

AN ANALYSIS OF CHARACTER EDUCATION IN ENGLISH TEXTBOOK
ENTITLED BRIGHT AN ENGLISH FOR JUNIOR HIGH SCHOOL
PUBLISHED BY ERLANGGA



A Thesis

Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

By

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ABSTRACT

AN ANALYSIS OF CHARACTER EDUCATION IN ENGLISH TEXTBOOK ENTITLED BRIGHT AN ENGLISH FOR JUNIOR HIGH SCHOOL STUDENTS PUBLISHED BY ERLANGGA

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Character education becomes one of the concerns of the Ministry of Education and Culture in Indonesia. The implementation of character education can be implemented in various aspects of Education in Indonesia. Textbook is one of the media or tools that character education can be integrated. So, the objectives of this research are to find out character education and techniques of integrating character education in the reading text of English textbook entitled Bright an English Textbook for Grade IX of Junior High School Students Published by Erlangga.

In this research, the researcher used qualitative research. The researcher used document analysis for data collecting technique. The researcher used three major phases of data analysis. They were data reduction, data display, and conclusion drawing or verification.

The result of the research showed that in the English textbook entitled Bright an English textbook for Grade IX of Junior High School Students Published by Erlangga found that the character education that integrated in reading texts were religious, honest, tolerance, independence, work hard, curiosity, rewarding achievements, friendly, love of peace, environmental care, social care, and responsibility. Meanwhile, character education that did not integrate and find in the reading texts of the English textbook were discipline, creative, democratic, nationalism, patriotism, and reading pleasure. Furthermore, the technique integrating character education found in the reading texts of the English textbook were explicitly technique with the percentage 9.09% and implicitly technique with the percentage 90.90%.

Keywords: Character education, textbook, reading text, and qualitative research.



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DECLARATION

Hereby I declare that this thesis entitled “An Analysis of Character Education in English Textbook Entitled Bright an English for Junior High School Students Published by Erlangga” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledge in the text.

Bandar Lampung, October 07, 2019

Declared by

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MOTTO

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ ۚ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ
كُلُّ أُوْدُنِكَ كَانَ عَنْهُ مَسْنُونًا

Meaning: “And pursue not that of which thou hast no knowledge; for every act of hearing, or of seeing or of (feeling in) the heart will be enquired into (On the Day of Reckoning).”¹ (Q. S Al-Israa: 36)



¹Abdullah Yusuf Ali, *The Meaning of Holy Quran*, New Edition Revised Translation, (Madinah: Almana Publication, 2004), p.48

DEDICATION

From the deep of my heart, I offer up my praise and gratitude to Allah SWT for always giving the abundant blessing to me. Then, I dedicate this thesis to everyone who cares and loves me. I would like to dedicate this thesis to:

1. my beloved parents Mr. Tri Haryanto, Mr. Inta, Mrs. Ade Yam-Yam Sulyami, and Mrs. Siti Farhani who always love me and keep on praying for my life and success,
2. my beloved grandmother Mrs. Siti Saodah who always keeps on praying for me and always loves me so much. Then, My beloved Uncle and Aunt, Mr. Sudirman and Mrs. Susi who always support for my success,
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4. my beloved cousin Rico Diantara, Karenina Yasmin, Muhammad Rizki, Meilan Ikhsan Sohibi, Aden Anesa Driliya, Dela Yulika, and Larasati, thank you for everything, and
5. my beloved lecturers in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.

CURRICULUM VITAE

The name of the researcher is Luthfi Nur Ubay. She is called by Ubay. She was born on April 7th, 1996 in Lampung Timur. Her parents' names are Tri Haryanto and Ade Yam-Yam Sulyami. She is the oldest children out of four siblings. She has one young sister and two young brothers. Her young sister' name is Meriyam Tasya Zanaria. Her young brothers' names are Muhammad Wildan Basit and Muhammad Fathir Al-fath.

She accomplished her formal education at Elementary School at SD N 1 Labuhan Ratu at Pasir Sakti, Lampung Timur in 2008. Then the researcher entered Junior High School at SMP N 1 Sragi at Bandar Agung, Lampung Selatan only for one year. Later she moved to MTs 67 Benda at Nagarasari, Tasikmalaya, Jawa Barat and she repeated her studies in Junior High School back to grade 7th again and finished in 2012. After that she continued her school at Senior High School at MA 67 Benda at Nagarasari, Tasikmalaya, Jawa Barat and finished in 2015. After that she continued her study at Raden Intan State Islamic University, Lampung until 2019.

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This thesis entitled “An Analysis of Character Education in English Textbook Entitled Bright an English Published by Erlangga” is presented to be English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfillment of the requirement to obtain S1-degree.

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Finally, none or nothing is perfect and neither in this thesis. Any correction comments and criticism for betterment of this thesis are always open heartedly welcome.

Bandar Lampung, October 07, 2019

The Researcher

Luthfi Nur Ubay
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TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
APPROVAL	iii
DECLARATION	iv
MOTTO	v
DEDICATION	vi
CURRICULUM VITAE	vii
ACKNOWLEDGMENT	viii
TABLE OF CONTENT	x
LIST OF TABLES	xiv
LIST OF APPENDICES	xv
CHAPTER I: INTRODUCTION	
A. Background of the Problem	1
B. Identification of the Problem	11
C. Limitation of the Problem	12
D. Formulation of the Research	13
E. Objective of the Research	14
F. Uses of the Research	14
G. Scope of the Research	15
CHAPTER II: REVIEW OF LITERATURE	
A. Character Education	
1. Concept of Character Education	16
2. Character Education Values	18
3. The Implementation of Character Education in Curriculum 2013	23

4. Techniques of Integrating Character Education.....	25
5. The Concept of Character Education Values in Reading Text	27
B. Textbook	
1. Concept of Textbook.....	29
2. Concept of Textbook Analysis	30
3. The Role of Textbook in English Language Teaching	31
4. Standardized of a Good Textbook.....	33
5. Bright an English Textbook	35
C. Reading	
1. Concept of Reading.....	36
2. Concept of Text	38

CHAPTER III: RESEARCH METHODOLOGY

A. Research Design	39
B. Subject of the Research.....	40
C. Data Collecting Techniques	40
1. Document Analysis	41
D. Research Instrument.....	43
E. Research Procedures	44
F. Trustworthiness of the Data	45
1. Confirmability	45
G. Data Analysis	46
1. Data Reduction.....	46
2. Data Display	47
3. Conclusion Drawing/Verification	48

