

**A THESIS**  
**ANALYSIS CHARACTER EDUCATIONAL VALUES ON**  
**ENGLISH TEXTBOOK STUDENTS GRADE**  
**SEVENTH OF SMPN 10 PAREPARE**



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**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
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**Thesis**

**As Partial Fulfillment of the Requirement for the Degree of Sarjana  
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**English Education Program**

**Submitted by:**

**NURUL HIRDAYU  
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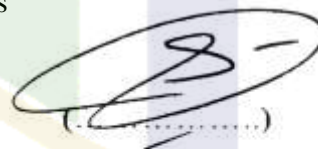
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Parepare, May 27<sup>th</sup> 2021

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## DECLARATION OF THE RESEARCH AUTHENTICITY

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## ABSTRACT

NURUL HIRDAYU. *Analysis Character Educational Value On English Textbook Students Grade Seventh of SMPN 10 Parepare.*(Supervised by Anwar & Wahyu Hidayat)

Character values should be taken into consideration in teaching and learning material. Textbook is one of media that can be used in teaching character education. The aims of this research were to find out what character education values in English textbook students for grade seventh entitled “When English Rings A Bells”. This research was focused on revealing the Character Educational Value based on The Ministry of Education and Culture within the textbooks,

This research applied content analysis study to know the applied EFL textbook. The procedures used in data collection were table checklist and documentation. Technique of data analysis is data collection, data reduction, data display and conclusion.

Based on the results of the analysis and discussion that has been described shows that Character Educational value in English Textbook entitled When English Rings A Bell, The value of Friendship/Communicative was the most Frequent Value With 21%. Then it was followed by Independent with 17%. The Other Valaue Such as Religious 12%. Hard work value contains 7%. Discipline and Social Care value with 5%. Curiosity value with 4.6%. Creativity, Nationalism, and Appreciation Achievement with 4.1%. Enviromental Awareness and Honesty values with 3.5%. Reading Interest value with 2.5%. Tolerance value with 2.0%.Patriotism and Responsibility value contains 1.02%. The smallest were Love and Peace value with 0.5%. These findings lead to the conclusion that the textbook contain character educational values and upcoming textbooks for the future must pay more attention to the character values.

*Keywords: Character Education, Value, Textbook Analysis, English textbook, 2013 Curriculum,*

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# CHAPTER I

## INTRODUCTION

### A. Background

In Indonesian formal schools, English is one of the most commonly taught foreign languages. Many programs and plans implemented by the national education department have validated their urgency. Despite the disposal of international standardized school throughout the nation, English subject still remains intact as one of the national curriculum. To fulfil the needs of learning English, there are various textbooks available for the use of both teacher and students.

Textbooks can be used to teach English. A textbook is one of many items commonly utilized in the teaching and learning process. It is one of the most accessible sources of information, and it serves as one of many tools to aid students in gaining a comprehensive understanding of subject material. Meanwhile a course book also facilitates students in learning activities because a course book offers advantages which constitute useful resources.<sup>1</sup>

Because of the importance of textbooks in the learning and teaching process, it is critical for teachers to select a better textbook that meets the needs of their pupils. When teaching in the classroom, a textbook can save teachers time by allowing them to spend less time selecting and adapting English materials for their pupils. Students and teachers will benefit from the textbook's assistance. It is intended that by studying English, Indonesians will be able to maintain communication with people all over the

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<sup>1</sup> N. Pusporini, Thesis: A Content Analysis on English e-Book for Junior High School Grade VII, "English in Focus" (Malang: Faculty of Letter State University of Malang, 2009), 6.

world. The study of English continues to hold a significant position in our educational system.

Given the importance of character education as stated above, the Republic of Indonesia's government believes that the essence of character education should be reborn and re-implemented in the country's educational system. The Republic of Indonesia's Ministry of Education is implementing a new curriculum called curriculum 2013. This curriculum was created to make learning more fun for students and to generate well-rounded graduates who are not only knowledgeable and skilled, but also have high moral and ethical values.

In the 2013 curriculum, there are 18 character education values that can form students' personalities.<sup>2</sup> This signifies that character education has been added to the 2013 curriculum as a goal and concern. As we all know, education is for everyone. Character education is a component of education that plays a critical role in improving education quality in Indonesia. Character education plays a vital part in developing children with positive personalities and noble character. Skaggs and Bodenhorn in Agboola state that "The main principle of good character is respect, truth, fairness, and responsibility."<sup>3</sup> Character education in schools is intended to help kids develop positive traits such as respect, fairness, and truthfulness.

To determine the necessity of implementing character education in schools in order to develop students' character in accordance with the 2013 curriculum's objectives. Character education was implemented in 2013 as a result of numerous incidents involving students who did not in accordance with the norms applies in

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<sup>2</sup> Abna 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, 190.

<sup>3</sup> Alex Agboola, "Bring Character Education into a Classroom", European Journal of Educational Research, Vol. 1 No. 2, 2012, 163

Indonesia. Also there are other ways to develop students' character education, but this study focuses on the textbook that is used in the teaching learning process because it is a tool that aids teachers in their work. As a result, character education should be prioritized not only in the teaching learning process but also in the 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.<sup>4</sup>

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.<sup>5</sup> Also 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, many English textbooks have been published, either by local or international publishers. When the government issues a new curriculum, there must be a slew of new English textbooks to accompany it, because the study's purpose will be based on the new curriculum as well. For the English textbook that used in this time, book *When English Rings A Bell* has revised for three times. And this reaseach, the

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<sup>4</sup> Jeremy Harmer, *The Practice of English Language Teaching*. Fourth Edition (New York: Pearson Education Limited, 2007), 182.

<sup>5</sup> Ruth 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, 305.

researcher choosing the “When English Rings the Bell” for seventh grade that 2017 revised, this book based on the curriculum 2013 that gathered nowadays.

### **B. Research Question**

By looking over the background above, the problem statement can be stated What are the character values found in the English textbook for Junior High School grade seventh of SMPN 10 Parepare?

### **C. The Objective of The Research**

The objective of the research is to identify character educational values that found in the English textbook Junior High School grade seventh of SMPN 10 Parepare.

### **D. The Significant 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. For the English teachers

The result of this research is expected to be able to help teachers in choosing the appropriate textbook by knowing the character values integrated in the textbook, English teachers can deliver those character values to the students appropriately

#### 2. For the students

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

#### 3. For the other researchers who will conduct the relevant study

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

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Finding

There are many research findings which are related to this research, some of previous research findings which are related to this research are described below:

Helendra research entitled *The Moral Values On English Textbook (A Content Analysis Of English Textbooks For Junior High School Students Published By The Ministry Of Education And Culture)* This study was aimed to exploring the moral values on English textbooks for seventh, eighth, and ninth grade published by National Ministry of Education and Culture. This was a content analysis study to reveal the moral values on the mentioned textbooks. The results of study showed that: 1) the frequency of Borba's moral values on the textbooks was discovered the highest percentage was self-control control reached a score of (25%), the second was kindness (22%), the third was respect (20%), the next was conscience (16%), empathy (11%), and the smallest were tolerance (4%) and fairness (2%); 2) the moral values were inherently presented in different ways such as: titles of chapter, objectives of chapter, quotes, passages, pictures, songs, exercise instruction, and example of sentences; 3) Most of teachers agreed that all types of moral textbook already existed in their textbooks and had integrated the moral values with the learning instructions such as role play, group discussion, active learning, and collaborative learning; 4) All students figured out the existence of moral values on the textbooks.<sup>1</sup>

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<sup>1</sup> Helendra, *The Moral Values On English Textbook, Acontent Analysis Of English Textbook For Junior High School Students Published By The Ministry Of Education And Culture*, (Jakarta: FITK, UIN Syrif Hidayatullah, 2017), 78

Rohmah Hidayat research entitled analysis of character education value in the english textbook “bahas inggris”. This analysis focused on the reading skill. The design of this research was content analysis and description. The data was collected from the English textbook “Bahasa Inggris SMA/SMK” for tenth grade student semester 2 of senior high school. The Character Education Values were used as a parameter to reveal the availability of the character values. The result of this research points out that among the 18 character values of Character Education Values, the available character values in the reading material of the English textbook "Bahasa Inggris SMA/SMK" were: Religious 6%, honest 2.9%, tolerant 2.9%, disciplined 6%, hardworking 17.7%, creative 8.8%, independent 0%, democratic 0%, curious 8.8%, nationalistic 2.9%, patriotic 2.9%, appreciative of achievement 8.8%, friendly or communicative 8.8%, peace loving 2.9%, joyful reading 0%, environmentally aware 0%, socially concerned 8.8%, and responsible 11.8%. Thus, the highest character value in this course book was hardworking value.<sup>2</sup>

Luthfi Nur Ubay research entitled An Analysis Of Character Education In English Textbook Entitled Bright An English For Junior High School Students Published By Erlangga In this research, the researcher used qualitative research. The result of the research found that the characters 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, characters education that did not integrate and find in the

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<sup>2</sup> Rohmah Hidayat, *Analysis Of Character Education Values In The English Textbook “Bahasa Inggris Sma/Smk”*, (Jember : FKIP, Universitas Jember, 2018), 31

reading texts of the English textbook were discipline, creative, democratic, nationalism, patriotism, and reading pleasure.<sup>3</sup>

## **B. Some Pertinent Ideas**

### **1. Character Education**

#### **a. Concept 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.<sup>4</sup> 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.

Moreover, 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.<sup>5</sup> This idea emphasizes that people's characters have been determined since they were born no

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<sup>3</sup> Luthfi Nur Ubay, *Analysis Of Character Education In English Textbook Entitled Bright An English For Junior High School Published By Erlangga*, (Lampung : FTIK STAIN Lampung, 2019), 101

<sup>4</sup> Keren E. Bohlin. *Teaching Character Education through Literature, Awakening the Moral Imagination in Secondary Classrooms* (London: Routledge Falmer, 2005), 159.

<sup>5</sup> Sjarkawi, "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), 80.



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.<sup>6</sup> 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.

#### b. Character Value

Value is described as that that is believed to be excellent, beneficial, and most correct according to one's opinions. It is derived from the Latin term value, which means useful, capable of will, power, and force. The property of a helpful product that can make the individuals who live it feel dignified is called value. 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.<sup>7</sup> It can be stated that values are like compass which exist in the society and it provides a

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<sup>6</sup> Konrad 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>.

<sup>7</sup> James Peoples and Garrick Bailey, *Humanity: An Introduction to Cultural Anthropology Ninth Edition* (USA: Wadsworth Cengage Learning, 2012), 32.

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.

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.<sup>8</sup> 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. 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.

### c. 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.<sup>9</sup> Character education is a program in the educational system that is organized and implemented in schools with the explicit goal

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<sup>8</sup> Daniel K. Lapsley and Darcia Narvaez "Character Education" *Handbook of Child Psychology Sixth Edition Volume Four Child in Practice*, ed. William Damon et.al (New Jersey: John Wiley & Sons, Inc., 2006), 250

<sup>9</sup> Larry P. Nucci, *Handbook of Moral and Character Education* (New York and London: Routledge publications, 2008), 90.

of shaping students' character and instilling educational values. Also Lickona state that Character education as a program that stives to encompass the following aspect, cognitive, affective and behavioral aspect of morality. Character education is the deliberate effort to cultivate virtue - that is, objectively good human qualities that are good for the individual person and good for the whole society. That doesn't happen accidentally or automatically. It happens as a result of great and diligent effort.<sup>10</sup>

Lickona revealed that there are three components of good quality in character, those are:<sup>11</sup>

- 1) Moral Knowledge, including moral awareness, knowing moral values, taking perspective, moral reasoning, (e) decision making, and (f) self-knowledge.
- 2) Moral feelings, including conscience, self-esteem, empathy, liking kindness, self-control, humility,
- 3) Moral actions, including: competence, willpower, and habit.

Because the assessment and moral feelings will be observed to influence moral conduct, the three components have a link. The researcher can conclude from the preceding discussion of education and character that character education is the effort of each individual in establishing attitudes or actions toward each other that tries to empower their own potential, culture, and social environment.

Character education helps improve students' self-awareness and social interaction among peers in the school and with an enhanced learning environment,

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<sup>10</sup><https://www.scholastic.com/teachers/articles/teaching-content/ect-interview-thomas-lickona-phd-talks-about-charactereducation/#:~:text=LICKONA%3A%20I%20believe%20character%20education,of%20great%20and%20diligent%20effort>.

<sup>11</sup> Thomas Lickona, *Pendidikan Karakter Panduan Lengkap Mendidik Siswa Menjadi Baik*. (New York: Educating for Character, 2008),

students' academic achievement improves as well.<sup>12</sup> It indicates that through implementing character education in schools, children can develop their self-awareness and socialization skills with their classmates. Additionally, implementing character education in the classroom can improve the learning environment for students. The implementation of character education at school has a purpose to build and develop students who are not just academically successful but also have good character.

Based on National Commission on Character Education of USA in Berkowitz, character education is a intention approach that carry out by school personnel, community as well as parents both in helping and forming children and youth become caring, principled, and responsible.<sup>13</sup> In other words, character education is defined as a means in the trying of educating the students to have a good character.

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, appreciation, politeness, and democracy. Meanwhile, character values in its relation to

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<sup>12</sup> Ruba 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, 49

<sup>13</sup> Marvin Berkowitz and Melinda C. Bier, *What Works in Character Education: A Research-Driven Guide for Educators* (Washington DC: Character Education Partnership, 2005), 2

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 term character education is also defined by Arthur as direct approach to moral education that involves teaching students basic moral to avoid them from engaging in immoral behavior and doing harm to themselves or others.<sup>14</sup>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.<sup>15</sup> Also Lickona gives several reasons about the important of character education:

- 1) There is a clear and urgent need.
- 2) Transmitting values and always has been the work of civilization.
- 3) There is common, ethical ground, even in our value-conflicted society.
- 4) Democracies have a special need for moral education.
- 5) Character education is a doable job.

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.<sup>16</sup> Meanwhile, as stated by Gray, character education is needed because

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<sup>14</sup> James 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), 80.

