

THESIS

**ANALYSIS OF CHARACTER EDUCATION IN ENGLISH
TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS
IN SIDRAP REGENCY**



By
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POSTGRADUATE
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE

2023

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This Thesis is Submitted to Fulfill One of the Requirements for Obtaining
A Master's Degree in English Education (M.Pd.)
at IAIN Parepare Postgraduate Program

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DECLARATION OF THE AUTHENTICITY OF THE THESIS

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Sidrap, 1st August 2023
Writer,



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CURRICULUM VITAE



TRANSLITERATION GUIDELINES

A. *Transliterasi Arab-Latin*

Daftar huruf bahasa Arab dan transliterasinya ke dalam huruf Latin dapat dilihat pada tabel berikut:

1. Konsonan

Huruf Arab	Nama	Huruf Latin	Nama
ا	alif	tidak dilambangkan	tidak dilambangkan
ب	ba	b	be
ت	ta	t	te
ث	sa	s	es (dengan titik di atas)
ج	jim	j	je
ح	ha	ḥ	ha (dengan titik di bawah)
خ	kha	kh	ka dan ha
د	dal	d	de
ذ	zal	ẓ	zet (dengan titik di atas)
ر	ra	r	er
ز	zai	z	zet
س	sin	s	es
ش	syin	sy	es dan ye
ص	ṣad	ṣ	es (dengan titik di bawah)
ض	ḍad	ḍ	de (dengan titik di bawah)
ط	ṭa	ṭ	te (dengan titik di bawah)
ظ	ẓa	ẓ	zet (dengan titik di bawah)
ع	‘ain	‘	apostrof terbalik
غ	gain	g	ge
ف	fa	f	ef
ق	qaf	q	qi
ك	kaf	k	ka
ل	lam	l	el
م	mim	m	em
ن	nun	n	en
و	wau	w	we
ه	ha	h	ha
ء	hamzah	’	apostrof
ي	ya	y	ye

Hamzah (ء) yang terletak di awal kata mengikuti vokalnya tanpa diberi tanda apa pun. Jika ia terletak di tengah atau di akhir, maka ditulis dgn tanda (’).

2. Vokal

Vokal bahasa Arab, seperti vokal bahasa Indonesia, terdiri atas vokal tunggal atau monoftong dan vokal rangkap atau diftong.

Vokal tunggal bahasa Arab yang lambangnya berupa tanda atau harakat, transliterasinya sebagai berikut:

Tanda	Nama	Huruf Latin	Nama
اَ	<i>fathah</i>	a	a
اِ	<i>kasrah</i>	i	i
اُ	<i>ḍammah</i>	u	u

Vokal rangkap bahasa Arab yang lambangnya berupa gabungan antara harakat dan huruf, transliterasinya berupa gabungan huruf, yaitu:

Tanda	Nama	Huruf Latin	Nama
اَيَّ	<i>fathah dan yā'</i>	ai	a dan i
اَوَّ	<i>fathah dan wau</i>	au	a dan u

Contoh:

كَيْفَ : *kaifa*

هَوَّلَ : *hauḷa*

3. Maddah

Maddah atau vokal panjang yang lambangnya berupa harakat dan huruf, transliterasinya berupa huruf dan tanda, yaitu:

Harakat dan Huruf	Nama	Huruf dan Tanda	Nama
اَ... اِ... اُ...	<i>fathah dan alif atau yā'</i>	ā	a dan garis di atas
اِي	<i>kasrah dan yā'</i>	ī	i dan garis di atas
اُو	<i>ḍammah dan wau</i>	ū	u dan garis di atas

Contoh:

مَاتَ : *māta*

رَمَى : *ramā*

قِيلَ : *qīla*

يَمُوتُ : *yamūtu*

4. *Tā' marbūṭah*

Transliterasi untuk *tā' marbūṭah* ada dua, yaitu: *tā' marbūṭah* yang hidup atau mendapat harakat *fathah*, *kasrah*, dan *ḍammah*, transliterasinya adalah [t]. Sedangkan *tā' marbūṭah* yang mati atau mendapat harakat sukun, transliterasinya adalah [h].

Kalau pada kata yang berakhir dengan *tā' marbūṭah* diikuti oleh kata yang menggunakan kata sandang *al-* serta bacaan kedua kata itu terpisah, maka *tā' marbūṭah* itu ditransliterasikan dengan ha (h).

Contoh:

رَوْضَةُ الْأَطْفَالِ : *raudah al-aṭfāl*

الْمَدِينَةُ الْفَاضِلَةُ : *al-madīnah al-fāḍilah*

الْحِكْمَةُ : *al-ḥikmah*

5. *Syaddah (Tasydīd)*

Syaddah atau *tasydīd* yang dalam sistem tulisan Arab dilambangkan dengan sebuah tanda *tasydīd* (ّ), dalam transliterasi ini dilambangkan dengan perulangan huruf (konsonan ganda) yang diberi tanda *syaddah*.

Contoh:

رَبَّنَا : *rabbānā*

نَجَّيْنَا : *najjainā*

الْحَقُّ : *al-ḥaqq*

نُعَم : *nu‘ima*

عَدُوُّ : *‘aduwwun*

Jika huruf *ع* ber-*tasydid* di akhir sebuah kata dan didahului oleh huruf *kasrah* (ـِ), maka ia ditransliterasi seperti huruf *maddah* menjadi *ī*.

Contoh:

عَلِيٌّ : ‘Alī (bukan ‘Aliyy atau ‘Aly)

عَرَبِيٌّ : ‘Arabī (bukan ‘Arabiyy atau ‘Araby)

6. Kata Sandang

Kata sandang dalam sistem tulisan Arab dilambangkan dengan huruf ال (*alif lam ma‘arifah*). Dalam pedoman transliterasi ini, kata sandang ditransliterasi seperti biasa, al-, baik ketika ia diikuti oleh huruf *syamsiyah* maupun huruf *qamariyah*. Kata sandang tidak mengikuti bunyi huruf langsung yang mengikutinya. Kata sandang ditulis terpisah dari kata yang mengikutinya dan dihubungkan dengan garis mendatar (-).

Contoh:

الشَّمْسُ : *al-syamsu* (bukan *asy-syamsu*)

الزَّلْزَلَةُ : *al-zalزالah* (*az-zalزالah*)

الفَلْسَفَةُ : *al-falsafah*

الْبِلَادُ : *al-bilādu*

7. Hamzah

Aturan transliterasi huruf hamzah menjadi apostrof (‘) hanya berlaku bagi hamzah yang terletak di tengah dan akhir kata. Namun, bila hamzah terletak di awal kata, ia tidak dilambangkan, karena dalam tulisan Arab ia berupa alif.

Contoh:

تَأْمُرُونَ : *ta‘murūna*

النَّوْعُ : *al-nau‘*

شَيْءٌ : *syai‘un*

أَمْرٌ : *umirtu*

8. *Penulisan Kata Arab yang Lazim Digunakan dalam Bahasa Indonesia*

Kata, istilah atau kalimat Arab yang ditransliterasi adalah kata, istilah atau kalimat yang belum dibakukan dalam bahasa Indonesia. Kata, istilah atau kalimat yang sudah lazim dan menjadi bagian dari perbendaharaan bahasa Indonesia, atau sering ditulis dalam tulisan bahasa Indonesia, atau lazim digunakan dalam dunia akademik tertentu, tidak lagi ditulis menurut cara transliterasi di atas. Misalnya, kata al-Qur'an (dari *al-Qur'ān*), alhamdulillah, dan munaqasyah. Namun, bila kata-kata tersebut menjadi bagian dari satu rangkaian teks Arab, maka harus ditransliterasi secara utuh. Contoh:

Fī Zilāl al-Qur'ān

Al-Sunnah qabl al-tadwīn

9. *Lafz al-Jalālah* (الله)

Kata “Allah” yang didahului partikel seperti huruf *jarr* dan huruf lainnya atau berkedudukan sebagai *muḍāf ilaih* (frasa nominal), ditransliterasi tanpa huruf hamzah.