CHAPTER IV: RESEARCH RESULT AND DISCUSSION

A. Result of Data Analysis 50

 1. Data Reduction 50

 2. Data Display 51

 3. Conclusion Drawing 97

B. Discussion Findings 98

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion 101

B. Suggestion 102

REFERENCES

APPENDICES



LIST OF TABLES

Table 1 Instrument of the Research Data.....	43
Table 2 Data Findings of Characters Education in the Reading Text	53
Table 3 Data Sheet of Frequency and Percentage of Character Education in the Reading Text	81
Table 4 Data Findings of Techniques Integrating Characters Education in the Reading Text	84
Table 5 Data Percentage of Integrating Character Education	95



LIST OF APPENDICES

Appendix 1 List of Reading Texts	104
Appendix 2 Interview for the Teacher	119
Appendix 3 Photos Documentation	124
Appendix 4 Control Card	128
Appendix 5 Expert Validation	130
Appendix 6 Bright an English	131
Appendix 7 Syllabus	141



CHAPTER I

INTRODUCTION

A. Background of the Problem

Character education is a component of education that has an important role in developing the quality of education in Indonesia. One of important role of character education is to create students who have good personalities and noble character. Skaggs and Bodenhorn in Agboola state that "The main principle of good character is respect, truth, fairness, and responsibility."² The application of character education in schools is expected to guide students to have good characters such as respect, fairness, truth, and others.

Licona defines character education as a concept to develop a moral consciousness that emerges from psychological, social learning and cognitive development framework to develop a student character.³ Based on the statement of Licona, the character development of students through character education can help students develop moral awareness, social awareness, and cognitive development of students. With the formation of that character education values students are expected to have good character, because education without being accompanied by character education means nothing.

²Alex Agboola, "Bring Character Education into a Classroom", European Journal of Educational Research, Vol. 1 No. 2, 2012, p. 163.

³Dimiar Ariesinta, skripsi: "An Analysis of Character Education in the 2013 Curriculum English Textbook of the Seventh-Grade Students" (Yogyakarta: Universitas Sanata Dharma, 2016), p. 3.

Character education becomes one of concern in the 2013 curriculum. Character education is a component of education that applied in schools in Indonesia; in his opinion, Ryan in Goss states “While the development of a child’s character is clearly not the sole responsibility of the school, historically and legally schools have been major players in this arena”.⁴ In the opinion above, the researcher realizes that a school has an important role in the development of student's character education.

Indonesia has implemented the 2013 curriculum, integrating character education values into teaching learning process become one of objectives of this curriculum. The quality of education is very dependent on the maximum or not the application of character education in a school. At present character education has been applied in several educational elements in Indonesia. In the 2013 curriculum, there were several updates including the main points is character education. In the 2013 curriculum, there are 18 character education values that can form students' personalities.⁵ It means that character education become one of objectives and concern in 2013 curriculum. Character education developed by Ministry of Education and Culture there are 18 characters education.

Ministry of Education and Culture also states that in order to take the implementation of character education in Indonesia's educational system, it

⁴Sandra J. Goss & Carleton R. Holt. “*Perceived Impact of a Character Education Program at a Midwest Rural Middle School: A Case Study*”, NCPEA Education Leadership Review of Doctoral Research, Vol. 1 No. 2, 2014, p. 51.

⁵Abna Hidayati, “*The Development of Character Education Curriculum for an Elementary Student in West Sumatera*”, International Journal of Education and Research, Vol. 2 No. 6, 2014, p. 190.

comprises 18 values of character education. The values are derived from: Pancasila religion (national ideology), culture, and national education goals, namely: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, communicative, love and peace, the foundation of reading, environmental awareness, social care, and responsibility.⁶ Those are the 18 character education values that become one of concern in 2013 curriculum.

Based on the explanation of character education above, we can find out the importance of the application of character education in schools to build student's character in accordance with the objectives in the 2013 curriculum. The application of character education in 2013 was driven by many cases occurring by students who were not in accordance with the norms applies in Indonesia.

Here are some examples of cases that have occurred during 2019, including: Recently a video circulated where there was a student who bullied a teacher. In the video, it appears that the student encourages the teacher and smokes in front of the teacher and makes out rude words. Meanwhile, the other students did not want to lose the moment and continued recording while laughing. The disrespectful act was actually considered as a funny thing for the students. This incident occurred in one of Junior High School in Gresik of East Java.

Other cases occurred when the researcher conducted PPL activities in one Junior High School in Bandar Lampung. The incident began when a student lost his cell

⁶*Ibid*

phone that was left in the classroom, while they went to the English laboratory to attend the researcher's lesson. Then after being investigated, the cell phone thief by his classmate, finally the student who stole the cell phone was drop out from school.

The example of the cases above showed that the need for the application of character education in schools is important. Also, from those cases showed that schools have an important role in shaping the character of students, considering that students spend more time at school. There are some activities to build up character education but the researcher focus in textbook which use in teaching learning process because it is tool to help teacher in teaching learning process. So, character education that should be emphasis not only in teaching learning process but also in learning materials.

In the 2013 curriculum, character education applied to every subject in school, including an English lesson. In the English lesson, students are expected not only to learn languages but also in English lesson students are expected to take lessons in character building. The important thing that must be considered from applying character building in a lesson at school is to depend on the use of textbooks in the teaching and learning process at class. To determine whether character education applied or not in 2013 curriculum material, the researcher intend to analyze the textbook to find the character education.

Cunningsworth states that "A textbook is as an effective resource for self-directed learning, an effective source of presentation of materials, a source of ideas and

activities, and a reference source for students, a syllabus where they reflect predetermined language objectives, and support for less experienced teachers who have yet to gain confidence”.⁷ Using textbooks in the teaching and learning process can provide benefits for both teachers and students. This is because the textbook is a learning resource that can be a reference for material, in addition to the textbook students can understand a material independently before the material is taught by teachers at school.

Brown states that the most obvious and most common form of materials support for language instruction comes through the textbook.⁸ From the statement it can be seen that textbooks have an important role for teachers and students in the teaching and learning process, using textbooks as tools or media for learning in schools, teachers and students have guidance on the subject matter to be studied according to the students’ grade level.

