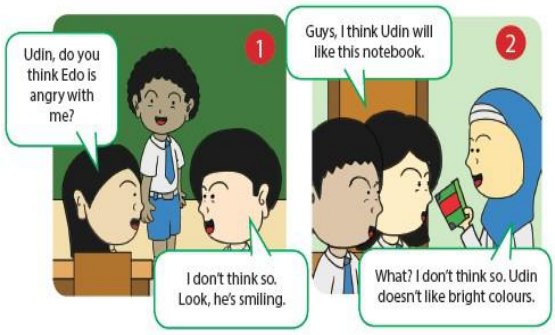
(page 18)

This picture describes the task that must be done by students. This task contains independent value because the students have to answer according to their own ability. It is in line with the indicator "do own self a task the class that becomes our responsible."

Other same values also appears in page 18, 32, 44, 64, 74, 84, 100, 118, 140, 166, 196, and 216.

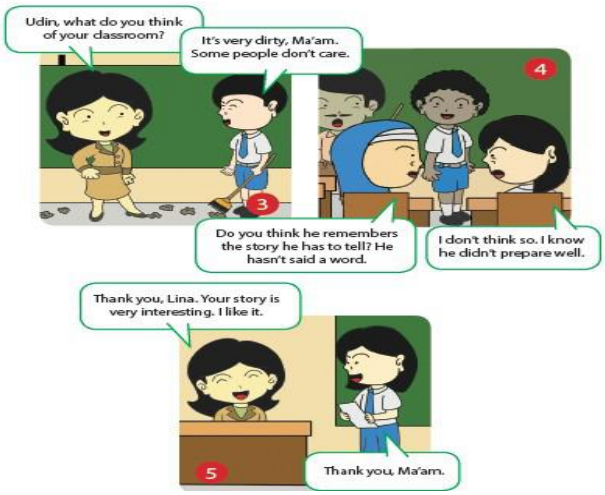
h. Democratic

Democratic is way of thinking, attitude, and act that giving the same appraisal between right and obligation of themselves and others. Democratic value appears in page 9, 10 and 128.



(page 9)

In this picture, it can be seen the dialogues among the students that asking someone opinion's about something. Both dialogues indicate democratic value based on one the indicator it is "Express thoughts about classmates". They give their opinion about someone thinking, for example "udin, do you think Edo is angry with me?" and his friend give her opinion that " I dont think so, Look he's smiling".



(page 10)

This dialogue indicates democratic value based on the indicator "Express thoughts about classmates". It can be seen from the dialogue, someone ask the opinion about the boy infront of the class by saying " Do you think he remembers the story he has tell? He hasn't said a word" and the students give her opinion about the boy by saying " I don't think so. I know he didn't prepare well".



(page 128)

This picture contains democratic value based on the indicator "express thoughts about classmates". The statement is " I think Edo is very good

student. He's more dilligent than any of us! He always gets good mark in all subject".

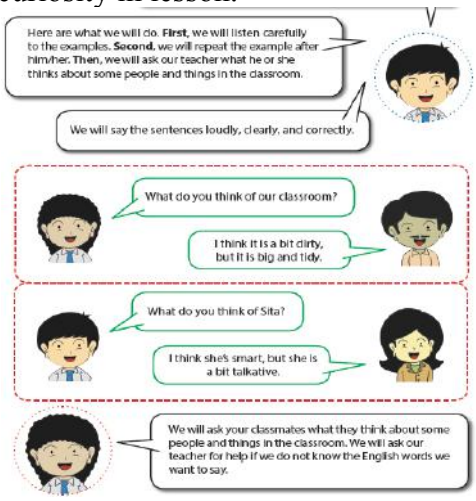
i. Curiosity

Curiosity is act and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard. Curiosity value appears in page 7, 12, 25, 31, 58, 87, and 90.



(page 7)

Then, in the dialogue indicates curiosity value because based on the indicator is "ask teachers and friend about the material lesson". The statement is " excuse me ma'am what's attention in Bahasa Indonesia". It mean that she has a curiosity in lesson.



(page 12)

The last statement indicates curiosity value based on the indicator is “ask teachers and friends about subject matter”. The statement is “ we wil ask our teacher for help if we do not know the English words we want to say”.

The same value also appears in page 25, 31, 35, 71, 87, and 90.



(page 58)

The third dialogue indicates curiosity value based on the indicator “Ask teachers and friend about the material lesson”. The statement is “ Sorry ma’am. May I ask my group to help me to do it”?

j. Nationalism

Nationalism is way of thinking, act, and concept that put the interest his nation and state above his own interest and groups.

Nationalism value appears in page 176, 144, and 210.



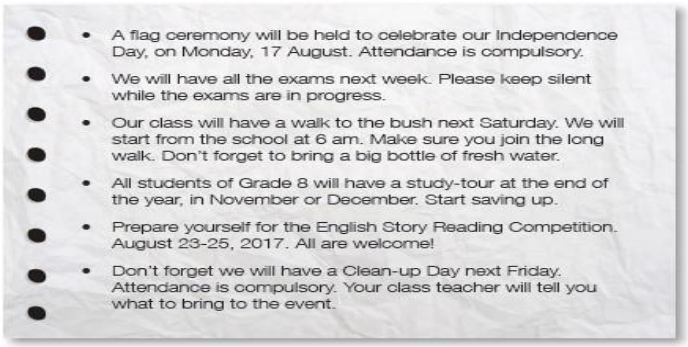
(page 170)

These pictures indicate nationalism value based on the indicator is "participate in the ceremony memorial day heroes and the proclamation of independence". That can be seen from the picture the students do flag ceremonial.



(page 144)

This picture indicates nationalism value based on the indicator "participate in the ceremony memorial day heroes and the proclamation of independence." The statement is "so here we are not attending the flag ceremony".



(page 210)

This statement indiactates nasionalism value based on the statement " a flag ceremony will be held to celebrate our independence day on Monday, 17

August . Attendane is compulsory". The supproting indicator is "participate in the ceremony memorial day heroes and the proclamation of independence".

k. Patriotism

Patriotism value is way of thinking, attitudes, and acts, that show, loyalty, cares, and high appreciation to the language, physical environment, social, culture,economy, and politic of the nation.

Patriotism value appears in page 77, 108, 121, and 153



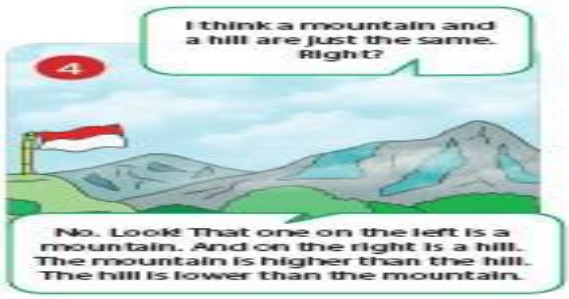
(page 77)

The statement in this picture indicates patriotism value based on the indicator "Admire and enjoy product, industry, and the resulting technology of Indonesian nation." The statement are: " there are some traditional transportation: becaks, bentors, andongs, or delmans".