Contoh:

بِاللهِ *dīnullāh* بِاللهِ *billāh* دِينُهُ اللهُ

Adapun *tā' marbūṭah* di akhir kata yang disandarkan kepada *lafz al-jalālah*, ditransliterasi dengan huruf [t]. Contoh:

فِي رَحْمَةِ اللهِ *hum fī raḥmatillāh*

10. *Huruf Kapital*

Walau sistem tulisan Arab tidak mengenal huruf kapital (*All Caps*), dalam transliterasinya huruf-huruf tersebut dikenai ketentuan tentang penggunaan huruf kapital berdasarkan pedoman ejaan Bahasa Indonesia yang berlaku (EYD). Huruf kapital, misalnya, digunakan untuk menuliskan huruf awal nama diri (orang, tempat, bulan) dan huruf pertama pada permulaan kalimat. Bila nama diri didahului oleh kata sandang (al-), maka yang ditulis dengan huruf kapital tetap huruf awal nama diri tersebut, bukan huruf awal kata sandangnya. Jika terletak pada awal kalimat, maka huruf A dari kata sandang tersebut menggunakan huruf kapital (Al-). Ketentuan yang sama juga berlaku untuk huruf awal dari judul

referensi yang didahului oleh kata sandang al-, baik ketika ia ditulis dalam teks maupun dalam catatan rujukan (CK, DP, CDK, dan DR). Contoh:

Wa māMuḥammadunillārasūl
Innaawwalabaitinwuḍi‘alinnāsi lallaẓī bi Bakkatamubārakan
SyahruRamaḍān al-laẓīunzila fīh al-Qur‘ān
 Naṣīr al-Dīn al-Ṭūsī
 Abū Naṣr al-Farābī
 Al-Gazālī
 Al-Munqiz min al-Dalāl

Jika nama resmi seseorang menggunakan kata Ibnu (anak dari) dan Abū (bapak dari) sebagai nama kedua terakhirnya, maka kedua nama terakhir itu harus disebutkan sebagai nama akhir dalam daftar pustaka atau daftar referensi. Contoh:

Abū al-Wafid Muḥammad ibn Rusyd, ditulis menjadi: Ibnu Rusyd, Abū al-Wafid Muḥammad (bukan: Rusyd, Abū al-Wafid Muḥammad Ibnu)
 Naṣr Ḥāmid Abū Zaīd, ditulis menjadi: Abū Zaīd, Naṣr Ḥāmid (bukan: Zaīd, Naṣr Ḥāmid Abū)

B. Daftar Singkatan

Beberapa singkatan yang dibakukan adalah:

swt.	=	<i>subḥānahū wa ta‘ālā</i>
saw.	=	<i>ṣallallāhu ‘alaihi wa sallam</i>
a.s.	=	<i>‘alaihi al-salām</i>
H	=	Hijrah
M	=	Masehi
SM	=	Sebelum Masehi
l.	=	Lahir tahun (untuk orang yang masih hidup saja)
w.	=	Wafat tahun
QS .../...: 4	=	QS al-Baqarah/2: 4 atau QS Āli ‘Imrān/3: 4
HR	=	Hadis Riwayat

ABSTRACT

Name : Nursamsi
RegNumber : 19.0213.015
Title : Analysis of Character Education in English Textbook
for Senior High School Students in Sidrap Regency

Character education is a pedagogical approach to instilling positive character traits or moral values in learners across all domains of education in order to cultivate their noble character. According to Minister of National Education Regulation No. 2 of 2008, concerning Textbooks, in Article 1, paragraph 3, the functions of the textbooks are providing the subject matter and character values integration to be a medium for developing knowledgeable students with good personalities. This research aims to describe the character education values in English Textbooks for the first, second, and third-grade senior high school students in Sidrap Regency.

This research is a content analysis using the descriptive-qualitative approach. The data were collected from the English textbook entitled Bahasa Inggris Kelas X SMA/MA/SMK/MAK, Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, and Bahasa Inggris Kelas XII SMA/MA/SMK/MAK through documentation technique. The data analysis procedures used model of data analysis by Ary (2010) including data organizing stage, data coding stage, and data interpretation stage.

The result showed that the English textbook for the first-grade senior high school covers all 18 character education values prescribed by the Ministry of National Education (KEMENDIKNAS). Moreover, the English textbook for the second-grade senior high school encompasses 15 of 18 character values. Meanwhile, the values of independence, appreciation, and nationalism were not found in this textbook. Furthermore, the English textbook for third-grade senior high school contains 15 of 18 character values. Meanwhile, the values of tolerance, democracy, and patriotism were not found in this English textbook.

Keywords: *Character Education Values, Kemendikbud, English Textbook.*

ABSTRAK

Nama : Nursamsi
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Judul Tesis : Analisis pendidikan karakter dalam buku teks Bahasa Inggris untuk siswa SMA di kabupaten Sidrap

Pendidikan karakter adalah pendekatan pedagogis untuk menanamkan sifat-sifat positif atau nilai-nilai moral pada peserta didik di semua ranah pendidikan dalam rangka menumbuhkembangkan akhlak mulia. Menurut Peraturan Menteri Pendidikan Nasional No. 2 Tahun 2008 tentang Buku Teks, pada Pasal 1 ayat 3, buku teks berfungsi untuk menyediakan materi pelajaran dan memuat integrasi nilai-nilai karakter untuk menjadi media pengembangan siswa berilmu dan berkepribadian baik. Penelitian ini bertujuan untuk mendeskripsikan nilai-nilai pendidikan karakter dalam Buku Teks Bahasa Inggris siswa kelas 1, 2, dan 3 SMA di Kabupaten Sidrap.

Penelitian ini merupakan penelitian analisis isi dengan menggunakan pendekatan deskriptif-kualitatif. Data dikumpulkan dari buku teks Bahasa Inggris berjudul “Bahasa Inggris Kelas X SMA/MA/SMK/MAK,” “Bahasa Inggris Kelas XI SMA/MA/SMK/MAK,” dan “Bahasa Inggris Kelas XII SMA/MA/SMK/MAK” melalui observasi dan checklist. Prosedur analisis data menggunakan model analisis data menurut Ary (2010) meliputi tahapan pengorganisasian data, tahapan pengkodean data, dan tahapan interpretasi data.

Hasil penelitian menunjukkan bahwa buku teks bahasa Inggris untuk kelas satu SMA mencakup 18 nilai pendidikan karakter yang ditetapkan oleh Kementerian Pendidikan Nasional (KEMENDIKNAS). Selanjutnya, buku teks bahasa Inggris untuk kelas dua SMA mencakup 15 dari 18 nilai karakter. Sedangkan nilai-nilai kemandirian, apresiasi, dan nasionalisme tidak ditemukan dalam buku ajar ini. Selanjutnya, buku teks bahasa Inggris untuk kelas tiga SMA memuat 15 dari 18 nilai karakter. Sedangkan nilai-nilai toleransi, demokrasi, dan patriotism tidak ditemukan dalam buku pelajaran Bahasa Inggris ini.

Kata kunci : Nilai Pendidikan Karakter, Kemendikbud, Buku Teks Bahasa Inggris

تجريد البحث

الإسم : نور شمس
رقم التسجيل : ١٩.٠٢١٣.٠١٥
عنوان الرسالة : تحليل تعليم الشخصية في كتب اللغة الإنجليزية لطلاب المدارس الثانوية في منطقة سيدراب

التعليم الشخصية هو نهج تربوي لغرس السمات الإيجابية أو القيم الأخلاقية لدى الطلاب في جميع المجالات التعليمية من أجل تنمية الشخصية النبيلة. بناءً على ما ورد في لائحة وزير التربية الوطنية (PERMENDIKNAS) رقم. ٢ لعام ٢٠٠٨ حول الكتب المدرسية، في المادة ١ الفقرة ٣، وظيفة الكتب المدرسية ليست فقط كمزود للموضوع. يجب أن تحتوي الكتب المدرسية أيضًا على تكامل قيم الشخصية لتصبح وسائط لتنمية الطلاب بالمعرفة والشخصية الجيدة. تهدف هذه الدراسة إلى وصف قيم تعليم الشخصية في كتب اللغة الإنجليزية للصفوف الأول والثاني والثالث من المدارس الثانوية في منطقة سيدراب.

