

**AN ANALYSIS OF CHARACTER VALUES IN THE TEXTS OF
ENGLISH TEXTBOOK ENTITLED PATHWAY
TO ENGLISH FOR GRADE XI OF
SENIOR HIGH SCHOOL**

**An Undergraduate Thesis
Submitted as a Partial Fulfilment of the Requirements for S1 Degree**

**By
PUTRI AYU IMAYATUL UTAMI
NPM. 1511040109**



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2020**

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English Education Study Program

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2020**

ABSTRACT

This research is based on the issue of character value that has mushroomed recently as many as social problems in Indonesia and based on the phenomenon around us that has many inappropriate contents of textbooks. Thus, character values should be taken into consideration in teaching and learning material. It is also related to the regulation from the government which should insert the character values proposed by the Ministry of National Education as character building in all elements of education. This research aimed to describe: (1) character values found in the texts of English textbook entitled Pathway to English for Senior High School Grade XI, (2) the strategies used in integrating character values in the texts of English textbook for Senior High School Grade XI.

This research applied qualitative research by focusing on content analysis approach. The component of content analysis research design consisted of: (a) unitizing, (b) sampling, (c) recording/coding, (d) reducing, (e) inferring, and (f) narrating. The source of the data was English textbook entitled Pathway to English for Senior High School Grade XI. The data were 13 texts that collecting through reading and taking notes of the texts in English textbook Pathway to English for Senior High School Grade XI published by Erlangga. The data were analyzed using content analysis.

The findings of the research showed that: (1) the character values which are found in the 19 texts of English textbook being analyzed covers 16 character values proposed by the Ministry of National Education based on five different classifications. The texts in English textbook promoted character values in relation to God, one's self, others, the environment, and the nation. The character values found are religiosity, discipline, perseverance, reading interest, curiosity, responsibility, creativity, honesty, communicative/friendliness, appreciative, love of peace, social care, environmental awareness, tolerance, patriotism, and nationalism (2) the strategies of delivering character values in the texts of English textbook being analyzed consisted of two forms, explicit and implicit strategy.

Keywords: *Character values, character values integration, English textbook, texts*



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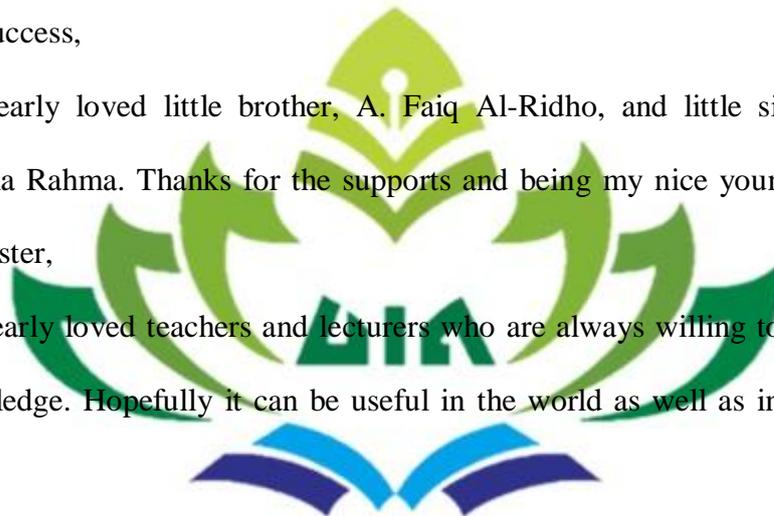


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DEDICATION

Praise and gratitude to Allah SWT the Almighty for His abundant blessing for me. From the deepest place my heart, this undergraduate thesis is dedicated to everyone who cares and loves me. I sincerely dedicate this undergraduate thesis to:

1. My dearly loved father, Mr. Zainuri, and mother, Mrs. Wahyuningsih who have bestowed me with loves and affections and tirelessly pray for my life and success,
2. my dearly loved little brother, A. Faiq Al-Ridho, and little sister Zahwa Muthia Rahma. Thanks for the supports and being my nice younger brother and sister,
3. my dearly loved teachers and lecturers who are always willing to share their knowledge. Hopefully it can be useful in the world as well as in the future, and
4. my dearly loved Almamater UIN Raden Intan Lampung.



MOTTO

يَبْنِيْ اَقِيْمِ الصَّلٰوةَ وَاْمُرْ بِالْمَعْرُوْفِ وَاَنْهَ عَنِ الْمُنْكَرِ وَاَصْبِرْ عَلٰى مَا اَصَابَكَ ۗ اِنَّ ذٰلِكَ مِنْ عَزْمِ

الْاُمُوْر ﴿١٧﴾ وَلَا تُصَعِّرْ خَدَّكَ لِلنَّاسِ وَلَا تَمْشِ فِي الْاَرْضِ مَرَحًا ۗ اِنَّ اللّٰهَ لَا يُحِبُّ كُلًّا

مُحْتَالٍ فَخُوْرٍ ﴿١٨﴾

“O my son, establish prayer, enjoin what is right, forbid what is wrong, and be patient over what befalls you. Indeed, [all] that is of the matters [requiring] determination. (17) And do not turn your cheek [in contempt] toward people and do not walk through the earth exultantly. Indeed, Allah does not like everyone self-deluded and boastful. (18)”¹ (Q.S. Luqman 31: 17-18)



¹Ahadi, “Quran surah Luqman 17-18 (Q.S. 31: 17-18) in Arabic and English translation” (Online), Available at <http://www.alquranenglish.com>

CURRICULUM VITAE

The name of the researcher is Putri Ayu Imayatul Utami. She was born on July 7th, 1997 in Grobogan, Central Java. She is the first daughter of a happy Moslem couple, Mr. Zainuri and Mrs. Wahyuningsih. She has one young brother, his name is A. Faiq Al-Ridho and one young sister, her name is Zahwa Muthia Rahma.

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This undergraduate thesis entitled “An Analysis of Character Values in the Texts of English Textbook Entitled Pathway to English for Grade XI of Senior High School” is presented to the English Education Study Program of UIN Raden Intan Lampung as the requirement to obtain S1- degree.

The researcher is fully aware that she cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who has helped, supported, and prayed this final project in which the researcher cannot mention all of them. She wishes to give the sincerest gratitude and appreciation to:

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May Allah SWT bless them for all of what they have done.

Finally, the researcher fully realizes that this undergraduate thesis may contain some weaknesses. Therefore, any correction, comments, and criticisms for this final project are always open-heartedly welcome.

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Bandar Lampung, June 26th 2020
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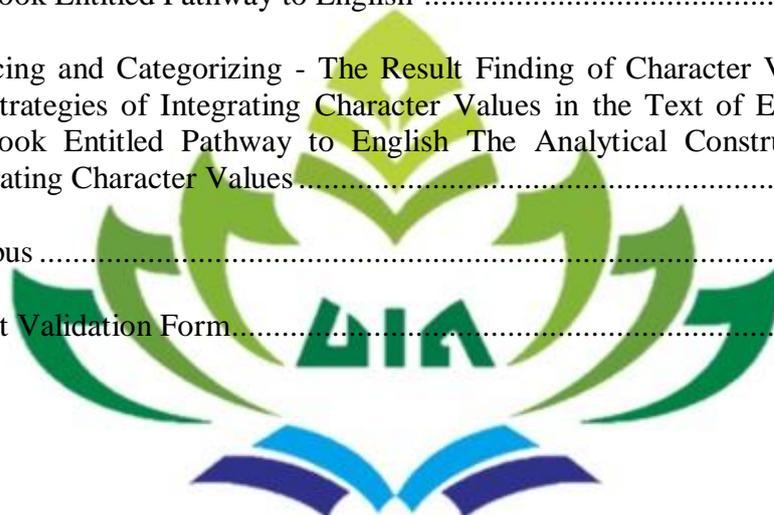
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CHAPTER I INTRODUCTION

This chapter discussed the background of the research. It consisted of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significance of the research, and scope of the research.

A. Background of the Problem

At the present time, there are many problems occurring in the society, one of them is moral decline in the society such as the increasing numbers of drugs abuses, sexual assaults, disputes, crimes, cybercrimes, and corruption. The Indonesian Central Bureau for Statistics reports that the crime rate in Indonesia is increasing almost every year. These problems came up because of the poor behavior and poor characters of the people in the society. Other than that, some students in our society also often caught committing some cases of crimes and misbehavior, for instance the acts of disrespect, brawl, and bullying. As an example, a student speaks bad word out to the teacher as reported by Kompaslampung.com¹ and brawl or affray between students happened in Metro, as a consequence two students were wounded.² These issues can mostly found in the senior high schools when the students are in

¹Robertus Rimawan, "Viral Detik-detik Siswa Lontarkan Bahasa dan Diksi Kotor pada Gurunya, Begini Reaksi Pelajar – Tribunnews.com." Available on <https://bit.ly/3ePAA2r> (Accessed on September 3, 2019).

²Zul, "2 Orang Terluka Akibat Tawuran Pelajar Di Depan Rusunawa Iringmulyo – kompaslampung.com". Available on <https://bit.ly/3fN20r4> (Accessed on September 3, 2019).

the phase of adolescence. The adolescence phase is a stage of transition between puberty and adulthood in which the students try to find out their identity.

To deal with these problems, there is a need to develop good characters on students so that the students are able to avoid undesirable behaviors and act accordingly to the norms and values. The most strategic way to evolve positive characters on students is by promoting character values through education since the students spend most of their time at school. Berkowitz and Bier argue that character education is aimed at promoting the students' development and motivating them to be a moral agent.³ Moreover, the notion of promoting character values in education is also conceived in the Act of the Republic of Indonesia number 20 year 2003 on National Education System. Article 3 states that the national education function to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and it is aimed at developing learners' potentials so that they become persons imbued with human values, morals, and noble characters.

In addition, character education not only has now become a central issue often discussed at the level of education but also has been an issue which is emphasized in the teaching and learning of 2013 Curriculum. Character education can be instilled in various elements of curriculum.

³Marvin W. Berkowitz and Melinda C. Bier, "Toward a Science of Character Education Frameworks for Identifying and Implementing Effective Practices". *Journal of Character Education* Vol.13 No.1. 2007, p. 34. (Information Age Publishing) Available on <https://bit.ly/30uIoSa>

Lickona, Schaps, and Lewis suggest that character education should be implemented by using comprehensive approach, which means that it should involve all aspect of education, academic curriculum, and subjects taught at school.⁴ Related to subjects taught at school, the implementation of character education through English language learning can be inserted in various aspects, such as the syllabus, the lesson plans, the teaching and learning process, the activities, the teaching media, and the teaching and learning materials.

In terms of the teaching and learning materials, the teaching and learning process of English in Indonesia depends on much on the use of textbook. Textbooks are the basic learning materials used to support learning and teaching. As affirmed by Harmer, the most important aspect of a textbook is used by the teachers to engage students with the content they are going to be dealing with.⁵ In addition, textbook is also widely used in the classroom as not all teachers are able to develop English teaching and learning materials themselves. This shows that teaching materials like textbook also have critical duty in supporting character values on students because the teaching and learning of English relies much on the use of textbook.