Graves states that a good textbook that meets students' needs, is at the right level, has interesting material, and so on. Also can be boon to a teacher because it can free him or her to focus on what the students do with it.⁹ In other words, good textbooks are books that suit students' needs both knowledge and morally. So, by using a textbook that integrates with character education can facilitate the teacher in guiding students to become a better person. Also, by using a textbook that

⁷Ruth Marcela Del Campo, “A Theoretical-practical View over the Way Textbooks are Used in the Training of English Teachers”, *Revista Linhas*. Florianópolis, Vol. 17 No. 35, 2016, p. 305.

⁸H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy* (2nd), (California: Longman, 2001), p. 136.

⁹Kathleen Graves, *Designing Language Courses: A Guide for Teachers*. (California: Newbury teachers development, 2000), p. 183.

integrates with character education the students not only get knowledge from a textbook, but students can get information and know how to be a good person by following the character education values in the textbook.

Before choosing an English textbook to be analyzed, the researcher conducted interviews with English teachers in five Junior High Schools in the Bandar Lampung area. The purposes of these interviews are to find out what English textbooks used in these Junior High Schools in Bandar Lampung area. The results of these interviews made the foundation for the researcher determined the English textbook that analyzed in this research. In addition, in these interviews, the researcher also asked about whether these textbooks integrated with the character of education and what difficulties of the teacher encountered in determining and understanding integrated character education in these English textbooks. Those schools are SMP PGRI 6 Bandar Lampung, SMP Negeri 21 Bandar Lampung, SMP Negeri 36 Bandar Lampung, SMP Negeri 29 Bandar Lampung, and SMP Negeri 18 Bandar Lampung.

The results of the interview at SMP PGRI 6 Bandar Lampung towards English subject teacher named Mrs. Wiwin S. Pd, she said that the English textbooks commonly used were English textbook entitled "When English Rings a Bell" and as additional source textbook she added that she used English textbook entitled "English on Sky". She added that in the English textbook entitled "When English

Rings a Bell” there were several character educations that had not been integrated into the reading text such as democracy and social care.¹⁰

Moreover, based on the results of the interview at SMP Negeri 21 Bandar Lampung towards English subject teacher named Mrs. Fitri Susmiati M. Pd, she said that the English textbooks commonly used are English textbook entitled "When English Rings a Bell" and as a additional source textbook she added that she used English textbook entitled "Bright an English course for Junior High School Students", she added that in these textbooks character education was integrated, most character education values were clearly integrated and there were several characters education values points that integrated must be assisted by the use of methods that can help teachers integrate these character education values.¹¹

Furthermore, based on the results of the interview at SMP Negeri 29 Bandar Lampung towards English subject teacher named Mrs. Barliani S. Pd, she said that the English textbook commonly used is English textbook entitled "When English Rings a Bell". She added that the implementation of character education values in this English textbook is not clearly integrated.¹²

Additionally, based on the results of the interview at SMP Negeri 36 Bandar Lampung towards English subject teacher named Mrs. Desi S. S, she said that the English textbook commonly used as the main guidebook was an English textbook

¹⁰Mrs. Wiwin, *Interview an English Teacher*, SMP PGRI 6 Bandar Lampung, 11th March 2019

¹¹Mrs. Fitri Susmiati, *Interview an English Teacher*, SMP N 21 Bandar Lampung, 11th March 2019

¹²Mrs. Berliani, *Interview an English Teacher*, SMP N 29 Bandar Lampung, 11th March 2019

entitled "Bright an English course for Junior High School Students" and as an additional source book she used English textbook distributed by the government entitled "When English Rings a Bell". She added that the implementation of character education in the textbooks entitled "Bright an English course for Junior High School Students" more clearly integrated than in the textbook entitled "When English Rings a Bell", because in the textbook entitled "When English Rings a Bell" have a few and less clear reading texts.¹³

The last results based on observations from PPL activities that have been carried out by the researcher at SMP N 18 Bandar Lampung the researcher gets information at that school also usually uses English textbooks entitled "When English Rings a Bell" and "Bright an English course for Junior High School Students".¹⁴

Based on the background of the problem above and the results of these interviews towards English subject teachers in five Junior High Schools in Bandar Lampung, the researcher found that all of the schools used the English textbook entitled "When English Rings a Bell" because the English textbook entitled "When English Rings a Bell" was a textbook that distributed by the government to all schools in Indonesia. Then there are 3 schools that used a companion book, that English textbook entitled "Bright an English course for Junior High School Students".

¹³Mrs. Desi, *Interview an English Teacher*, SMP N 36 Bandar Lampung, 11th March 2019

¹⁴Mrs. Ruslaini, *Interview an English Teacher*, SMP N 18 Bandar Lampung, 19th November 2019

In this case, the researcher analyzed character education that found in the reading text in the English textbook of 2013 curriculum entitled “Bright an English Course for Grade IX of Junior High School Students”. The text that analyzed by the researcher is the text contained in the English syllabus for IX grade. These texts are Narrative text, report text, and procedure text. Also, after observed the two textbooks that were "When English Rings a Bell" and "Bright an English Course for Grade IX of Junior High School Students" and after consulted with the co-advisor, the English textbook entitled "When English Rings a Bell" there were only a few reading text that exist in that textbook. So, the researcher prefers chose and analyzed the English textbook entitled "Bright an English course for Grade IX of Junior High School Students".

Based on previous research by Fitriana Sulistyningrum, she analyzed about character education found in English textbook entitled “An Analysis of Characters in the Text of an English Textbook Entitled Contextual English for Grade XI of Senior High Schools Regular Program”. In her research, she got the conclusion that there are two conclusions that can be drawn in her research. They are the characters and the techniques of integrating characters in the texts of English Textbook entitled Contextual English for Grade XI of Senior High Schools Regular Program. The conclusion related to the first objective of her research, characters that are found in the texts of English textbook entitled Contextual English for Grade XI of Senior High Schools Regular Program covers 18 characters described by Ministry of Education and Culture. Those characters are religiousness, honesty, tolerance, discipline, perseverance, creativity,

independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/ communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. From those 18 characters, social awareness character is the most dominant with the percentage of 15%. Meanwhile, independence, reading interest, and environmental awareness characters stand in the lowest position with only 1.2%. Furthermore, her research also studies about the techniques of integrating characters in the texts of English Textbook entitled Contextual English for Grade XI of Senior High Schools Regular Program. Techniques of integrating characters that are found in the texts consist of two techniques, namely explicit and implicit technique. The integrating technique of characters implicitly is more dominant in the texts of this book.¹⁵