<sup>15</sup> Thomas 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

<sup>16</sup> Patricia J. Harned, Leading the Effort to Teach Character in Schools (Sage Journals, 1999) Available on <https://doi.org/10.1177/019263659908360904>.

of the effects on society when there is no morality guiding students' action.<sup>17</sup> 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.
- 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.<sup>18</sup>

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.

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<sup>17</sup> Tiffany Gray, "Character Education in School", (ESSAI, Vol. 7, Article 2, 2009), Available on <https://dc.cod.edu/essai/vol7/iss1/21>.

<sup>18</sup> Thomas Lickona, Eric Schaps, and Catherine Lewis, *CEO's Eleven Principles of Effective Character Education* (Character Education Partnership, 2007). Available on <https://bit.ly/3hl2tB8>

Thomas Lickona mentions 10 essential and main character that must be transferred to the students at school, home, and society.<sup>19</sup>

- 1) Wisdom. There are ability to make a good judgement and ability to make sensible decisions, knowing to practice the welfare, ability to set priority.
- 2) Justice. There are fairness, respect, responsibility, honesty, courtesy.
- 3) Fortitude. There are courage, resilience, patience, perseverance, endurance and self-confidence.
- 4) Self-control. There are self-discipline, ability to organize one's emotions and encouragement, ability to delay gratification, to resist temptation, moderation and sexual self-control.
- 5) Love. There are empathy, compassion, kindness, generosity, assist, loyalty, patriotism and forgiveness.
- 6) A positive attitude. There are full of hope, enthusiasm, flexibility and sense of humor.
- 7) Hard work. There are initiative, diligence, good-setting and resourcefulness.
- 8) Integrity. There are adhering to moral principle, faithfulness to a correctly formed conscience, keeping one's word, ethical consistency and being honest with oneself.
- 9) Gratitude. There are appreciating achievement, acknowledging one's debts to other and not complaining.
- 10) Humility. There are self-awareness, willingness to mistake and take responsibility to them, the desire to become a better person.

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<sup>19</sup> Thomas Lickona, *Character Matters; Persoalan Karakter, Bagaimana Membantu Anak Mengembangkan Penilaian Yang Baik, Integritas dan Kebajikan Penting Lainnya*, (Jakarta: PT Bumi Aksara, 2015), 280-282

There are some experts recommend lists of character in character education. Below is the character values proposed by Mcemeel<sup>20</sup>

- 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, investigates, or knows; 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.

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<sup>20</sup> McElmeel, Sharron L, *Character Education: A Book Guide for Teachers, Librarians, and Parents*, (Libraries Unlimited, 2002), xxiii



- 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.

Furthermore, there are also some other character values proposed by Peterson and Seligman. The values are:<sup>21</sup>

- 1) Creativity is an ability to think or invent new ideas to do things involving an artistic achievement.

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<sup>21</sup> Christopher Peterson and Martin E. P. Seligman, *Character Strengths and Virtues: A Handbook and Classification*, (Oxford University Press, 2004), 29-30

- 2) Curiosity is when you have interested in doing something to explore and discover new information.
- 3) Judgment is 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, tell 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 is 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 is 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 is the ability to be careful before making the decision.
- 19) Self-regulation is having self-control and being discipline towards the regulation.

- 20) Appreciation of beauty is noticing the beauty and excellence of others' achievements.
- 21) Gratitude, being grateful for the good things happened in life.
- 22) Hope is expecting good things happen in the future and giving all efforts to achieve them.
- 23) Humor is 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.

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

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

- 1) Religious

The value of religious character reflect the faith in the Almighty God which is manifested in the behaviour of carrying out the teaching of religion and beliefs that are adopted.<sup>22</sup>Attitudes and behavior that dutifully in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other faiths.

- 2) Honest

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

Honest is behavior based on an attempt to make himself as a person who always trustworthy in word, action, and jobs. Honest means that say the truth and according to the fact. Being honest it means being truthful.<sup>23</sup> Honest is also about doing the right thing for the right reason. For students, being honest can be started by conveying something and act accordingly. They can tell something to their friend or even do not cheating on their friend.

### 3) Tolerance

Tolerance means that attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves. It means they able to accept difference and respecting around them.

### 4) Discipline

Discipline is an actions showed orderly behavior and comply with various rules and regulations. It means discipline is people obey the rules and values that are believed to be they responsibility. Discipline is training that develops self-control and character.<sup>24</sup> Discipline is a set of rules and regulations that remind us of the proper code of behaviour. Discipline can be self-improvement practice. It what helps us all to achieve our goal in life.

### 5) Hard Work

Hard work is behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible. Hard work is that people who do something or activity in seriously and paying attention to the satisfaction of the result when it done.

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

<sup>24</sup> Elizabeth Pantley, *The No-Cry Discipline Solution*, (United State of America: McGraw-Hill, 2007), 6

6) Creativity

Creativity is think and do something to generate new ways or the result of something that has been owned. Creativity can lead someone to create something by their own ideas and make it useful.

7) Independent

Independent is attitudes and behavior that is not easy to depend on others to complete tasks. Independent means that when someone do something and believe that he can do or what they want by theirselves and can be responsible for what they do.

8) Democracy

Democracy means the ways of thinking, being, and acting the same rights and obligations judging himself and others. It means that people who didn't impose their mind to the other but also listen to what other people think before make decision

9) Curiosity

Curiosity is attitudes and actions which seeks to determine the depth and spread of something learned, seen, and heard. It means when someone want to know about something they eger to learn or find out more and more.

10) Nationalism

Nationalism is How to think, act, and sound that puts the interests of the nation above self-interest and group. It is the way of thinking, behaving and acting that shows loyalty, caring and high appreciation for the language, physical, social, culture, economic and olitival environment of the nation, placing the interests of the nation and state above the interest themselves and their groups.<sup>25</sup>

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<sup>25</sup> Muhadjir Effendi, Konsep dan Pedoman Penguatan Pendidikan Karakter Tingkat Dasar dan Sekolah Menengah Pertama, (Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018), 8.

#### 11) Patriotism

Patriotism is How to think, act, and sound that puts the interests of the nation above self-interest and group. Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and politicalnation.

#### 12) Appreciation

Appreciation menas that attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. It can be attitude of person when they can appreciate the work they have done and they thankful for everything theyhave.

#### 13) Friendly/Communicative

Friendly/Communicative means that Actions showed pleasure in speaking, associate and cooperate with others. 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.

#### 14) Love of Peace

Love of peace is attitudes, words, and actions that make other people feel happy and safe over the presence of him. It can be attituted that person can not angry or emotion easly and they can control themselves.

#### 15) Reading Interest

Reading interest is habits take time to read a variety of literature that gives virtue for him. Reading interest can lead people to have more knowledge.

#### 16) Environmental Awareness

Environmental Awareness is Attitudes and actions which seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the environmental damage that has occurred, for example regulating the cleanliness of our environment, and not throwing garbage everywhere.

#### 17) Social Care

Social care is attitudes and actions have always wanted to help other people and communities in need. We care about whether our friend does well in a school play. We are all caring people. The attitude and performing always help each other in society. We are able to care for each other, regulation, environment and anything else.

#### 18) Responsibility

Responsibility is attitudes and behavior of people to carry out his duties, he should do, to ourselves, community, environment (natural, social and cultural), country and God Almighty. Being responsible means that if you will do something, you follow your thought and promise. If you make a mistake you will admit it and take responsibility for what you done. In the school, students have responsibility to secure a pass from their teacher in order to leave the class and show that pass when asked to by school.

Character values from Macmeel and Peterson and Seligman are character values that can be as additional values other than those character values from The Ministry of National Education. 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 The Ministry of National Education as the basis of analysis. However, the description of

each values are taken from Kemendikbud and other experts that had been mentioned previously.

## 2. Textbook

### a. Definiton of Textbook

There are so many kinds of media compared the printed materials of communication that commonly used as teaching and learning in the major source in school. It is one of the most important because it is a source and guideline to both students and teacher. Textbook is a book giving instruction in a subject, used especially in schools, etc. 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.<sup>26</sup> According to Thomson, the textbook is a stimulus or instrument for teaching and learning.<sup>27</sup> In other word, textbook is a manual of instruction or a standard book in any branch of study which is produced according to the demands of educational institutions.

For language learning, Richards mentioned that textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in.<sup>28</sup> It means all levels of language learning textbook is still taken as important resource among students.

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.<sup>29</sup>It means that textbooks

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<sup>26</sup> Kathleen Graves, *Designing Language Courses a Guide for Teachers*, (Canada: Heinle publisher, 2000), 175.

<sup>27</sup> Thomson Heinle, *Designing Language Courses: A Guide for Teachers*, (Canada: Kathleen Graves, 2000), 175.

<sup>28</sup> Jack C. Richards, *The Role of Textbook in a Language program*, (March 2015, p.1 (<http://www.professorjackrichards.com/pdfs/role-of-textbook.pdf>))

<sup>29</sup> Kathleen Graves, *Designing Language Courses a Guide for Teachers*, (Canada: Heinle publisher, 2000), 175.



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. Textbook is a book written by experienced and well-qualified people and the material contained in textbook is usually carefully tested in pilot studies in actual teaching situations before publication.<sup>30</sup>

Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, teacher need textbook. In addition, without textbook, teacher will have difficulties in constructing written evaluation. While for the learner, textbook also plays an important role. The learner who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching.

Textbooks as teaching materials and learning resources are textbooks that in form of written texts that contain knowledge in. Richard explains that commercial textbooks together with advocate such as workbook, cassette, and teacher's guide are perhaps the commonest form of teaching material in language teaching.<sup>31</sup> Moreover, Brown state textbooks as one type of text and it is used in educational curriculum.<sup>32</sup> In other words, textbooks are one of the learning resources contained the materials needed to achieve the learning objectives demanded in the curriculum.

#### b. Function of Textbook

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<sup>30</sup> A. Cunningsworth, *Evaluating and Selecting EFL Teaching Materials*. (Great Britain: Biddles Ltd, 1984), p.1

<sup>31</sup> Jack C. Richards, *Curriculum Development in Language Teaching* (New York Cambridge University Press, 2001), p. 254.

<sup>32</sup> H. Douglas Brown, *Teaching by Principles - An Interactive Approach to Language Pedagogy: Second Edition* (New York: Longman, 2001), p. 141

A good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for lesson. Textbook for language learning consists of certain chapters. Every chapter discuss different types and level of language skill. This will help both students and teacher focus on materials in teaching and learning process in the class. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices. Richards stated that in certain situation, textbook is a form of teacher training as they give guidelines for plans and ideas on teaching format that teacher will use. As for students textbook provides as source of contact with the language they are learning apart from teacher's input.<sup>33</sup>

The use of textbooks can ensure that the students in different classes receive similar content and therefore can be tested in the same way.<sup>34</sup> 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.

Meanwhile, Allright 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. Moreover, the different view sees materials as carriers of decisions best made by someone other than the teacher because of differences in

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<sup>33</sup> Jack C. Richards, *The Role of Textbook in a Language program*, (March 2015, p. 1

<sup>34</sup> Jack C. Richards, *Curriculum development in language teaching*, (Cambridge University Press, United States of America, 2001), p. 255

expertise.<sup>35</sup> It means, the role of textbook can be summarized into two aspect that negotiate and deficiency. Negotiate means that teacher can easily use with several aspect with consider to their implementation in the class. Deficiency is support the teachers' lack in developing the teaching and learning process.

As a resource in achieving aims and objectives that have been set in terms of learners need, Cunningsworth listed a few roles textbook can serve as in ELT;

- 1) A resource for presentation material (spoken and written).
- 2) A source of activities for learner practice and communicative interaction.
- 3) A reference source for learners on grammar, vocabulary, pronunciation, etc.
- 4) A source of stimulation and ideas for classroom language activities
- 5) A syllabus (where it reflects learning objectives which have already been determined)
- 6) A resource for self-directed or self-access work.
- 7) A support for less experienced teachers who have yet to gain in confidence

Textbook can also be considered as teacher's partner. The partnership between teacher and a textbook is at its best when it shares common goals and each side brings it special contribution. The aim of the textbook also should closely correspond to the teacher's aim so both can seek to meet the needs of learners.<sup>36</sup>

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 also providing direction, support and specific language that offering

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<sup>35</sup> R. 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.

<sup>36</sup> Alan Cunningsworth, *Choosing Your Coursebook* (Oxford: Heinemann Publishers, 1995), p. 5.

on textbook. Textbook could help 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.

Also, 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.<sup>37</sup> He also adds that words are not the only linguistic category affecting thought. The way a sentence is structured will affect nuance of meaning. 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

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.<sup>38</sup> 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. Through the

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<sup>37</sup> H. Douglas Brown, *Principles of Language Teaching and Learning* (New York: Pearson Education, 2007), p. 209.

<sup>38</sup> Eugene F. Provenzo, *Encyclopedia of the Social and Cultural Foundations of Education* (London: Sage Publications, 2009), p. 821.

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.

### **3. The English Textbooks for Junior High School Students Published by the Ministry of Education and Culture Indonesia now uses Curriculum 2013.**

The goal of Curriculum 2013 is designed to face 21st Century Learning. In this curriculum, there are some changes of learning and teaching process from students who are previously passive to be students more active. Students should play more active to look for any kinds of information/knowledge/sources and not depend on their teachers.

Therefore, the Government of Indonesia in order to implement Curriculum 2013 compiles various textbooks for students and teachers, especially here for junior high school students. Those Students' textbooks are compiled and analyzed by some experts and stakeholders under coordination of the Ministry of Education and Culture. These textbooks are used to be initial application of Curriculum 2013.

The English textbook Bahasa Inggris "When English Rings a Bell" is an English textbook published by the Ministry of Education and Culture. It consists of two kinds of book, Students Book and Teacher Book. Both of them are compiled using scientific approach by one team. It is published by Bookkeeping and Curriculum Center of Ministry Education and Culture of Indonesia. In the Teacher Book, there are procedures of using the Student Book completely from how to use up to how to asses the students' ability. The Student Book is provided based on themes and it is begun by showing the aims of studying each chapter based on the basic competences. Each material is compiled based on scientific approach that consists some steps, observing and questioning, collecting information, associating, and communicating.