Pusparini and Madya state that character values are the purpose of learning and they should be emphasized by providing the activity and

⁴Thomas Lickona, Eric Schaps, and Catherine Lewis, *CEO's Eleven Principles of Effective Character Education* (Character Education Partnership, 2007). Available on <https://bit.ly/3hoW8oe>

⁵Jeremy Harmer, *The Practice of English Language Teaching*. Fourth Edition (New York: Pearson Education Limited, 2007), p.182.

materials which are full of character values.⁶ Additionally, Crawford in Richards and Renandya argues that textbook as the teaching and learning material provides a chance for the students to learn independently and functions as a guide for the learners the expected behaviors that they need to perform.⁷ Hence, it can be seen that textbook as one of the sources of teaching and learning materials should provide the students with character values in order to promote good attitudes on the students and to enable character education to happen.

These days, there are numerous EFL textbooks available in the markets that are published by various publishers. Because of the big number of the textbooks are printed and published, the teachers' task is to select the appropriate textbook for their students. Moreover, the evaluation on textbook is needed because the character education has now become the main concerns of Indonesian education system and seeing that integrating character values in textbook is an effort of inculcating character values in education. The evaluation is expected to be able to minimize the incongruity of the content in textbooks which result in the withdrawal of textbook from market.

The cases of textbooks being withdrawn from the market are showed up in the past few years. As an example, a news item written by Liputan6 reported that there was an English textbook that contained inappropriate picture and content. The book entitled Bahasa Inggris published by Sinar

⁶Rita Pusparini and Suwarsih Madya, "Developing English Learning Materials Integrated with Character Values for the Elementary School Students". *Ling Tera*, Vol. 3, No. 2 October (2016) Available on <https://journal.uny.ac.id/index.php/ljtp/article/view/11140>

⁷Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching - An Anthology of Current Practice* (New York: Cambridge University Press), p.80.

Mulia loaded a picture of an adult movie star, resulting in the withdrawal of the book because the content was claimed to be inappropriate for the students.⁸ Related to its problem, content in textbook should be paid attention more because the textbooks should suitable to the students' need in developing their character. The textbook will be better and will give educational value if the pictures or content which provided in the textbook related to national heroes or other inspiring people. Thus, students can learn from heroes or inspiring people in order it can motivate them to do a good thing.

Another case of an English textbook being withdrawn from the market also occurred in 2017. As reported by TribunNews.com⁹, a picture of sickle and hammer is found in a book entitled *New Mentor* for senior high schools grade XII in one of its pages without giving further explanations about the symbol to the readers. This communism value was contradicted with religious value and nationalism value mentioned in the curriculum. The news about inappropriate content of textbooks which sometimes and somehow misses to embed character value urges the educational practitioners to care about character education and to analyze the textbook used at schools today. Thus, English textbook should be evaluated in terms of character vales within the textbook. Textbooks are supposed to load character values that support character education.

⁸A.I.S. "Ada Gambar Miyabi di LKS Bahasa Inggris – Liputan6.com." Available on <https://bit.ly/32GXC9p> (Accessed on September 12, 2019).

⁹Robertus Rimawan "Ciamis Heboh Ditemukan Buku Pegangan UN yang Memuat Logo Palu Arit – Tribunnews.com." Available on <https://bit.ly/3ePAA2r> (Accessed on September 12, 2019).

In a textbook, there are some components that can be used to integrate character such as the materials provided, tasks accomplished, dialogues, images or photographs, the themes per unit, texts, and others. Through text, character can be integrated into the theme of the text or the content contained within the text. Text supplied in the textbook can be various types of text. By reading the texts, the students can take the value from that text in order they can apply it in social life or not. Text also becomes one of media that can grow students' character up by finding the value either implicitly or explicitly.

To conduct this study, the researcher takes several other studies. The first is Fajar Soniawan from Surabaya State University. In his research, he focused on analyzing the sentences of the textbook materials. The results of this research showed that there were 17 character values that were identified from the sentences in 5 chapters of the textbook and the only one character value that did not present from the sentences in 5 chapters of the textbook was democracy.¹⁰ From this research, it can be known that there is one character value which did not appear.

The second one is Ratna Widya Iswara from Semarang State University. She focused on analysis of 17 narrative texts. The result of her research showed that there were 301 sentences from 605 sentences found in all the narrative texts which contained the character values. There were 17 characters values found on those sentences. Responsibility and compassion

¹⁰Fajar Soniawan and Nur Chakim, "Character Education Analysis of 2013 Curriculum English Textbook Entitled "Bahasa Inggris" for Eleventh Graders of Senior High School". *RETAIN* Vol. 4 No 2, (2016) Available on <https://bit.ly/3eRms91>

values were highly ranked and mostly found. In contrast, there was one aspect of character, reading interest, which did not appear in the narrative texts at all.¹¹ From this research, it can be said that one character value did not present in the text. Besides, the character values did not appear balanced because it can be known from the result that responsibility and compassion are mostly found in the text than others.

Related to previous researches have been mentioned, there is a similarity in topic such as an analysis of character values. Besides, the differentiations between the previous researches with the current research are the use of the textbook and the aspect being analyzed. In previous researches, the textbook that were used from Ministry of National Education and electronic textbook meanwhile in this research, the researcher chose English textbook published by Erlangga. Then, the aspect being analyzed from the previous researches were the whole sentences and the other focus only on narrative text, meanwhile this current research the researcher analyzed the reading text for first and second semester according to syllabus of grade XI. In addition, both previous researches only described and stated the character values which existed in the textbook without further examining the strategies in integrating character values, while the current research focused also on the strategies in integrating character values in the texts of English textbook.

¹¹Ratna Widya Iswara, "Analysis of Character Education Aspects in Narrative Texts of the Electronic Textbook "Developing English Competencies". *Journal of English Language Teaching*, 2 (2) (November 2013) Available on <https://journal.unnes.ac.id/sju/index.php/elt/article/view/2419>

The material in teaching English using curriculum 2013 is divided into genre (text types), short functional text, transactional and interpersonal text.¹² Talking about a theme or topic, it deals with genre and text especially reading text. Texts give input to the students about some cases according to the topic in every chapter. It can be knowledge or certain messages that want to be delivered by the author. Moreover, there should be some characters that need to be presented by the author in a text. Because of that, in this particular research, the researcher was interest in analyzing texts in the English textbook for senior high schools.

In reference to the above explanation, the researcher is motivated to conduct a research to observe character values integrated in the content of English textbook for grade XI of senior high school particularly in form of texts. English textbooks for grade XI of senior high school is chosen because the students in senior high school who are in the transitional process. Furthermore, as what has been explained earlier, the data show that most of misbehavior acts are performed by the students who are in the senior high school. Therefore, the students need to get a good foundation of character values as early as possible to prevent them from doing such misbehavior acts. Meanwhile, the textbook to be evaluated is entitled Pathway to English for grade XI of senior high school. The researcher used eighteen character values as the substance to apply national character education based on the Ministry

¹²Fathur Rohim dkk, *Modul Guru Pembelajar Bahasa Inggris Kelompok Kompetensi Profesional A (Distinguishing Texts and Non Texts)*. (Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa, Direktorat Jenderal Guru dan Tenaga Kependidikan, 2016), p. 7.

of National Education. Thus, the title of this research is An Analysis of Character Values in the Texts of English Textbook Entitled Pathway to English for Grade XI of Senior High School.

B. Identification of the Problem

Based on the problems which have been explained in the background of the research, some problems which emerge related to the research can be identified as follows:

1. The students in the society are caught committing misbehavior acts which are committed by the students of senior high school who are in the stage of puberty.
2. There is an urgent need of developing character values on the students through character education, one of which is by integrating them in the English teaching and learning textbook as one of the compulsory subject. However, there is a limited research conducted in this area which provides a little information about the integration of character values in textbook.
3. There are many English textbooks available in the market. However, it is questioned if the character values have already existed in the textbooks due to the little information available about it.

C. Limitation of the Problem

Dealing with the identification of the problem, the researcher focused on the problem on the issue of the implementation of character education in

English textbook. The researcher limited on analyzing character values proposed by the Ministry of National Education in the texts specifically in genre of text. The texts being analyzed was based on the syllabus, they were report text, narrative text, and hortatory exposition text found in English textbook entitled Pathway to English for Grade XI.

D. Formulation of the Problem

Based on the limitation of the problem, the research problems are formulated as follows.

1. What are the character values embedded in the texts of English textbook entitled Pathway to English for Grade XI of Senior High School?
2. How the character values are integrated in the texts of English textbook entitled Pathway to English for Grade XI of Senior High School?

E. Objectives of the Research

In relation to the formulated problems, the objectives of the research are as follows:

1. To identify embedded character values that found in the texts of English textbook entitled Pathway to English for Grade XI of Senior High School.
2. To describe the strategies in integrating character values in English textbook entitled Pathway to English for Grade XI of Senior High School.

F. Significance of the Research

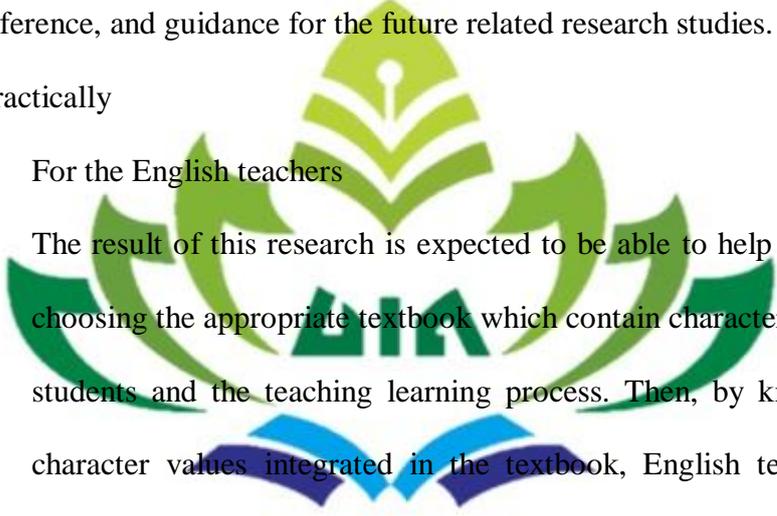
The result of the research is expected to give contributions to the teachers, the students, and the future researcher both theoretically and practically.

1. Theoretically

This research is expected to give theoretical significance in terms of new findings on the integration of character values in English textbooks. Other than that, it is expected that this research can serve as a framework, reference, and guidance for the future related research studies.