(page 108)

In these pictures, it can be seen the patriotism value based on the indicator "way of thinking, acting, and that shows loyalty, caring, and high appreciation for the language, physical environment, social, cultural, economic and political nation". The statement is "they are play congkalk" because congklak is the indonesian traditional game.



(page 121)

This picture contains patriotism value because show the indonesian flag. The indicator is "way of thinking, acting, and acting that shows loyalty, caring, and high appreciation for the language, physical environment, social, cultural, economic and political nation"

Day 6

I **learned** many new things in primary school. I **learned to write** and **to read** in Grade 1 and Grade 2. My favourite teacher **was** Mrs. Ningrum. She was very smart. She **taught** us traditional dances and songs. She also **taught** us to plant trees and take care of the garden. One day she **took** us to the local library to borrow books.

(page 153)

The statement also indicates patriotism value based on the statement " she taught us traditional dance and song". The supporting indicator is "enjoy diversity culture and art in Indonesia"

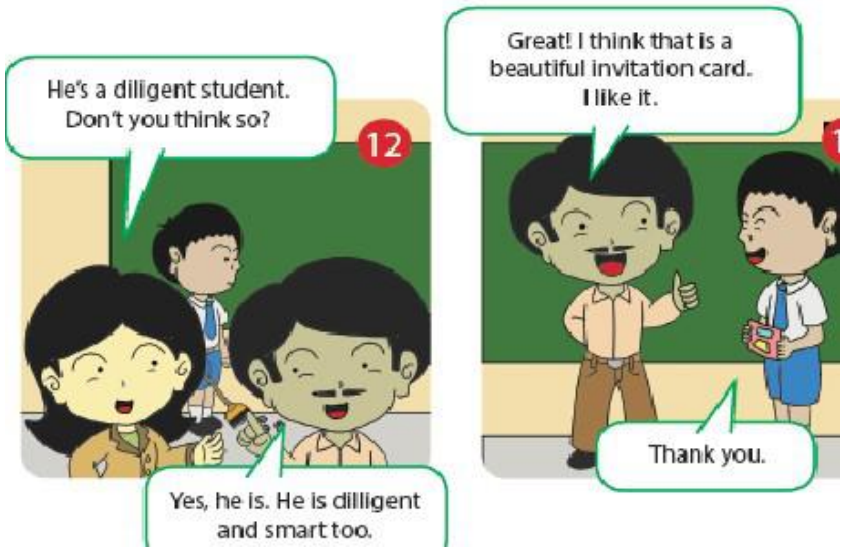
l. Achievement appreciation

Achievement appreciation is act and attitude that push themselves self to produce something that useful to the society and he also admit other person's success. Achievement appreciation appears in page 10, 16, 17, and 95.



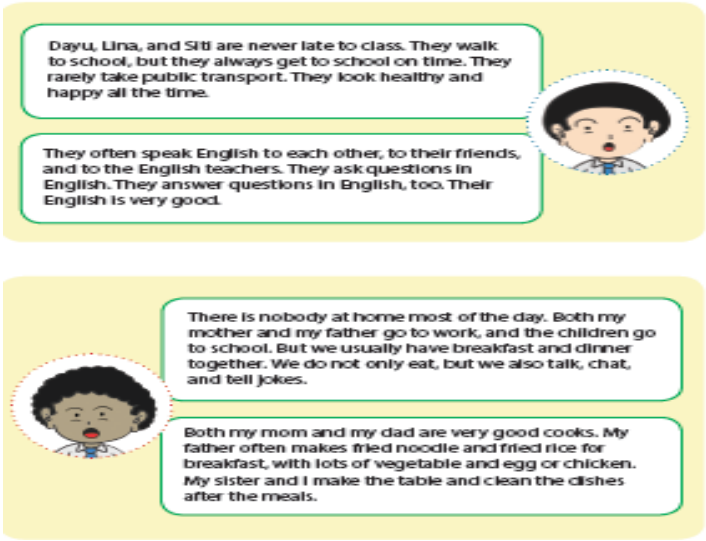
(page 10)

This dialogue indicates achievement appreciation based on the definition of achievement appreciation “Attitudes and actions pushing themselves to produce something that useful for society, acknowledge, and respect other people’s succses”. It can be seen from the statement of the teacher who said “ thank you Lina your story is very interesting. I like it”. The teacher appreciate what lina has done.



(page 16)

The dialogues in the pictures contain achievement appreciation value because the dialogues give a praise to their student’s achievement with the statement “ He is dilligent and smart too” and “ great I think is a beautiful invitation card”. It present in the indicator is “attitudes and actions pushing themselves to produce something that useful for society, acknowledge, and respect other people’s succses”.



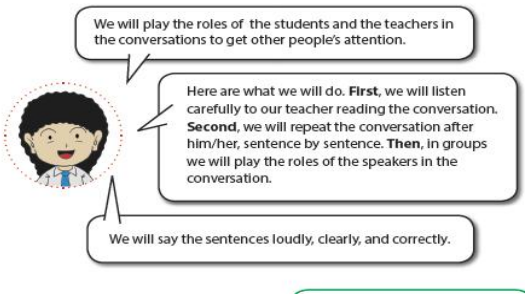
(page 95)

The third statetement indicates achievement appreciation value based on the indicator "Telling of that achievement achieved by parents." The statement is "both my mom and my dad are very good cook".

m. Communicative

Communicative value is act that show happy talking, communicate, and work together with others. In this book reseacher found so many communicative value that appear in every dialogue and also the task. Communicative value appears in page 8,9,13,20,22,25,27,29,31,34,36,38,39,38,39,40,43,46,48,50,52

54,57,59,61,62,73,77,79,81,83,87,89,90,91,93,94,97,99,102,109,105,106,107,109,110,111,113,117120,122,124,127,129,130,131,134,133,135,137,139,142,145,147,150,151,154,155,157,159,162,164,165,168,173,180,182,184,186,188,190,192,194,195,198,199,201,205,207,209,211,212,215,218,and 220.



(page 4)

This picture also indicates of communicative value, because the rules of the learning process is make the students work together in a group discussion and one of the indicator of communicative value is "work together in groups in the class".