An English textbook entitled “When English Rings a Bell” is a new English textbook prepared by the Ministry of Education and Culture of Indonesia in line with the implementation of new designed curriculum, 2013 curriculum. This book is distributed for free to all schools in Indonesia that have already applied 2013 curriculum and also available in the website of Ministry of Education and Culture for free download.

This textbook consists of VIII / 8 chapters. Those are:

a. Chapter I : Good morning. How are you?

In this chapter students will learn : To greet, to take leave, to say thankyou, to say sorry

b. Chapter II : It's Me!

In this chapter students will learn to share and inquire about each other, including: students' identities, students' hobbies and what their like, the members of family

c. Chapter III : What time is it?

In this chapter students will learn : to tell the time, to tell the date, to tell the day, to tell the month

d. Chapter IV: This is my world \

In this chapter students will learn to state things, animals, and public places around us.

e. Chapter V : It's a beautiful day

In this chapter students will learn to ask for and give information related to the qualities of people, animals and things, in order to identify, to criticize or to praise them.

f. Chapter VI : We love what we do

In this chapter students will learn to ask for and give information related to actions/functions of people, animals and things in order to identify, to criticize or to praise them.

g. Chapter VII: I'm proud of Indonesia!

In this chapter students will learn to describe people, animals and things in order: to make them stand out, to show my pride of them, to promote them, to criticize them

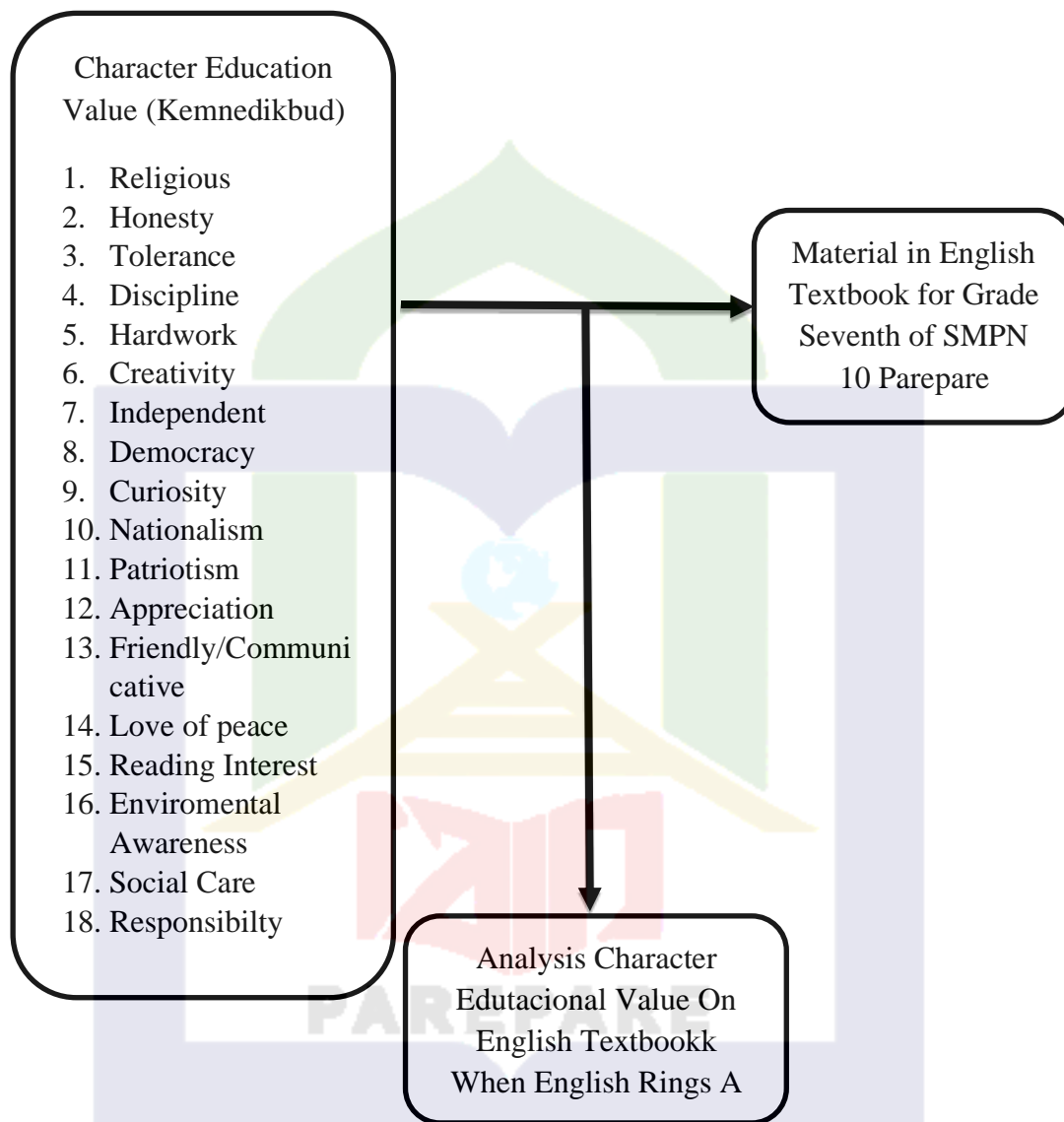
h. Chapter VIII : That's what friends are supposed to do.

In this chapter students will learn to get the message of a song.

### C. Conceptual framework

Based on the background and several theoretical basis, a framework of thought can be taken that this research is intended to find out the Character Educational Value on English Textbook. Conceptual framework is the researcher's position on the problem and gives direction to the study. It may be an adaption of a model used in previous study, with modification to suit the inquiry. Aside from showing the direction of the study, through the conceptual framework, the researcher can be able to show the relationship of the different constructs that he wants to investigate. The researcher took 18 character educational values by the Ministry of Education and Culture based on the research question to analysis the character educational values that come up from the material English Textbook.

## CONCEPTUAL FRAMEWORK





## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

The design of this research was used critical thinking discourse analyzing (content analysis) to show the character educational value on textbook for Junior High School grade seven based on 18 character educational value of kemendikbud. This research will analyze about character educational in English Textbook Entitled “When English Rings a Bell” with the basic competence of the 2013 curriculum

#### **B. Research Object**

The researcher analysis of Character Educational Values in English Textbook for Seventh Grade Students Entitled When English Rings the Bell, published by the Ministry of Educational and Culture of Indonesia. This book has 8 chapters analyzed with 18 values of character education. Then, the researcher will analyze from chapter 1 to chapter 8:

1. Chapter 1 with good morning material. How are you who will learn about to greet, to take leave, to say thank you, and to say sorry. Consists 20 pages of 1 until 20 page.
2. Chapter 2, with the material this is me! Who will learn about to share and inquire about each other, including: our identities, our hobbies and what we like, and the members of our family. Consists 16 pages of 21 until 36 page.
3. Chapter 3, with material what time is it? Who will learn about to tell the time, to tell the date, to tell the day, and to tell the month. Consists 22 pages of 37 until 58 page.

4. Chapter 4, with material this is my world that will learn about to state things, animals, and public places around us. Consists 30 pages of 59 until 98 page.
5. Chapter 5, with material about it's a beautiful day! Who will learn about ask for and give information related to the qualities of people, animals, and things, in order to identify, to criticize. Consists 40 pages of 99 until 126 page.
6. Chapter 6, with material we love what we do, will study ask for and give information related to actions or functions of people, animals, and things in order to identify, to criticize or to praise them. Consists 22 pages of 127 until 148 page.
7. Chapter 7, with the material I'm proud of Indonesia! Who will learn about to describe people, animals, and things in order: to make them stand out, to show pride of them, to promote them, and to criticize them. Consists 28 pages of 149 until 176 page.
8. The last chapter, discuss material about that's what friends are supposed to do who will learn to get the message of song. Consists 6 pages of 177 until 182 page. All chapters are accompanied by pictures, explanations, asking and questioning, and student assignments

### **C. Procedure Of Collecting Data**

The way in collecting data is documentation. Document analysis can be of written or text-based artifacts (novels, newspaper, meeting minutes, textbook, announcement, journals, transcript, letters, etc) or of nonwritten records (audiotapes, youtube video, photographs, videotapes, etc). There are 8 chapters in 2013 curriculum english textbook entitled "When English Rings A Bell" for the seventh grade of Junior High School. Then the researcher will analyse sentence of each chapter with focused on 18 character education values (Religious, Honest, Tolerance, Discipline, Hard Work,

Crativity, Independent, Democracy, Curiosity, Nationalism, Patriotism, Appreciation, Friendly/Communicative, Love of peace, Reading interest, Environmental Awareness, Social care, Responsibility).

#### **D. Technique of Data Analysis**

After collect the data from textbook as a document in this study the data will analyze qualitatively and reporte descriptively. In analyzing the data, the writer used content analysis method. The content analysis method is basically a systematic technique for analyzing message content and managing the message, or a tool for observing and analyzing the content of open communication behavior of selected communicators. The researcher will analyze the document by using an analysis procedure:

1. Data collection looking for all information or all types of data and forms of data needed in research found in the field, then record all the data based on field observations, and study documentation.
2. Data reduction. Reviewing the records of observations, and study documentation, and separating data that is considered important and not important, this work is repeated to examine the possibility of misclassification. The aim is to provide a clearer picture, and make it easier for researchers to carry out further data collection and search if necessary.
3. Data display is an organize, compress, assembly, of information that permits conclusion drawing and action with Describe the data that has been classified by paying a display is an organized, compressed, assembly, of information that permits conclusion drawing and action with. Describe the data that has been

classified by paying attention to the focus and purpose of research to make data clearer.

4. Conclusion may not appear until data collection is over, depending on the size of the corpus of field notes, storage, retrieval methods used. Conclusion are also verified as the analyst proceeds and verification may be as brief as a fleeting second thought crossing the analyst mind during writing, with a short excursion back to the field note.



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

This section explained the results of the study. The researcher analysis character educational value that found the English Textbook entitled When English Rings A Bell using the 18 character educational values from the ministry of education and culture. These character values can be described as follows: religious; honesty; tolerance; discipline; hardwork; creativity; independent; democracy; curiosity; nationalism; patriotism; appreciation; friendliness or communication; love of peace; reading interest; environmental awareness; social awareness; and responsibility.

##### 1. Character Educational Value in English Textbook

The following was the result of the analysis of Character Educational Values on English Textbook entitled “When English Rings A Bell”

Table 4.1 Character Educational Values on English Textbook When English Rings A Bell

Values	Chapter								Total	Percentage
	1	2	3	4	5	6	7	8		
Religious	6	1	3	3	6	0	5	0	24	12.30%
Honesty	2	0	0	0	2	1	2	0	7	3.58%
Tolerance	3	0	0	0	1	0	0	0	4	2.05%
Discipline	0	0	5	0	2	3	0	0	10	5.12%
Hard work	3	6	2	0	0	0	2	1	14	7.17%
Creativity	0	1	5	0	1	0	1	0	8	4.10%
Independent	1	6	7	18	0	0	0	2	34	17.43%
Democracy	0	0	0	0	0	0	0	0	0	0%
Curiosity	0	0	1	1	5	2	0	0	9	4.61%

Lanjutan Table 4.1

Values	Chapter								Total	Percentage
	1	2	3	4	5	6	7	8		
Nationalism	0	4	1	0	0	0	3	0	8	4.10%
Patriotism	0	0	0	0	0	0	2	0	2	1.02%
Appreciation	1	0	0	0	2	1	4	0	8	4.10%
Friendliness/ Communicative	11	1	4	2	12	6	6	0	42	21.53%
Love of peace	0	0	1	0	0	0	0	0	1	0.51%
Reading Interest	0	1	1	1	0	1	1	0	5	2.56%
Enviromental Awareness	2	0	1	0	2	2	0	0	7	3.58%
Social Care	3	0	0	2	2	3	0	0	10	5.12%
Responsibility	1	0	0	0	0	1	0	0	2	1.02%
Total	33	20	31	27	35	20	26	3	195	100%

Source data: English Textbook for students grade seventh, 2016

Based on the results of the analysis and discussion that has been described shows that Character educational value in English Textbook entitled When English Rings A Bell. The finding show that each chapter represented different number of character education values. The value of Friendship/Communicative is very dominant where it (21.53%) and the second value is Independent with (17.43%). The valaue Religious (12.30 %) Hard work value 7%. Discipline and Social Care value (5.12%). Next curiosity value (4.61%). Next Creativity, Nationalism, and Appreciation Achievement with (4.10%). enviromental Awareness and Honesty values (3.58%). Reading Interest value (2.56%). Tolerance value (2.05%). Patriotism and Responsibility value (1.02%). Last, Love and Peace value with (0.51%). Character value that didi not present in the textbook is democracy.

There are some examples values described in the followed explanation below:  
Based on table 18 Character educational value

a. Religious

Religious is The value of religious character reflect the faith in the Almighty God which is manifested in the behaviour of carrying out the teaching of religion. Religious can be attitude or behaviour that reflect obedient to the rules of religion.