2. Practically

a. For the English teachers



The result of this research is expected to be able to help teachers in choosing the appropriate textbook which contain character values for students and the teaching learning process. Then, by knowing the character values integrated in the textbook, English teachers can deliver those character values to the students appropriately.

b. For the students of Grade XI of Senior High School

By realizing the character values integrated in the textbook, they can apply good characters in their daily life and become a better person.

c. For principals, supervisors, and head of education

For principal, supervisor, and head of education, they should make a consideration about the textbook being used in school. They also should pay attention to the circulation of textbooks used in schools.

d. For English textbook writers

This research study is hoped to be able to give some insight for the textbook writers to take into account the character values in developing the textbooks.

e. For Government

For the government, particularly the Ministry of National Education, this research can be used as a consideration to create such a policy in developing English textbook

f. For the other researchers who will conduct the relevant study

This research can be used as a source of information for other researchers who are interested in conducting the relevant research.

G. Scope of the Research

1. Subject of the research

The subject of the research was a textbook entitled Pathway to English for Grade XI of Senior High School.

2. Object of the research

The object of the research was characters values and strategies in integrating character values in the text of English textbook entitled Pathway to English for Grade XI of Senior High School.

3. Time of the research

This research was conducted since the first time the researcher decided to analyze the texts in the textbook related to character values and its integration.

CHAPTER II REVIEW OF RELATED LITERATURE

In this part, there are some terms that are explained based on some theories. They are character, the integration of character values, textbook, and genre. Each of them consists of sub-terms that support the explanation.

A. Character

1. The Definitions of Character

Character can be assumed as someone's identity, characteristics, and personality. As uttered by Bohlin, character is further than what people look like in their appearance, but it includes someone's personality and temperaments. She also points out that characters diverge in every person.¹ Therefore, character can be understood as someone's characteristic which cannot be seen and judged only by seeing their appearance. Instead, it goes deeper into one's personality and it shows the true identity of someone since it stresses not in the outer part but the inner part. Character is said as a distinctive mark for people because it varies and it is different from one person to others. Everyone acts in different ways, depending on their characters, that is why character is said to be distinctive feature of mankind because every person has different characters.

¹Keren E. Bohlin. *Teaching Character Education through Literature, Awakening the Moral Imagination in Secondary Classrooms* (London: Routledge Falmer, 2005), p. 159.

In addition, Sjarkawi in Koesoema understands that the character refers to the personality of an individual as a result of the interaction with the environment they live in such as family in childhood and also someone's innate from birth.² This idea emphasizes that people's characters have been determined since they were born no matter if the characters good or bad. It indicates that if someone is born with good character, it will remain good until his or her death. Nonetheless, if someone is born with bad character, it will remain unchanged for his or her lifetime. If it is so, character education will be useless because it is impossible to change someone's characters can be shaped and formed. Therefore, it allows character education to be taught and help people to have good characters.

Moreover, the opinion that good characters can be shaped is stated by Banicki who claims that character in social practice is usually understood as the formation and the correction of someone's characters to become the accepted moral behaviors in the society.³ It can be said that people's characters can be developed and formed to be a good one in order can be accepted in society. If that person is taught and given good examples of characters, they can grow positive characters. This is supported by Berkowitz and Bier who argue that characters enable an

²Sjarkawi, "Pembentukan Kepribadian Anak, Peran Moral Intelektual, Emosional, dan Sosial Sebagai Wujud Membangun Jati Diri", (Jakarta: Bumi Aksara, 2006) in Doni Koesoema Albertus, *Pendidikan Karakter: Strategi Mendidik Anak di Zaman Global, Edisi Revisi* (Jakarta: Grasindo, 2007), p. 80.

³Konrad Banicki, "The Character-personality Distinction: An Historical, Conceptual, and Functional Investigation", *Theory & Psychology* 2017, Vol. 27(1) Available on <https://journals.sagepub.com/doi/full/10.1177/0959354316684689>.

individual to function as a moral agent.⁴ This implies that everyone can be motivated to be someone with good characters and strengthen moral values.

After reviewing several definitions, character is understood and associated with personality and behavior which must be fulfilled by human beings in order to live a good life as expected by the society. Character can be composed through internalization values obtained by someone through their surroundings and through the interaction process with their environment.

2. Character Values

Value is often related with beliefs about something which is good or bad that lead to the desirable way of life. Peoples and Bailey believe that values are people's beliefs about the way of life which is desirable for themselves and the society which affects on people's behavior.⁵ It can be stated that values are like compass which exist in the society and it provides a guideline for the people about something that they should do or not do. Values both control how people should behave in the society in order to be able to be accepted in the society and act as a direction for the people in the society to live a desirable way of life.

⁴Marvin Berkowitz and Melinda C. Bier, "What Works in Character Education: What Is Known and What Needs to Be Known" *Handbook of Moral and Character Education*, ed. Larry Nucci and Darcia Narvaez (New York: Routledge, 2008), p. 415.

⁵James Peoples and Garrick Bailey, *Humanity: An Introduction to Cultural Anthropology Ninth Edition* (USA: Wadsworth Cengage Learning, 2012), p. 32.

Character is closely related to values. Character, as stated by Lapsley and Narvaez, points to something deeply rooted in personality, to its organizing principle that integrates behavior, attitudes, and values.⁶ It can be understood that characters are the combination between someone's personality and the existing values. Characters are correlated with the expected good personality and behavior to be had by someone. Meanwhile, values are connected with the direction of how people live. Combining both terms, character values can be understood as good characters which should be owned by individuals to be able to live a desirable way of life according to the rules which exist in a society.

As stated by Widodo, character values are often termed and understood as moral values. Character values are often defined as positive values and moral values which guide someone to act and behave well.⁷ The Ministry of National Education explains that character is good values within individuals which are manifested in their behaviors.⁸ Based on this statement, character is recognized as a part of values because it guides people to have a good attitude and behavior. Values are a source of the expected and desirable characters to be carried out by people.

⁶Daniel K. Lapsley and Darcia Narvaez "Character Education" *Handbook of Child Psychology Sixth Edition Volume Four Child in Practice*, ed. Willian Damon et.al (New Jersey: John Wiley & Sons, Inc., 2006), p. 250.

⁷H.P. Widodo et.al, "Incorporating Cultural and Moral Values into ELT Materials in the Context of Southeast Asia (SEA)". *Situating Moral and Cultural Values in ELT Materials*, eds. H.P. Widodo et.al (Springer International Publishing, 2018), p. 2.

⁸Tim Penyusun, *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing dan Karakter Bangsa : Pengembangan Pendidikan Budaya dan Karakter Bangsa* (Jakarta: Pusat Kurikulum Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional, 2010), p. 3.

Berkowitz and Bier also explain that characters are the set psychological characteristics that motivate and enable an individual to function as a competent moral agent.⁹ In their opinion, character values are related to and put an emphasis on moral value. This means that human being should act accordingly to the moral values and should follow the moral values that exist in the society.

It can be summed up that values are associated with good characters and moral values. It can also be inferred that values point to the positive character values which should be owned by people in the society to be able to live in desirable way. Character values should be highlighted and raised in society and people should be able to promote moral values and act as agents to uplift those values.

3. Character Education

a. The Definition of Character Education

The issue of character is given more attention nowadays, particularly by the teachers and the other educational practitioners due to the moral decrease on the society. Character has also been a concern for the Ministry of National Education as they try hard to revitalize good characters on the students. This phenomenon leads to the nation of character education.

⁹Marvin Berkowitz and Melinda C. Bier, "What Works in Character Education: What Is Known and What Needs to Be Known" p. 415.

Based on National Commission on Character Education of USA in Berkowitz, character education is a deliberate approach undertaken by school personnel, community as well as parents both in helping and forming children and youth become caring, principled, and responsible.¹⁰ In line with this, Wood and Rvach as quoted from Heidari et.al state that character education means a systematic, comprehensive and planned approach to teach moral values.¹¹ In other words, character education is defined as a means in the trying of educating the students to have a good character.

The term character education is also defined by Arthur as direct approach to moral education that involves teaching students basic moral literacy to prevent them from engaging in immoral behavior and doing harm to themselves or others.¹² In line with this, Lickona in Protz defines character education as the deliberately fostering the development of solid core virtues that are beneficial not only to the student, but also to society as a whole.¹³ Similarly to the

¹⁰Marvin Berkowitz and Melinda C. Bier, *What Works in Character Education: A Research-Driven Guide for Educators* (Washington DC: Character Education Partnership, 2005), p. 2.

¹¹Mohammad Hossein Heidari, Reza Ali Nowrozi & Parvaneh Ahmadpoor, "Recognition and Applying Character Education Approaches in Schools" *Review of European Studies Published by Canadian Center of Science and Education* Vol. 8 No. 3 (July 2016) Available on <https://bit.ly/2E9O0Ka>

¹²James Arthur "Traditional Approaches to Character Education in Britain and America". *Handbook of Moral and Character Education*, ed. Larry P. Nucci and Darcia Narvaez (Madison Ave: Routledge Taylor & Francis Group, 2008), p. 80.

¹³Thomas Lickona, "Character Matters: How to Help Out Children Develop Good Judgment, Integrity, and Other Essential Virtues", (New York: Simon and Schuster, 2004), in Babette Marisa Protz, *Character Education in Print: Content Analysis of Character Education in*

previous explanation, character education is an approach to educate students to have good values in order it will give positive impact for us but also for others.

In Harned point of view, he believes that character education program is an effort to guide people's behavior through established standards which also provides a way to respect the individual perspective and values which are represent within the school context.¹⁴ Meanwhile, as stated by Gray, character education is needed because of the effects on society when there is no morality guiding students' action.¹⁵ Lickona, Schaps, and Lewis mention that there are eleven principles of character education:

1. Character education promotes core ethical values.
2. Character is defined comprehensively to include thinking, feeling, and behavior.
3. Character education is intentional, proactive, and comprehensive.
4. The school is a caring community.
5. Students have opportunities for moral action.
6. The academic curriculum challenges all learners and helps them succeed.
7. The program develops students' intrinsic motivation to learn and to do the right thing.
8. All school staff shares responsibility for modeling and promoting good character.
9. There is leadership from both staff and students.
10. Parents and community members are full partners in the character-building effort.

Introduction to Education Textbook (A Dissertation of Doctor of Philosophy in Curriculum and Instruction University of North Carolina, Charlotte, 2013), p. 4.

¹⁴Patricia J. Harned, *Leading the Effort to Teach Character in Schools* (Sage Journals, 1999) Available on <https://doi.org/10.1177/019263659908360904>.

¹⁵Tiffany Gray, "Character Education in School", *ESSAI*, Vol. 7, Article 2, 2009. Available on <https://dc.cod.edu/essai/vol7/iss1/21>.