هذه الرسالة تستخدم بحث تحليل المحتوى باستخدام المنهج الوصفي النوعي. تم جمع البيانات من الكتب المدرسية باللغة الإنجليزية التي نشرتها وزارة التربية والتعليم والثقافة (KEMENDIKBUD) بعنوان "اللغة الإنجليزية الفئة X الثانوية/المدرسة العليا/المدرسة المتوسطة المهنية/المدرسة العليا المهنية"، "الفصل الحادي عشر من اللغة الإنجليزية للمدرسة الثانوية/المدرسة العليا/المدرسة الثانوية المهنية/المدرسة المهنية" و "الصف الثاني عشر للغة الإنجليزية للمدرسة الثانوية/المدرسة العليا/المدرسة الثانوية المهنية/المدرسة المهنية" من خلال الملاحظة وقائمة المراجعة. إجراءات تحليل البيانات باستخدام نماذج تحليل البيانات وفقًا لـ Ary (٢٠١٠) يتضمن جمع البيانات وتقليل البيانات وعرض البيانات وتفسير البيانات.

نتائج من هذه الرسالة تتضمن على الكتب المدرسية باللغة الإنجليزية للصف الأول من المدرسة الثانوية قيمًا تعليمية مكونة من ١٨ حرفًا وضعتها وزارة التعليم الوطني (KEMENDIKNAS). علاوة على ذلك، يشتمل كتاب اللغة الإنجليزية للصف الثاني من المدرسة الثانوية على ١٥ من قيم ١٨ حرفًا. في الوقت نفسه، لا توجد قيم الاستقلال والتقدير والقومية في هذا الكتاب المدرسي. علاوة على ذلك، يحتوي كتاب اللغة الإنجليزية للصف الثالث من المدرسة الثانوية على ١٥ من ١٨ قيمة شخصية. وفي الوقت نفسه، فإن قيم التسامح والديمقراطية والوطنية غير موجودة في هذا الكتاب المدرسي باللغة الإنجليزية. الكلمات المفتاحية : قيم تعليم الشخصية، وزارة التربية والتعليم والثقافة، كتب اللغة الإنجليزية.

CHAPTER I

INTRODUCTION

This chapter presents the general description of this research. It covers the background of the research that describes the rationale behind the importance of conducting this research. This chapter also covers the formulation of the problem that raises the main issue to be studied in this research. Furthermore, this part presents the objectives and the significances of this research.

A. Background

The objective of national education is to cultivate an intellectual generation with a solid moral character. According to Article 3 of the National Education System outlined in the Constitution of the Republic of Indonesia No. 20 of 2003, the primary objective of national education is to enhance the nation's capacity, character, and civilization and to foster the learners' potential to cultivate generations who embody human values and possess noble character. Azzet (2011) asserted that education serves not only to enhance students' intellectual capacities but also to develop their moral character. The same perspective is expressed by Ariesinta (2016) that the primary purposes of education are centered on achieving high academic performance and fostering positive character development among students. These viewpoints align with the notion that education serves a dual purpose in preparing individuals for success in both academic and personal realms.

The success of education is not only determined by the quality of students' intelligence but also by the character obtained by students and their ability to apply it adequately and appropriately in daily life. However, education in Indonesia is more focused on improving the quality of intelligence than the quality of the character of learners. It is in line with the opinion of Bahri (2015)

that education in Indonesia prioritizes the formation of hard skills. It focuses more on getting good grades or cognitive aspects because students with high scores are considered more competent. Consequently, Indonesia is still experiencing a moral crisis. It is proved by the rise of criminal acts and the number of rule violations in various circles of society, both those that occur around us and those that appear in the media, such as newspapers and television. This moral crisis is not only happening among adults but also rife among the younger generation, such as brawls between students, bullying, promiscuity, and other juvenile delinquency. This condition indicates that the formation of character in the younger generation needs to be improved to reduce the moral crisis level to realize the goal of national education.

The cultivation of the younger generation's character can be carried out in the family, community, and also in schools through the implementation of character education. Character education is a pedagogical approach that aims to instill positive character traits or moral values in learners across all domains of education. It can be carried out through a sequences process of moral knowing, moral feeling, and moral acting. Character education is considered an urgent need because it helps to enhance the quality of educational processes and outcomes, which contributes to the cultivation of noble character for the next nation's generation. Bahri (2015), Argues that education should not only prioritize academic performance but also emphasize the development of soft skills and character among students.

Schools are educational institutions that are important for optimally forming the character of learners because most of the learners' active time is when they are in school. This viewpoint is supported by the opinion of Furkan (2013) that education in schools significantly contributes to forming the students'

character through the learning and habit-forming process. Character education should be implemented holistically in schools. It should be integrated into all aspects of education, such as academic curriculum, teaching and learning process, subjects, and material taught at school, including textbooks.

A textbook is one of the essential media used in the teaching and learning process. It contains the teaching and learning material, instructions, and procedures that should be held in the classroom. The textbook has excellent benefits for teachers and students, facilitating and accelerating the learning process. It is in line with the opinion of Harmer (2007) that a textbook significantly contributes to the teaching and learning process. It comprises subject matter that is systematically organized based on attainable goals. It makes textbooks become strategic media to integrate character values. Character values can be integrated into textbook components such as the instructions, tasks performed, materials supplied, texts, dialogues, and images or photographs. According to Yulianti (2011), the role of textbooks for students will affect their personalities. Reading textbooks integrated with character values will motivate the students to think and act positively. This opinion is supported by the statement of Luthfi (2019) that incorporating character values into a textbook can assist teachers in guiding students to become better people. Moreover, it provides not only knowledge to the students but also guidance in developing their character.

Time by time, book authors and publishers try to publish high-quality and attractive textbooks to improve the quality of education, including English textbooks. Nevertheless, the existence of most English textbooks does not guarantee that they contain standardized character education. It is supported by several studies regarding character education in textbooks. The research by Ariesinta (2016) indicated that the English textbook entitled "When English Ring

a Bell" only contains character values in several chapters. Likewise, the study of Salsabila (2018) revealed that the English textbook entitled "Forward an English" for first-grade students of vocational school only contains 15 character values. Furthermore, the study by Saadilah (2020) showed that the English textbook entitled "Talk Active 2" for second-year senior high school students did not fully contain character values as expected by the government. It means that the integration of character education, especially in English textbooks, needs to be continually examined.

This condition requires teachers to be selective in choosing textbooks. Teachers should select textbooks that can help the development of students' intelligence and character in accordance with the national education goal. This present study will analyze character education in English textbooks for Senior High School Students in Sidrap Regency to discover what kind of character education is inside the content based on the criteria of the 2013 Curriculum. The result of the study will be provided in the form of a description since the type of this research is qualitative research.

B. Research Questions

Based on the previous review, the writer would like to formulate research questions as follow:

1. What character education values are represented in English textbooks for the first-grade senior high school students in Sidrap Regency?
2. What character education values are represented in English textbooks for the second-grade senior high school students in Sidrap Regency?
3. What character education values are represented in English textbooks for the third-grade senior high school students in Sidrap Regency?

C. Objectives of the Research

In relation to the formulated questions above, the objectives of this study are:

1. To describe the character education represented in the English textbook for the first-grade senior high school students in Sidrap Regency.
2. To describe the character education represented in the English textbook for the second-grade senior high school students in Sidrap Regency.
3. To describe the character education represented in the English textbook for the third-grade senior high school students in Sidrap Regency.

D. Significances of the Research

The result of this study is expected to give valuable contributions to both English teachers and learners as follows:

1. For teachers

The results of this study are expected to provide adequate information to English teachers about character education contained in English textbooks. By understanding the character education values integrated into the textbook, English teachers can appropriately convey them to students. They can also be more selective in choosing a textbook or a learning method with attention to the integrated character.