The example of Religious value is in the following

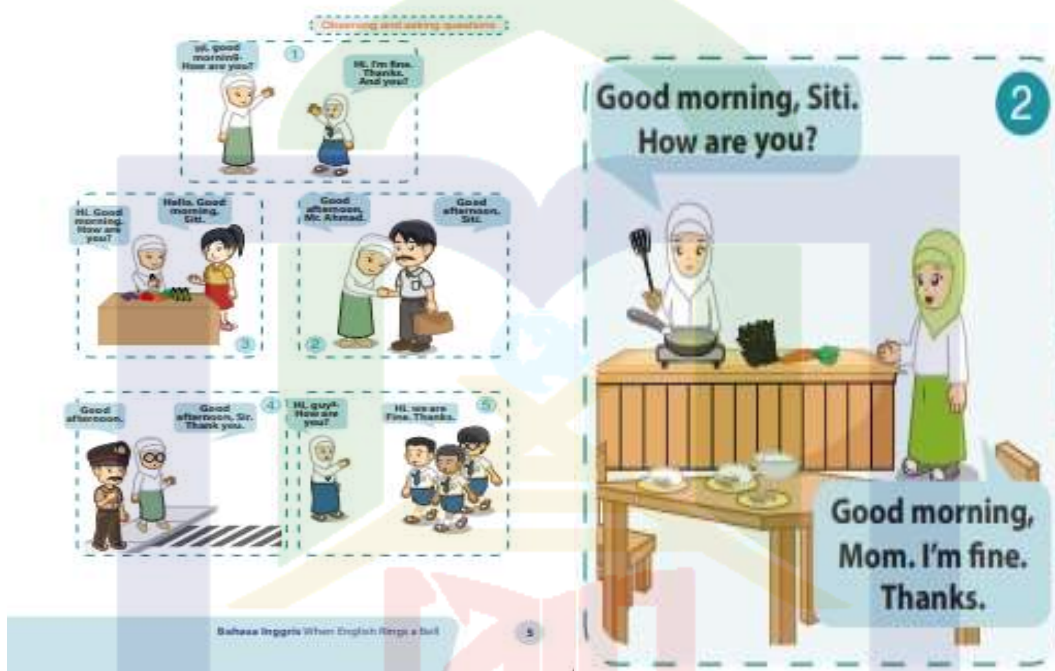


Figure 1. Character Values Representing Religious

It can be seen in the picture above there is religious value. In the picture. It can be seen there are some picture show a students wearing a hijab in her daily life. There is also mother and her daughter in the kitchen wearing a hijab It shows a religious attitude because as a muslim has obedience to wearing a hijab for a girl. It show that if students who wear a hijab since childhood will gradually get used to adulthood.



*Figure 2. Character Values Representing Religious*

It show Edo pray in his bed before sleep. He did not forget to pray to the God. Also it can be seen there is a sentence “It is half past nine at night. He does not forget to pray before sleeps”. The sentence shows that before sleep people must pray. It means people must pray before or after doing activity, it is one of rules in religion.

*Figure 3. Character Values Representing Religious*



There is a picture shows that family in dinner time. It can be seen in the picture one their son lead the pray before eat and in the pipcture two their father do. Their hands show that they pray before eat. This picture showing a religious character or praying before doing activities.



b. Honesty

Honest is behavior based on an attempt to make himself as a person who always trustworthy in word, action, and jobs. Honest means that say the truth and according to the fact.

The example of Honesty value is in the following



Figure 4. Character Values Representing Honesty

The picture above show the dialogue between Lina, Edo And Siti talking in the kitchen. There is sentence from Siti “Sorry guys, the kitchen is small. It’s not comfortable for all of us.” It show honesty value because Siti say the truth about her kitchen to Lisa and Edo. It is true because the dialogue Siti explain of the reality situation. Honesty in speech is the conformity between speech and reality.<sup>1</sup> That being honest as a value is a person's decision to reveal (in the form of feelings, words, and or

<sup>1</sup> Daviq Chairilisyah, “Metode dan Teknik Mengajarkan Kejujuran pada Anak Usia Dini.” (EDUCHILD Volume, 5. Nomor, 1, 2018), p. 9.

deeds) that the existing reality is not manipulated by lying or deceiving others for his benefit.<sup>2</sup>

Next, there is conversation below show that one of honesty value that appear on the textbook.

A : Do you see my notebook? I put it on my desk, but it is not there now.

B : What does it look like?

A : It's thick. It has a blue hard cover.

B : Does it have a pink ribbon separator? This one?

A : No. The ribbon is white. There's a sticker on the cover. It's shiny, white, round with a picture of an orang-utan.

B : It must be the one over there, on the teacher's desk.

A : Yes, you're right. Thankyou.

The conversation above shows that honesty attitude. It can explain by seeing the dialogue, when someone looking for his notebook. He ask his friend and explain the shape and characteristic of his notebook. After that his friend directed that the notebook is on their teacher's desk. He tells the truth because the notenook is there and being trustworthy for his friend. It is show the friend being honest to their friend. This behaviour seeks to establish himself as a perso who can always be trusted in word and work.<sup>3</sup>

#### c. Tolerance

Tolerance is Tolerance means that attitudes and actions that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who

<sup>2</sup> Muhammad Royani, "Karakter Jujur dalam Pembelajaran Statistik", (JPM IAIN Antasari Volume, 01 Nomor 2 June 2014), p. 9.

<sup>3</sup> Retno Listyarti, "Pendidikan Karakter Dalam Metode Aktif, Inovatif Dan Kreatif", n.d, p.6.

are different from themselves. It means they are able to appreciate the difference or respecting around them.

The example of Tolerance values is in the following



*Figure 5. Character Values Representing Tolerance*

The dialogue above shows the tolerance that students who have a mistake toward his friend. It can be seen he forgot to bring Udin's sports shirt. The sentence "That's okay Beni. You can bring it tomorrow." it means Udin is respecting and forgiving him. It indicates Udin has a tolerance attitude, because he can forgive Beni and give him a chance to bring tomorrow. It shows students have tolerance to their friend. Tolerance is needed in everyday life



*Figure 6. Character Values Representing Tolerance*

The picture above show the teacher and his student who came late to the school. The teacher say “Okay, don’t be late again next time. Ok?” it is shows the teacher forgiving and understand his students circumstance. This situation show the teacher still forgiving students and giving their chance not to come late to the school again. It means the teacher give the tolerance to the student. Tolerance is needed in everyday life.

#### d. Discipline

Discipline is a set of rules and regulations that remind us of the proper code of behaviour. Discipline can be self-improvement practice. It what helps us all into achieve our goal in life.

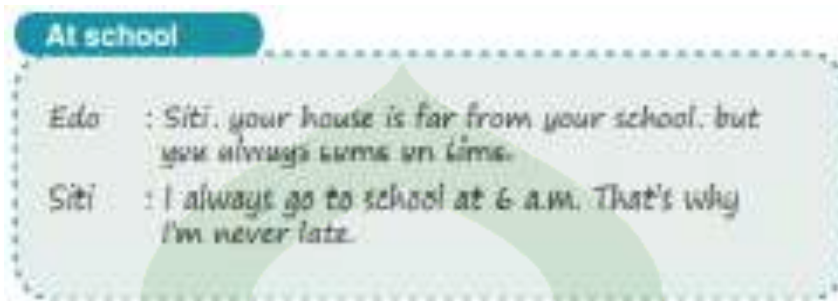
The example of Discipline value is in the following



Figure 7. Character Values Representing Discipline

The picture above show represent discipline attitude. It can be seen there are time to make sure all the activity is doing by on time. Students must to arrange their time every day to manage what they should do every day without procrastinate. It means that we need to have a proper time to do our activity everyday. It can be seen about the

discipline activity of the wake up in the morning until it sleeps. It is help students to become discipline. There also the example of discipline value in the textbook. According to Rini Ningsih a disciplined person will make a schedule of activities.<sup>4</sup>



*Figure 8. Character Values Representing Discipline*

The dialogue above represent discipline attitude. It can be seen in the dialogue Edo and Siti. Edo ask siti why she always come to school on time even though her house far from school. Siti never come late to school even her haouse far from school. Because she always go to school at 6 a.m. It show that Siti has regulation by never being late to school. It is means Siti can manage her time and disicpline to never late. Discipline will form behavior that is always accustomed to orderly and regular.

e. Hard work

Hard work is behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible. Hard work is that people who do something or activity in seriusly and paying attention to the satisfaction of the result when it done.

<sup>4</sup> Rini Ningsih. *Pendidikan Kewarganegaraan untuk Kelas 2 SD*, (Jakarta: Yudhistira, 2006.), p.62

The example of Hard work value is in the following



*Figure 9. Character Values Representing Hard work*

The picture above represent hardwork value. In the picture above there is a sentence “First, we will hear our teacher state a situation. Then, we will respond with a proper statement to thank or to say sorry”. It means students paying attention to their teacher and will give the good result when it done whic is they can say thankyou and sorry.



*Figure 10. Character Values Representing Hard work*

The picture above show hardwork attitude. It can be seen in the text there is a students describe people around. The student describe Pak Baicu who is the janiotor in the school. In the text the sentence “he’s a hard worker” indicate Pak Baicu known as

hardworker. It is show Pak Baicu has a hardwork character because he always do his job every morning and afternoon to clean the yard at school. Hard work is a behavior that shows serious efforts in overcoming various obstacles in order to complete tasks (study / work) as well as possible.

f. Creativity

Crativity is think and do something to generate new ways or the result of something that has been owned. Creativity can lead someone to create something by their own ideas and make it useful.

The example of Creativity value is in the following



*Figure 11. Character Values Representing Creativity*

The picture above represent creativity values. in the picture there is students in schoolyard. The students describe the schoolyard is very large. The sentence is "do many other activities" means that there are many activities we can do in the field not just playing badminton. One of the indicator of creative value is delivering suggestion or a new idea. From the conversation above it can be concluded creative value because the student give a suggestion to do other activities.



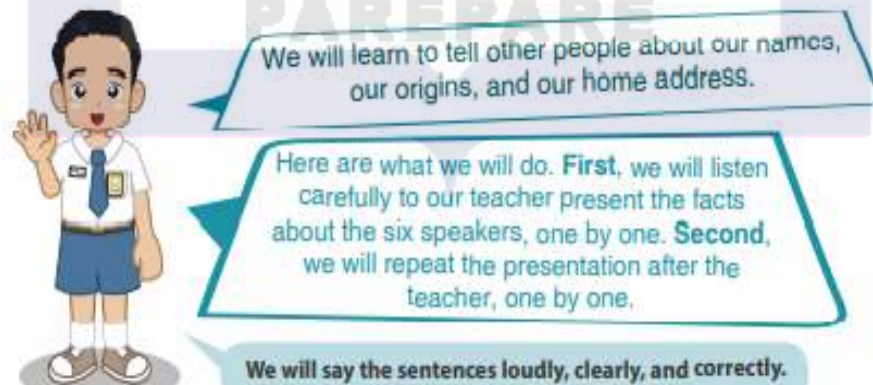
*Figure 12. Character Values Representing Creativity*

The picture above show creativity value. The sentence “we will put our cards in the new design” means that students can designing the card by their own creativity. One of the indicator of creative value is delivering suggestion or a new idea. It is indicate student to give their idea to make the card interesting.

g. Independent

Independent is attitudes and behavior that is not easy to depend on others to complete tasks. Independent means that when someone do something and believe that he can do or what they want by theirselves and can be responsible for what they do.

The example of Independent values is in the following



*Figure 13. Character Values Representing Independent*



The picture above represent independent value. there are the sentence “we will repeat the presentation after the teacher one by one” show student have to do the assignment by theirselves one by one. It is means students should do the presentation by theirselves in front of their friends. It can help students to gain confidents to speak in front of many people.



*Figure 14. Character Values Representing Independent*

The picture above represent independent value. “Edo prepare his stuff” show that edo do the work by himself. It means he do it alone and didn’t get any help from the other. It is show to the students to do their duty and learn to arrange their own stuff or work. Independent also means that being able to fulfill their own needs and not rely on other people.<sup>5</sup> It is means that something that people can do by himself.

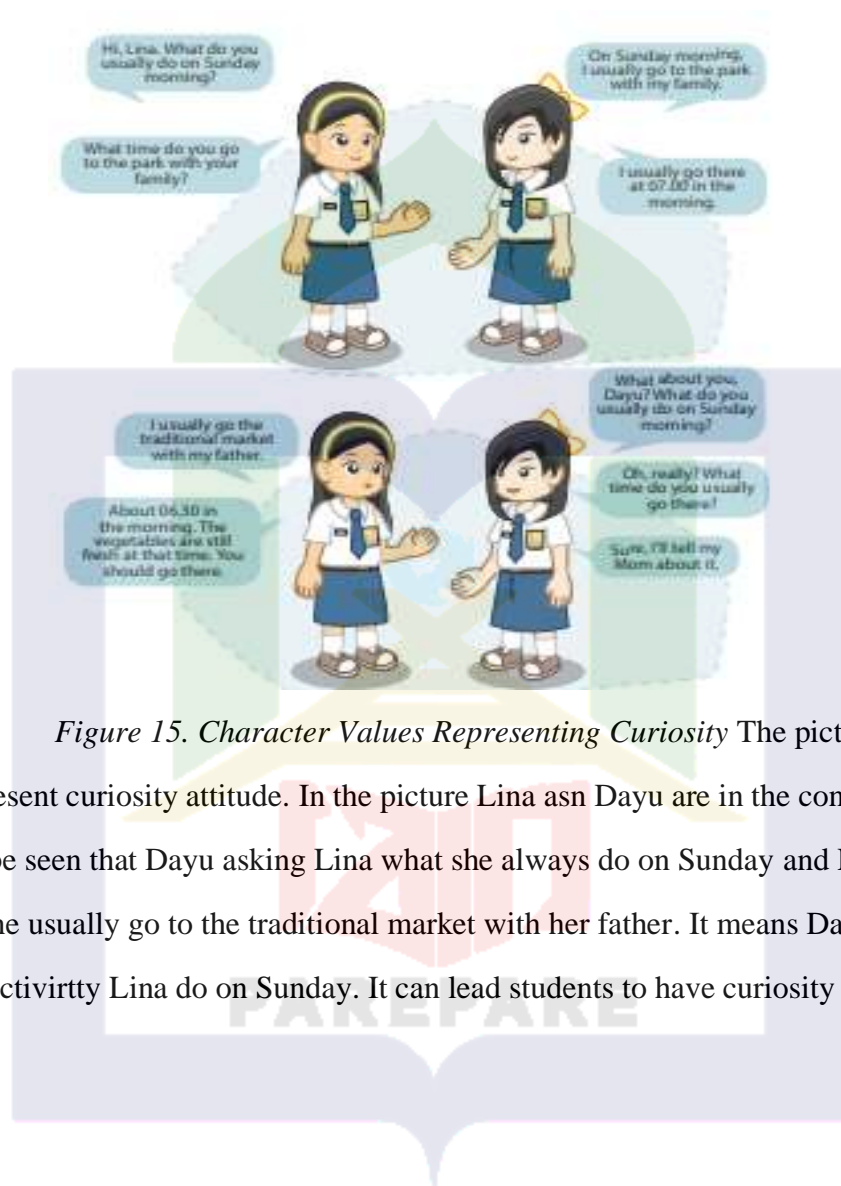
#### h. Curiosity

Curiosity is attitudes and actions which seeks to determine the depth and spread of something learned, seen, and heard. It means when someone want to know about something they eger to learn or find out more and more.