In another previous research conducted by Atik Rahayu, she analyzes about character education found in English textbook entitled “Character Education Analysis of English Textbook Entitled When English Rings A Bell for the Seventh Grade of Junior High School”. In her research, she concluded that 2013 curriculum English textbook entitled “When English Rings a Bell” for seventh grade of Junior High School contains 16 characters education values namely: Religiosity, honesty, tolerance, discipline, hard work, independence, curiosity, nationalism, patriotism, achievement orientation, friendship/communication, love of peace, reading pleasure, environmental awareness, social care, and

¹⁵Fitriana Sulistyaningrum, “*An Analysis of Characters in the Text of an English Textbook Entitled Contextual English for Grade XI of Senior High Schools Regular Program*”. (Thesis of English Education Study Program of State University of Yogyakarta, Yogyakarta, 2015), p. 78.

responsibility. There are two character education values that did not present in the sentences in 8 chapter of the textbook are creativity and democracy.¹⁶

The differences between the previous research and this research are the textbook used by the researcher. In this case, the researcher used the 2013 curriculum textbook entitled “Bright an English Course for Grade IX of Junior High School Students” that has integrated with character education values. So, the researcher analyzed the character education values in the reading text in this textbook. Finally, the aimed of this research was analyzed character education values integrated with the reading text in the English textbook of 2013 curriculum entitled “Bright an English Course for Grade IX of Junior High School Students published by Erlangga”. So, in this case the researcher conducted the research entitled “An Analysis of Character Education in English Textbook Entitled Bright an English for Junior High School Published by Erlangga.”

B. Identification of the Problems

Based on the results of the interviews with the English subject teachers in five Junior High Schools, the researcher found that there were some characters education that had not been integrated in the textbooks used in the teaching and learning process in those schools. So that in this research, the researcher identified the problem as the implementation of character education in the English textbook of 2013 curriculum entitled “Bright an English Course for Grade Junior High School Students published by Erlangga” is not clearly integrated.

¹⁶Atik Rahayu, “*Character Education Analysis of English Textbook When English Rings a Bell for the Seventh Grade Junior High School*”. (Thesis of English Education Study Program State Institute of Islamic Studies of Ponorogo, Ponorogo, 2017), p. 68.

C. Limitation of the Problems

In this research, the researcher analyzed the character education found in the reading text of the English Textbook of 2013 curriculum entitled “Bright an English Course for Grade IX of Junior High School Students published by Erlangga”. At this stage, the researcher analyzed 18 character education values formulated by the Ministry of Education and Culture. These character education values are religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, the spirit of nationality, love the country, rewarding achievement, friendly, love peace, the joy of reading, environmental care, social care, responsibility.

In this research, the researcher used the technique integrating characters education by Zuchdi. According to Zuchdi character education can be integrated directly or indirectly. As supported by Zuchdi, characters education can be integrated into 2 forms, the first direct form or explicit technique, and the second in the form of an indirect or implicit technique. To determined the explicitly and implicitly technique of integrating characters education, the researcher used the indicators by Ministry of Education and Culture.

Furthermore, the researcher used the indicators of techniques integrating character education values by the Ministry of Education and Culture to find out the explicitly and implicitly technique character education in that English Textbook. The Ministry of Education and Culture stated that are many ways or techniques to integrate the character education values into their teaching included in textbooks.

These techniques include; (1) expressing the characters that exist in the learning material, (2) integrating the characters to become an integral part of the learning material, (3) using imagery and making comparisons with similar events in the lives of the students, (4) changing the negative things into positive, (5) expressing the characters through discussion and brainstorming, (6) using stories to bring the characters, (7) telling the life stories of great men, (8) using songs and music to integrate the characters, (9) using drama to portray the events that contain characters, (10) using a variety of activities such as services, practice field through clubs or group activities to bring character of humanity.

D. Formulation of the Research

In this research, the formulation of the problems formulated as follows:

1. What are character education values found in the reading text of English textbook of 2013 curriculum entitled Bright an English Course for Grade IX of Junior High School Students published by Erlangga?
2. How does the English textbook of 2013 curriculum entitled Bright an English Course for Grade IX of Junior High School Students published by Erlangga integrates character education values into each reading text?

E. Objective of the Research

Based on formulation of the problem above, the objectives of the research were to know about:

1. To found character education values in the reading text of the English textbook of 2013 curriculum entitled Bright an English Course for Grade IX of Junior High School Students published by Erlangga.
2. To know the techniques of integrating character education values into each reading text in the English textbook of 2013 curriculum entitled Bright an English Course for Grade IX of Junior High School Students published by Erlangga.

F. Uses of the Research

The researcher expects that there are some uses of the research as follows:

1. Theoretically

The results of this research expected have a uses to support theories dealing with character education.

2. Practically

- a. For the students

By using this English textbook the students can learn and get to know the character education values integrated into the reading text of the English textbook of 2013 curriculum entitled Bright an English Course for Grade IX of Junior High School Students published by Erlangga and the students can apply the character education values in daily life.

b. For the teacher

By analyzing this textbook, the researcher expects that teachers can choose a good textbook that includes an integrated character education values to teach the students in the teaching-learning process.

c. For another researcher

This research explained about character education, textbook, and others. So, this research can be as a reference for another researcher.

G. Scope of the Research

The researcher divided the scope of the research into three parts, as follows:

1. Subject of the research

The researcher chose the English textbook of 2013 curriculum entitled Bright an English Course for Grade IX of Junior High School Students published by Erlangga.

2. Object of the research

The object of the research is character education found in the reading text of the English textbook of 2013 curriculum entitled Bright an English Course for Grade IX of Junior High School Students published by Erlangga.

3. Time of the research

This research conducted in the 2019/2020 academic year.

CHAPTER II

REVIEW OF LITERATURE

A. Character Education

1. Concept of Character Education

Character education is defined as any school-instituted program, designed in cooperation with other community institutions, to shape directly and systematically shape the behavior of young people by influencing explicitly the non-relativistic values believed directly to bring about that behavior.¹⁷ It means character education is a program in the education system that is planned and applied in schools which directly aims to shape the character and instill educational values in students.