2. For learners

The result of this study is expected to help the learners realize and understand the character education values integrated into the English textbook. By realizing and understanding the characters integrated into the textbook, they can apply good characters in their daily lives and become better people.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the previous research to prove the novelty of this research and some pertinent ideas related to character education in English textbooks. Additionally, it also covers the conceptual framework of this research.

A. Previous Related Research Findings

The authenticity of a research must be prioritized, so it is essential to avoid plagiarism and repetition of the research. The similarities and differences between one research and another will be known by describing the studies conducted by previous researchers. The following are some of the research that the previous researchers have carried out:

There are numerous previous research related to the issue of the teacher's perception of the implementation of character education in the educational process. Fenny Theresia conducted developmental research in senior high school Metro in 2014. She found that some teachers still felt confused about applying character education because most character education values had yet to be integrated into textbooks. Likewise, Ni Putu Julia carried out an explanatory sequential mixed method in SMPN 6 Singaraja in 2020. She revealed that teachers' implementation of character education still needs to be maximized. Whereas some other researchers obtained different results, such as; Adeola conducted a case study in Expeditionary Learning High School in Brooklyn, New York, in 2016; Nur Latifah undertook qualitative descriptive research in 2018 involving fifteen secondary English teachers from different provinces in Indonesia; Luluk Aulia et al. in 2020, conducted qualitative descriptive research in senior high school Palembang; and Dio Resta Permana et al. in 2020, committed research in two

schools in Rejang Lebong. They got the same results which indicate that teachers agreed that character education is important to be applied during the teaching and learning process because it is essential in creating good individuals with noble characters to tackle moral degradation.

Research related to the issue of the influence of character education on students' behavior has also been carried out by several previous researchers. Some researchers conducted research related to this issue, including; William G. Thompson conducted a multiple-case study by observation, interview, and review in East Tennessee in 2002; Gary Skaggs & Nancy Bodenhorn conducted longitudinal panel research for four years in five Virginian district schools in 2006; Menihati undertook qualitative descriptive research in SMA Negeri 4 Yogyakarta in 2013; Fauzi Nurul Fadlilah conducted qualitative descriptive research in SDN Sadeng 02 Gunungpati Semarang in 2016; Zurqoni carried out qualitative goal-free evaluation research in three provinces in Indonesia; Kalimantan Timur, Yogyakarta, and Nusa Tenggara Barat in 2018; Gufran conducted a qualitative case study in SMPN 4 Malang in 2018; and Katie M. Ferrara undertook a one-shot experimental case study involving three elementary schools in a suburban town in New Jersey in 2019. All research above revealed the same result that character education significantly increased the students' positive character. After implementing the character education programs, there was a noticeable improvement in students' character-related behavior. Their characters develop well by applying the virtues to situations in real life.

Previous researchers also studied research on character education concerning the students' achievement. Benninga, J. et al. 2003 conducted a study involving 681 elementary schools in California. He revealed that a composite summary score of character education criteria positively correlates with academic

indicators. Additionally, in 2012 Ahmad Najib & Bety Nur Achadiyah carried out quantitative descriptive research in SMA Negeri 1 Lawang. They concluded that character education has a positive and significant effect on student's academic achievement. The same result was also obtained by some researchers such as Pretty Gusri, who conducted experimental research at SMK Perbaungan Satria Dharma in 2013, M Yudi Setya & Siswanto who carried out a quantitative Ex-Post Facto research in SMK Muhammadiyah 1 Yogyakarta on 2018, Rinja Efendi who undertook a quantitative correlational method in SD Negeri 002 Rambah Samo on 2020 and Mawar Karissa who carried out quantitative research with a survey method in MAN 2 Banyumas on 2021. However, different results were obtained by Beth Michelle, who conducted research involving ten counties in Florida in 2005. She found no statistically significant relationship between those counties effectively implementing a successful character education program in their elementary schools and student achievement; Sri Muliarty, who carried out research in SMKNegeri 7 Medan in 2012. She found that there is no significant effect of character education on students' achievement as well as research of Rita Juliani in 2013 in SMA Budi Murni 3 and Ilham Mohamad Rijal Arosyd in 2014 in SMA Negeri 1 Kepanjen.

Several studies above showed that character education, since the last few decades, has been widely studied in terms of teacher perceptions of its implementation at various levels of education and its influence on the formation of behavior and academic achievement. This study will also concern character education, but it differs from the previous research. This research will focus on character education embedded in English textbooks for senior high school students in Sidrap Regency.

B. Some Pertinent Ideas

This part discusses the theories related to this study. The first part explains the terms of character and character education, the second part explains the concept of textbooks, and the third part explains about character education values in textbooks.

1. Character and Character Education

Character is an inner trait that affects someone's thoughts and behavior. It is acquired from birth and is formed over time through a process of learning and habituation. Saptono (2011) explained that character is a set of someone's mental conditions innate from birth and obtained from the environment. Everyone has different character, known as the characteristics that distinguish them from others. Putri Ayu (2020) stated that character is a fixed person's personality and true identity. It is a distinctive mark for people because it varies and differs from one person to another.

Everyone acts in different ways depending on their characters. Someone with good character will behave well. On the contrary, someone with a bad character will behave badly. According to Lickona (2004), the substance of good character is a virtue. Virtue is a tendency to do a good action from the universal moral point of view. Furthermore, He explained that someone with a personality desired by society is considered to have a good character. Developing the nation's generation with good character is one of the goals of National Education based on the Law No.20 of 2003 on the National Education System.

According to Hadi (2015), good character formation needs a sustained teaching process through character education. Character education

was introduced in the 1900s by German pedagogy Thomas Lickona through his book entitled "Educating for Character: How Our School Can Teach Respect and Responsibility." The concept of Lickona's character education contains three main elements, and they are: knowing the good, loving the good, and acting the good which can be done in four ways: teaching, modeling, reinforcement, and habituating simultaneously and continuously.

According to the Ministry of National Education (KEMENDIKNAS) (2010), character education is an effort to integrate moral values into the educational process to generate learners who are eminent in academic achievement and have a noble character. In line with that, Balraj Singh (2019) stated that character education is an intentional effort by schools and states to instill in their learners' moral values such as caring, honesty, fairness, responsibility, and respect for self and others. Bambang et al. (2019) explained that character education is not only related to the problem of right and wrong but also how to instill habits about the good things in life. Thus, learners have high awareness and understanding of good moral values (moral knowing), as well as be able to feel these moral values to their deepest heart (moral feeling), and finally committed to implementing their acquaintance and feeling into actual daily actions (moral behavior).

Kerangka Acuan Pendidikan Karakter Tahun Anggaran 2010 stated that character education is essential to be applied within the scope of education in family, school and society. Families, especially parents, have a crucial role in providing character education to their children to form good behavior because they are the first educational environment. Character education also needs to be improved in the social environment to develop a

personality that is in accordance with the context of society because the social environment also takes part in the growth and development of an individual. Likewise, character education must be applied in the school environment because, in the schools, students are prepared to become the nation's generation.

Furthermore, Kerangka Acuan Pendidikan Karakter Tahun Anggaran 2010 mentioned the principles of character education as follows:

- a. The process of developing character education values is long and sustainable. It starts from the beginning of students entering until the completion of an academic unit.
- b. Character education values are developed through all subjects, self-development, and culture education unit requires that it is carried out through each subject and in each curricular, extra-curricular and co-curricular activity.
- c. Character education values are not taught directly but internalized through the learning process. Therefore, teachers do not need to change the subject matter but use it to develop character education values.
- d. The development of the character education process is carried out by students actively and pleasantly.

Hartono (2014) explained that character education aims to develop the student's potential to become human beings with good hearts, good thoughts, and good behavior. It also seeks to build a nation characterized by Pancasila and develop citizens' potential to have self-confidence, be proud of their nation and country and love humanity. Furthermore, He mentioned three main functions of character education proclaimed by the government, they are:

- a. Character education functions to form and develop students' potential to think well, have a good heart, and behave well in accordance with the life philosophy of Pancasila.
- b. Character education functions to improve and strengthen the role of education units, the community, and the government in taking responsibility for developing the potential of the learners to become characterized nation generation, advanced, independent and prosperous.
- c. Character education functions to sort out the nation's cultural values and filter the positive cultural values of other countries to become a dignified nation.