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<sup>5</sup> Muchlas Samani dan Hariyanto, “Pendidikan Karakter: Konsep dan Model”, (Bandung: PT Remaja Rosdakarya, 2012), cet. II, p. 131.

The example of Curiosity values is in the following



*Figure 15. Character Values Representing Curiosity* The picture above represent curiosity attitude. In the picture Lina and Dayu are in the conversation. It can be seen that Dayu asking Lina what she always do on Sunday and Lina answer that she usually go to the traditional market with her father. It means Dayu is curious what activity Lina do on Sunday. It can lead students to have curiosity around them.



*Figure 16. Character Values Representing Curiosity*

The picture above represent curiosity. In the dialogue above it can be seen the son and his father talked in the street. There is conversation between them. The father told his son the building on the left is bank after that the son asked what building around them. It is shows the son has curiosity and want to know something he didn't know. Curiosity means attitudes and actions that always seek to know more deeply and broadly from what one has learned, seen and heard.<sup>6</sup>

#### i. Nationalism

Nationalism is How to think, act, and sound that puts the interests of the nation above self-interest and group. It is the way of thinking, behaving and acting that shows loyalty, caring and high appreciation for the language, physical, social, culture, economic and olitival environment of the nation, placing the interests of the nation and state above the interest themselves and their groups.

<sup>6</sup> Zainal Aqib, "Panduan dan Aplikasi Pendidikan Karakter", (Bandung : Yrama Widya,2011), p. 8

The example of Nationalism values is in the following



Figure 17. Character Values Representing Nationalism

The picture above represent nationalism. It can be seen in the picture there are national days. It is show to the students that the national days also important to learn because they will appreciate the patriot in the past who protect the country. It means student can learn about national days. According to Sumarni nationalism which means an understanding or teaching to love the nation and the state itself or awareness of membership in a nation.<sup>7</sup>



Figure 18. Character Values Representing Nationalism

<sup>7</sup> Sumarni, "Citra Pendidikan Kewarganegaraan", (Klaten: Sekawan, 2006), p.56.

The picture above that is a map and description of Indonesia. It teaches and instills students' attitudes to always have a high level of pride and interest in the country by learning and finding out everything that is in the country. It is show to the students that Indonesia has many island beautiful view. Like the picture, students will learn about Indonesia Location.

#### j. Patriotism

Patriotism is How to think, act, and sound that puts the interests of the nation above self-interest and group. Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and politicalnation

The example of Patriotism values is in the following



Figure 19. Character Values Representing Patriotism

The picture above represent patriotism value because we can see there is a sentence “i’m proud of indonesia” also it shows picture and text that contains a description of Indonesia and a high appreciation of the economy, culture and natural resources in Indonesia.

#### k. Appreciation Achviement

Appreciation means that attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. It can be attitude of person when they can appreciate the work they have done and they thankful for everything they have.

The example of Appreciation Achievement values is in the following



*Figure 20. Character Values Representing Appreciation Achievement*

The picture above represent Appreciation achievement. There is a sentence “thankyou very much for you gift, I like it very much” it shows Lina giive appreciation for the gift from Mrs. Rita. It aims the students haave appreciation attitude. Expressing attitude is defined as a kind of appreciation for something that he or she has done which refers to a thought that is given by the human being has enduced a favor and grace.



*Figure 21. Character Values Representing Appreciation Achievement*

The picture above shows a picture of students who just arrived in the class and immediately said “wow! Your classroom is clean and tidy” means she giving praise and appreciation to his friend who cleaned the class because she did a great job to make class look clean and tidy. The use thankyou signifies a polite expression when acknowledge a gift, service, or compliment, or accepting offer. It is a good way to model moral values directly to the student in school because teaching morality requires repeated action so as to enhance students ethical capabilities. In honoring the achievements of others, one can perform an act of praise and encouragement so that the achievements obtained can be maintained.



Figure 22. Character Values Representing Appreciation Achievement

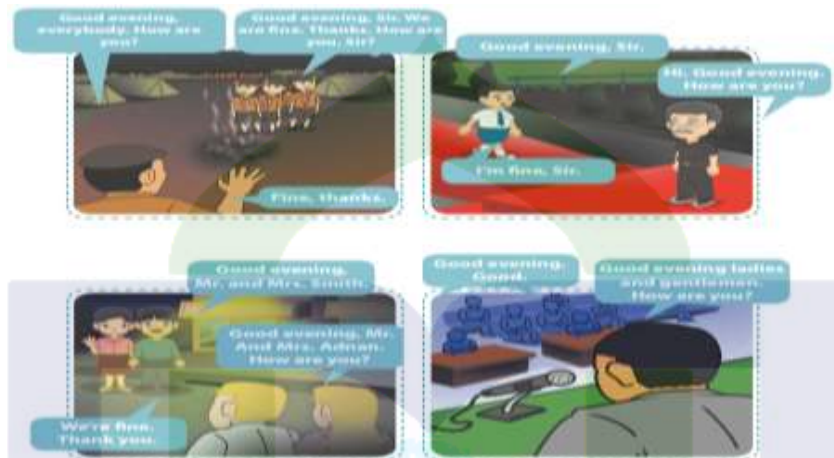
The picture represent appreciation. It shows in the text above there is appreciation giving from the student to different person. The sentence “I’m proud of my school” “Our teacher is smart”, “he’s hard worker” shows appreciation attitude between students to something and people around them.

### 1. Friendship/ Communicative

Friendship/Communicative means that actions showed pleasure in speaking, associate and cooperate with others. 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.

The example of Friendship/ communication values is in the following



*Figure 23. Character Values Representing Friendship/Communicative*

The picture above shows communicative. In the picture there are people in good term and conversation. It shows people conversation are polite and it can lead a good relationship with people around them. It aims student to always have a good relations with other and be kind to other people.



*Figure 24. Character Values Representing Friendship/Communicative*

The picture above shows friendship attitude. It can be seen there are Beni, Udin, and Edo who playing fly kites in the field together. “They have a lot fun” refers that there is a good relationship among them.



m. Love and peace

Love of peace is attitudes, words, and actions that make other people feel happy and safe over the presence of him.

The example of Love and peace values is in the following



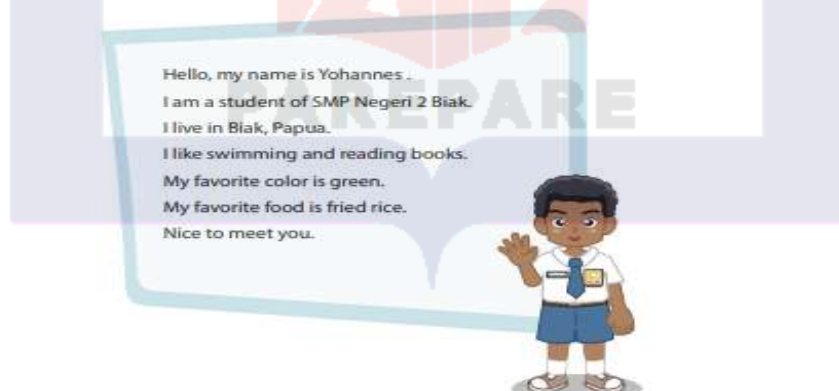
*Figure 25. Character Values Representing Love and Peace*

The picture above represent love and peace attitude. The sentence “ his parents kiss” it shows Edo’s parents giving him action that make him feel happy with their presence.

n. Reading Interest

Reading interest is habits to take time to read a variety of literature that gives virtue for him. Reading interest can lead people to have more knowledge

The example of Reding Interest values is in the following



*Figure 26. Character Values Representing Reading Interest*

The picture above shows reading interest value. it can be seen there is a student name Yohannes introduce himself. The sentence “I Like swimming and reading books” means Yohannes have interest in reading many book. It’s a good example for the students to be interacted in reading book.



*Figure 27. Character Values Representing Reading Interest*

The picture above represent Reading Interest. It can be seen the sentence “They love reading books” shows that sttitude or habit reading books. It aims to shape students have a habit reading books.



*Figure 28. Character Values Representing Reading Interest*

The picture above represent Reading Interest. It can be seen the student sit on the chair and read a book that he like. The sentence “I read it everyday” shows that attitude or habit reading books. Have interest in reading many book. It’s a good example for the students to be interacted in reading book.

o. Enviromental Awareness

Environmental Awareness is Attitudes and actions which seeks to prevent damage to the surrounding natural environment, and develop efforts to repair the environmental damage that has occurred, for example regulating the cleanliness of our environment, and not throwing garbage everywhere.

The example of Enviromental Awareness values is in the following



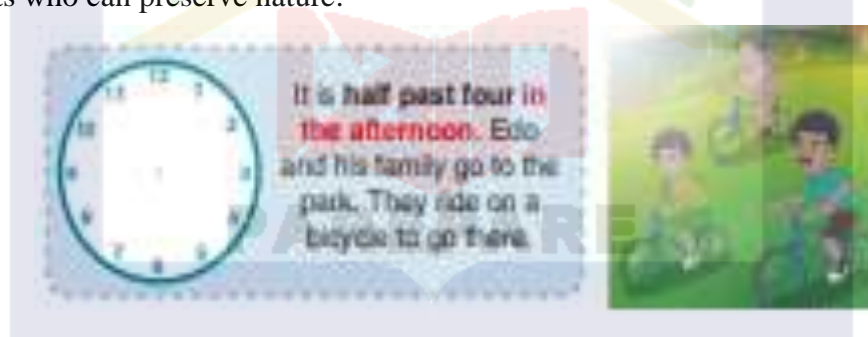
*Figure 29. Character Values Representing Enviromental Awareness*

The picture above represent Enviromental Awareness. It can be seen there is scouting activities. In scouting student learn to protected sour enviroment. It aims to show students to prevent damage to nature, by doing scouting which can teach us to love nature.



*Figure 30. Character Values Representing Enviromental Awareness*

The picture above represent Enviromental Awareness. It can be seen in the sentence “Edo and his family go to the park. they ride on bicycle to go there” it show the family ride their bicycle. Riding biccyle can reduce the pollution. It aims to shape students who can preserve nature.



*Figure 31. Character Values Representing Enviromental Awareness*

The picture above represent Enviromental Awareness. The sentence “There are carbage cans too, We can keep this park clean” it shows we need to throw our garbage to the garbage cans. It can keep clean the park clean. It aims students to always throw the garabage in it’s place.

p. Social Care.

Social care is attitudes and actions have always wanted to help other people and communities in need. We are all caring people. The attitude and performing always help each other in society.

The example of Social Care values is in the following

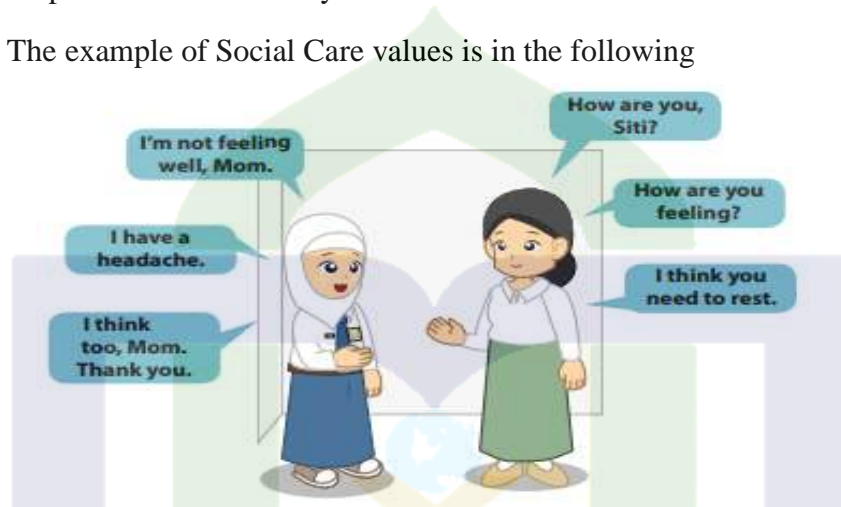


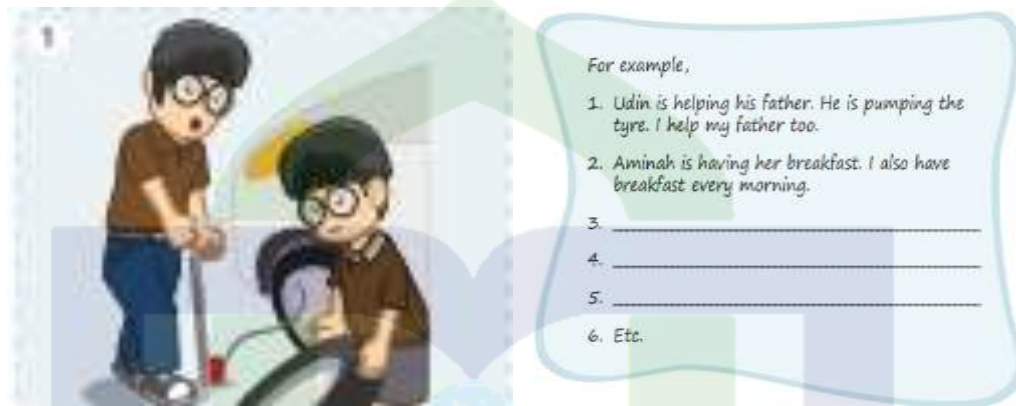
Figure 32. Character Values Representing Social Care

The picture represent Social Care attitude. We can see in the picture a child who is sick and his mother told her to take a rest. It shows his mother caring his daughter and give her some advice to feel better. In the dialogue above, the textbook writers may intend to show mother who care her son. Mom initiates the dialogue by asking her daughter if she feeling well or not. Mother shows that she also cares for her daughter.