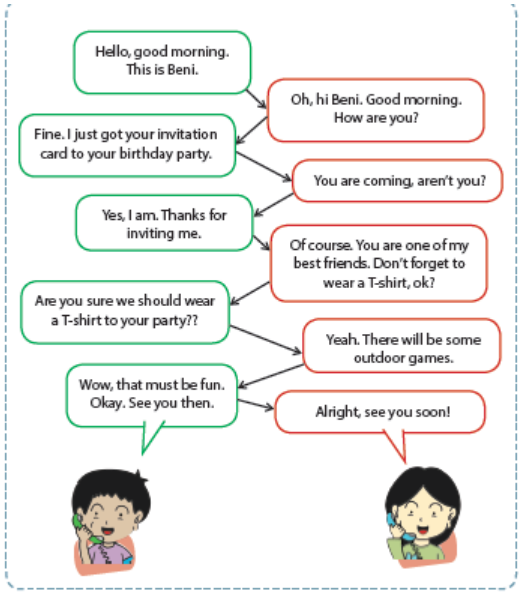


(page 5)

These pictures show the dialogues among teacher and students in the class. In these dialogues the teacher asked the students to use English in English class and the students answer " from now we will use English in English class. Siti, what did I say?" And Siti answer " we will use English in English class". This dialogue indicates of communicative value based on the indicato is "Talking with teachers, principals, and other school personnel".

n. Peaceful

Peaceful is attitude, words, and act that make others feel interest and save of his come. Peaceful value appears in page 47, 51, 61, 71, and 219.



(page 47)

This dialogue in this picture indicates peaceful value based on its indicator "Attempts to strengthen friend". The statement is " Thanks fo inviting me".



(page 51)

These dialogues indicate peaceful values based on the indicator "Attempts to strengthen friendship". The statements are :"Dayu thank for the purse I like it", Open it now lina. I hope you like it", " I am happy you like it", " let sing lina song".



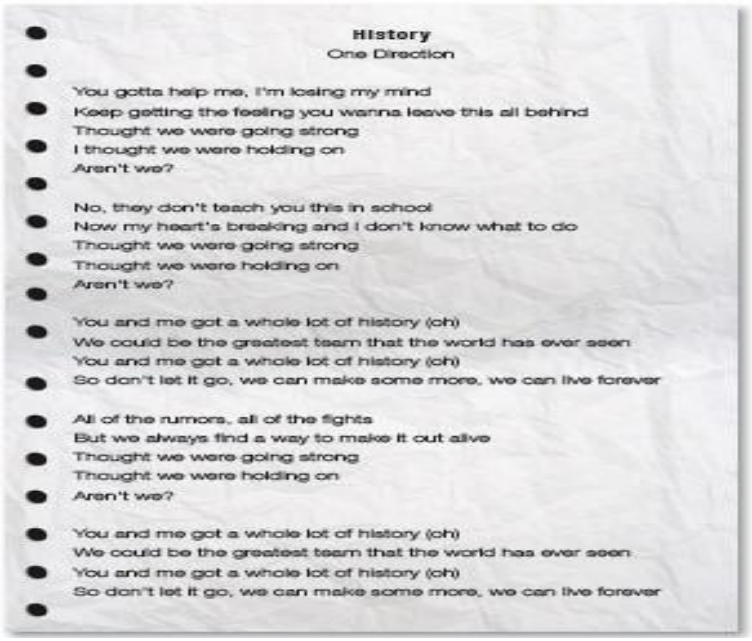
(page 67)

These pictures describe greeting cards that someone give to their friend. It contain peaceful value based on the indicator “Attempts to strengthen friendship.” The statement are “ Happy birthday”, May all your dream come true”, Congratulation on your birthday” and “best wishes for you”.



(page 71)

These pictures indicate peaceful value based on the indicator "Attempts to strengthen friendship" that show from give the greeting card to a friend for example : Picture 1, give greeting card about happy new year. Picture 3, give greeting card about wishes for her friend get better soon. Picture 4, give greeting card about congratulation to his friend, and picture 5 give condolance card to her friend.



History
One Direction

You gotta help me, I'm losing my mind
Keep getting the feeling you wanna leave this all behind
Thought we were going strong
I thought we were holding on
Aren't we?

No, they don't teach you this in school
Now my heart's breaking and I don't know what to do
Thought we were going strong
Thought we were holding on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more, we can live forever

All of the rumors, all of the fights
But we always find a way to make it out alive
Thought we were going strong
Thought we were holding on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more, we can live forever

(page 219)

This lyric contains peaceful value based on indicator " Attempts to strengthen friendship". The statement is " all the rumors all of the fight, but we always find away to make it out alive".

o. Fond of read

Fond of read is habitual of giving times to read several literature that give good deeds for his self. Fond of read appears in page 11, 153, and 158.



(page 11)

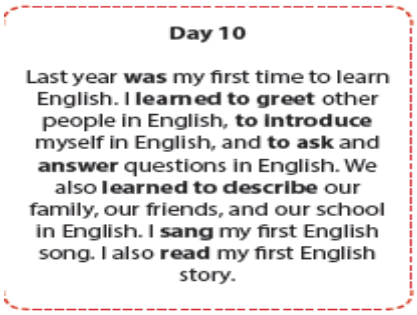
Then, this picture indicates fond of read value based on the indicator" read a book, magazine, art, technology". The statement is " you need to read chapter".

Day 6

I **learned** many new things in primary school. I **learned to write** and **to read** in Grade 1 and Grade 2. My favourite teacher **was** Mrs. Ningrum. She was very smart. She **taught** us traditional dances and songs. She also **taught** us to plant trees and take care of the garden. One day she **took** us to the local library to borrow books.

(page 153)

This statement indicates fond of read value based on the statement " I learn to write and read in Grade 1 and Grade 2". The supporting indicator is "the habit of providing time to read various readings as a benefit to them".



(page 158)

This statement indicates fond of read value based on the statement " I also read my first English story". The supporting indicator is "the habit of providing time to read various readings as a benefit to them".

p. Social Care

Social care value is act and attitude that always want to give helps to others and society that need some help. Social care value appears in page 21, 27, 28, 29, 42, 60, 61, and 183.



(page 21)

This dilogue in the picture contains social care value based on the indicator "attitudes and actions that always want to help others and people in need". The statement is " Certainly . I can and I will do it". It is the answer of someone ask for help to her.



(page 27)

These dialogues also indicate social care value based on the indicator "attitudes and actions that always want to help others and people in need". The statements are "Certainly . I can and I will do it". This is the answer from someone ask for help.



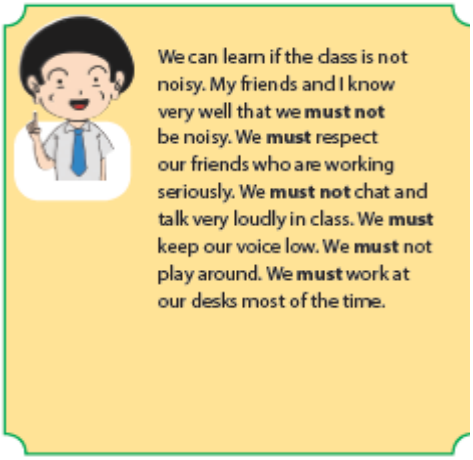
(page 28)

The dialogues also indicate social care value based on the indicator "attitudes and actions that always want to help others and people in need". The statement is " Certainly" and "of yes mom i will". This is the answer from someone ask for help.