To implement character education in Indonesian education, the Ministry of National Education (KEMENDIKNAS) (2010) has established 18 bases of character education values. They are; religious, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, communicative, peaceful, reading interest, environmental awareness, social awareness, and responsibility.

- a. Religious

The Ministry of National Education (KEMENDIKNAS) (2010) defined religious values as respectful attitudes and behavior toward religious teaching. It reflects piety or great devotion to religious teaching, manifested by carrying out all religious orders in daily life and avoiding religious prohibition in every aspect of thought, word and deed. It also encompasses tolerating the practice of other religions worship and living in harmony with adherents of other religions.

Earnshaw (2000) asserted that religious character entails a tendency to consistently adhere to religious principles and orders in every

aspect of life. In line with that, Ngainum Naim (2011) stated that Individuals with a religious disposition are inclined to exhibit strong faith and express gratitude for the entirety of God's creation. The religious value here does not only refer to one particular religion but is general and includes all religions in Indonesia, including Islam.

b. Honesty

The Ministry of National Education (KEMENDIKNAS) (2010) described that the value of honesty reflects the effort to be a trustworthy person. This value is manifested in attitudes and behavior to be truthful in thoughts, words, and deeds towards self and others. The value of honesty also means the compatibility between one's intentions with their words and actions.

According to Kesuma (2011), honesty is a person's decision to express feelings, words, and actions in accordance with the existing reality. Lanny Octavia (2014) expressed a similar opinion that honesty is the connection of the heart to the truth by doing the right thing, saying the words as they are without adding or subtracting what they want to convey, and being willing to admit the deficiencies and mistakes they have made.

According to Daviq Chairilsyah (2016), the cultivation of honesty values among students can be accomplished by training and familiarizing them to speak and behave honestly, not lie, and be willing to confess their deficiencies and mistakes. Furthermore, he explained that there are three levels of honesty including:

- 1) Honesty in speech means the suitability of speech with reality.

- 2) Honesty in action means the compatibility between words and deeds
- 3) Honesty in intentions means the highest honesty, where all words and deeds are only for God.

c. Tolerance

The Ministry of National Education (KEMENDIKNAS) (2010) defined tolerance as attitudes and behavior that respect differences as diversity to strengthen unity and consider diversity a gift from God Almighty to complement each other. According to Fadillah & Khorida (2016), tolerance values manifested in attitude and behavior that understand and allow the other person to have different beliefs regarding religion, culture, ethnicity, stance, and opinions. In line with that, Rahmawati & Harmanto (2021) explained that tolerance is attitude and behavior that consistently respects and accepts the differences between self and others gracefully.

Sriwilujeng (2017) stated that there are several types of tolerance, including:

- 1) Social tolerance refers to accepting and respecting individuals' positions within society. It is crucial in social interactions to foster mutual respect among individuals occupying different social statuses.
- 2) Cultural tolerance means respecting the diverse cultural backgrounds and practices within various communities. It involves refraining from adopting an attitude or making assumptions that one's culture is superior or inherently correct.
- 3) Religious tolerance encompasses recognizing and appreciating the existence of diverse religious traditions and avoiding the act of displaying animosity towards individuals with different beliefs.

d. Discipline

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of discipline character reflects regulatory compliance. It manifested in attitudes and behavior of obeying and carrying the applicable rules based on awareness, selflessly and without coercion from others. Mudasir (2011) expressed the same viewpoint that discipline value encompasses the inherent inclination to consistently adhere to the established regulations and norms within various settings and organizations. Additionally, Ngainun Naim (2012) stated that the value of discipline manifested through the inclination to do all activities orderly and punctually.

According to Samani & Haryanto (2012), discipline is attitudes and behaviors arising from habit and training of obeying rules, laws or orders. Furthermore, they stated that cultivating disciplined character in the school environment can be done by teaching and familiarizing students to always comply with existing rules and regulations and carrying out activities directed, orderly and punctually.

e. Hard work

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of hard work character manifested on attitude and behavior of not giving up easily accompanied by a strong will in trying to achieve their goals and ideals by mobilizing all their efforts and potential to overcome the existing obstacles. The same viewpoint asserted by Hidayatullah (2010), he defines hard work as the ability to devote or mobilize all the effort and sincerity, potential possessed until the end of an affair until the goal is achieved.

According to Kesuma (2011), the value of hard work is a value that determines the quality of life of an individual. Human with a high quality of life are humans who are persistent in doing their work with patience, perseverance, and extraordinary effort. He also explained that hard work is not only about the ability to complete unfinished tasks and busy in various prepossess activities. More than that, hard work needs to be accompanied by good and special work to gain more satisfying result.

Yaumi (2014) mentoned some indicators of hard work character in schools, including: studying sincerely and seriously, being responsible for the assigned tasks, not giving up, not procrastinating on work, not easily satisfied and productive.

f. Creativity

According to the Ministry of National Education (KEMENDIKNAS) (2010) creative character is the ability to think and do something to produce ideas or something new, meaningful and useful. Meanwhile, Hidayatullah (2010) defined the creative character as the ability to find new breakthroughs dealing with certain situations or problems in order to solve the problems in new and unique ways that are different and better than before.

Samani & Haryanto (2012), mentioned some creative character indicators, include: Presenting something uniquely and presenting new ideas, dare to make decisions quickly and accurately, intended to keep changing and taking advantage of new opportunities, being able to solve problems innovatively, flexible and critically. According to The Ministry of National Education (KEMENDIKNAS) (2010) the implementation of inculcating creative character values in students can be done by creating

learning situations that can foster thinking and creative power as well as giving tasks that challenge the emergence of new work so that students are trained and accustomed to creative thinking.

g. Independence

The Ministry of National Education (KEMENDIKNAS) (2010) explains that the value of Independence character manifested in the ability to make decisions in doing something on their own and take the initiative to solve problems without any outside influence, not being dependent on the other person and take full responsibility for the consequences of all decisions taken and things done. Mustari (2014) defines independence as an attitude and behavior of placing someone's help or another party as a complement, while the main thing is to use his own abilities and efforts.

Susanto (2017) stated that independent character consists of several aspects, including: emotional independence (children's ability not to depend on the emotional support of others, especially parents), behavioral independence (children's ability to make decisions freely and be able to accept the consequences of their decisions), value independence (a person's ability to make decisions and make choices by adhering to the principles of right and wrong, and important and unimportant)

The process of instilling independence character value in students at school can be done by teaching and familiarizing students to use their abilities to complete tasks and responsibilities make decisions to solve their own problems, believe in their own abilities and regulate their own desires and needs.

h. Democracy

The Ministry of National Education (KEMENDIKNAS) (2010) explains that the value of democracy reflect the justice which is manifested in ability to respect diversity and freedom of expression, uphold equal rights and obligations as well equal treatment for all human being. According to Pratama (2016), the implementation of the inculcation of democratic character values to students can be done by familiarizing the students to respect each other and carry out each other's rights and obligations with full responsibility, provide fair treatment to everyone, make decisions jointly through deliberation and consensus and resolve problems peacefully and institutionally.

i. Curiosity

According to the Ministry of National Education (KEMENDIKNAS) (2010), the value of curiosity character indicating the ways of thinking, attitudes, and behavior that are always trying to find out more information about something being learned and continually striving to seek and find out new things so that it will increase knowledge and experience in learning activities. Samani & Haryanto (2012), stated that curiosity is the desire to investigate and seek understanding of the secrets of nature or social events that occur.