Figure 33. Character Values Representing Social Care

The picture represent Social Care attitude. It can be seen Edo helping the teacher bring some books. Also, the sentence “look! Edo is very helpful”, It aims to students to always help and concern people who are needs help. The tolerance shown by students is marked by respecting the opinions of others, helping each other.



*Figure 34. Character Values Representing Social Care*

The picture above represent Social Care. It can be seen the child helping his father repair the car that show the caring attitude. Also, the sentence "Udin is helping his father" It aims to students to always help and concern people who are needs help. The tolerance shown by students is marked by respecting the opinions of others, helping each other.

q. Responsibility

Responsibility is attitudes and behavior of people to carry out his duties, he should do, to ourselves, community, environment (natural, social and cultural), country and God Almighty



Figure 35. Character Values Representing Responsibility

The picture above represent Responsibility. The sentence “She always studies everyday” means that as a student she has responsible to study and she do it everyday. It aims to shape students has a responsibility. responsibility is defined as an obligation to perform certain tasks. There are also those who interpret it as something that is an obligation to be done. Being responsible is to have control and authority over something or someone and the duty of taking care of it or them. There are also those who interpret it as something that is an obligation or obligation to be done<sup>8</sup>

### B. Discussion

The research was conducted to analyze the character values in English textbook for seventh grade students entitled “When English Rings The Bell” used by seventh grade students. By choosing English textbook for seventh grade “When English Ring a Bell, analysis data from eighteen character from the ministry of education and culture appropriate character values based on characteristics and indicators.

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<sup>8</sup> Rafael Raga Maran, *Manusia & Kebudayaan Dalam Perspektif Ilmu Budaya Dasar* (Jakarta: Pt Rineka Cipta, 2000), p. 162.

Character values must be contained in English textbooks with curriculum 2013 and character values must be present in the material in the textbooks. Character values are very important for students, the school environment and the 2013 curriculum.

1. Religious according to Retno Listyarti religious is attitudes and behaviors that are obedient to the rules of religion, this character is behaviors and attitudes that obedient in implementing religious value, have a tolerant of the implementing other religious and living harmoniously with people with different religions.<sup>9</sup> Based on the findings, It has been demonstrated that the Religious category in the English textbook is very significant to introduce to students, such as praying before studying, reminding students to worship, etc. Examples of spiritual value contain in English textbook are: *“He does not forget to pray before sleep.”* Then it already contains religious character and it shows gratitude to God so that each student can understand the religious character contained in their English books.

2. Discipline is indicating orderly and obediently behaviors on various rules and regulations,<sup>10</sup> Discipline entails a commitment to follow the established laws and standards. Discipline frequently appears in English textbooks for example word discipline in textbook *“I always go to school at 6.am. That’s why i’m never late”*. *“I always leave home at 6. I don’t want to be late”*. That sentence also has a character of discipline value because it reminds students of the importance of knowing when it is time to leave the house and when it is time to go to school so that they may apply the character values found in textbooks to their own lives. In addition, in participating in classroom activities and school activities, there are certainly rules that are made so that students can apply discipline values. Also Rini Ningsih said a disciplined person will

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<sup>9</sup> Retno Listyarti, Pendidikan Karakter Dalam Metode Aktif, Inovatif, dan Kreatif, n.d.,69

<sup>10</sup> Ministry of education and culture (MoEC) number 81/A 2013, 2010



make a schedule of activities.<sup>11</sup> It shows discipline produces positive interpersonal relationships and a favorable school climate, as well as academic accomplishment, self-worth, and emotional wellbeing.

3. Honesty is indicating oneself as someone who can be trusted in every word, behavior and attitude.<sup>12</sup> Honesty in speech is the conformity between speech and reality.<sup>13</sup> That being honest as a value is a person's decision to reveal (in the form of feelings, words, and or deeds) that the existing reality is not manipulated by lying or deceiving others for his benefit.<sup>14</sup> The value of honesty in the textbook greatly affects student attitudes because honesty is very important and must be owned by every student in school. Examples of honesty in the textbook are *"Mrs. Vina, i'm sorry i'm late"*. *"Sorry guys, the kitchen is small."* *"it must be one over there, on the teacher's desk."* The sentence in the textbook teaches students to talk honestly about whatever happened, The students apologized since he was late, as stated in the preceding phrase. When he reads sentences like that, it has a big impact on the kids. Because a student's honesty value requires them to confess the truth and accept faults, it is tough to apply and teach to students.

4. Tolerance could be found in the textbook, a sense of tolerance must be owned by students because tolerance among people is very important and a sense of tolerance is also contained in the English textbook as an example of *"Okay, don't be late again next time. Ok?."* *"That's okay Beni. You can bring it tomorrow."* the sentence contains

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<sup>11</sup> Rini Ningsih. *Pendidikan Kewarganegaraan untuk Kelas 2 SD*, (Jakarta: Yudhistira, 2006.), p.62

<sup>12</sup> Ministry of education and culture (MoEC) number 81/A 2013, 2010

<sup>13</sup> Daviq Chairilisyah, *"Metode dan Teknik Mengajarakan Kejujuran pada Anak Usia Dini."* (EDUCHILD Volume, 5. Nomor, 1, 2018), p. 9.

<sup>14</sup> Muhammad Royani, *"Karakter Jujur dalam Pembelajaran Statistik"*, (JPM IAIN Antasari Volume, 01 Nomor 2 June 2014), p. 9.

the value of tolerance because the teacher give a chance to the students and understand their friend problem. Tolerance is needed in everyday life. Living in a society is useless if we never value differences tolerance can be demonstrated through acceptance of other people's opinions and respect for others when speaking without interrupting the conversation.<sup>15</sup>

5. Hard work indicated Hard work is behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible.<sup>16</sup> This value generally appeared in the textbook in learning instruction such as *“First, we will hear our teacher state a situation. Then, we will respond with a proper statement to thank or to say sorry.”* Then another example like *“he’s a hard worker.”* Hard work is an important part of developing each student's potential; nevertheless, students can only accomplish at the greatest levels if they believe they are in charge of their own success and are capable of high achievement.. Hard work is a behavior that shows serious efforts in overcoming various obstacles in order to complete tasks (study / work) as well as possible.<sup>17</sup>

6. Creativity is thinking and doing something to generate new method or result of something that has been owned.<sup>18</sup> Creativity generated ideas to produce something new or some new ways from what they already have. Creativity really helps students in solving problems and making new things with new knowledge. helps students to face the challenges of the age where students are accustomed to thinking then making their

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<sup>15</sup> Izzatu Khoirina, Suyitno, Retno Winarni, *Lingua Didaktika “Character Educational Value Of Kalamata Novel By Ni Made Purnama Sari And Its Relevance With Learning Literature In High School”* (Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa Volume 11 No 2, December 2017), p. 133.

<sup>16</sup> Ministry of education and culture (MoEC) number 81/A 2013, 2010

<sup>17</sup> Mohamad Mustari, *Nilai Karakter Refleksi Untuk Pendidikan*, PT. Raja Grafindo Persada, Jakarta, 2014. P.43

<sup>18</sup> Ministry of education and culture (MoEC) number 81/A 2013, 2010

own work. In the textbook certainly contains the value of creativity such as *“We will put our cards in the new design”* the sentence contains creative value for students because students are required to do something new. One of the indicator of creative value is delivering suggestion or a new idea.

7. Independent is attitudes and behavior that is not easy to depend on others to complete tasks. Independent means that when someone do something and believe that he can do or what they want by theirselves and can be responsible for what they do. In the textbook certainly contains the value of creativity such as *“we will repeat the presentation after the teacher one by one”* the sentences show student have to do the assignment by theirselves alone. It is know independent means that someone not easy to lay on other people to finish their works. It can help students to gain confidents to speak in front of many people.<sup>19</sup>

8. Curiosity is demonstrating effort to know more about what are being learned, seen and heard.<sup>20</sup> Curiosity is a student's curiosity, students feel curious about the new knowledge learned, arises a sense of curiosity that is a desire to seek knowledge with enthusiasm for learning, it is needed in the learning process, teacher are required to develop student character curiosity both in the learning process and in the media learning especially textbooks. Curiosity means attitudes and actions that always seek to know more deeply and broadly from what one has learned, seen and heard.<sup>21</sup> For examples of curiosity in the English textbook is *“We will ask ten classmates for their birthdays”* sentences like this of course contain curiosity because students are required

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<sup>19</sup> Mohamad Mustari, *“Nilai Karakter: Refleksi untuk Pendidikan”*, (Jakarta: Rajawali Pers, 2014), p. 77.

<sup>20</sup> Ministry of education and culture (MoEC) number 81/A 2013, 2010

<sup>21</sup> Zainal Aqib, *“Panduan dan Aplikasi Pendidikan Karakter”*, (Bandung : Yrama Widya,2011), p. 8

to write about other people they don't know in detail so they are required to find information about the friends. The purpose of the textbook contains the value of curiosity which is to make students think creatively, and think critically

9. Nationalism category of related to nation gained small proportion in the textbooks. Then nationalism value is the way of thinking and doing that shows loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation. According to Sumarni nationalism which means an understanding or teaching to love the nation and the state itself or awareness of membership in a nation that has the potential to maintain identity, integrity, prosperity and strength together.<sup>22</sup> Examples of nationalism sentences are "*national days in Indonesia.*" "*I am from west sumatera*" the sentences contain the value of nationalism because that sentence shows about culture.

10. Patriotism is the way of thinking, acting, and knowing that puts the interest of the nation above self-interest and group. Examples of patriotism are "I am proud of Indonesia" The sentence contains the value of patriotism, because the value of patriotism has the topic of proud to be Indonesian. Every student really needs the value of character nation value because to show their love for the country of Indonesia. Defined patriotism, namely a student's love for his country, and willing to fight for the integrity of the nation above their personal interest.

11. Appreciation achievement means that attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success. It can be attitude of person when they can appreciate the work they have done and they thankful for everything they have. "*thankyou very much for you gift, I like it*

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<sup>22</sup> Sumarmi, "*Citra Pendidikan Kewarganegaraan*", (Klaten: Sekawan, 2006), p.56.

*very much.*” “*wow! Your classroom is clean and tidy.*” The use *thankyou* signifies a polite expression when acknowledge a gift, service, or compliment, or accepting offer. It is a good way to model character values directly to the student in school because teaching morality requires repeated action so as to enhance students ethical capabilities. In honoring the achievements of others, one can perform an act of praise and encouragement so that the achievements obtained can be maintained.

12. Friendliness or communication is demonstrating willingness to be communicative, friendly and work with others.<sup>23</sup> Friendliness or Communication very important for students and the school environment because good communication is also needed by students. However good communication build strong friendships. It also helps in making students confident enough. Value of communication is needed by students both in the learning process and in the textbook used. The friendliness character becomes the dominant character in influencing other character education.<sup>24</sup> In the English Textbook the sentence containing the value of friendliness or communication is “*Hello my name is Yohannes*” “*Good evening everybody, how are you?*” The sentence is very contained the value of friendliness or communication because students introduce themselves. Textbooks contains character values that must be applied by students. Another example of friendliness or communication is “*We will work in groups.*” the sentence contains the value of communication characters because when students work in groups there students will communicate with their classmates. The value of friendliness or communication contained in the English textbook can be in the form of dialogue and instruction in learning material in each textbook.

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<sup>23</sup> Ministry of education and culture (MoEC) number 81/A 2013, 2010

<sup>24</sup> Azizah Hanum1 , Ayu Meilinda, Studi Karakterisasi Bersahabat/Komunikatif Pada Siswa SMPN 18 Kota Jambi.

13. Love of peace makes others feel pleasant and safe of one's existence. Love of peace could found in textbook. An example of love of peace is "*his parents kiss.*" The sentence contains the value of love of peace because the sentence provides a sense of security, security and happiness for others. In this context love of peace is very important for students to have a positive attitude and love for peace.

14. Reading Interest is a habit to take time to read the various readings that give students the benefit. By reading students get new knowledge every day, reading is the foundation of academic skills so reading habits are very important for every student by reading not only adding knowledge but being able to support other values such as high curiosity, creative, and able to think critically. There are several aspects related to reading habits, namely, reading frequency, reading intensity, reading interest, reading goals and facilities.<sup>25</sup> In the textbook the value of reading interest is contained in a dialogue or instruction for example "*I Like swimming and reading books. "They love reading books." "I read it everyday."* that sentence contains the value of reading interest. The sentences contained in reading interest also invite students' interest to read diligently.

15. Environmental awareness is always seeking to prevent damages to the environment and develop efforts to rejuvenate environmental damage. The value of Environment awareness relates to human and their environment, the intended environment here is related to animals, plants, and nature. An example of the Environment Awareness contained in the textbook is "*There are carbage cans too, We can keep this park clean*" The sentence contains Environment Awareness because students must keep the park clean and the park environment. According to ratturhaman

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<sup>25</sup> Tampubolon. *Kemampuan Membaca Teknik Membaca Efektif dan Efisien*, (Bandung: Angkasa,1990) p. 227

One of indikator that students should be achieved to instil character enviromental awareness is there is a trash can.<sup>26</sup>

16. Social awareness is show generosity to others who are in need. Social awareness is caring for others. The social care shown by students is marked by respecting the opinions of others, being kind, friendly without differentiating between ethnicity and religion, mutual respect, controlling emotions, not mocking friends, designing and carrying out various social activities, respecting school officials, helping each other, visiting friends who are sick, and mourning when a student's parent dies.<sup>27</sup> Examples of social awareness contained in the textbook are "*Udin is helping his father*" the sentence contains the value of social awareness because these sentences show a sense of caring for others and another example is "*look! Edo is very helpful*" both sentences contain social awareness values. This character is very important for students to care about each other.