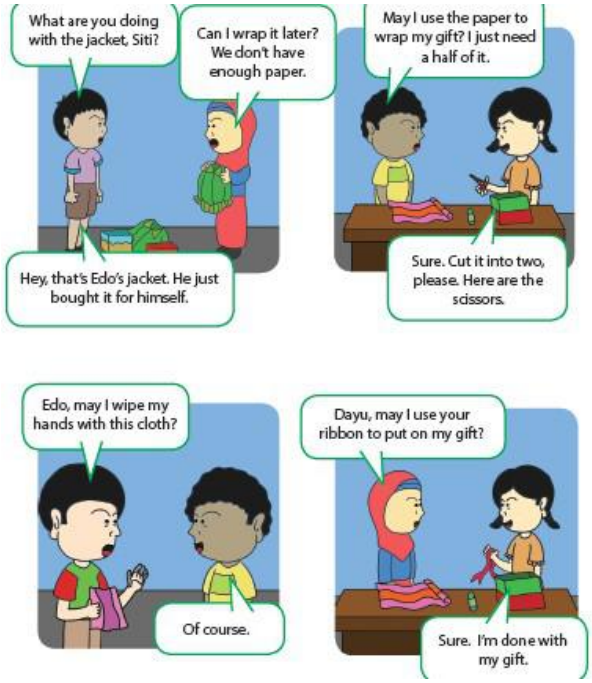
(page 29)

The statement number 5 also indicates social care value based on the indicator "attitudes and actions that always want to help others and people in need". The statement is "if you need any help with your laundry, please let me know, I will come to your house to help you".



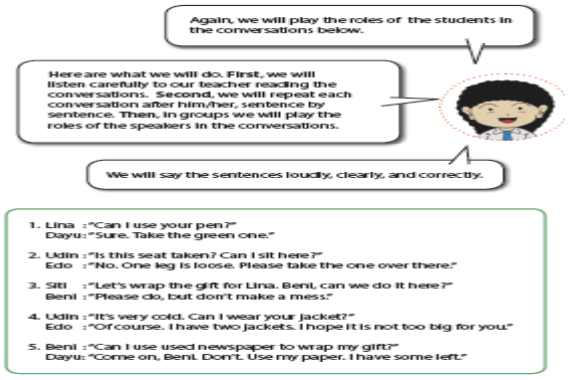
(page 42)

This picture indicates social care value based on the indicator "Attitudes, words, and actions that cause others to feel happy and secure for their presence". The statements are: " we must not be noisy", "we must respect our friend", "we must not play around", and "we must work at our desks".



(page 60)

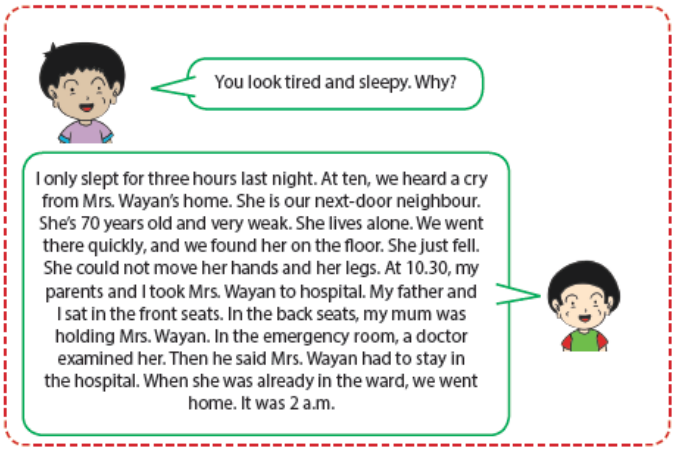
The second, third and the last dialogues indicate social care value based on their indicator "Attitudes and actions that always want to provide assistance to others and communities in need". The statements are : " sure cut it into two", " of course", Sure I'm done with my gift". It is the answer of someone asking help for each of them.



(page 62)

The picture shows 5 dialogues. The dialogues number 1,4 and 5 appear social care value based on the indicator is “lend a tool to a friend who does not carry or does not have.” The statements are:

1. “ Can I use your pen? Sure take the green one,”
2. “Its very cold. Can I wear your jacket? Of course have two jacket I hope it is not too big for you”
3. “Can I use used newspaper to wrap my gift? Come on, beni dont use my paper I have some left”

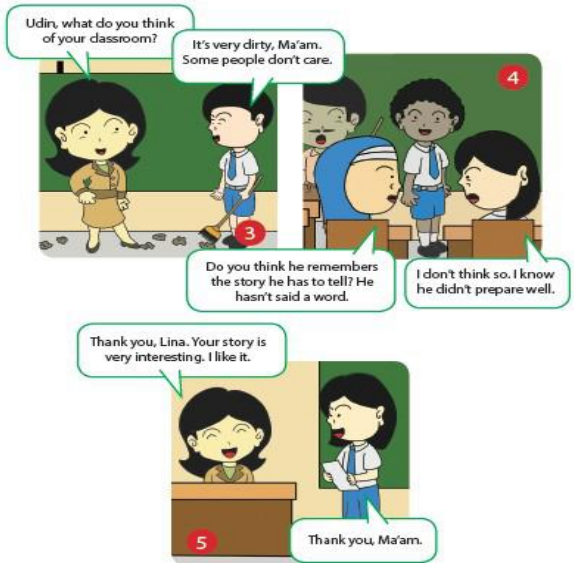


(page 183)

This statement indicates social care value based on the statement is “at 10.30 my parent and I took Mrs Wayan to hospital”. The supporting indicator is “attitudes and actions that always want to help others and people in need”.