11. Evaluation assesses the character of the school, the school staff's functioning as character educators, and the extent to which students manifest good character.¹⁶

According to above explanation, character education is shared responsibility of all school members which mean that all related parties, like teachers, headmaster, school staffs, and students should have good character. Everyone at schools should be responsible in promoting good character. In character education, values should be highlighted and followed to result in the expected behaviors.

b. The Implementation of Character Education in 2013 Curriculum

Character education in Curriculum 2013, stated by Mulyasa as quoted from Larasati, aims at improving the quality of the processes and outcomes of education which guides to the formation students' good character in relation to the competency's standard at any educational institution.¹⁷ Through the implementation of competency-based curriculum as well as character with a thematic and contextual approach, it is expected that students will be able to independently improve and use their knowledge, study, and

¹⁶Thomas Lickona, Eric Schaps, and Catherine Lewis, *CEO's Eleven Principles of Effective Character Education* (Character Education Partnership, 2007). Available on <https://bit.ly/3hl2tB8>

¹⁷H. E. Mulyasa, "Pengembangan dan Implementasi Kurikulum 2013", (Bandung: PT Remaja Rosdakarya, 2013), p. 7, in Andyani Larasati, *A Content Analysis of Character Values in English Textbooks for Senior High School Grade X* (A Thesis of Master of Education Degree in English Language Education Yogyakarta State University, Yogyakarta, 2019), p. 24. Available on <https://bit.ly/3jwZhUU>

internalize and personalize character values so that they are manifested in daily behavior.

According to Mulyasa, character and competency-based curriculum is expected to solve the various problems facing the nation, especially in the field of education, to prepare students through planning, implementation, and evaluation of the education system effectively, efficiently, and usefully.¹⁸ Therefore, it is a positive step when the government (Minister of Education) revitalizes character education.

Moreover, Mulyasa mentions that some aspects or domains contained in the concept of competence can be described as follow.

- a) Knowledge; the field of cognitive awareness, for example a teacher who knows how to identify learning needs, and how to conduct the study in accordance with the needs of learners.
- b) Understanding; depth cognitive and affective owned by individuals. For example, a teacher who will carry out the study must have a good understanding of the characteristics and conditions of the learners, in order to carry out effective and efficient learning.
- c) Skill; something that is owned by an individual to perform a task or job assigned to him. For example, the teachers' ability to choose and to make simple props to give ease of learning to students.
- d) Value; a standard of behavior that has been believed and psychologically have fused in a person. For example, the behavior of the teacher in the learning standards (honesty, openness, democracy, etc.)
- e) Attitude; feeling (happy-not happy, likes-dislikes) or a reaction to a stimulus that comes from outside. For example, a reaction to

¹⁸H. E. Mulyasa, "Pengembangan dan Implementasi Kurikulum 2013", (Bandung: PT Remaja Rosdakarya, 2013), p. 6. in Fitriana Sulistyaningrum *An Analysis of Characters in the Texts of an English Textbook Entitled Contextual English for Grade Xi of Senior High Schools Regular Program* (A Thesis for Sarjana Pendidikan Degree in English Language Education Yogyakarta State University, Yogyakarta, 2015), p. 24. Available on <https://bit.ly/3jvwTTm>

the economic crisis, feeling the increase in wages / salaries, and so on.

- f) Interest; the tendency of a person to do something deeds. For example, interest in learning or doing something.

As concluded by Kaimuddin, curriculum 2013 orientates and emphasizes on the strengthening of moral, affective, and value of the concept of KI-1 (spiritual attitude), KI-2 (social attitudes), KI-3 (knowledge), and KI-4 (application of knowledge).¹⁹ Implementation of character education in the curriculum in 2013 can be developed by integrating cognitive, affective, and psycho-motoric aspects.

Thus, the success of Curriculum 2013 in the form of competence and character in schools can be seen from many everyday behaviors that appear in every activity of students and other residents of schools.²⁰ Such behaviors are realized in the form of: awareness, honesty, sincerity, simplicity, independence, care, freedom of action, accuracy, precision, and commitment.

4. Character Values in Character Education

a. Character Values in Curriculum 2013

Educational curriculum in Indonesia has gradually changed in the last decade, from the Competence-Based Curriculum of 2004 (*KBK 2004*) to the Multi-tiered Education Curriculum of 2006

¹⁹Kaimuddin, "Implementasi Pendidikan Karakter dalam Kurikulum 2013", *Dinamika Ilmu* Vol. 14. No 1 (Juni, 2014). Available on <https://bit.ly/2BkZitR>

²⁰H. E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*... p.11.

(KTSP 2006). The current curriculum applied in Indonesia's teaching and learning is curriculum 2013. The 2013 Curriculum has more emphasis on fostering the character building, based on the function and aim of National Education stated in the Act of the Republic of Indonesia on National Education System Number 20 Year 2003 Article 3. By emphasizing national character building, the 2013 Curriculum is projected to build learners' character. The Ministry of National Education explains that values which are developed within the character education of Indonesian are taken from the following sources:

1. Religion

Indonesia consists of religious society whose the interaction between the individuals is based on religion.

2. Pancasila

Indonesian culture and values are derived from Pancasila. The values consist in Pancasila become value that rules politics, law, economics, social, culture, and arts of Indonesia.

3. Culture

People in society live by following the cultural values believed in the society. These values are used as the basis of communication and interaction in the society. Culture is a prominent part of the society that it urges the culture to be the source of values in cultural education and characters.

4. The aim of national education

The aim of Indonesian national education explains that Indonesian citizen should have good characters. Therefore, the aim of national education is considered as the most operational source in developing character education.²¹

According to Suciptoardi in Ananda²² and Asmani as cited from Angga, Indriani, and Sriasih²³, character values as a foundation of character education in Indonesia are grouped into five main characters. Those are character values in its relation to God, character values in its relation to one's self, character values in its relation to other people, character values in its relation to environment, and character values in its relation to nation. Character value in its relation to God consists of religiosity. Character values in its relation to one's self include honesty, responsibility, healthy lifestyle, discipline, perseverance, self-confidence, logic, independence, curiosity, love of science. Furthermore, character values in its relation to others involve awareness of the right and obligations of one's self and others, obedience to the social rules,

²¹Tim Penyusun, *Bahan Pelatihan Penguatan Metodologi Pembelajaran* p. 8

²²Suciptoardi, "Pendidikan Karakter - Bahan Pelatihan Dosen Pancasila dan PKn", (Jakarta: Dirjen Dikti, 2011), in Azwar Ananda, "Pendidikan Kewarganegaraan dan Pendidikan Karakter Bangsa", *Jurnal Demokrasi* Vol. 11 No. 1 (2012) Available on <https://bit.ly/2OPmpjv>

²³Asmani, "Pendidikan Karakter Membangun Bangsa", (Bandung: Ganeca Excatc, 2011), in Putu Ari Capri Angga, Made Sri Indriani, and Sang Ayu Putu Sriasih, "Nilai-Nilai Karakter Bangsa dalam Tulisan Siswa pada Majalah Dinding di SMP Negeri Seririt" *Jurnal Pendidikan Bahasa dan Sastra Indonesia Undhiksa*, Vol. 2 No. 1 (2014) Available on <https://bit.ly/2OMCoyD>

appreciation, politeness, and democracy. Meanwhile, character values in its relation to the environment cover social care and environmental awareness. In term of the character values in its relation to nation, the values include nationalism, patriotism, and tolerance.

The Ministry of National Education has proposed the character education into eighteen values to be fulfilled. These values must be possessed by the students by implementing them from the various aspects curriculum. They are derived from religion values, Pancasila values, cultural values, and the aim of Indonesian national education. These values also are derived from the five main cluster of character values mention earlier. The character values are described below

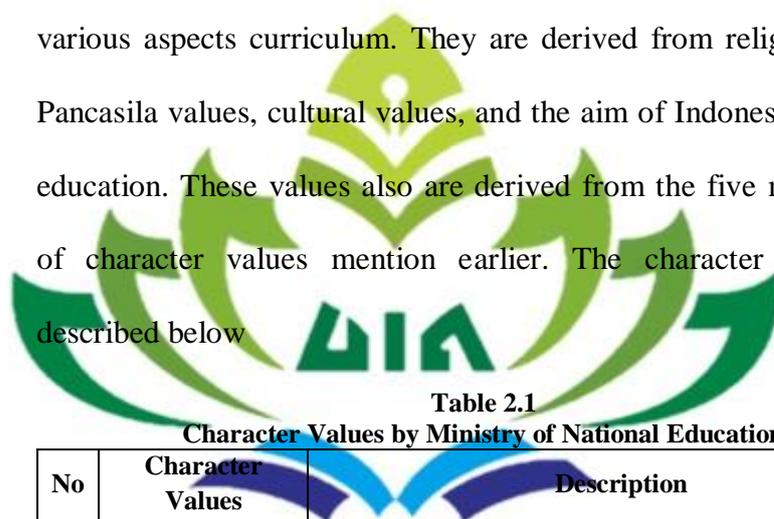


Table 2.1
Character Values by Ministry of National Education

No	Character Values	Description
1	Religiosity	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions.
2	Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment.
3	Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4	Disciplines	Actions indicating orderly and obedient behavior on various rules and regulations.
5	Perseverance	Behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible.
6	Creativity	Thinking and doing something to generate new method or result of something that has been owned.
7	Independence	Attitudes and behaviors that are not easy to depend on others to complete tasks.

8	Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others.
9	Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.
10	Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group.
11	Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.
12	Appreciation	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success.
13	Friendliness/ Communication	Actions showed pleasure in speaking, associate and cooperate with others.
14	Love of Peace	Attitudes, words, and actions that make other people feel happy and safe over the presence of him.
15	Reading Interest	Habits to take time to read the various readings that give him the benefit.
16	Environmental Awareness	Attitudes and actions which seek to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred.
17	Social care	Attitudes and actions that always want to help other people and communities in need.
18	Responsibility	Attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God.

(Adapted from Kemendiknas, *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing dan Karakter Bangsa: Pengembangan Pendidikan Budaya dan Karakter Bangsa*, 2010, pp. 9-10)

b. Character Values from Expert

Character education is a means for assisting the development of students' personality and soul. In integrating character education, character values are really important to taken into account. It is because by practicing the character education, the students can achieve two great goals - intellectual excellence and moral excellence.