Character education helps improve students' self-awareness and social interaction among peers in the school setting; and so, with an enhanced learning environment, students' academic achievement improves as well.¹⁸ In other words, through the implementation of character education in schools students can increase self-awareness to socialize well with peers in the school environment. Also, through the implementation of character education in school can improve students' learning environment to be a good environment. So, it means that the implementation of character education at school has a purpose to build and

¹⁷Larry P. Nucci, *Handbook of Moral and Character Education* (New York and London: Routledge publications, 2008), p. 90.

¹⁸Ruba Khoury, "Character Education as a Bridge from Elementary to Middle School: A Case Study of Effective Practices and Processes", *International Journal of Leadership* Vol. 8 No. 2, 2017, p. 49.

produce students that not only have a good score in class but are equipped with good character.

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share.¹⁹ It means through the implementation of character education in schools, it can help students build character education values such as responsible, care for each other by modeling and teaching good character education values.

Character Education is the deliberate effort to help people understand, care about, and acts upon core ethical values.²⁰ In other words, character education is a deliberate effort to instill character education values that aim to understand, respect each other and be sensitive to the surrounding environment. The purpose of other character education is to train one's ability to form good personalities.

Another expert states that character education is ultimately about what kind of person a child will grow up to be.²¹ In other words, to help students or children to form a good character through character education must be supported by various methods or media created by the education system and applied in schools. Which in this case, the character of education can be applied in various media, one of them in the textbook they use in school.

¹⁹Debra Henzy, *Character Education: Informational Handbook & Guide II*, (Public Schools of North Carolina: 2009), p. 12.

²⁰*Ibid*, p. 13.

²¹Larry P. Nucci, *Handbook of Moral ...*, p. 80.

From the theories above, it can be concluded that character education is a system formed in the education system and applied in schools. Character education is a deliberate effort applied in programs in the school systems that aim to create a good school environment so that students can produce good values and behavior. One of the media or methods used to implement character education is through the textbook used in school.

2. Character Education Values

The Ministry of Education and Culture develops the character education values and become a concern in the 2013 curriculum. These character education values, as follows:

a. Religious

The value of religious character reflects the faith in the Almighty God which is manifested in the behavior of carrying out the teachings of religion and beliefs that are adopted.²² Religious is attitudes that someone belief in their religion and tolerant with other religion.

b. Honest

Being honest it means being truthful.²³ In other words, honest means say something that according to the facts there is no over statement or reduction in these words.

²²Muhadjir Effendi, *Konsep dan Pedoman Penguatan Pendidikan Karakter Tingkat Dasar dan Sekolah Menengah Pertama*, (Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018), p. 8.

²³Nancy Stevenson, *Young Person's Character Education Handbook*, (New York City: JIST Publishing, 2006), p. 154.

c. Tolerance

Tolerant people are able to accept differences among others. They don't impose their beliefs on others. They don't dislike people for what they believe. Being tolerant means not judging people based on where they live, how they look, or what their customs are.²⁴ It means tolerance is respecting the differences around them.

d. Discipline

Self-disciplined people control their impulse and focus their energy to accomplish things without anybody telling them to. They apply rules for themselves to get where they want to go.²⁵ It means discipline is the attitude or feeling obedient in obeying the rules and values that are believed to be his responsibility.

e. Work Hard

Hard working people would rather be busy than sit in front of a television set or relax on the beach. They find rewards in their work and can't imagine being too idle. People who work hard achieve a great deal in life. They often take on many more chores than others.²⁶ Hard work is an action or activity that is done seriously without tireless and prioritizing and paying attention to the satisfaction of the results of the work done.

²⁴*Ibid*, p. 280.

²⁵*Ibid*, p. 244.

²⁶*Ibid*, p. 142.

f. Creative

Creative exists in us all. But truly creative people make a habit of coming up with new and interesting things.²⁷ It means that creative people can create something based on ideas that arise from themselves that can be developed and useful for us and others.

g. Independent

Independent is attitudes and behaviors that are not easy to depend on others to complete tasks.²⁸ It means that being an independent person who believes that they can do everything what they want independently and can be responsible for what they do.

h. Democratic

Democratic is a way of thinking, behaving, acting, which assesses the same rights and obligations of themselves and others.²⁹

i. Curiosity

Curiosity is attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.³⁰ It means curiosity is the attitude of someone who opens up to new things and eager to learn something they don't know. They tend to have a high curiosity about new science.

²⁷*Ibid*, p. 70.

²⁸Fitriana Sulistyaningrum, skripsi: "An Analysis of Characters in the Texts of an English Textbook Entitled *Contextual English for Grade XI of Senior High Schools Regular Program*", (Yogyakarta: State University of Yogyakarta, 2015), p. 30.

²⁹*Ibid*, p. 31.

³⁰*Ibid*

j. Nationalism

Nationalism character value is a way of thinking, behaving, and acting that shows loyalty, caring, and high appreciation for the language, physical, social, culture, economic and political environment of the nation, placing the interests of the nation and state above the interests of themselves and their groups.³¹ It means that nationalism is the way of thinking that loving the country and behaving a high appreciation to the country.

k. Patriotism

Patriotism is the attitude that someone shows in which they have a brave attitude, never give up, and willing to sacrifice for the nation.

l. Rewarding Achievement

Rewarding achievement is the attitude of a person where they can appreciate the hard work they have done, and they are grateful for everything that they have. They always appreciate the process of their struggle.

m. Friendly/ Communicative

Friendly is the ability of someone who has a good social life, so they can easily associate with other people in the environment. They have a good way to communicate with other people and make other people feel comfortable.

n. Love of Peace

Love of peace is the attitude that someone shows brings a sense of comfort to others so that the other people are not disturbed by his presence. Also, love of

³¹Muhadjir Effendi, *Konsep dan Pedoman Penguatan Pendidikan Karakter*, p. 8.

peace is an attitude that not easy getting emotions and can control themselves in the face of problems.

o. Reading Pleasure

Reading pleasure means any reading for enjoyment. Reading pleasure support and give motivation to the learners.

p. Environmental Care

Environmental Care is the responsibility and improvement that supports the Environmental Protection and develops efforts to reform the destruction of nature, for example regulating the cleanliness of our environment, and not throwing garbage everywhere.

q. Social Care

Caring is something most people do in small ways every day. Examples: A friend has a problem, so we listen and give advice. We take care of a pet by feeding it and showing it affection. We care about whether our friend does well in a school play. We are all caring people to some degree.³² The attitude and performing always help each other societies.³³ In which, the implementation of the indicators of social caring can find the English textbook in the form of greeting each other, asking forgiveness, saying thank you politely, etc.

r. Responsibility

Being responsible it means that you answer for your actions. If you say you will do something, you follow through on your promise. If you make a mistake,

³²Nancy Stevenson, *Young Person's Character*..... p. 34.