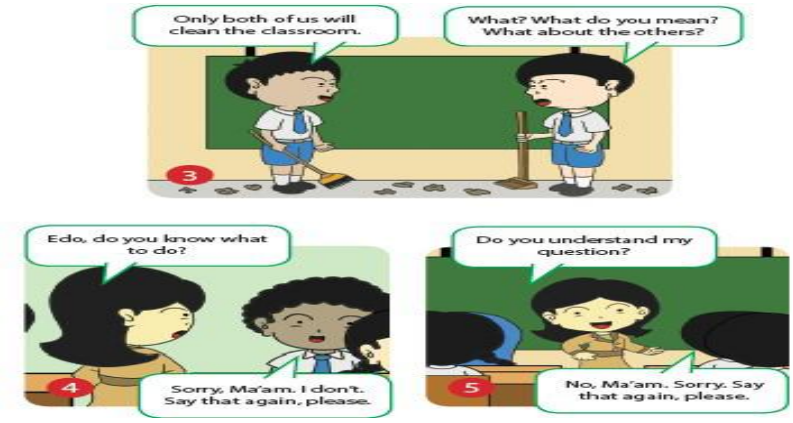
q. Environmental awareness

Environmental Awarness is act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened. Enviromental awarness value appears in page 10, 14, 17, 42, 82, 92, 94, 103, 116, 153, 158, 170, 179, and 198



(page 10)

Enviromental awareness value appear at the dialogue number 3 it is between the teacher and student in which the teacher inquires about students opinion about the class " Udin, what do you think of your classroom?" And udin answer " It's very dirty, Ma'am some people don't care" and the student take the broom. It indicates enviromental awareness based on the indicator "Following various activities with regard to cleanliness, beauty, and environmental maintenance".



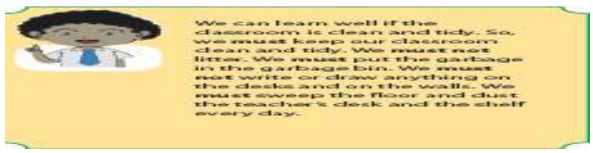
(page 14)

The first picture there is an environmental awareness value because the picture shows that two students will sweep the class that looks dirty with a lot of garbage, with the statement " Only both of us will clean the classroom". It indicate environmental awareness based on indicator "Follow various activities with regard to cleanliness, beauty, and environmental maintenance".



(page 17)

The second picture indicates environmental awareness it appear in the picture, the student watered the flower, and on the indicator of environmental awareness is "follow various activities with regard to cleanliness, beauty, and environmental maintenance".



(page 42)

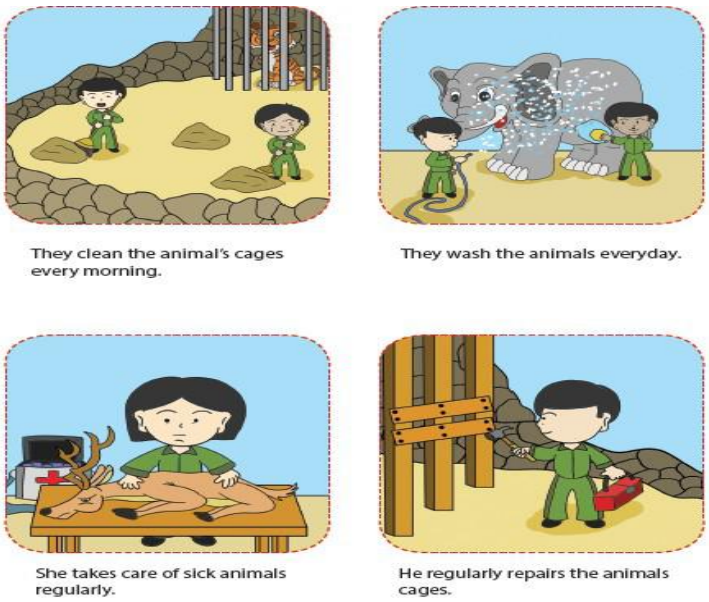
This picture indictates enviromental awareness based on the indicator following various activities with regard to cleanliness, beauty, and environmental maintenance. The statements are: "we must keep our

classroom clean and tidy", "We must not litter", "We must put the garbage in the garbage bin", and "we must sweep th floor".



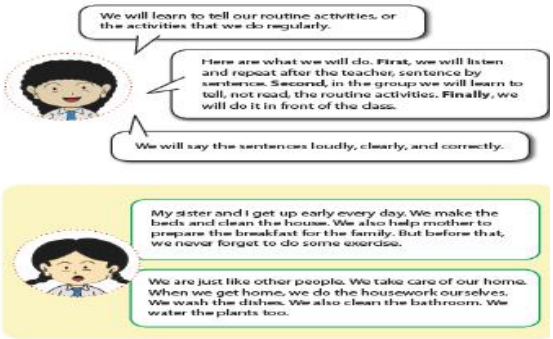
(page 82)

The liric has a enviromental awareness value based on the indicator "attitudes and actions that always try to prevent damage to the natural environment around it and develop efforts to repair the already existing natural damage". It mean that the liric ask people to keep our world " make a litte space make a better place". The same value also appear in page 218.



(page 92)

The first picture also indicates environmental awarness based on the indicator "following various activities with regard to cleanliness, beauty, and environmental maintenance". The pictures show that the zookepers clean the animal cages and wash the animals every day.



(page 94)

In the last statement indicates environmental awareness based on the indicator “attitudes and actions that always try to prevent damage to the natural environment around it and develop efforts to repair the already existing natural damage.” The statement “we make the bed and clean the house, we take care of home, we water the plants too”.



ıe boys and the girls are busy cleaning up the classroom. Udin is weeping the floor. Siti is mopping the floor. Lina is cleaning the hiteboard. Edo is putting the books back into the shelf. And, Dayu is king the rubbish to the rubbish bin outside.

(page 103)

This picture describes the class condition. All of the student cleaning the class. It contains environmental awarness based on indicator the “following various activities with regard to cleanliness, beauty, and environmental maintenance.”



(page 116)

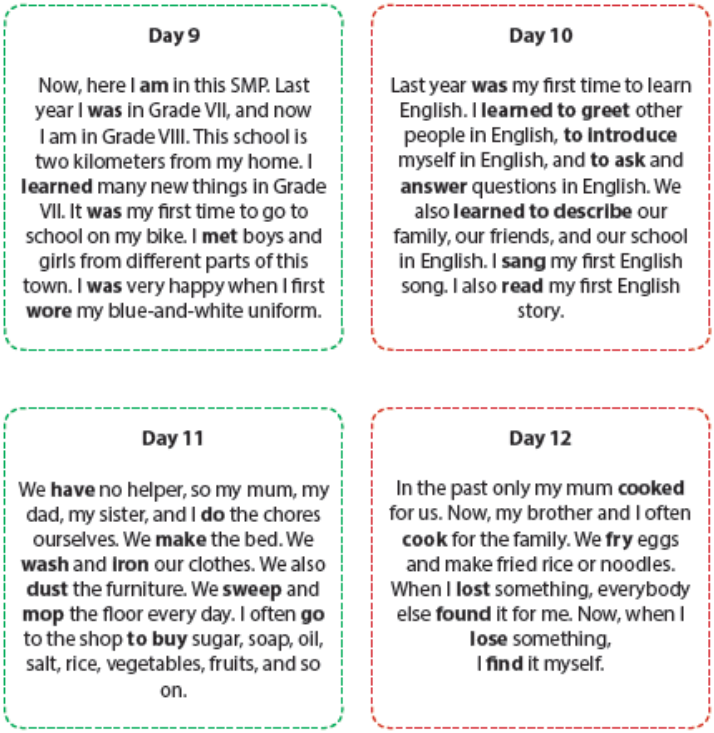
This picture describes the boy sweep the floor. It indicates environmental awareness based on the indicator "follow various activities with regard to cleanliness, beauty, and environmental maintenance".