Ningrum et al. (2019) asserted that curiosity occurs because students think that something they are learning is something new that must be known to answer their ignorance. Furtehermore, they explained that curiosity will make students continue to find out about what they don't know, so they will get a lot of new information and knowledge and

add to the insights they have. According to the Ministry of National Education (KEMENDIKNAS) (2010) the indicators of curiosity are as follows:

- 1) Students tend to ask questions during learning if there is something they don't understand.
- 2) Reading sources outside of textbooks about materials related to learning materials.
- 3) Read or discuss natural phenomena or learning that has just occurred.
- 4) Asking about something related to the subject matter but outside what is discussed in class.

j. Nationalism

According to the Ministry of National Education (KEMENDIKNAS) (2010) the value of nationalism character indicating the way of thinking, and behaving that shows loyalty, caring, and high appreciation for the nation, Preceding the interests of the nation before the interest of themselves and the group interest as well maintain national unity and integrity. Samani & Haryanto (2012) explained the same opinion that nationalism character is a way of thinking and acting that shows loyalty, concern, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation, placing the interests of the nation and state above self and group interests.

Latifah (2020) mentioned several indicators of nationalism character values, including: Proud to be an Indonesian citizen, appreciating the nation's own culture, using domestically made products, always build a sense of brotherhood, solidarity and peace, maintaining the honor of the nation and upholding unity.

k. Patriotism

According to the Ministry of National Education (KEMENDIKNAS) (2010) the value of patriotism character reflect love and pride of the nation's culture and achievement which is manifested in courageous attitude, unyielding, and willing to sacrifice for the progress and prosperity of the nation and state. Suyadi (2013) argued that patriotism is a feeling that arises from the heart of a citizen to serve, maintain and protect his homeland from all threats and disturbances. The same opinion was expressed by Suarsidewi (2021) that patriotism is a person's sense of love and loyalty to his country, admiration and pride in the history, customs and culture of the nation as well as an attitude of devotion for the welfare of the nation.

Abdul (2014) mentioned some indicators of patriotism in everyday life as follows: Using good and correct Indonesian language, knowing and appreciating the history of the nation and the struggles of the heroes, knowing and celebrating national holidays, singing national songs and understanding their meanings as well as reading books on national knowledge to broaden national insight.

l. Appreciation

According to the Ministry of National Education (KEMENDIKNAS) (2010) Appreciation is an attitude and action that encourages someone to become superior person by producing something useful for society as well recognizing and appreciating the success of their self and others. In addition, Kurniawan (2013) explained that appreciating achievement indicating someone's attitudes to be grateful for everything they have and

appreciate their hard work and achievement as well respect the success of the other person. The same opinion is revealed by Yaumi (2014) that appreciation is an open attitude towards the achievements of others and admitting self shortcomings without reducing the higher spirit of achievement.

Yaumi (2014) mentioned several indicators of appreciation, including: working hard to achieve proud achievements, being grateful for the achievements achieved by contributing to the benefit of society, nation, state, and religion, trying to achieve better achievements than before and giving appreciation to achievements of others. The indicators for appreciating achievement values issued by the Ministry of National Education, including: study hard to become an achiever, practice seriously to be superior in various activities at school and outside of school and appreciate the hard work of teachers, school principals, and others.

m. Communicative

According to the Ministry of National Education (KEMENDIKNAS) (2010) the value of communicative character indicating the ability of someone to be friendly, comfortable and associate with other people through polite communication in order to generate a good collaboration. In line with that, Elfindri (2012) explained that communicative people are people who are easy to get along with other people also be able to listen to the other's opinion and then respond in an appropriate way.

The key to a social relationship between one person and another is effective communication. Communicating and interacting effectively

means doing it appropriately, both in language and time. As explained by Wulandari (2020) that communicative is not only learning to communicate in accordance with language learning, but also how to behave in communication, students must also be able to distinguish how to talk to friends and how to speak using the appropriate language when communicating with older people.

Latifah (2020) revealed that the implementation of inculcating communicative character values can be done by: getting students used to giving smiles, greeting friends, getting students to shake hands with friends every morning before the lesson starts, designing students to sit in pairs randomly or alternately and evenly once every week, designed a group learning method with the discussion method by selecting group members randomly and alternately, and occasionally holding teacher exchanges for the same subject in different classes to establish communication and intimacy between students and teachers.

n. Peacefulness

The Ministry of National Education (KEMENDIKNAS) (2010) explained that peaceful character is an attitude, behavior, and way of life that is based on the rejection of violence, and respect for human rights and attitudes that cause others to feel happy and safe in their presence. In line with that, Yaumi (2016) argues that peaceful character is an attitude of avoiding conflict and violence and prioritizing harmony, mutual respect and equal relations between individuals and communities.

According to Latifah (2020), Instilling peaceful character values in students at school can be done by creating a comfortable, peaceful, and

harmonious school atmosphere, accustoming students to be anti-violence and solving every problem patiently.

o. Reading Interest

According to the Ministry of National Education (KEMENDIKNAS) (2010) the value reading interest is related to the awareness in carrying out reading activities to seek information from various sources that is used as a means of obtaining various information and insights. Yaumi (2014) expressed the same opinion that reading interest is a habit without coercion to devote time specifically to seek information, such as in books, journals, magazines, newspapers, and so on to get more information.

According to Yaumi (2014) there are several ways to improve the character of reading interest in students, including:

- 1) Encouraging and facilitating students to love reading activities by choosing attractive reading topics related to the student's development and have high recommendation reviews.
- 2) Give reading and writing assignments by paying attention to the duration of time and many assignments from other subjects.
- 3) Providing feedback on students' reading and writing results by discussing them in class and inviting active participation from other students to provide feedback and share information
- 4) Providing reading rooms so as to increase students' interest in reading more often.

p. Environmental Awareness

Environmental awareness is a form of a person's attitude or awareness toward the surrounding environment. The Ministry of National

Education (KEMENDIKNAS) (2010) explained that the environmental awareness encompasses an individual's intention to maintain and prevent damage to the surrounding environment, and increase the efforts to repair environmental damages. Latifah (2020) expressed the same opinion that character of the environmental awareness is an individual's desire to improve and manage the environment so that it can be enjoyed continuously without damaging the situation.

According to Purwanti (2017) someone with environmental awareness character will protect, preserve and manage the environment well by doing things such as: maintaining good relations between humans, treat animals and plants wisely as fellow living beings, not cutting down trees carelessly, doing reforestation, minimizing the use of plastic bags, cultivating the cesspit so as not to pollute the environment, using natural resources wisely, saving energy, and using environmental friendly technology. Daryanto & Darmiatun (2013) stated that there are some indicators of environmental awareness in school, including: keeping the school yard clean, disposing of garbage in its place, separating organic and non-organic rubbish, recycling non-organic rubbish into valuable things.

q. Social Awareness

According to the Ministry of National Education (2010) the value of social awareness character indicating attitudes and actions that always want to help other people and communities in need based on the awareness that humans are social beings. Humans need other people to meet their needs so that there is interdependence between one individual and another. Meanwhile, according to Listiyati (2012) social awareness

means treating others with courtesy, respecting and helping others. In addition, Samani & Haryanto (2012) stated that social awareness is the attitude of someone who cares about other people around him. They further explains that it does not means to interfere in other people's life or to show that he is superior than the others but rather to help solve problems faced by others with the aim of helping and caring for others.

According to Latifah (2020) by having a high social spirit, students will be easier to socialize and will be more appreciated. In addition, she also explained that the formation of a social spirit in students can be done by teaching and instilling the values of social awareness through social activities such as mutual cooperation, distributing aid or social assistance, getting students used to helping friends who are in trouble, listening to friends' complaints and provide solutions, work together to complete a job and get along with love.

r. Responsibility

The Ministry of National Education (KEMENDIKNAS) (2010) stated that the character of responsibility is the attitude and behavior of a person to carry out his duties and obligations as they should, towards oneself, society, the environment (nature, social and culture), the state and God Almighty as well readiness to bear all risks of words and deeds. Mudjiono (2012) expressed the same opinion that responsibility is an attitude related to promises or demands for rights, duties, obligations in accordance with the rules, values, norms, customs adopted by members of the community. Meanwhile, Yaumi (2016) defines responsibility as something that must be done in fulfilling obligations for a mandated job.