³³*Ibid*

you admit it and take responsibility for the consequence.³⁴ It means responsibility is an act or individual behavior that raises awareness in carrying out obligations towards something.

From the theories above, it can be concluded that the character of education values that are a concern in the 2013 curriculum and formulated by the Ministry of Education and Culture are as follows: religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, nationalism, patriotism, rewarding achievement, friendly, love peace, reading pleasure, environmental care, social care, and responsibility.

3. The Implementation of Character Education in Curriculum 2013

Character education is a system or concept formed by the government that is applied in schools in Indonesia. According to the Ministry of Education and Culture states that character education is "education to instill and develop the characters sublime to the students, so that they have the character noble, implement and practice in life, whether in the family, as a member of society and citizens".³⁵ It means character education become an important priority and concern in development to form the noble character of the students.

Character education is applied in the 2013 curriculum and becomes a concern of the Ministry of Education and Culture in Indonesia. At this stage, the character education values that are made up of 18 character values formulated by the

³⁴*Ibid*, p. 232.

³⁵Endah Sri Rahayu, "An Implementation of Character Education for Character Education in Elementary Schools", *Journal of Social Sciences (COES&RJ-JSS)* Vol. 6 No. 3, 2017, p. 506.

Ministry of Education and Culture. These character education values are religious, honest, tolerance, discipline, work hard, creative, independent, democratic, curiosity, the spirit of nationality, love the country, rewarding achievement, friendly, love peace, the joy of reading, environmental care, social care, responsibility.³⁶

Mulyasa states the notion of the 2013 curriculum as a competency-based curriculum which is a curriculum concept that emphasizes character development and the ability to perform (competency) tasks with certain standards of performance, so that the students can experience them in the form of mastering a certain set of competencies.³⁷ In other words, in the 2013 curriculum, the Ministry of Education and Culture places more emphasis on character development and it is hoped that students can have mastery in certain competencies.

From theories above, it can be concluded that according to the Ministry of Education and Culture in the 2013 curriculum is a curriculum that emphasizes more on student character development which is expected in its application can help students to master a certain competence and noble character. Character education values itself there are 18 character values. In the 2013 curriculum, it is also directed at developing students' knowledge, understanding, abilities, values, attitudes, and interests so that they can do something in the form of skill, accuracy, and responsible success.

³⁶Abna Hidayati, "The Development of Character Education Curriculum for an Elementary Student in West Sumatera", *International Journal of Education and Research* Vol. 2 No. 6, 2014, p. 193.

³⁷E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013* (Bandung: PT Remaja Rosdakarya, 2013), p .66.

4. Techniques of Integrating Character Education

According to Zuchdi characters education can be integrated directly or indirectly.³⁸ As supported by Zuchdi, characters education can be integrated into 2 forms, the first direct form or explicit technique, and the second in the form of an indirect or implicit technique. The explicitly integrating technique of character education into the reading text contained in the English textbook aims to make it easier for students to understand the meaning contained in reading text of the English textbook. This is because the context of the reading text contained in the English textbook is clearly written. Also the meaning and the purpose of the reading text it has been presented explicitly. While the implicitly integrating technique of character education into the reading text contained in the English textbook aims to help students to think critically to understand an illustration presented in the reading text in order to get the true meaning in of the characters contained in the text of English textbook.

Also, in this research, the researcher used the indicators of techniques integrating characters education values by the Ministry of Education and Culture to find out the explicitly and implicitly technique integrating character education in that English Textbook. According to the Ministry of Education and Culture, there are many ways or techniques to integrate the characters education into their teaching included in textbooks. These indicators of techniques integrating characters education include (1) expressing the characters that exist in the learning material,

³⁸Zuchdi, *Humanisasi Pendidikan: Menemukan Kembali Kehidupan yang Manusiawi*, (Jakarta: Bumi Aksara, 2008), p. 27.

(2) integrating the characters to become an integral part of the learning material, (3) using imagery and making comparisons with similar events in the lives of the students, (4) changing the negative things into positive, (5) expressing the characters through discussion and brainstorming, (6) using stories to bring the characters, (7) telling the life stories of great men, (8) using songs and music to integrate the characters, (9) using drama to portray the events that contain characters, (10) using a variety of activities such as services, practice field through clubs or group activities to bring character of humanity.³⁹ In other words, there are ten methods stated by the Ministry of Education and Culture to integrate the characters into the teaching-learning process included in textbooks.

Furthermore, the techniques of integrating characters education used in this research was the technique stated by Zuchdi about the explicitly and implicitly technique. Also, the researcher used the indicators as stated by Ministry of Education and Culture to determined the explicitly and implicitly techniques of integrating characters education in this textbook.

From the theories above it can be concluded that techniques of integrating character education can be implemented in various aspects of education in schools. Techniques of integrating character education can be realized using a variety of ways such as integrating character education into each subject matter in the textbook used by teachers and students in schools and can also be integrated through the teaching methods used by the teacher by entering character values in

³⁹Abna Hidayati, "The Development of Character Education Curriculum for an Elementary Student in West Sumatera", International Journal of Education and Research, Vol. 2 No. 6, 2014, p. 190.

each activity in the teaching-learning process in class. In addition, the researcher determines to use the techniques of integrating characters education values by the Ministry of Education and Culture, because these techniques are more appropriate for use in this study, this is based on the use of English textbook that refers to the education system in Indonesia.

5. The Concept of Character Education Value in the Reading Text

Character education is defined as any school-instituted program, designed in cooperation with other community institutions, to shape directly and systematically shape the behavior of young people by influencing explicitly the non-relativistic values believed directly to bring about that behavior.⁴⁰ It means character education is an education system designed by the government and other institutions to shape directly and systematically student's behavior.

Character education is a major concern in the 2013 curriculum. The 2013 curriculum is aimed at improving the quality of educational processes and outcomes that lead to the formation of character and student's behavior. Character education itself can be integrated into various techniques in the teaching and learning process one of the techniques that can be used in integrating character education is by applying character education in each subject in school. One of the tools or media commonly used in the presentation of each subject is in the form of a textbook.