Day 7

I have many sweet memories in my primary school. My friends and I often **helped** Pak Min, the janitor, because he **had** so much work to do. We **felt** happy when we **could help** him. My Physical Education (PE) teacher, Mr. Laode, often **took** us to walk around the hills and along the river near our school. We **took** a rest under the trees when we **were tired**.

(page 153)

The statement also indicates environmental awareness based on the statement " She also taught us to plant trees and take care of the garden". The supporting indicator is "follow various activities with regard to cleanliness, beauty, and environmental maintenance".



Day 9

Now, here I **am** in this SMP. Last year I **was** in Grade VII, and now I am in Grade VIII. This school is two kilometers from my home. I **learned** many new things in Grade VII. It **was** my first time to go to school on my bike. I **met** boys and girls from different parts of this town. I **was** very happy when I first **wore** my blue-and-white uniform.

Day 10

Last year **was** my first time to learn English. I **learned to greet** other people in English, **to introduce** myself in English, and **to ask** and **answer** questions in English. We also **learned to describe** our family, our friends, and our school in English. I **sang** my first English song. I also **read** my first English story.

Day 11

We **have** no helper, so my mum, my dad, my sister, and I **do** the chores ourselves. We **make** the bed. We **wash** and **iron** our clothes. We also **dust** the furniture. We **sweep** and **mop** the floor every day. I often **go** to the shop **to buy** sugar, soap, oil, salt, rice, vegetables, fruits, and so on.

Day 12

In the past only my mum **cooked** for us. Now, my brother and I often **cook** for the family. We **fry** eggs and make fried rice or noodles. When I **lost** something, everybody else **found** it for me. Now, when I **lose** something, I **find** it myself.

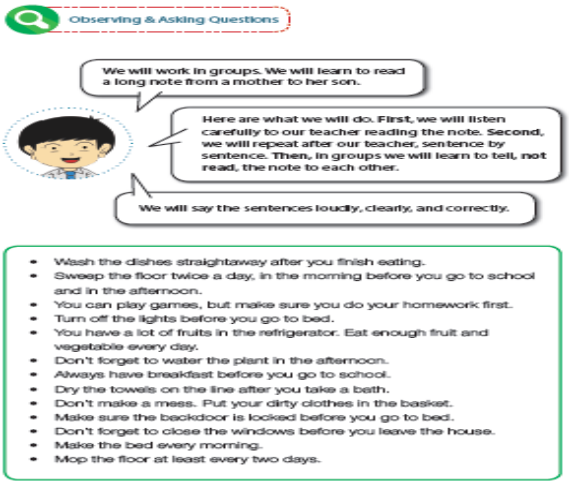
(page 158)

This statement indicates environmental awarness value based on the statement " we make the bed, we wash and iron our cloth we also dust the furniture we sweep and mopthe floor every day". The supporting indicator is "follow various activities with regard to cleanlinnes, beauty, and environmental maintenance".



(page 179)

This picture also indicates enviromental awarness based on the indicator "following various activities with regard to cleanliness, beauty, and environmental maintenance". It can be seen from the picture of the student while clean the class.



(page 198)

The first statement indicates environmental awareness based on indicator “Following various activities with regard to cleanliness, beauty, and environmental maintenance”. The statement is “ wash the dishes after finish eating”.

r. Responsibility

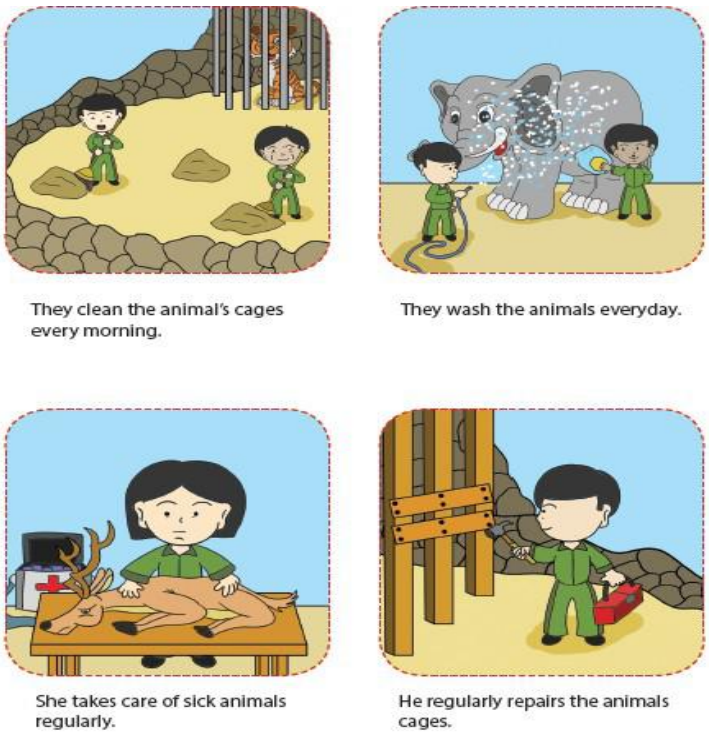
Responsibility is act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God. Responsibility appears in page 91 and 92.



(page 91)

These pictures describe the zookeper doing some activities that are feeds animals and prepare the food. It is the responsibility of the zoo keeper. It indicates responsibility value based on the indicator “duties and obligations to the environment (natural, social and cultural)”.

The same value appears in page 92.



(page 92)

These pictures also describe the zookeper doing some activities that are clean the animal's cages every morning, wash the animal every day, take care of sick animal and repai the animal cages. It indicates responsiblity value based on the indicator "duties and obligations to the environment (natural, social and cultural)".

A. Discussion

According to Tadkiroatun Musrifoh, character refers to a series of attitude, behavior, motivation and skill. Character originates from Greek language which means "to mark" or marks or focuses on how to apply the value of goodness in the form of action or behavior so that people who are dishonest, cruel, greedy, and other bad behavior are said to have bad

character. Conversely, the person whose behavior is in accordance with moral rules is called noble character.[1]

According to the Ministry of National Education, the value of national character consists of the following:

1. Religiuos

   Religious is act and attitude in doing religion theory of each person's belief, tolerance with other religion devotion, and life together with people of different religion.[2] This religious value can be taught by the teacher in the school to explain it according to the values contained in the textbook or add according to the needs of the students. This is one of the teacher's responsibilities as an educator to instill religious values towards students.