In character education, the students are expected to encompass good characters. Characters which are supposed to be encompassed by the students are expected to be in the form of good values. Knowing which values should be given to the students is very necessary in order to create students with good character. Apart from character values proposed by Kemendiknas previously, there are some experts recommend lists of character in character education. Below is the character values proposed by Mcemeel

Table 2.2
Character Values by Mcelmeel

No	Character Values	Description
1	Caring	The act of being concerned about or interested in another person or situation. To appreciate, like, or be fond of.
2	Confidence	A faith or belief in oneself and one's own abilities to succeed; to be certain that one will act in a right, proper, or effective manner.
3	Courage	A firmness of mind and will in the face of danger or extreme difficulty; the ability to stand up to challenges and to support unpopular causes.
4	Curiosity	A desire to learn, investigate, or know; an interest leading to exploration or inquiry.
5	Flexibility	The capacity to adapt or adjust to new, different, or changing situations and their requirements.
6	Friendship	A state of being attached to another by affection, loyalty, respect, or esteem; holding in high regard, being fond of.
7	Goal setting	The ability to determine what is wanted or needed and work toward it.
8	Humility	Respect for others and their position or condition; not exerting one's authority in an inappropriate or insensitive manner.
9	Humor	The quality that allows one to appreciate the comic or amusing aspects of a situation or event.
10	Initiative	The ability to take action independently, without outside influence or control; a willingness to make the first move or take the first step; doing something without being prompted by anyone else; a sense of enterprise.
11	Integrity	Adherence to a set of principles or a code of values, especially moral; being just, impartial, fair, and honest; straightforwardness of conduct; a refusal to act

		immorally-that is, to lie, cheat, steal, or deceive in any way.
12	Patience	The capacity to endure and to wait for one's goals to be achieved; to conduct oneself without undue haste or impulse.
13	Perseverance	The ability to keep working toward a goal, enterprise, or undertaking in spite of difficulty, opposition, or discouragement; the capacity to carry on, especially under adverse circumstances.
14	Positive Attitude	A state of mind or way of thinking that views the most desirable aspects of a situation and anticipates the best possible outcomes.
15	Problem Solving	The process of identifying critical elements of a situation, identifying sources of difficulty, using creative ideas to formulate new answers, and plan steps to achieve the best possible outcome.
16	Self-Discipline	The ability to control, manage, or correct oneself for the sake of improvement; the ability to forfeit lesser objectives or short-term gratification for more worthwhile causes or long-term goals.
17	Teamwork	The ability to work with others to reach a common goal; acting together to achieve a shared vision.

(Adapted from Sharron L. McElmeel, *Character Education: A Book Guide for Teachers, Librarians, and Parents*, 2002, p. xxiii)

The character values above will be very good to be inculcated on the students. Those character values can be implemented through various learning activities at school. The teachers can also implement those characters through group works, games, as well as the students' tasks and assignment, depending on the intended character values.

Furthermore, there are also some other character values proposed by Peterson and Seligman. The values are shown in the following table:

Table 2.2
Character Values by Peterson and Seligman

No	Character Values	Description
1	Creativity	An ability to think or invent new ideas to do things involving an artistic achievement.
2	Curiosity	Having interested in doing something to explore and discover new information.
3	Judgment	An ability to decide something through thinking and examining from all aspect.
4	Love for learning	Passion or motivation of mastering new skills or knowledge and developing the existing knowledge.
5	Perspective	Considering others' opinions or thinking wisely.
6	Bravery	Be brave from threats, challenges, and difficulties.
7	Honesty	Speaking the truth and being trusted by anyone.
8	Perseverance	Being persistent of the action that already started.
9	Zest	Having excitement to do things whole-heartedly.
10	Kindness	Being kind and generous to others.
11	Love	Having affection towards people who closely related.
12	Social intelligence	The ability to be sensitive and aware of others' feelings in social life.
13	Fairness	Treating people equally according to justice without involving personal feeling.
14	Leadership	The ability to organize the group to achieve the goals.
15	Teamwork	Become responsible as a member of the group.
16	Forgiveness	Willingness to forgive the people who have done wrong.
17	Humility	Be humble to everyone and acknowledge the imperfection about what has already done.
18	Prudence	The ability to be careful before making the decision
19	Self-regulation	Having self-control and being discipline towards the regulation.
20	Appreciation of beauty	Noticing the beauty and excellence of others' achievements.
21	Gratitude	Being grateful for the good things happened in life
22	Hope	Expecting good things happen in the future and giving all efforts to achieve them.
23	Humor	The ability to bring a smile and tease others in order to entertain them.
24	Spirituality	Involving religious feeling and beliefs about the meaning of life.

(Adapted from Christopher Peterson and Martin E. P. Seligman, *Character Strengths and Virtues: A Handbook and Classification*, 2004, pp. 29-30)

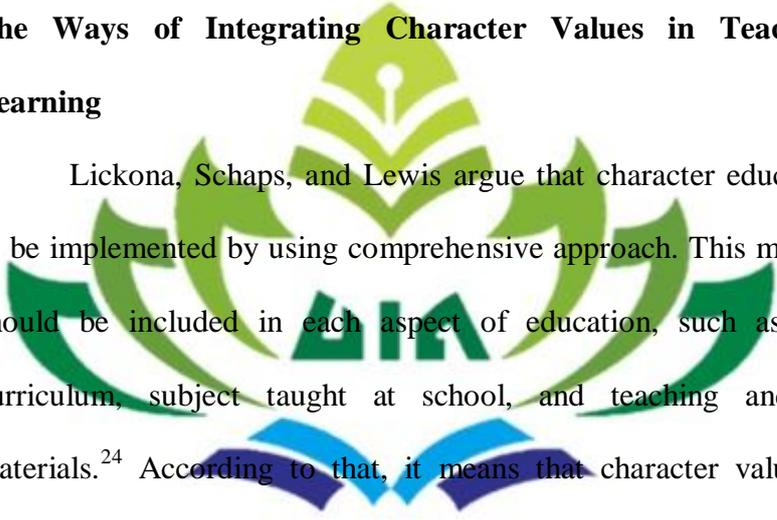
Character values from Macmeel and Peterson and Seligman are character values that can be as additional values other than those character values from Kemendikbud. Those character values can be additional values to be inserted in the textbook or to be instilled to

the students. Thus, the students have many good values that can be applied in their daily life.

In this research, the researcher decided to choose character values from Kemendikbud as the basis of analysis. However, the description of each values are taken from Kemendikbud and other experts that had been mentioned previously.

B. The Integration of Character Values

1. The Ways of Integrating Character Values in Teaching and Learning



Lickona, Schaps, and Lewis argue that character education need to be implemented by using comprehensive approach. This means that it should be included in each aspect of education, such as academic curriculum, subject taught at school, and teaching and learning materials.²⁴ According to that, it means that character values can be integrated in the teaching and learning materials, in which, in this research can be inferred as textbook since textbook is the main source of learning widely used at school.

The Ministry of National Education explains that character education should be integrated and internalized in all aspect of teaching and learning. In the further extent, the Ministry of National Education states that the following ways can be used to integrated character values:

²⁴Tomas Lickona, Eric Schaps, and Catherine Lewis, *CEO's Eleven Principles of Effective Character Education* (Character Education Partnership, 2007). Available on <https://bit.ly/3hl2tB8>

- 1) expressing the characters in the learning materials
- 2) integrating characters as integral part of the learning materials
- 3) using imagery and comparisons of characters to the similar events in the students' lives
- 4) changing negative aspects into positive aspects
- 5) expressing characters through discussion and brainstorming activities
- 6) using stories to revive the characters
- 7) telling stories of great men
- 8) using songs and music in integrating characters
- 9) using drama to portray the characters
- 10) using various activities to bring characters into humanity²⁵

According to above explanation stated by the Ministry of National Education, character integration is very essential to be embedded in learning materials. In the context of Indonesian education, learning materials which are always used by teachers in English language teaching are textbooks. Therefore, the ways of instilling character values proposed by the Ministry of National Education could also be used as the ways of integrating in calculating character values in the textbook.

Based on the aforementioned explanation, there are ten ways which can be used to internalize character values into textbook. However, some of the way can be merged as one, such as point a and point b which are expressing the character in the learning materials and integrating characters as an integral part of the learning materials. These points can be combined because they have the same essential that is using learning materials to integrate character values. The other point which can be merged are point f and point g, using stories to revive

²⁵Tim Penyusun, *Desain Induk Pendidikan Karakter* p. 21.

characters and stories of great men. These points have the same essential, which is using stories to internalize characters.

After above explanations, it can be said that there are several ways which can be used to instill character values in textbook, such as embedding character values into learning materials, imagery or comparison to students' life, changing negative into positive aspect, using discussion and brainstorming, using stories, using songs and music, using drama, and using various learning activities.

2. The Ways in Integrating Character Values in Language Skills

Character education has a strong relation with language learning. Pantu and Luneto explain that characters are formed by habits, while habits are formed through actions, and action are formed by our thoughts which are manifested through something that we say or do.²⁶ Because language allows us to communicate and we can communicate through something that we say, language is closely related to someone's character. Someone's character can be represented through something that we say.

Moreover, Pantu and Luneto also explain that school subjects like language learning and literature are responsible to integrate character values because the learning strategy, learning situation, process of learning, and the evaluation are oriented to character.²⁷ Therefore, they

²⁶Ayuba Pantu and Buhari Luneto, "Pendidikan Karakter dan Bahasa", *Al-Ulum* Vol. 14 No. 1 (Juni, 2014) p. 161 Available on <https://journal.iaingorontalo.ac.id/>.

²⁷*Ibid.*, p. 153

note that language learning and literature can use teaching and learning media in form of poetry, short story, drama, legend, novels, video or film, audio or recording, and other sources of learning to educate the students' characters.

In the further discussion, Pantu and Luneto also explain that there are four skills that the students need to master and should be taught in the context of English language teaching and learning through the teaching and learning materials: listening, speaking, writing, and reading.²⁸ Therefore, it can be assumed that the character values can also be integrated through the language skills found in the textbook.

In the listening skills, Mahulette argues the process of integrating characters can be done through understanding spoken discourse in an interview, news broadcast, interactive dialogue, and the recitation of literary work like tales, drama, and songs.²⁹ The materials in listening are related with the students' sensitivity in understanding a topic.

Mahulette also explains that in term of speaking skills, the integration of character values can be done through the teaching and learning activity by engaging the students to give opinions, information, experience, comments, presentation, and others.³⁰ The integration of character values in the textbook will help the students to be a good,

²⁸*Ibid.*, p. 164

²⁹Astrid Mahulette, *Analisis Nilai-Nilai Karakter dalam Buku Teks Pelajaran Bahasa Inggris SMP di Daerah Istimewa Yogyakarta* (Tesis Magister Pendidikan Program Studi Linguistik Terapan Universitas Negeri Yogyakarta, Yogyakarta, 2014), p. Available on <https://eprints.uny.ac.id/12978/1/tesis-astrid-mahulette-12706251007.swf>

³⁰*Ibid.*, p. 98

active, and creative speaker. Textbook allow the students to express their opinions and to give suggestions and comments to other people.

In the writing skill, the integration of character values can be inserted through various learning activities. It can be done by asking the students to express opinions, feeling, and information in form of diary, personal letter, memos, report, procedure, news item, poster, and literary work such as poetry, drama, and short story.³¹ In writing skill, many activities can be applied, but it takes much time. In writing activities, the students are expected to use the time efficiently so that the students learn how important time is and they try to not waste the time.

Mahulette argues that in terms of reading skill, the integration of character values can be done by using reading texts in the form of written discourse and literary work such as poetry, short story, and dialogue. She further emphasizes that the integration of character values in reading skill in the textbook is expected to be able to help the students to have creative, discipline, persistent, and responsible characters. She further explains that the skill of reading will help to create society who will not easily be provoked, emotional, and will be able to control themselves as they are trained to think critically. He further adds that literary work can be used as instrument to strengthen students' imagination as imagination can give positive impacts on the students' moral.³² By reading, the

³¹*Ibid.*, p. 100

³²*Ibid.*, p. 97

students are expected to take the values they got and the values can be a lesson for the students.