⁴⁰Larry P. Nucci, *Handbook of Moral*, p. 90.

Brown states “the most obvious and most common form of materials support for language instruction comes through textbook”.⁴¹ In other words, textbooks are the most common source of material used for teaching languages instruction commonly used by teachers and students in the teaching and learning process in schools.

Harmer also states the "textbooks come with detailed teacher's guide's which not only provide procedures for the lesson in student's book, but also offer suggestion and alternatives, extra activities, and resources."⁴² It means that the use of textbook is as detailed teacher’s guide, textbooks give suggestion and alternatives, also give the students extra activity and resource.

Based on the explanation above the researcher can conclude that the correlation between character education values and textbooks can be summarized as follows: character education is the main focus and concern in the 2013 curriculum and the integration of character education can be applied into several techniques in schools. One technique that can be used is to integrate character education into each subject in the form of the textbook.

⁴¹H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy* (2nd), (California: Longman, 2001), p. 136.

⁴²Jeremy Harmer, *The practice of English Language Teaching* (3rd), (New York: Longman, 2001), p. 304.

B. Textbook

1. Concept of Textbook

The textbook is a book used as a standard source of information for the formal study of a subject and an instrument for teaching and learning.⁴³ It means that textbooks are tools or media for teaching and learning that are commonly used in schools by teachers and students as a reference and source of learning.

Textbooks are also giving instructions and guidelines for teachers in carrying out the learning process in the classroom. Brown states “the most obvious and most common form of materials support for language instruction comes through textbook”.⁴⁴ In other words, textbooks are general material from providers of learning materials in a particular field of study designed based on the level of students in the school so that students in each school receive the same material and lesson content using the textbook as a guide.

Textbooks are an effective resource for self-directed learning, an effective resource for presenting materials by the teachers, a source of ideas and activities, a reference source for students.⁴⁵ In other words, textbooks provide activities that can help students learn by self-directed learning. Also, textbooks providing of subject matter that can be used as a reference for teachers and students.

⁴³Kathleen Graves, *Designing Language Courses a Guide for Teachers*, (Canada: Heinle publisher, 2000), p. 175.

⁴⁴H. Douglas Brown, *Teaching by Principles....*, p. 136.

⁴⁵Ruth Marcela Del Campo, “A Theoretical-Practical View over the Way Textbooks are Used in the Training of English Teachers”, *Revista Linhas*. Florianópolis, Vol. 17, No. 35, 2016, p. 303.

Harmer states the majority of teachers around the world use the textbook to help students and to provide structure and direction for teachers in teaching.⁴⁶ In other words, the textbook is used by all teachers in around the world as a tool that can help teachers and students in providing learning materials and providing teaching instructions so as to facilitate the learning process in the classroom. Also, Yulianti states that a textbook is an instructional material which consists of content and material of the subject that is well organized in written form and has a great contribution to the teaching and learning process.⁴⁷ The textbook is a complete package in providing well-organized learning material.

From the theories above, it can be concluded that textbooks are learning resources commonly used in schools and are used by teachers and students in the teaching and learning process. Textbooks and all their roles can help make it easier for teachers to prepare subject matter and can help students learn independently using a textbook.

2. Concept of Textbook Analysis

According to Krippendorff textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used.⁴⁸ In sum, analysis of textbooks is a research technique or research tools whose results can be replicated and valid from written sources that

⁴⁶Jeremy Harmer, *How to Teach English*, (New York: Pearson Education Limited, 2007), p. 182.

⁴⁷Yulianti, "Content Analysis on the English E-book entitled *Developing English Competencies for Senior High School (SMA/MA) Grade X*". (Unpublished Thesis, Malang: Faculty of Letters State University of Malang, 2011). P. 21.

⁴⁸Krippendorff, *The Textbook Analysis Reader*, (Los Angeles: SAGE, 2009), p. 18.

are used to be examined according to the context used. As a research technique or research tools, the textbook analysis provides new insights, increases the researcher's understanding of particular phenomena.

The textbook analysis is a means by which these features can be identified and hence the effectiveness of textbooks be established.⁴⁹ In other words using a textbook analysis as a tool to analyze a text material systematically, which functions as a means to identify features in text materials such as its structure, the focus, and special learning assists.

From the theories above, the researcher can conclude that textbook analysis is a research technique or tool to analyze a text material systematically. Also, textbook analysis means a technique to identify features in text materials such as structure, the focus, and special learning assists. The textbook analysis provides new insights, increases researcher' understanding of particular phenomena.

3. The Role of Textbooks in English Language Teaching

Textbooks in their role have many benefits for teachers and students in the teaching and learning process, in this case especially in English language teaching. Graves states the role of textbooks including “Textbooks provides a set of visuals, activities, readings, etc., and so it saves the teacher time in finding or developing such materials. It provides consistency within a program across a given level if all teachers use the same textbook.”⁵⁰ It means, using a textbook as a

⁴⁹Lisa Okeeffe, “A Framework for Textbook Analysis”, An International Journal reviews of Contemporary Learning Research, Vol. 2 No. 1, 2012, p. 1.

⁵⁰Kathleen Graves, *Designing Language Courses* ..., p. 174.

medium or tool used in the teaching and learning process can make it easy for teachers to prepare the subject matter to be taught for students. Because of the material and all its activities are already available in the textbook, the teacher only needs to find supporting materials, so it saves the teacher's time in finding or developing materials.

The use of textbooks in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.⁵¹ In other words, the use of textbooks has been adjusted to the level of students so that every student who is on the same level, but in different classes can receive the same material and content.

In another opinion, Harmer also states the "textbooks come with detailed teacher's guide's which not only provide procedures for the lesson in student's book, but also offer suggestion and alternatives, extra activities, and resources."⁵² It means the textbook is equipped with a teacher guide that is fully detailed, in the textbook; there are also many alternative and additional activities that can facilitate the teacher to make the learning process more active.

Richard states that English language textbooks provide a lot of activities which help in English language teaching and learning. He also added that textbooks are preferable for EFL classroom when it will contain "authenticity of language" and

⁵¹Jack C. Richards, *Curriculum development in language teaching*, Cambridge University Press, United States of America, 2001, p. 255

⁵²Jeremy Harmer, *The Practice of English Language Teaching*, p. 304.