According to Yaumi (2016), aspects of responsibility including:

- 1) Responsibility to God: carrying out orders and avoiding prohibitions, being grateful for what has been obtained, and preserving the environment as God's creation.
- 2) Responsibility to self: maintaining health, safety, cleanliness, and being responsible for all words and deeds.
- 3) Responsibilities to family: maintaining cleanliness, comfort and safety in the family, obeying the rules that have been set together, and behaving according to norms.
- 4) Responsibility to the community: Participate in community activities, take actions in accordance with applicable norms and dare to report incidents that harm the community to the authorities.
- 5) Responsibilities to the nation and state: Maintaining the unity and integrity of the nation, loving the homeland, preserving the language and arts and culture

Latifah (2020) mentions some indicators of responsibility, including: doing the tasks given by the teacher well, being ready to take the risk of every action, doing picket according to the schedule that has been applied, working on group assignments together. Finally, hopefully by implementing character education in Indonesian educational process can afford intelligent and characterful generation.

2. Textbook

The textbook is a standard book used as a reference for certain subjects at certain levels of education. It is compiled by experts in accordance with national education standards based on the needs of

educational institutions to facilitate and expedite the learning process to achieve learning objectives. According to Minister of National Education Regulation (PERMENDIKNAS) No. 2 of 2008 article 1 concerning books, a textbook is a mandatory reference book used in primary and secondary education units or universities that contain learning materials in order to increase faith, piety, noble character and personality, mastery of science and technology, increase sensitivity and aesthetic abilities, increase kinesthetic abilities and health that is structured in accordance with national education standards.

According to Bonny Irawan (2016), textbooks are mostly used as sources of information in classroom activities. It greatly contributes to teaching and learning because it consists of complete and comprehensive learning material and activities for learners. Further, He explains that as a guidebook used in the teaching and learning process, the textbook has some functions, including:

- a. Textbooks as sources of information to provide the core and interesting learning materials for students;
- b. Textbooks as organization and direction to facilitate educators in delivering learning materials.
- c. Textbooks as learning guidance to provide opportunities for students to repeat lessons or learn new lessons.

Harmer (2007) states that majority of teachers around the world use the textbook to support teaching and learning process because textbook can provide benefits for both teachers and students. He also mentions some advantages of textbooks, including;

- a. Textbook provide core material, learning guides and assessment basis, thereby saving the teachers time in finding and developing learning materials and forms of teaching as well the way to teach the students.
- b. Teacher does not need to explain the whole learning material because it is already contained in the textbook. They only need to explain the material that is classified as difficult for students to understand.
- c. Textbook may include some supporting materials such as teacher's guide, CD, worksheets, and video, to ease the teachers to carry out teaching and learning process.
- d. Textbook equip the learners with a kind of course roadmap to let them know what they are expected to know so they can independently learn and understand the subject material before the material is taught by teachers at school, they can also prepare themselves at home in order to follow the lesson at school the next day.
- e. By using textbook, students do not need to record the entire teacher's explanation so that they have more time to interact directly with the teacher or ask questions about subject matter they do not understand.

Textbook is a very important supporting facility in teaching and learning activities because textbook is used as a source of reference for teachers and students in order to achieve learning objectives, therefore a textbook must meet several criteria for a good quality book. According to the Minister of National Education Regulation (PERMENDIKNAS) (2013), a good textbook must have the following criteria:

- a. Material inside the textbook should be suitable with the readiness of the learners' knowledge and skill that they have before as well support the learners to develop their life skills.

- b. The contents of textbook should motivate the learners to interact actively in class and should increase the students' curiosity through the works activity to observe, to make an exercise to practice and to the demonstrate it.
- c. Textbook should supply the pictures, illustration, diagram or table to make clear the concept of the textbook, it also should support teacher to evaluate in certain ways through the learner`s achievement.
- d. The material of the textbook is closely related to the learners such as the area they lived the knowledge they had and the learning they needed.
- e. The supplying material of textbook should enable the student to work with their friend and support them having their own experiences.

Sapta Friyanti et al. (2017) also mentioned some criteria of good textbook, they are:

- a. A textbook must be attractive to students in terms of visuals, illustrations and material content so that they are more enthusiastic about using it and motivated to be more active in learning activities.
- b. A textbook should consider linguistic aspects so that it will be in accordance with the learners' ability as well must have a clear point of view and avoid unfamiliar concepts that might confuse the learners.
- c. A textbook must be able to provide stabilization, emphasis on the values of the learners and appreciate the learners' personal differences.
- d. A textbook must in accordance with curriculum and the contents of textbook in one subject must be closely related to other subjects so that they can support each other and become an integrated whole.

With the use of textbook, it is hoped that it will make it easier for teachers and students in teaching and learning activities and can improve

the quality of education that leads to the achievement of educational goals.

3. Character Education in Textbook

The main goal of education in Indonesia is to generate intelligent and character full generation. In order to achieve this goal, character education should be integrated in all aspect of teaching and learning such as the academic curriculum, the school subject, the teaching and learning process, learning materials and teaching media. One of teaching media that can be used as the medium to implement character education is textbook.

A textbook is an essential educational aspect. It supports both teachers and students to get information about learning material and activities in teaching and learning process, including English language teaching. According to Nashriyah et al. (2020), most teachers use the textbook as the primary source to provide structure and direction in the teaching and learning process. Furthermore, she added that reading textbook, can affect the students' thoughts, feelings and behavior including their characters It makes textbooks become an effective and strategic media to integrate character values.

Based on the contents of the Regulation of the Minister of National Education (PERMENDIKNAS) No. 2 of 2008, concerning Textbooks, in Article 1 paragraph 3 which has been mentioned in the previous section, it is known that the function of the textbook is basically not only about providing the subject matter. Textbook must also instill character values in its contents. So that it can be a medium for

developing the knowledgeable students who are balanced with a good personality. According to Putri Ayu (2020), character values can be integrated into textbook components such as the instructions, tasks performed, materials supplied, texts, dialogues, and images or photographs. In English textbooks, it also can be integrated by inserting them in the four language skills of English language skills contained in the textbooks.

Currently, there are many publishing companies that produce textbooks that are adapted to the applicable curriculum with the aim of supporting the teaching and learning process in schools. For this reason, teachers must be able to choose books that suit for the students' needs and abilities so that they can effectively and efficiently improve students' intelligence and character.