As in the English language teaching, four skills are the major skills to be taught by the students, the four skills also play an important role in the incalculation of character values. Based on the earlier explanation, the character values in textbook can also be integrated by inserting them in the four language skills of English language skills which are delivered in the textbooks to make the learning meaningful and rich of god characters. Hence, in this research, the incalculation of character values in reading skill is examined.

3. Strategies in Integrating Character Values

Apart from the ways of character integration, Feng, a research assistant professor in the Department of English in the Hong Kong Polytechnic University, explains that there are two strategies which can be used in integrating character values in textbook, namely explicit and implicit.³³ Supported by Sudartini related to ways of integrating moral values into English teaching materials, there are two patterns of integration that can be adapted; the explicit and the implicit integration. These values can be integrated both implicitly and explicitly into the

³³William Dezheng Feng, "Infusing Moral Education into English Language Teaching: an Ontogenetic Analysis of Social Values in EFL Textbooks in Hong Kong". *Discourse: Studies in the Cultural Politics of Education*, (27 July 2017) Available on <http://dx.doi.org/10.1080/01596306.2017.1356806>, p. 5.

teaching materials by using texts and pictures.³⁴ Additionally, Marinković and Erić said that the presentation of the value in the textbook can be given explicitly and implicitly.³⁵ Thus, the strategies of integrating character values are categorized into two forms, namely explicit (direct) strategy and implicit (indirect) strategy.

Martin and White developed a sophisticated system of Attitude, which includes values of emotional response (Affect), values by which human behavior is socially assessed (Judgement), and values about the aesthetic qualities of objects and entities (Appreciation). Because this research focuses on character values, the framework of Judgement is used. *Judgement* can be said attitude in the Appraisal system.³⁶ Feng adds that there is a three-stage model which is proposed to elucidate how Judgement is constructed which includes Eliciting Condition, the Judgement, and Resultant Action³⁷, as illustrated in Figure 2.1.



Figure 2.1
The Three-stage Model of Judgement Proposed by Feng

³⁴Siti Sudartini, "Presenting Indonesian Character in English Language Teaching Materials: Is it possible?". *Character Education for 21st Century Global Citizens*, ed. Endah Retnowati et.al (London: Routledge Taylor & Francis Group, 2019), p. 33.

³⁵Snežana Marinković and Milomir Erić, "The Problem of Value in a Textbook" *Procedia - Social and Behavioral Sciences* 128 (2014) 72 – 76 Faculty of Teacher Education in Užice – University of Kragujevac, Serbia. Available on <https://creativecommons.org/licenses/by-nc-nd/3.0/>.

³⁶J.R. Martin and P.P.R. White, *The Language of Evaluation* (New York: Palgrave Macmillan, 2005)

³⁷William Dezheng Feng, *Infusing Moral Education into English Language Teaching...* p. 5.

The Eliciting Condition refers to the behavior that causes the Judgement, the Judgement refers to an inner attitude toward a behavior, and the Resultant Action refers to verbal or nonverbal actions motivated by the Judgement. Among the three stages as shown in the figure above, the second stage is classified as an ‘explicit’ representation, and the other two as ‘implicit’ representation. Based on the model, the resources for constructing Judgement are shown in Figure 2.2

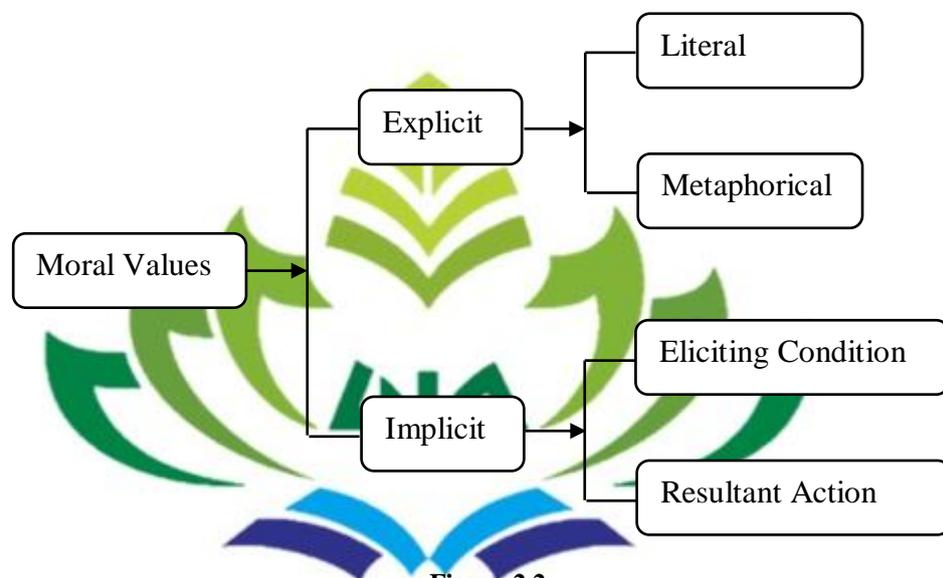


Figure 2.2
The Representation of Moral Values Proposed by Feng

As mentioned previously, there are two ways in integrating character values; explicitly and implicitly. The first one is explicit strategy. As stated by Feng, explicit strategy is done by pointing at the characters in a direct way. It aims at helping the learners to understand the characters in the English textbook easily and directly. He further explains that the use of explicit strategies in delivering character values in textbooks can be done by taking the character values literally and

metaphorically. In literal expressions, character values can be expressed directly by pointing and listing the words, such as honest, responsible, and others as an example ‘you are an honest girl’ and this example is indicated as the value of honest. The second is using metaphor. Metaphors make language more powerful as an example ‘I must work now; work as hard as a bee’ and this example is indicated the value of hard work or perseverance.

The second one is implicit strategy. In implicit strategy, the character values are introduced indirectly and the value being delivered is made invisible to the receivers. Its purpose is to train the learners’ reasoning ability and their imagination to find and understand the character values inserted in the textbooks. Additionally, Feng states that implicit strategies can be used in delivering character values in textbooks through two sub-categories, namely eliciting condition and resultant action.

According to him, eliciting condition is a behavior which causes Judgement. Eliciting condition can also be said recounting or depicting event that elicit the Judgement. The example of eliciting condition is ‘she donated all her money to the orphanage’ which represents the eliciting condition that invokes positive Judgement of morality. It implies the value of social care. Other than that, eliciting condition can also be depicted in a visual way through pictures.

Another strategy in implicit strategy is through resultant action. Resultant action can be indicated by saying/doing things that are motivated by the Judgement. In simply, resultant action indicates if we should accept or reject the behavior. Resultant action might include the use of speech acts such as expressive speech act, commissives, directives, and so on which enable the students to connect the values with the appropriate behaviors. The example is 'we should not jump the queue at the bus stop, we should wait in the queue'. The example is indicated the value of discipline using speech act directive of suggestion. The value is constructed indirectly.

Thereupon, it can be concluded that the strategies in integrating character values in textbook divided into two ways namely explicitly and implicitly. In explicit strategy, the character values are presented by pointing the value in direct way literally or metaphorically. Meanwhile, implicit strategy is pointing indirectly to the character values which can be noticed by eliciting condition and by examining the resultant action.

To conclude, in this research, the researcher focused on analyzing the character values in learning materials which is textbook. The researcher also only focused on the integration of character values in reading skill. Then, the character values were also examined whether the character values were inserted in an explicit way or implicit way.

C. Textbook

1. The Definition of Textbook

One of the components that can support the success of the English teaching and learning process is the materials. Language materials are those resources that can be used to facilitate language learning such as textbooks, videos, graded readers, flash cards, games and websites. Textbooks are undoubtedly the most popular teaching materials used in foreign language classes. Textbooks as both teaching materials and learning resources are textbooks that in form of written texts that contain knowledge. Richard explains that commercial textbooks together with ancillaries such as workbook, cassette, and teacher's guide are perhaps the commonest form of teaching material in language teaching.³⁸ Moreover, Brown defines textbooks as one type of text and it is used in educational curriculum.³⁹ In other words, textbooks are one of the learning resources contained the materials needed to achieve the learning objectives demanded in the curriculum.

As uttered by Brown, textbook is the most obvious and common form of material for language teaching and instruction.⁴⁰ Harmer states the majority of teachers around the world use textbook to help their learners, to give structure, and direction to their own teaching. The use of

³⁸Jack C. Richards, *Curriculum Development in Language Teaching* (New York Cambridge University Press, 2001), p. 254.

³⁹H. Douglas Brown, *Teaching by Principles - An Interactive Approach to Language Pedagogy: Second Edition* (New York: Longman, 2001), p. 141.

⁴⁰*Ibid.*, p. 136

textbook for teachers is to try to engage students with the content they are going to be dealing with.⁴¹ Then Tomlinson argues that a textbook provides the core materials for a language learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course.⁴² In short, textbook is not only as the material support but also the learning resource for both students and teachers in order to achieve the objective of learning.

Moreover, using textbook in Indonesia is a must for every school to support the learning process. As stated by Ministry of National Education in the minister regulations No. 2 of 2008 about textbooks in article 1 explains that textbook is a mandatory reference book to be used in primary and secondary education units or universities that contain learning materials in order to increase belief and piety, to make good character and personality, to have ability to master science and technology, sensitivity and aesthetic capabilities, to achieve health and physical potential based on Standards of National Education. The definition above can be concluded that textbooks as teaching materials must contain subject matter in which it is expected to improve the faith and piety, character, sensitivity, and knowledge of students.

⁴¹Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition* (Essex: Pearson, 2007), p. 182.

⁴²Brian Tomlinson, *Materials Development in Language Teaching, Second Edition* (Cambridge: Cambridge University Press, 2011), p. xi.

Through textbooks, students are wished to get more accurate information because students can get knowledge from other resources beside their teachers. Indeed, textbook is a collection of knowledge, concepts, and principles of a selected topic used in teaching and learning. In addition, textbooks are specific textbooks at certain levels of education used in the classroom in order to achieve learning objectives. Because textbooks are standard books and compiled by experts in their fields, the implications of these books are of quality in accordance with science and curriculum. Then inserting character values in textbook also is something matter.

2. The Benefits and Restrictions of Textbook

The use of textbooks in teaching has both advantages and disadvantages. There is no perfect textbook that is needed by students, teachers, schools and curricula. Each textbook has its own strengths and weaknesses. Consequently, there is no textbook designed for general market can be perfectly suitable for a specific group of learners. Teachers' opinion on the same textbook may differ depending on their experience, background, teaching styles and the needs of their students. What one teacher considers an advantage in a textbook, another teacher may consider a disadvantage.