   This textbook " When English Ring's a Bell" which consist 14 Chapter can be judge as having less riligious value. This due fact that are no one the uterrance data in dialogue or task and activity that indicates religious value. The religious value just appear in the picture data based on the picture has one girl wearing headscraft.

   Futhermore, in this book the researcher founds that religious value refers to the meaning of religious value that is attitudes and behaviors that are beautiful in carrying out the teachings of their religion, tolerant implementation of other religions, and live in harmony other faiths. So the religious value

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1 Sorfan , Amri, "Implementasi Pendidikan Karakter"(Jakarta : Prestatsi Pustaka, 2011)p. 3

2 Anas, Irwanto," Pendidikan karakter" (Bandung : Pustaka Setia, 2013) p 54-56

seen in this book is a picture of a child who wearing headscraft which is found in several dialogues.

While the five indicators of religious values have not been seen in this textbook there are : admire the greatness of God through the human ability to do synchronization between physical and psychological aspects, admire the greatness of God because of his ability to live as a member of society, admire the power of God that has created various universes, admire God's greatness because of the existence of that religion become the source of order community life, and admire God's greatness through various subjects discussion in various lesson.

According to reseacher, this textbook is far from ideal in concept of charactr values. The religius value should be more than other characters, because religious value is basic of all character values.

2. Honesty

Honesty value is act that is based on efforts for making her/his self become believable person on words, act, and work. [3]Lying about things on a regular basis with the intent to deceive is a sign of a dishonest character. [4]The honesty value contained in the book will be even more useful if the teacher also provides

3 Ibid., 54

4 Nancy, Stevenson " Young Person's Character Education Handbook (Indiana Polis : JIST Publishing, 2006) p. 154

reinforcement of these values and adds examples of relevant examples when studying the chapter.

Honesty value have six indicators, in this text book the in indicator that appear are two indicators they are : express a sense of like or dislike of the subject and return items borrowed or found in public places. Whereas, four indicators that still disappear in this textbook are : not cheating or plagiarism in doing each task, express opinions without a doubt about a subject of discussion, express a sense of like or dislike of the subject, and express the attitude towards a class discussion material, and pay for items purchased at the school shop honestly.

3. Tolerance

Tolerance is act and attitude that bear mutual respect to the difference religion, ethnic, argumentation, attitude, and act of other person.[5] At the root of being tolerant is often an understanding of our own shortcomings. We're all only human. Our beliefs aren't necessarily better than other people's. They are just different. Tolerant people admit that their beliefs aren't the only beliefs.[6] Tolerance value have three indicators, in this book the indicator that appear just one it is do not distrub freinds who

5 Anas, Irwanto. Op.cit., 54

6 Nancy, Stevenson *op. Cit*., pp. 280

have different opinions. While, the two indicators are still disappear in there are : respect that friends who have different culture, and be friendly with freinds from other classes.This texttbook here is only one value of tolerance.

Based on the findings, tolerance one of charaters value that appear least. According to reseacher, this textbook should add more about tolerance value because tolerance value thought how to respect other religion, culture , etchnic and argumentation, from it the students learn how to respect and be friendy to others, because reseacher also saw that the students are lack of respect to others.

4. Discipline

Discipline value is actions showed orderly behavior and comply with various rules and regulations.[7] Discipline is a condition that is formed from a process and a series of behaviors that show the value of obedience, and order. Self-disciplined people control their impulses and focus their energy to accomplish things without anybody telling them to.[8] With the existence of discipline in the school it is expected to create a comfortable and peaceful learning environment in the classroom. Discipline value have five indicators. In this textbook the indicators that appear are three of them they are : always orderly in carry out school

7 Anas, Irwanto. Op.cit., 54

8 Nancy, Stevenson *op. Cit*., pp. 244

hygiens tasks, orderly in spoken and written language and obey the rules of speech specified in a class discussion. While, the indicator are still disappear there are two indicators they are : obidient in carry out of provisions of organization and orderly in apply the rules of writing for the writing task. This textbook also have some discipline value.

5. Work Hard

Work hard value is behavior that demonstrate genuine and effort in overcoming learning and task barrier and complete the task as well as possible.[9] Work hard value have three indicators. In this texbook the indicator that appear there are two indicators they are : do not despair in facing difficulties in learning and always focus on lessons. Whereas, the indicator still disapprear only one it is : doing all the assigmnment and finished well at the time it has been set. In this book one of the most emerging values is work hard value , each chapter has one even more value present.

According to resecher, this textbook show too much work hard value, it cause the another character value still disappear. The government have to lessen or change some of the activities in this textbook that indicates work hard value and change it with other character that still disappear.

6. Creative

9 Anas, Irwanto. Op.cit., 54

Creative value is think and do something to generate new ways or the result of something that has been owned.[10] Creativity also defined as bringing something new into being. That something new could be almost anything: an idea, a painting, a pieceof music, or an invention.[11] Creativity is important to understand for educators (teachers) especially in relation to their duties and responsibilities as educators and instructors in guiding and "delivering" students to their growth and development optimally. Creative value have two indicators. In this textbook the indicator that appear is one indicator it is : submit an opinion regarding a subject. Futhermore, one indicator that still dissappear it is : ask about of low/ theory/ priciple of other material is being studied.

7. Independent

Independent value is attitudes and behavior that is not easy to depend on others to complete tasks.[12] Independence needs to be taught so that students are able to carry out their obligations and duties as students independently. Independent have two indicators. In this textbook the one indicator that appear is : doing class assignments that are their own responsibility. While,

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10 Ibid., p 54

11 Nancy, Stevenson *op. Cit*., pp. 70

12 Anas, Irwanto. Op.cit., 54

the one indicator that still dissappear is : search in the dictionary translation of a foreign language for indonesian or otherwise themselves. In this book there are several independent values which always have the task at the end of the chapter, where students are asked to make learning summaries based on their ability and their understanding.

8. Democratic

Democratic value is ways of thinking, being, and acting the same rights and obligations judging himself and others.[13] Democratic value have three indicators. In this textbook only one indicator that appear. It is express thoughts about classmates. While, three indicators that still dissapear in this textbook are: choose group leader based on te most votes, vote in class and school elections, and help to carry out the chairman program. Democratic value that appear in the textbook can be seen in some page.

9. Curiousity

Curiosity is attitudes and actions which seeks to determine the depth and spread of something learned, seen, and heard. [14] Curiosity is a desire to learn, investigate, or know. It is an interest leading to exploration or inquiry[15]. Curiosity will help students understand deeper learning material, if they encounter obstacles

13 Ibid., p 54

14 Ibid., p 54

they will find a way out to answer that curiosity in one way to find other sources of books or ask directly to their teacher. Curiosity have three indicators. The indicator that appear in this textbook just one it is : as teachers and firends about subject matter. Whereas, the two indicators that disappear are : ask something about the new natural phenomenon and ask the teacher about something heard from mother, father, friends, radio, or televisions.