"the representation language that they provide".⁵³ In short, one of the roles of textbooks is to provide many activities within it that can help teachers and students in supporting English teaching and learning. Also, the role of textbooks is to present and provide the authenticity of languages delivered in English Foreign Language classes.

From the theories above, it can be concluded that textbooks have many functions and provide many benefits for teachers and students in the teaching and learning process. Textbook helps teachers and students to facilitate the teaching and learning process, teachers and students have material guidelines and various activities that can make the teaching and learning process more enjoyable and active.

4. Standardized of a Good Textbook

Textbooks are tools commonly used by teachers and students in the teaching and learning process. Textbooks also provide many benefits and have an important role for teachers and students. With all the benefits and roles in the teaching and learning process, in its use, we must be able to choose and select good textbooks that are suitable for use by teachers and students according to their needs. Graves suggests that, in order to minimize difficulties when selecting textbooks, teachers should: use the textbook as a resource for students, but not the only resource; use a textbook as a guide, be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook, supplement the textbook with lots of outside

⁵³Jack C. Richards, *The Role of Textbook in a Language program*, Cambridge University Press, United States of America, 2002, p. 2.

readings.⁵⁴ In other words, when selecting or standardized good textbook teachers should concern on their needs and chose a suitable textbook for the students.

In selecting good and suitable textbooks for teachers and students, teachers and students should pay attention to the criteria of good textbooks. Harmer states “Criteria of good textbooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating text, tapes and other accessories such as videotapes, CD ROMs, extra resources material and useful web links.⁵⁵ From the opinion of Harmer above means that good textbooks are textbooks that have other built-in textbooks such as videotapes, CD ROMs, which can be used as a variety of learning methods in the teaching and learning process.

In another opinion, there are criteria of good textbooks such as “They should correspond to learners' needs. They should match the aims and objectives of the language learning program. They should reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes”.⁵⁶ It means that in selecting textbooks we must also pay attention to the needs of students. Nowadays, in practice students not only need textbooks as a source of learning, but students need the application of character education in textbooks. Which is the application of character education in textbooks, it can help produce students who are intelligent in learning and also good in behavior and students are expected to reflect the good character in the future.

⁵⁴Kathleen Graves, *Designing Language Courses*, p. 176.

⁵⁵Jeremy Harmer, *The Practice of English Language Teaching*, p. 304.

⁵⁶Jack C. Richards, *The Role of Textbook*, p. 258.

From the theories above, it can be concluded that in selecting textbooks we must pay attention to the criteria of good textbooks. Some criteria include having to meet student needs; textbooks must also include character education in its application. With the selection process of the textbooks, it is expected that teachers and students can use textbooks that are appropriate and optimal in their use.

5. Bright an English Textbook Published by Erlangga

Bright an English Course for Junior High School Students is an English textbook published by Erlangga for the Junior High Schools Students and this English textbook serves with Curriculum 2013 that enriched with character education.

Bright an English Course English textbook is a theme-based and three-leveled textbook for Junior High School Students. This book enables students to foster their four skills namely, listening, speaking, reading, and writing. It is designed for seventh to ninth grade students.

Bright an English Course English textbook has been adjusted to the recent curriculum. The grammar to learn is thoroughly chosen based on two major considerations that are the topics and the functions. Thus, students will understand the importance of learning grammar.

The features of this English textbook are:

1. Various and authentic short functional texts.
2. Various and authentic texts.
3. Useful expressions for daily communication.

4. Functional grammar to apply in communicating.
5. Self-reflection to improve student's awareness of their improvement in learning.

The Bright English textbook has 184 pages. Also, it has a width of 17.5 cm, a length of 25.7 cm, and a thickness of 1 cm. In this textbook, there are also 11 topics which are divided into 2 terms. The topics 1-6 are the topics of the first term. And the topics 7-11 are the topics of the second term.

C. Reading Text

1. Concept of Reading

Reading is the strategic process in that a number of the skills that processes used in reading the call for effort on the part of the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals.⁵⁷ In other words, reading is one of the important skill that used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Hence, the readers can get information from various reading sources, such as one of them is a textbook.

⁵⁷Grabe, "*Reading in a Second Language (Moving from Theory to Practice)*", (New York: Cambridge University Press, 2009), p. 15.

The readers can get information from reading activity. The reading sources are various; the readers can get reading resources from a variety of sources. For example magazines, newspapers, bulletin, textbooks, etc. In the textbook used by students in school, there is also a section that is a reading text that includes readings that contains information and can also be observed character values contained in it.

Other expert defined reading as an activity in which the readers respond to and make sense of a text being read connected to their prior knowledge.⁵⁸ It means that the readers can respond and make sense the text to get information connected to their prior knowledge. In the process of getting information and knowledge, the readers try to connect what they read in the form of written language to what they have already known about the text. Making sense of a text is done by understanding the meaning of words, sentences, and even a text.

From the explanation above, the researcher can conclude that reading is the activity to anticipate text information, selecting key information, match comprehension output to the reader's goals. Through the reading activity, the readers can respond and make sense of the text to get information connected to their prior knowledge.

⁵⁸Spratt, *"The TKT (Teaching Knowledge Test) Course"*, (New York: Cambridge University Press, 2005), p. 21.

2. Concept of Text

Text is in which its broadest sense is anything in written Form.⁵⁹

In other words, text is everything that is presented in written form. The written form usually found in a book, magazine, newspaper, and other. Also

Anderson states text is words are put together to communicate a meaning a piece of text is created.⁶⁰ In other words, the text consists of the unity of words that function to find out the full meaning of a piece of word made.

A text is any stretch of language which is held together cohesively through meaning.⁶¹ It other words, text is a lingual unit that is presented in writing or verbally with certain organizational procedures to express meaning contextually.

From the theory above, the researcher can conclude that text is the unity of words with certain organizational arrangements that are presented in written form or verbally which serves to communicate meaning through pieces of words made.



⁵⁹Lisa M. Given, *The Sage Encyclopedia Qualitative Research Method* (London: Sage, 2008), p. 863.

⁶⁰Anderson, *Text Types in English*, (South Yarra: Mcmillan Education Australia PTY LTD, 1997), p. 90.

⁶¹Joyce, *Models of Teaching*, (New Jersey: Prentice-Petty and Jensen, 1986), p. 90.

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