Graves presents some advantages and disadvantages of using textbook. The following list contains the most advantages of using textbooks:

- a. Textbook provides a syllabus for the course

It is because the authors of the syllabus have made decisions about what will be learned and in what order.

- b. Textbook provides security for the students

Textbook provides the students with a kind of a road map of the course in order they know what to expect and they know what is expected from them.

- c. Textbook provides a set of visuals, activities, readings, etc.,

Because it provides visual and activities, it can save the teacher time in finding or developing materials.

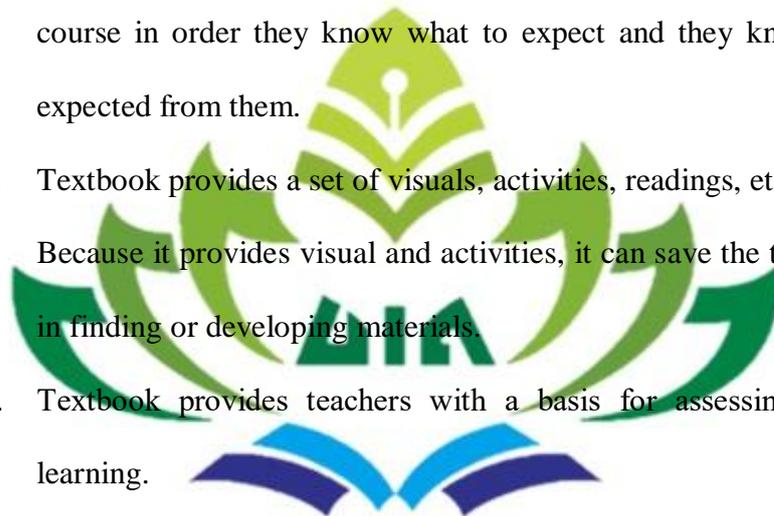
- d. Textbook provides teachers with a basis for assessing students' learning.

Some textbooks are provided tests or evaluation tools.

- e. Textbook may include supporting materials

Textbook can contain some additional materials such as teacher's guide, CD, worksheets, and video.

- f. Textbook provides consistency within a program across a given level.



If all teachers use the same textbook, it can provide consistency between levels in a condition in which the textbook follows a sequence.⁴³

It can be seen that textbook can help teaching and learning process to be more structured. In addition, textbooks are completed with learning material which can make the students learn more efficiently and the teachers work more easily. It provides the teacher with clear instruction and assessment for the student. Moreover, in terms of design in the textbook, textbooks are interesting because it includes some pictures and visuals. Subsequently, by looking at the benefits of the textbook, it can be said that textbooks hold a prominent key in language teaching and learning because it can help the learning to be more effective. Hence, the use of textbooks in language teaching and learning is undeniably crucial.

Additionally, Graves also mentions several disadvantages of the textbook. The disadvantages are stated below:

- a. The content may not be relevant or appropriate.
- b. There may be too much focus on one aspect of language and not enough focus on others.
- c. The content may not be at the right level.
- d. There may not be the right mix of activities.
- e. The sequence of units is not in accordance with the real work-related needs.

⁴³Kathleen Graves, *Designing Language Course, A Guide for Teachers* (Boston: Heinle. Cengage Learning, 2000), p. 174.

- f. The activities, readings, visuals, etc., may be boring.
- g. The timetable for completing the textbook may be unrealistic.
- h. The textbook doesn't take the students' background knowledge into account.⁴⁴

Based on the above statement, the content of the textbook may not be relevant for students because the levels and activities might be inappropriate for them. In term of content, textbook should be able to provide good content for students. Textbooks should not only confine by providing materials but also inserting moral value. Textbook should be able to promote characters value to the students because good textbook will benefit the students as it contains for character development.

Finally, it can be summed up that using textbook may provide some advantages for teacher and students. However, there are also several disadvantages that the textbook employ. More importantly, textbook are very prominent for the development of good characters. Seeing that textbook playing a great role in teaching and learning as well as in the character development, both teacher and students need to be careful in deciding the appropriate textbook to be used in English teaching and learning.

3. The Role of Textbook in English Language Teaching

Textbooks play crucial roles in teaching and learning process. Not only do teachers depend on the function of textbook but students also

⁴⁴*Ibid.*, pp. 174-175

need the help from textbook in their learning process. Allwright in Richards and Renandya argues that there are two positions on the role of textbook in the language classroom. The first role is the deficiency view which sees the role of textbooks or published materials as being to compensate for teachers' deficiencies and ensure that all the syllabus is covered using well thought out exercise. On the other hand, the different view sees materials as carriers of decisions best made by someone other than the teacher because of differences in expertise.⁴⁵ From those explanations, the roles of textbook in the classroom can be summarized into two aspects namely negotiate and deficiency. Negotiate means that teacher could easily compromise with several aspects with regard to their implementation in the classroom. On the other hand, deficiency supports the teachers' drawbacks in developing the teaching and learning process.

Moreover, Hutchinson and Torres in Richards and Renandya argue that the role of the textbook as a possible agent of change.⁴⁶ This can be achieved when a number of conditions are met. First, the textbook need to become a vehicle for teacher and learner training. Second, the textbook must provide support and help with classroom management, thus freeing the teacher to cope with new content and procedures. Third, the textbook will become an agent of change if it provides teacher with a clear picture of what the change will look like and clear practical

⁴⁵R. L. Allwright, "What do we want teaching materials for?" *ELT Journal* 36 (1), 1981, in Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 81.

⁴⁶*Ibid.*, p. 83

guidance on how to implement it in the classroom. Fourth, if adopted by a school, a textbook can result in collegial support and shared responsibility for and commitment to the change.⁴⁷ When those conditions mentioned are met, the role of textbook as agent of change can be agreed. It will not only become one of the supporting media in teaching but also become guidance for both the teacher and students.

As explained previously, it can be conclude that the role of textbook not only seen as negotiate and deficiency aspects but also as an agent of change. Both deficiency and negotiate are then primarily aimed at fostering their professional development while as an agent of change textbook can be as helpful material to be applied in teaching.

4. Evaluating Textbook

Evaluating textbook is very prominent because it is assumed that there is no perfect material so that it is valuable to evaluate the materials. In general, textbook evaluation is the process of making judgment of the appropriateness and worthiness of a textbook based on certain criteria. The term evaluation material, stated by Tomlinson, refers to attempts to measure the value of materials. This is done to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty.⁴⁸ In line with this, Cunningsworth postulates that the process of judging the book is based on the views and priorities

⁴⁷*Ibid.*,

⁴⁸Brian Tomlinson, *Materials Development*.... p.3.

of the parties conducting it.⁴⁹ From those explanations, it can be stated that textbook analysis or textbook evaluation is done to know or to expect whether the textbook will be used contain the certain criteria needed.

Additionally, Cunningsworth points out several reasons on why people analyze or evaluate textbook. The first major and frequent reason is the intention to adopt new course book to be used to teach or learn. Another reason is to find out particular strengths and weakness in the existing material. The last possible reason is that it can actually be beneficial for the teacher's development in teaching and helps teachers to gain good and useful insight into the nature of the material.⁵⁰ In other words, people do analyzing textbook not only to know the weakness and strength of the textbook but also to create a new textbook in order will be used in teaching and learning process.

Richard states that evaluating the quality of the textbook should consider three important aspects namely the role of the textbook in program, the teacher in the program, and the students in the program. They are presented as follow

a. The role of the textbook in program

In evaluating the textbooks, it should be consider whether:

- 1) the textbook describes a well-developed curriculum and the syllabus as well as the content of the programs

⁴⁹A. Cunningsworth, *Choosing Your Course book* (Oxford: Macmillan Heineman, 1995).

⁵⁰*Ibid.*, p. 14

- 2) the textbook provides the core of the program.
 - 3) the textbook is appropriate for small classes or large classes.
 - 4) the textbooks provide all the practice students need
- b. The teacher in the program
- In this aspect, it should be taken into account whether
- 1) the teachers are experienced in the program
 - 2) the teachers are native speakers or the teachers can speak English well
 - 3) the teachers follow the textbook or use it as a resource
 - 4) the teacher plays part in selecting textbook
 - 5) the teacher are free to adopt the textbook
- c. The learners in the programme
- In this aspect, we need to consider the following things
- 1) whether the students are required to buy the textbook
 - 2) the learners' expectation from the book
 - 3) where the students use the textbook
 - 4) the use of the textbook in the classroom
 - 5) the price of the book.⁵¹

Based on the aforementioned description of the aspects which should be evaluated in textbooks, textbooks should not only need to be suitable to be used by the teachers and students but also need to be represented the curriculum. It can be implied that textbook should

⁵¹Jack C. Richards, *Curriculum Development....* pp. 256-257.

conform to the curriculum, syllabus, and content of the program. Since Indonesia is implementing 2013 curriculum which argues that education should focus on character values. Therefore, it is very crucial to evaluate the textbook used for the teaching and learning, particularly in terms of its character values content, to make sure that the textbook has a good quality to support the learning and promote character education.

5. The Functions of Textbook in Building Students' Character

The word function in this research is closely related to language function used in the textbook. Function refers to any kind of intention that is realized through language. Brown states that language and verbal labels influence people's thinking.⁵² He also adds that words are not the only linguistic category affecting thought. The way a sentence is structured will affect nuance of meaning.⁵³ Furthermore, the language influences people's cognitive affective states.

Those perspectives enforce a view that language in a book, especially English textbook can be an effective way in transferring idea. In this case, it can be an appropriate tool in educating character to students through the language within the English textbook themselves. Its form can be through the statement, question and answer, task, picture, stories, etc. within the textbook. The content of the textbook itself can be various. It can be in form of story, history, describing things, and etc.

⁵²H. Douglas Brown, *Principles of Language Teaching and Learning* (New York: Pearson Education, 2007), p. 209.

⁵³*Ibid.*, p. 210

Related to this, the content of textbook might influence the mind of the readers or students. From what the students read, the information inside the text will be transferred as the students' own thinking. It is supported by Bohlin, the study of literature provides students with an occasion for focused moral reflection and dialogue, and an occasion to examine what informs the moral compass guiding fictional lives.⁵⁴ On the other words, one of the ways in transferring an idea in textbook is by employing literature within the textbook. Then, the character value can be found in it whether in form of dialogues or text.

Textbook usually embody the character value and beliefs of the culture for which it is created because as stated by Provenzo textbook are almost never value free.⁵⁵ The content of textbook might become such crucial sources in transmitting character value, whether it is from its stories, picture, tasks, etc in the textbook. Inculcating values through textbook can be integrated within the text itself. The character values can be found in either implicit or explicit within the text. Trough the value in it, the students and the teacher can discuss it together to get more detail information in order the students can apply it in social life or not.

The character values can be inserted in various learning activities within the textbooks. As recommended by the Ministry of National Education, there are six components of learning activities. They are goal,

⁵⁴Keren E. Bohlin, *Teaching Character Education...* p. 27.