10. Nationalism
    Nationalism is way of thingking act, and concept that put the interest his nation and state above his own interest and groups.[16] Nationalism value have three indicators. The indicator that appear in textbook is pariticipate in the ceremony memorial day heroes and proclamation of independence. While, two indicators that still disappear are : express though and attitude about threats from other countries againts the nation and the state of Indonesia and suggest attitude and action to be done about relations between nations Indonesia with the country former colonial Indonesia.
11. Patriotism

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15 Sharron L, McElmeel, "Character Eduction" (Colorado: A Division of Greenwood Publishing Group,2002) p. 51

16 Anas, Irwanto. Op.cit., 54

Patriotism value is the way of thinking, attitudes, and acts taht show loyalty, cares and high appreciation to the language, physical environmental, social,culture, economy, and polite of the nation.[17] The teacher must be able to instill the values of the love of the homeland in each student's soul and body in the form of a spirit of patriotism which must always be embedded in the heart. Patriotism value have five indicators. Two indicators that appear in this textbook are : enjoy diversity culture and art in Indonesia and admire and enjoy product, industry, and the resulting technology Indoensian nation. Three indicators that still dissappear are : enjoy the geographical superiority and fertility of the indonesian territory, loves diversity ethnicity and language owned area Indonesia, and the last admires the diversity of agricultural productus, fisheries, frora and fauna in Indonesia.

12. Achievement Appreciation

Achievement appreciation is act and attitude that push his self to produce something that usefulto the society and he also admit other person’s succes.[18] Achievement appreciation have 6 indicators. In this textbook only one indicators that appear it is : tell of that achievement achieved by parents, and the another value that indicate achievement appreciation is based one the

17 Ibid., p 55

18 Ibid., p 55

meaning. While, five indicators that still disapear are : do the work from the teacher as well as possible, practice hard foe exel in sport and art, respect for something the teacher, principal, and scholl personnel have done, appreciate the work of leaders in the ommunity, and the last appreciate the traditions and work of the community.

13. Communicative

Commmunicative is act that show happy talking, communicate, and work together with others.[19] In this book reseacher found so many communicative value that appear in every dialogu and also the task. Communicative value have five indicators and all of them appear in the textbook, they are : work together in groups in the class, talk to classmates, hangout with classmates while taking a break, hang out with other classmates, and talk with teacher, principals, and other school personnel.

Accoring to reseacher, thia character value is needed by the students, because it can made them interact with other people and especially in learning English this value is very important, from the student's activities in the textbook, it made them have a chance to more practice to speak in English and also made them more confidence and fluency in speaking.

14. Peaceful

19 Ibid., p 55

Attitude, words, and act that make others feel interest and save of his come.[20] The peaceful value needs to be taught and deepened by the teacher even though it is already in the book, this value is useful for students to be friendly to one another, not to violence to their friends and to eliminate bully actions that often occur between students.Peaceful value have three indicators. In this textbook the indicator appear only one it is : attempst to strenghten friendship, while two indicator that disappear protect friend from physical threats, and participate in the school's security system .

15. Fond of read

Fond of read is habitual of giving times to read several literature that give good deeds for his self.[21] Reading will increase vocabulary, understanding, insight and memory. as well as each teacher familiarizes students with reading, especially reading textbooks. Remember reading is God's first and foremost commandment to the prophet Muhammad. Therefore under any circumstances we must get used to reading.[22] A person's reading interest has a big influence on reading habits. Because if

20 Ibid., p 55

21 Ibid., p 55

22 E Mulysa, "Implementasi Kurikulum 2013" (Bandung : Rosdakarya, 2014) p.86

someone reads without having a high willingness to read, then that person will not read seriously and wholeheartedly..

If someone is used to reading, the habit will be carried out continuously. Besides that, reading has a positive impact on that person. Because the interest in reading is very high, the interest in learning is also high and makes the person have a broad insight.

Fond of read have two indicators. In this textbook the indicator that appear is : read books or writings of schlarship, literature, art, culture, technology, and humanities. While the indicator that disappear is : read the newspaper or wall magazine.

16. Social Care

Social care is act and attitude that always want to give helps to others and society that need some help.[23] In this textbook social care value appear in some page. Social care value gives the students the direction how to be a good person because they can be help each other and will get the friendship. Social care value have two indicators. In this textbook the indicator that appear is : lend a tool to a friend who does not carry or does not have. While, the indicator that disappear is : participate in various social.

17. Environmental awareness

Environmental awarness is act and attitude that always tries to prevent damage to the environment and developing efforts to

23 Anas, Irwanto. Op.cit., 55

repair nature damage that had happened.[24] The indicator of environmental awarness is : follow various activities with regard to cleanliness, beauty, and environmental maintenance.

18. Responsibility

Responsibility is act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God.[25] Responsibility have three indicators. In this textbook the indicator that appear only one indicator. It is duties and obligations tothe environment (natural, social and cultural). While, two indicators that disappear are duties and obligations to the state and duties to God almighty.

Based on the findings, the indicators of responsibilty is still dissappear. According to reseacher, the government shoul add more this value, because it very important for students to do some duities and obigation that they have to done to themselves and aslo to God, environment, state, and society. From this value the students became a good human who know their responsibilty.

24 Ibid., p 55

25 Ibid., p 55

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussions in previous chapters, the result of this research showed that the concept of character values developed by Ministry of Education inputted to the textbook, although the frequencies of character values were discovered not the same in distribution.

Futhermore, the character of values that often arise are communicative value and work hard value, while the character values that appear least are nationalism, religious and tolerance. In this book, religious values are not found in utterances or texts, the values can be taken only through pictures.

However , in general from the research it can be concluded all of values are included into material. The data finding is presented based on the research problem by classified each sub chapter. The result of the finding shows that there are eighteen character values in the textbook that was developed based on 2013 curriculum, the content of the textbook is relevant with integrated curriculum.

B. Suggestion

The selected textbook that was used to conducted the research is the textbook developed by National Department of Education . The character value is not about being well-behaved at school to get a good score, but more than that. It will become a worthy learning experience for the adolescent because from the character value that teach by the teacher will educate the student morality, feeling, and mind. It also gives a positive thinking and good values that the students should have.

Futhermore, after looking at the results of this study in which scattered character education is still not evenly distributed and there are the most important characters such as religioun, there are still very few, the researchers' advice for teachers is that teachers are more active in reminding and teaching religious values and other values in the book. .

The suggestion that reseacher gives to Ministry Education is add more the character value that appear least in the textbook such as religious, nationalism and tolerance because these value are imprortant for student. Especially religious value because in thw textbook the reacher found no one utterance data from religious value whereas as we know the key of good morality is good religious value.

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