17. Responsibility is carrying out duties and obligations sincerely for oneself, the society and the surroundings (natural, social and cultural), the nation and God.<sup>28</sup> Responsibility is an attitude and behavior of someone to carry out their duties and obligations as a junior high school student whose future is certainly still very long so it must have a high attitude of responsibility. The value of responsibility must be promoted more strongly because it is clearly stated in the graduate competency standard that students must have is the value of responsibility.

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<sup>26</sup> Fathurrohman, Pupuh, dkk, *Pengembangan Pendidikan Karakter*. (Bandung: PT. RefikaAditama, 2013), p.191

<sup>27</sup> Yuni Maya Sari, *Pembinaan Toleransi Dan Peduli Sosial Dalam Upaya Memantapkan Watak Kewarganegaraan (Civic Disposition) Siswa*, (JPIS, VOL.23 NO.1, 2014), p.21

<sup>28</sup> Ministry of education and culture (MoEC) number 81/A 2013, 2010

Based on the research analysis of the research question that is character education values are represented in the textbook. It Shows, the result from the analysis above, the English textbook is worthy of using and used as teaching material. But, not all character values dominant in the book. The most dominant percentage of character values among the eighteen character values are Friendliness/communicative. The friendliness character becomes the dominant character in influencing other character education.<sup>29</sup> Based on the research analysis, the character of education in the English textbook entitled *When English Rings A Bells* the total frequency of character value that emerged in the textbook was 195 times. It shows, in chapter 1 there are 33 character values. Chapter 2 with 20 character values. Chapter 3 with 31 character values. Chapter 4 with 27 character values. Chapter 5 with 35 character values. Chapter 6 with 20 character values. Chapter 7 with 26 character values. Chapter 8 with 3 character values. There is no democracy value found in the textbook.

The character education values was inherently presented in different ways such as guide task, English conversation, pictures and so forth. It means that most of the components of textbooks can be inculcated with character educational values. As a result, when textbook writers realize the importance of integration character educational values, textbooks become a good media to promote and deepen character educational values in students. Character is the absolute answer to creating a better life in society because of the importance of instilling and applying good behavior to individuals. According to Lickona (2004), there are three performances of substantive behaviors that are interrelated moral knowledge, moral feeling, and moral behavior. Based on these three components, it can be stated that a good character is supported by

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<sup>29</sup> Azizah Hanum , Ayu Meilinda, (*Studi Karakterisasi Bersahabat/Komunikatif Pada Siswa SMPN 18 Kota Jambi., 2019*)



knowledge of the good, the desire to do something good, and do a good deeds.<sup>30</sup> Character education is very important because every students must apply the character values published by the Ministry of Education and Culture because it has become the goal of the 2013 curriculum that every national education aims to have noble character.



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<sup>30</sup> Thomas Lickona, *Pendidikan Karakter Panduan Lengkap Mendidik Siswa Menjadi Baik*. (New York: Educating for Character, 2008),

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

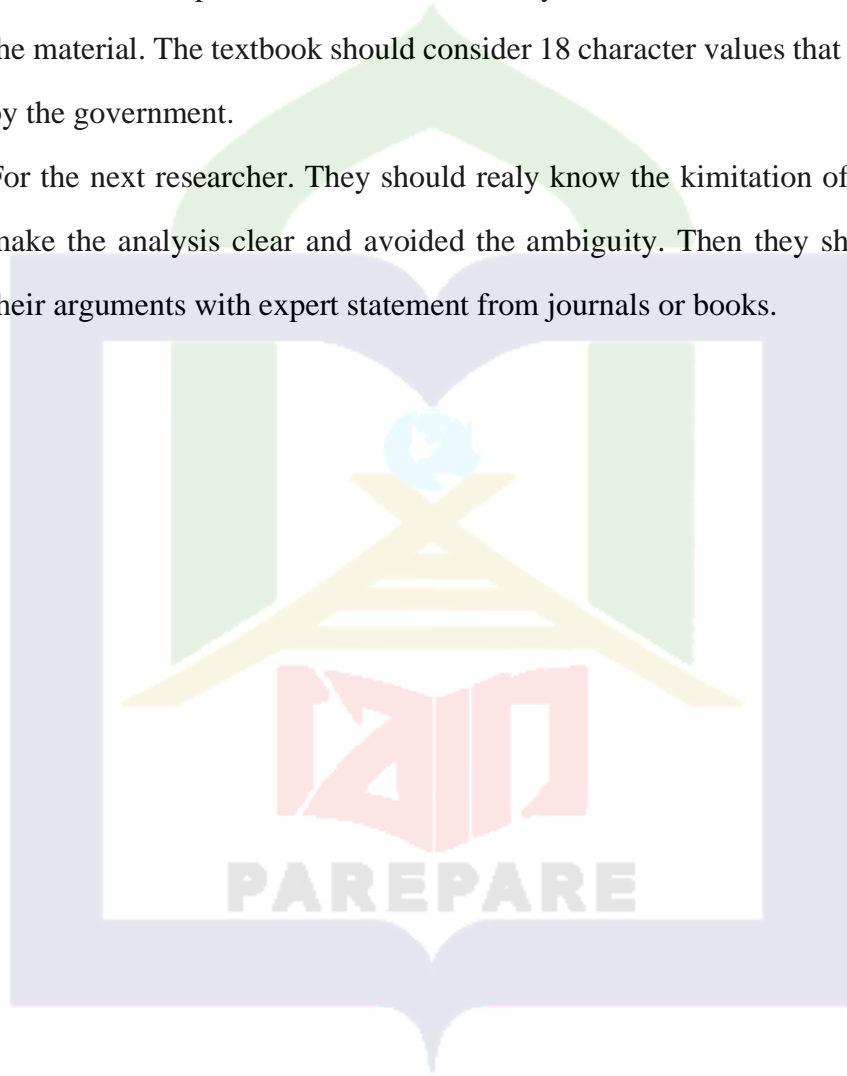
The last on this research, the researcher would like to give a conclusion based on the result below:

Based on the results of the analysis and discussion that has been described shows that Character educational value in English Textbook entitled When English Rings A Bell. The value of Friendship/Communicative is very dominant where it (21.53%) and the second value is Independent with (17.43%). The value Religious (12.30 %.) Hard work value 7%. Discipline and Social Care value (5.12%). Next curiosity value (4.61%). Next Creativity, Nationalism, and Appreciation Achievement with (4.10%). environmental Awareness and Honesty values (3.58%). Reading Interest value (2.56%). Tolerance value (2.05%). Patriotism and Responsibility value contains (1.02%). Last, Love and Peace value with (0.51%). So it can be concluded that English textbook entitled When English Rings A Bell for students grade seventh contains seventeen character education values which is religious, honesty, tolerance, discipline, hard work, creativity, independent, curiosity, nationalism, patriotism, appreciation achievement, friendship/ communicative, love and peace, reading interest, environmental awareness, social care and responsibility. Then value of democracy does not contain any character values in the English textbook.

#### B. Suggestion

There are four suggestions that can be undertaken based on the research.

1. The teachers should be selective in selecting the the textbook which can help in teaching and learning activity. the textbook should contained good character or not.
2. The author and publisher of textbook. They have to follow criteria in de/velop the material. The textbook should consider 18 character values that are proposed by the government.
3. For the next researcher. They should realy know the kimitation of the study to make the analysis clear and avoided the ambiguity. Then they should support their arguments with expert statement from journals or books.



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# APPENDICES





## Appendix 1

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

NAMA MAHASISWA : NURUL HIRDAYU

NIM : 16.1300.022

FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS

JUDUL : ANALYSIS CHARACTER EDUCATIONAL VALUE ON  
ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL  
STUDENT GRADE SEVENTH

NO	Research Variable	Sub Research Variable	Indicators	Items
1	Character Educational Value	Religiosity	There is obedient attitudes in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions.	1
2		Honesty	There is attitude or Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment.	2
3		Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.	3
4		Disciplines	There is an actions indicating orderly and obedient behavior on various rules and regulations.	4

5		Perseverance	There is behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible.	5
6		Creativity	There is character to thinking and doing something to generate new method or result of something that has been owned.	6
7		Independence	There is attitudes and behaviors that are not easy to depend on others to complete tasks.	7
8		Democracy	There is action the way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others.	8
9		Curiosity	There is attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.	9
10		Nationalism	There is a behaviour represent the way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group.	10
11		Patriotism	There is a behaviour represent ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.	11
12		Appreciation	There is a behaviour represent attitudes and actions that recognize and respect other people's success.	12
13		Friendliness/ Communication	There is a behaviour represent actions showed pleasure in speaking, associate and cooperate with others.	13
14		Love of Peace	There is a behaviour represent attitudes, words, and actions that make other	14

			people feel happy and safe over the presence of him.	
15		Reading Interest	There is a behaviour represent habits to take time to read the various readings that give him the benefit.	15
16		Environmental Awareness	There is a behaviour represent attitudes and actions which seek to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred.	16
17		Social care	There is a behaviour represent attitudes and actions that always want to help other people and communities in need.	17
18		Responsibility	There is a behaviour represent 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.	18

Observation Checklist sheet based on the chapter of English textbook When English Rings A Bell

Chapter	Character Educational Value																		Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Chapter I Good Morning, How Are You?																			
Page																			

Chapter II It's Me																			
Page																			
Chapter III What Time Is It?																			
Page																			
Chapter IV This Is My Wold																			
Page																			
Chapter V It's A Beautiful Day!																			
Page																			
Chapter VI We Love What We Do																			
Page																			
Chapter VII I'm Proud Of Indonesia!																			
Page																			
Chapter VIII																			

That's What Friends Are Suppose to Do																				
Page																				
Total																				

The observation guide above is showed for the data followed by the researcher as strong sources for analyzing the character educational value reflected to the textbook.

Parepare, 25 Januari 2021

Mengetahui  
Pembimbing Utama

Pembimbing Pendamping




Drs. Anwar, M.Pd

Wahyu Hidayat, Ph.L

NIP.19640109 199303 1 005

NIP. 19820523 201101 1 005

PAREPARE

## Appendix 2 : The Result of the Instrument

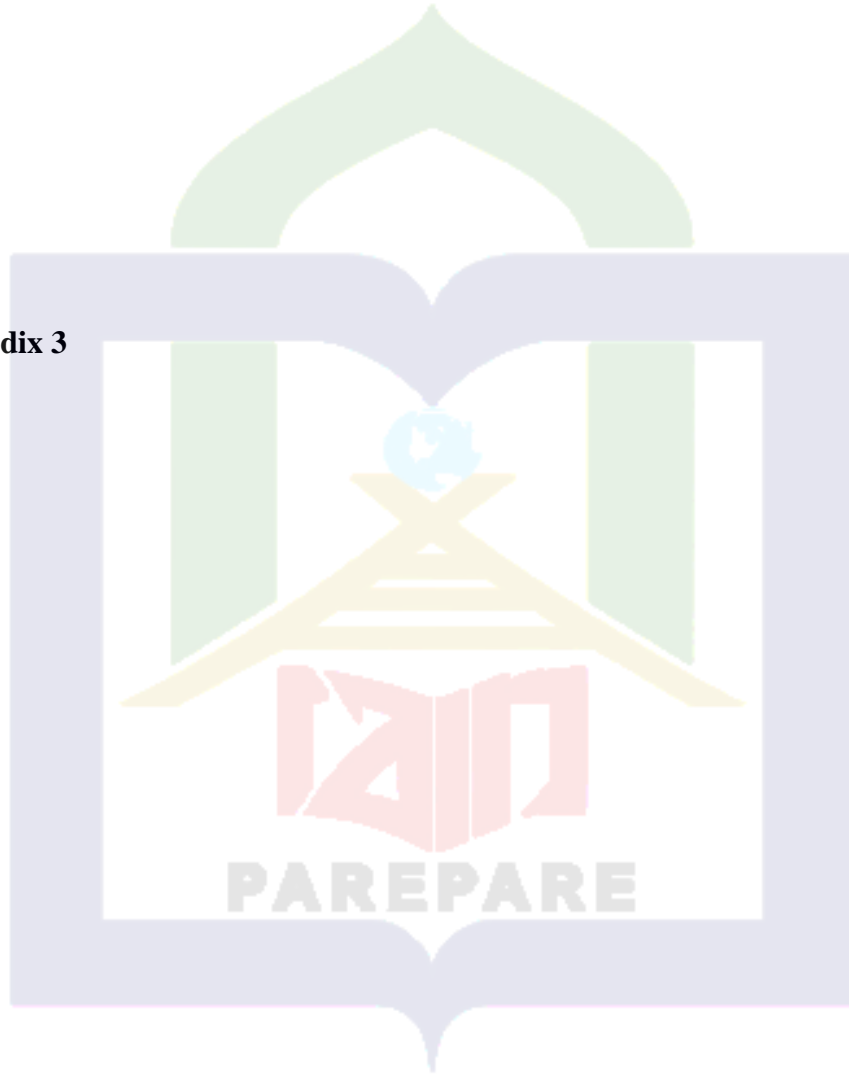
Chapter	Character Educational Value																		T
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Chapter I Good Morning, How Are You?	6	2	3		3		1					1	11			2	3	1	33
Page	4,5 , 11, 12, 15, 16	14 , 15	14 15 17		9, 13, 18		15					14	4 - 8 , 11, 12, 14 - 17			8, 12	7, 16, 17	15	
Chapter II It's Me	1				6	1	6			4			1		1				20
Page	28				23, 24, 26, 30, 33, 34	29	22, 30,3 1-34			22, 25, 30, 31			25		31				
Chapter III What Time Is It?	3			5	2	5	7		1	1			4	1	1	1			31
Page	39, 42, 56			39, 41, 42, 56, 67	49, 54	39, 41, 42, 57 58	38, 39, 42, 48, 50, 53, 55		44	52			41, 44, 50, 52,	42	41	42			
Chapter IV This Is My World	3						18		1				2		1		2		27