⁵⁵Eugene F. Provenzo, *Encyclopedia of the Social and Cultural Foundations of Education* (London: Sage Publications, 2009), p. 821.

input, activities, setting, teacher's role, and student's role.⁵⁶ In the goal orientation, students can be taught to have attitude orientation instead of merely knowledge. Thus, a teacher should add goal orientation in each learning activity with an attitude achievement or certain value such as honesty, confidence, hard-work, respecting each other etc. In input texts or learning material, values can be elaborated to the values related to that material/knowledge. In activities, students can internalize the values by being active in the learning activities that encourage them to the process of autonomous learning and learner-centered which, then, facilitate them to have a number of values.

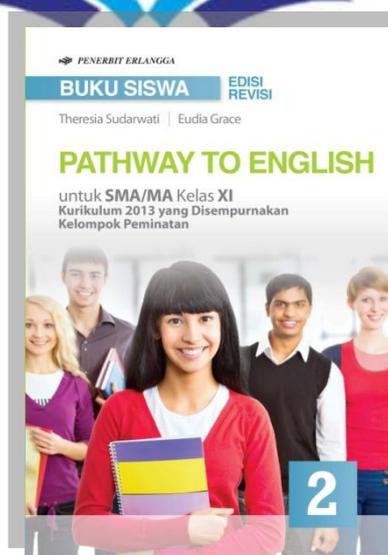
Meanwhile, inserting character values can also be done by involving students in a setting which implies educated values. It can be done by asking the students to accomplish task individually, in pairs, or in groups. However, each setting implies educated values. For example, short time setting of accomplishing task will educate the students to work quickly in completing task and it makes them to respect time well. Furthermore, working in group enables the students to have an ability to work cooperatively, respect each other, etc. In addition, teachers have a role in internalizing values to their students as facilitator, motivator, participant, and feed-back giver while students can engage actively in learning by becoming the presenter of discussion, participants in

⁵⁶Tim Penyusun, *Pendidikan Terintegrasi dalam Pembelajaran di Sekolah Menengah Pertama* (Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum), pp. 6-8.

discussion, etc in order to internalize good characters that enable them to know and care about their surroundings.

6. Pathway to English Textbook

Pathway to English is a series of textbooks for Senior High School students that has been developed based on 2013 curriculum. It is published by Erlangga, one of famous publisher of learning textbook. It is available for tenth, eleventh, and twelfth grade. It is composed by Theresia Sudarwati and Eudia Grace. This textbook was published on February 2017 which had ISBN 9786022989233. Thus, the researcher used Pathway to English Revision Edition for grade XI Senior High School. For further information, this textbook is used at State Senior High School 9 Bandar Lampung. It can be known from checking the availability of the textbook at <http://library.smalan.sch.id>. (See Appendix 1)



Picture 2.3.
The Cover of English Textbook Pathway to English

D. Genre

1. Understanding Genre

Students need to learn genre in communication because it gives linguistic implication that student should notice. The genre provides a text forming framework consisting of three aspects: (1) the purpose or social function to be achieved, using (2) the structure of the text and (3) the language element in accordance with the contextual demands.⁵⁷ By learning the genre, students not only can use English sentences, but also can organize the text. The word genre comes from the French (and originally Latin) word for 'kind' or 'class'. The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics, to refer to a distinctive type of text.⁵⁸ According to Cooper, genre means a type or category of text.⁵⁹ It means that genre is kinds of text. Hyland defines genre is a group of texts that is used to represent the meaning of the situation that has been caught by the writer.⁶⁰ It can be said that genre is text that writer wants to deliver its purpose.

Genre means written text that is grouped together under the category based on their shared communicative purpose and formal

⁵⁷Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas/Madrasah Aliyah/Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan (Sma/Ma/Smk/Mak), (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2016), p. 5

⁵⁸Daniel Chandler, *An Introduction to Genre Theory*, (1997), p.1

⁵⁹Charles R. Cooper, *Evaluating Writing: The Role of Teacher's Knowledge about Text, Learning and Culture*, National Council of Teachers of English, p. 24

⁶⁰Ken Hyland, Genre Pedagogy: Language Literacy and L2 Writing Instruction. *Journal of Second Language Writing* (2007), p. 4

textual features such as generic structure and language features.⁶¹ It is in line with Hyland that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. Every genre has a number of features which make it different to other genres: each has a specific purpose, an overall structure, specific linguistic features, and is shared by members of the culture.⁶²

In short, genre is type of written text that is organized by its own feature. The features are communicative purpose, generic structure and language feature. Different genre gives different social power.

2. Genre of Reading Text

The material in teaching English using curriculum 2013 is divided into genre (text types), short functional text, transactional and interpersonal text.⁶³ In addition, the text types should be learnt by senior high school students including the genre had been learnt when they were in junior high school and there are additional genre that they should learn in senior high school.⁶⁴ The genre (text types) that should be learnt by junior high school students are procedure text, descriptive text, recount text, narrative text, and report text. Meanwhile, the additional genres

⁶¹Irene Ngu Tien Tien, *Genre Based-Text Analysis: Undergraduates' Writing For Information Reports* (University Malaysia Sarawak, 2009), p. 6

⁶²Ken Hyland, *Teaching and Researching Writing*, (Great Britain: Pearson Education, 2009), p. 15

⁶³Fathur Rohim dkk, *Modul Guru Pembelajar Bahasa Inggris Kelompok Kompetensi Profesional A (Distinguishing Texts and Non Texts)*. (Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Bahasa, Direktorat Jenderal Guru dan Tenaga Kependidikan, 2016), p. 7.

⁶⁴*Ibid.*,

(text types) that should be learnt by senior high school students are spoof text, analytical exposition text, hortatory exposition text, news item text, explanation text, discussion text, and review text. Thus, it can be concluded that senior high school students learn the combination of genre for junior high school and senior high school. Genres (text types) belong to reading material. Anderson and Anderson categorize genre into two types, literary genre and factual genre. Literary genre consists of narrative, poetry, and drama. Factual genre has seven types of genre; recount, explanation, discussion, information report, exposition, procedure, and response. Furthermore, the text type and the purpose of the text are described in the table below:

Table 2.4
Text Types and Communicative Purpose by Anderson and Anderson

Text Types	Purpose
Poetic	To express the feelings or experiences of the poet so as to describe, praise or criticize.
Dramatic	To portray human experience through enactment, sometimes in order to make social comment.
Narrative	To construct a view of the world that entertains or informs the reader or listener.
Response	To respond to an artistic work by providing a description of the work and judgment.
Discussion	To present differing opinions on a subject to the reader or listener.
Explanation	To explain how or why something occurs.
Exposition	To argue or persuade by presenting one side of an issue.
Information report	To classify, describe or to present information about a subject.
Procedure	To instruct someone on how something can be done.
Recount	To retell a series of events, usually in the order they occurred.

(Adapted from Mark Anderson and Kathy Anderson. *Text Types in English*, 1997)

Furthermore, Gerot and Wignell categorize types of genre into 13 types, namely spoof, recount, report, analytical, news item, anecdote,

narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews. Furthermore, the text type and the purpose of the texts are described in the table below.

Table 2.5
Text Types and Communicative Purpose by Gerot and Wignell

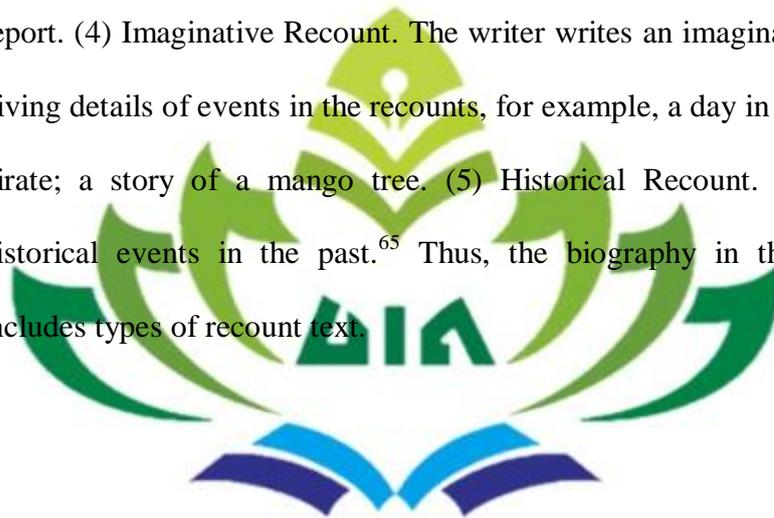
Text Types	Purpose
Spooof	To retell an event with the humorous twist.
Recounts	To retell events for the purpose of informing or entertaining.
Reports	To describe the way things are, with reference to a whole range of phenomena, natural, synthetic and social in our environment.
Analytical Exposition	To persuade the reader or listener that something in the case.
News Item	To inform readers, listeners or viewer, about events of the day what are considered news worthy or important.
Anecdote	To share with others on account of an unusual or amusing incident.
Narrative	To amuse, entertain and to deal with actual or vicarious experience in different ways; Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution
Procedure	To describe how something is accomplish through a sequence or action or steps.
Description	To describe a particular person, place or thing.
Hortatory Exposition	To persuade the reader or listener that something should or should not be the case.
Explanation	To explain the processes involved in the formation or working of natural/ or socio cultural phenomena.
Discussion	To present (at least) two points of view about an issue
Reviews	To critique an art work or event for a public audience. Such works of an art include movie, TV shows, books, plays, operas, recordings, exhibitions, concerts and ballets.

(Adapted from Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, 1994, edited by Berti Nurul Khajati. STKIP Panca Sakti Bekasi, pp.152-171)

From the text types has been explained briefly, the researcher decided to only analyze the text types that proposed by Gerot and Wignell and it was also based on the materials on syllabus for eleventh grader of senior high school. The texts being analyzed was based on the

syllabus. They were biography, report text, narrative text and hortatory exposition text.

Related to the genre of the texts in English textbook, one of the genres is biography. As stated by Sudarwati and Grace, recount text divided into five types: (1) Personal Recount. This usually retells an event that the writer was personally involved in. (2) Biography Recount. This usually retells accounts of a person's life. (3) Factual Recount. This usually retells an incident, for example, a science experiment, police report. (4) Imaginative Recount. The writer writes an imaginary role and giving details of events in the recounts, for example, a day in the life of a pirate; a story of a mango tree. (5) Historical Recount. This retells historical events in the past.⁶⁵ Thus, the biography in this research includes types of recount text.



⁶⁵Sudarwati, Th.M and Eudia Grace. *Pathway to English*. (Jakarta: PT Gelora Aksara Pratama, 2013) in Hanita Mashitah "Grammatical Cohesion Found in Recount Texts Of "Pathway to English" X Grade Curriculum 2013 General Program by Erlangga" *Journal for Language and Foreign Language Learning*, 2017, Vol. 6, No. 1 p. 62-79. Available on <http://dx.doi.org/10.21580/vjv6i11586>

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