Page	91, 92, 93					60, 62, 66, 70, 72, 73, 74, 79, 80, 82, 83, 85, 86, 87, 89, 90, 91, 92													
Chapter V It's A Beautiful Day!	6	2	1	2		1			5		2	12			2	2			35
Page	100, 104, 111, 112, 114, 115	106, 107	104	106, 108		103			112, 115, 120, 121, 122		103, 107	100, 103, 104, 106, 107, 111, 112, 115, 117, 120, 121, 122			100, 101, 108	117, 118			
Chapter VI We Love What We Do		1		3					2		1	6			1	2	3	1	20

Page	128			134, 135, 139					141, 143			135	128, 134, 135, 136, 146, 147		143	146, 147	134, 135, 139	136	
Chapter VII I'm Proud Of Indonesia!	5	2			2	1				3	2	4	6		1				26
Page	151, 155	150, 156			162, 163	172				166, 168, 169	170, 173	160, 161, 163, 164	150 - 153, 156, 157, 158		161				
Chapter VIII That's What Friends Are Supposed to Do					1		2												3
Page					181		181, 183												
Total	24	7	4	10	14	8	34		9	8	2	8	42	1	5	7	10	2	195



**Appendix 3**



**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS TARBIYAH**  
**NOMOR : 437-17 TAHUN 2020**  
**TENTANG**  
**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**

**DEKAN FAKULTAS TARBIYAH**

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (SISDIKNAS);
2. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
3. Undang-Undang Nomor 12 Tahun 2015 tentang Guru dan Dosen;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
7. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
8. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
9. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;

**MEMUTUSKAN**

- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk Saudara: 1. Drs. Anwar, M.Pd.  
2. Wahyu Hidayat, Ph.D.
- Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:  
Nama Mahasiswa : Nurul Hildayu  
NIM : 16.1300.022  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *The implementation of Transformation Drill to Improve Students Understanding in Simple Present Tense the Second Year of SMPN 3 Parepare*
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
- e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare  
Pada Tanggal : 10 Februari 2020

Dekan,



Appendix 4 : Documentation

**Closing and asking questions**

1. **Hi, good morning! How are you?**  
**Hi, I'm fine. Thanks. And you?**

2. **Hi, Good morning, Sir.**  
**Good afternoon, Mr. Ahmad.**  
**Good afternoon, Sir.**

3. **Hi, Good morning, How are you?**  
**Hi, I'm fine. Thanks. And you?**

4. **Good afternoon.**  
**Good afternoon, sir. Thank you.**  
**Hi, guys! How are you?**  
**Hi, we are fine. Thanks.**

**Bahasa Inggris When English Rings a Bell**

**Closing and asking questions**

5. **We will tell Beni's meal times everyday, orally.**  
**Here are what we will do. First, we will listen carefully to our teacher say the sentences. Second, we will repeat the sentences after the teacher, one by one. Then, we will draw the hands of the clock to show the times.**  
**We will say the sentences loudly, clearly, and correctly.**

6. **It is 9 o'clock in the morning. It's time for breakfast! Beni has breakfast at 9 o'clock in the morning.**

7. **It is 1 o'clock in the afternoon. It's time for lunch! Beni has lunch at 1 o'clock in the afternoon.**

8. **It is 5 o'clock in the evening. It's time for dinner! Beni has dinner at 5 o'clock in the evening.**

**Bahasa Inggris When English Rings a Bell**

**Collecting information**

**In Indonesia, there are several National Days. We will be drilled by our teacher how to say date we celebrate them.**  
**Here are what we will do. First, we will study again about how to say the date. Second, our teacher will say about the event. Then, we will say the month and date we celebrate it.**  
**We will use a dictionary. We will say each word loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.**

National Days in Indonesia	
April 5 <sup>th</sup>	Lafika Day
April 22 <sup>nd</sup>	Earth Day
May 1 <sup>st</sup>	Labor Day
May 4 <sup>th</sup>	National Education Day
May 20 <sup>th</sup>	National Awakening Day
May 22 <sup>nd</sup>	Information Communication Day
June 1 <sup>st</sup>	Pakistan Day
July 17 <sup>th</sup>	National Children Day
August 17 <sup>th</sup>	Independence Day
October 1 <sup>st</sup>	Sulu Day
October 2 <sup>nd</sup>	Indonesian National Armed Forces Day
October 23 <sup>rd</sup>	Health-Pledge Day
November 10 <sup>th</sup>	Armed Day
December 12 <sup>th</sup>	Herbert's Day

9. **When do we celebrate Kartini Day?**  
**Kartini Day is in April. It is on the twenty first of April.**

**Bahasa Inggris When English Rings a Bell**

**Closing and asking questions**

10. **We will learn to tell what Edo does on one Sunday.**  
**Here are what we will do. We will work in groups. First, we will listen and repeat after the teacher to read each activity carefully. Second, we will draw the hands of the clock, to show each time.**  
**We will say the sentences loudly, clearly, and correctly.**

11. **It is Sunday. It is five o'clock in the morning. Edo gets up and takes a bath.**

12. **It is eight o'clock in the morning. Beni, Udin, and Edo fly kites. They have lots of fun.**

13. **It is half past one in the afternoon. Edo goes to the library with Udin and Beni. They love reading books.**

**Bahasa Inggris When English Rings a Bell**

**Clearing and asking questions**

It is **half past four in the afternoon**. Edo and his family go to the park. They ride on a bicycle to go there.



It is **seven o'clock in the evening**. Edo and his family have dinner together. His father cooks a delicious roasted chicken.



It is **half past eight in the evening**. Edo prepares his stuff for school tomorrow. He puts many books into his school bag.



It is **nine o'clock at night**. Edo says goodnight to his parents. His parents kiss.



It is **half past nine at night**. He does not forget to pray before he sleeps.



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Kelas VII SMP/MTs

**Clearing and asking questions**

We will do a drill to say goodbye.

Here are what we will do each time. First, we will hear our teacher state a situation. Then, we will respond with a proper statement to say goodbye.

We will say the sentences loudly, clearly, and correctly.



We will make a list of the people we said goodbye to in English today. We will use the table and do it like the examples.

No.	Who?	What time?	What did you say?
1.	Mrs. Lina	12.30	Goodbye, Mrs. Lina. See you tomorrow.
2.	Wahid	12.45	Exc. Take care.
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			



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Kelas VII SMP/MTs

**Clearing and asking questions**

We will learn to thank and to say sorry.

Here are what we will do each time. First, we will hear our teacher state a situation. Then, we will respond with a proper statement to thank or to say sorry.

We will say the words loudly, clearly, and correctly.




**Clearing and asking questions**

We will work in group. We will present, read, and the facts about each person to each other, orally.

Here are what we will do. First, we will study the example carefully. Second, with the given form below, we will take notes of the facts about each person. We will handwrite it. Then, we will learn how to present, read, and the information to each other, orally.

We will use the right prepositions (at, on, in) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.



Ugh, I'm sorry I forgot to bring your sports shirt.

That's okay, Ben. You can bring it tomorrow. I have another one.

Mrs. Rita, thank you very much for the gift. I like it very much.

Good on you Lina, I'm happy you like it.



NAME	: Max Bai
PLACE OF ORIGIN	: East Nusa Tenggara
HOME ADDRESS	:
Home Street	: at 5 Jalan Denpasar
RT/RW	: -
Kelurahan	: -
Kecamatan	: in Kecamatan Angkasa
Town/City	: in Kupang

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Bahasa Inggris When English Ring a Bell

**Observing and asking questions**

We will redesign and add the English expressions into our Student ID Cards, our Library ID Cards, and any other ID card we have.

Here are what we will do. First, we will work in groups. Then, we will study the examples. Besides, we will put the English expressions under the Indonesian expressions. Then, we will put our cards in the hole board on the wall of the classroom. We will answer questions from others who visit our cards.

We will spell the words and use the pronunciation correctly.

**Perwakilan SMP**

Name \_\_\_\_\_

No. Kartu \_\_\_\_\_

Tempat/Tanggal lahir \_\_\_\_\_

Alamat \_\_\_\_\_

---

**Library of SMP**

Name \_\_\_\_\_

No. Kartu \_\_\_\_\_

Tempat/Tanggal lahir \_\_\_\_\_  
(Place and Date of Birth)

Alamat \_\_\_\_\_

**Observing and asking questions**

We will learn to tell more information about ourselves. We will learn to tell our hobbies and what we like in our life.

Here are what we will do. First, we will listen carefully to our teacher read the examples. Second, we will repeat the examples after the teacher, sentence by sentence. Third, in groups, we will play the roles of the speakers in the pictures. Then, we will use the guide to collect home facts about ourselves. Finally, we will present, not read, our facts to each other, orally.

We will spell the words and use the pronunciation correctly. We will say the words loudly, clearly, and correctly. If we face any problems, we will go to our teacher for help.

Hi, I'm Anissa. I'm a student of SMP Teladan Bangs, Balangan. I live in Balangan, North Kalimantan. My hobbies are reading and rickshaw. My favorite colors are yellow and blue. My favorite snack is fried banana. Nice to see you.

**Observing and asking questions**

Good morning, Mr. Ery. The class is ready, Sir.

Good afternoon, Mrs. Yuli. How are you?

Hi. Good afternoon, Lina. I'm good. Thank you.

Good morning, Mrs. Vina. I'm sorry I'm late.

Good afternoon Mr. Gunawan. I'm sorry I'm late.

Morning, Edo. Why are you late?

Good afternoon. Okay. Don't be late again next time, ok?

**Observing and asking questions**

We will learn to tell other people about our names, our origins, and our home address.

Here are what we will do. First, we will listen carefully to our teacher present the facts about the six speakers, one by one. Second, we will repeat the presentation after the teacher, one by one.

We will say the sentences loudly, clearly and correctly.

Hi, my name is Hamda. I am from West Sumatra. I live in Padang in Kampung Muklak, on Jalan Kumpang. To be precise, I live at 23 Jalan Kumpang.

Good morning, My name is Mita Sari. I'm from East Nusa Tenggara. I live in Kupang, in Kecamatan Anikola, on Jalan Denpasar. To be precise, I live at 3 Jalan Denpasar.

Hi, My name is Tito Pseudima. I am from Jakarta Island. I live in Kampung Menteng RT 8, RW 1, on Jalan Menteng. To be precise, I live at 25 Jalan Menteng.

Hi, My name is Hana Lani. I am Central Kalimantan. I live in Palangkaraya, in Kecamatan Kumpang, RT 8, RW 4, on Jalan Belimbing. To be precise, I live at 15 Jalan Belimbing.

Good afternoon, My name is Dediak Risma. I am from West Java. I live in Bandung, in Kampung Pundarik, on Jalan Sorek. To be precise, I live at 11 Jalan Sorek, Bandung.

Hi, My name is Rizka. I am South Sulawesi. I live in Makassar, in Kecamatan Angas Mawati, RT 8, RW 3, live on Jalan Bunga. To be precise, I live at 18 Jalan Bunga, Makassar.

**Observing and asking questions**

See you later Dayu. Good luck with your English test.

See you later Muzam. Thanks.

Udin, I'm sorry I cannot come to the study group. I feel dizzy.

No worry, Bent. Just go home and have a rest.

Go to sleep now. If you want, I can wake you up at 4.

Thanks, Dad. Yes, wake me up at 4. Good night.

Bahasa Inggris When English Rings a Bell

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**Collecting information**

In Indonesia, there are several National Days. We will be asked by our teacher how to say date we celebrate them.

Here are what we will do. First, we will study again about how to say the date. Second, our teacher will ask about the event. Then, we will say the month and date we celebrate it.

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

National Days in Indonesia	
16 July 1945	Independence Day
16 August 1945	Garuda Day
19 June 1975	Labor Day
5 May 1975	National Education Day
24 July 1975	National Bookkeeping Day
18 May 1975	Reformation Commemoration Day
12 June 1975	Parents Day
14 July 1975	National Children Day
17 August 1945	Independence Day
10 October 1975	Bakti Day
10 October 1975	Indonesian National Remembrance Day
1 October 1975	Health/Pledge Day
10 November 1975	Harvest Day
10 December 1975	Merchant Day

**When do we celebrate Kartini Day?**

Kartini Day is in April. It is on the twenty first of April.

Kelas VII SMP/MTs

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**Observing and asking questions**

We will play the roles of the speakers in the conversation.

Here are what we will do. First, we will listen carefully to our teacher read the conversation. Second, we will repeat the conversation after our teacher, sentence by sentence. Then, in groups, we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly and correctly.

There are garbage cans, too. We can keep this park clean.

They're pretty.

This park is shady and the flowers are colourful. I like this park.

I like studying here. The weather is nice. It's a beautiful park.

Look! There are butterflies.

I do, too. This is a wonderful park.

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Kelas VII SMP/MTs

**Observing and asking questions**

We will play the roles of the speakers in the pictures.

Here are what we will do. First, we will listen carefully to our teacher read the conversation. Second, we will repeat the conversation after our teacher, sentence by sentence. Then, in groups we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly and correctly.

Wow! Your classroom is clean and tidy, nothing is dirty and messy.

Thank you.

Our schoolyard is very large. We can play badminton and do many other activities here.

Yes, it's big enough for the activities.

Bahasa Inggris When English Rings a Bell

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## CURRICULUM VITAE



**Nurul Hirdayu**, the writer was born on September 12<sup>th</sup> 1998 in Parepare, Sulawesi Selatan. She is the first child in her family. Her father's name is Wahid Yusuf and Her mother's name is Nurlely Pandji. She is student of English Education Program in Tarbiyah Faculty at State Islam Institute (IAIN) Parepare. She began her study on Kindergarten Bhayangkari and 2004 at SDN 17 Parepare, and graduated 2010. While at the same year she studied at Junior High School 1 Parepare on and finished on 2013.

She continued her study in Vocational High School 1 Parepare and graduated 2016 and She continued her study at Tarbiyah Faculty of IAIN Parepare and completed her study with her skripsi in the title "Analysis Character Educational Value On English Textbook Students Grade Seventh"