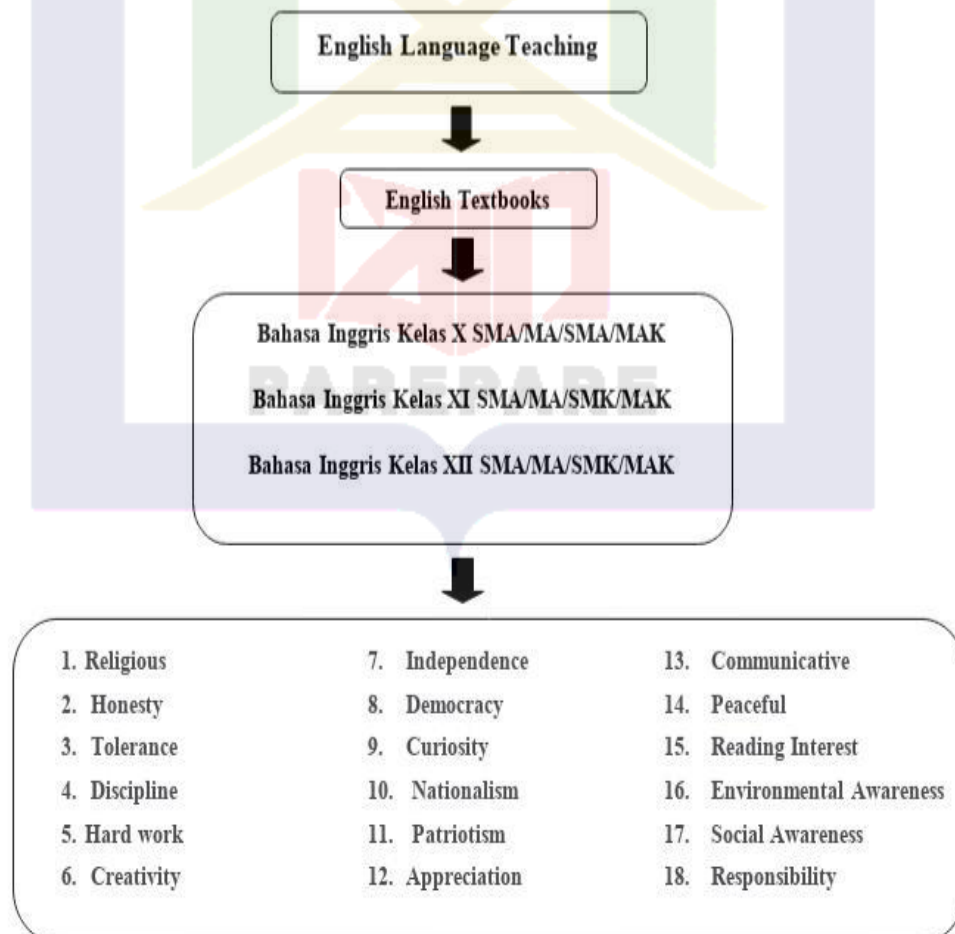
C. Conceptual Framework

Character is an inner trait that affects all thoughts and behavior possessed by humans or other living beings. Everyone has different character that is the characteristics that distinguish them from others. Character is acquired from birth and is formed over time through a process of learning and habituation. Someone will be considered to have a good character if he has a personality as desired by society, in this case the family environment, social environment and educational environment play an important role in the formation of one's character.

In national education, this character building process is known as character education which in this process the moral values are instilled in every educational process so that it will produce a nation generation who are eminent on academic achievement and also have a noble character. There are 18 educational character values that have been formed by the Ministry of National Education

(KEMENDIKNAS) 2010, they are: Religious, Honesty, Tolerance, Discipline, hard work, Creativity, Independence, Democracy, Curiosity, Nationalism, Patriotism, Appreciation, communicative, peaceful, Reading Interest, Environmental Awareness, Social Awareness, and Responsibility.

Character education should be implemented in every school subject including English. English language teaching should not just give knowledge about language, but also the character input. The implementation of character education in English subjects can be done by integrating the 18 values of character education into learning media such as English textbooks. In this research, the researcher is interested in analyze the English textbook for Senior High School in order to find character education values instilled in contained materials.



CHAPTER III

METHODOLOGY OF THE RESEARCH

This chapter provides a detailed description of the methodology employed to answer the research question. There are five major part of this chapter. The first one explains about the research design. The second part mentions the source of data. The Third part discuss about instrument of the research. The fourth part explains about technique of collecting data and the fifth part explain about the process of data analysis.

A. Research Design

This study used descriptive qualitative approach with content analysis method to analyze character education in English textbooks. Devi Prasad (2008) explained that content analysis is the analysis of what is contained in a message. Broadly, content analysis may be seen as a method where the content of the message forms the basis for drawing inferences and conclusions about the content. Further, content analysis falls in the observation and document analysis. It is defined as a method of observation in the sense that instead of asking people to respond to questions. In line with that, Nanang Martono (2011) pointed that, content analysis seeks to reveal various information behind the data presented in the media or text. Content analysis can be defined as a technique of collecting and analyzing the content of a text it can be words, meanings, pictures, symbols, ideas, themes, or some messages that can be communicated). Based on those opinions it can be interpreted that content analysis is a research method that does not use humans as the object of research, but uses symbols or texts that exist in certain media, and then these symbols or texts are processed and analyzed.

B. Source of data

The source of data is the subject which is the source to obtain the required data that will be processed to answer the research questions. Data in this research was taken from the English textbooks for senior high school that used In Sidrap regency, they are: Bahasa Inggris SMA/SMK/MA/MAK Kelas X, Bahasa Inggris SMA/SMK/MA/MAK Kelas XI, Bahasa Inggris SMA/SMK/MA/MAK Kelas XII (published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud).

C. Instrument of the Research

According to Notoatmodjo (2010) research instruments are tools that will be used to collect data. These tools can be in the form of questionnaires, observation forms and other forms related to recording research data. In line with that, Arikunto (2013) explains that research instruments are tools used by researchers when collecting data to make the process of collecting data systematic and easy. Based on those opinions it can be concluded that research instruments are tools that used to collect data or information related to the research in order to generate the answer of research questions.

In this research, the researcher used document checklist as the Instrument to collect data related to character education in English textbooks. According to Devi (2020) document checklist is a research instrument that contains list of variables, symptoms or identities of the object of observation. If this instrument is used, the researcher only needs to assess and put a check mark (√) on the symptoms of the object being observed.

D. Procedure of Data Collection

Data collection is a very important step on a research, According to Wikipedia, data collection is the process of gathering and measuring information

on targeted variables in an established system, which then enables one to answer relevant questions and evaluate outcomes. The goal of data collection is to capture quality evidence that allows analysis to lead to the formulation of convincing and credible answers to the questions that have been posed.

The approach of data collection is different for different fields of study, depending on the required information. There are four common data collection methods, they are: questionnaire, observation, documentation and interview. In this research, the researcher will use documentation to collect data from the English textbooks that used at senior high school level in Sidrap regency. According to Arikunto (2013) Documentation is a data collection technique carried out by conducting recording and collection of identified data from documents related to the problem under study. Documentation is a method of collecting data by collecting and analyzing existing documents. Documents can be in the form of books, autobiographies, letters, photo archives, activity journals, and so on.

E. Technique of Data Analysis

Data analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, conclusions, and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different business, science, and social science domains. In this research the researcher will analyze data qualitatively by using content analysis method. The researcher will analyze the data based on the steps of analysis procedure proposed by Ary et al. (2010). The stages are:

1. Data Organizing Stage

The first stage in analyzing qualitative data involves organizations and familiarization so that the data can be easily retrieved. In this step, the

researcher organized the data from the English textbooks by dividing them into two main section, material and activity section.

2. Data Coding Stage

After familiarizing and organizing the data for easy retrieval, the next stage is the coding and reducing process. In this step researcher giving codes to data based on the indicators of character education values prescribed by the Ministry of National Education (KEMENDIKNAS) and reduces the unrelated data based on character education values on the observation checklist table.

3. Data Interpreting Stage

Interpreting involves reflecting the words, acts and gives the meaningful understanding. In this step, the researcher gave interpretation and description related with the data.

CHAPTER IV

FINDINGS & DISCUSSIONS

This chapter presents the results of the study. It covers two sections. The first section, Findings, contains the results of the data analysis. The second section, Discussions, contains data descriptions. These sections are presented based on research questions that are related to the integration of character education values into English textbooks for senior high school in Sidrap.

A. Findings

This section highlights the character education values in the English textbooks for the first, second, and third grades of senior high school in Sidrap Regency.

1. Character education in English textbook “Bahasa Inggris Kelas X SMA/MA/SMK/MAK”

Based on the analysis of the textbook titled “Bahasa Inggris Kelas X SMA/MA/SMK/MAK” for first-grade senior high school, there were 18 character education values found in learning materials and activities. Those character values include: religiousness, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, communication, peacefulness, reading interest, environmental awareness, social awareness, and responsibility. The distribution of the values is presented in the following tables:

Table 4.1 Distribution of character education values in material section of the textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK."

Character	Chapter																Tot
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Religious					2				1			1					4
Honesty									1					1			2
Tolerance	3																3
Discipline			1			1			1								3
Hard Work							1		6	1				1			9
Creative		1					2										3
Independency	1		1														2
Democracy			1														1
Curiosity			1				1										2
Nationalism	2								1	1							4
Patriotism									6		3						9
Appreciation		4					1										5
Communicative	2		1					1	1			1					6
Peacefulness								1									1
Reading Interest	2																2
Environmental Awareness	1			4					3								8
Social Awareness			1		1		1				1		1			2	7

Responsibility						1					1					2	
Total	1 1	5	6	4	3	2	6	2	2	0	2	5	2	2	1	2	73

The preceding table shows that the material section of this textbook encompass a total of 73 instances of character education value integration. It also shows that the value of hard work and patriotism has the highest frequency of occurrence in the material section of this textbook. In contrast, the value of democracy and peacefulness has the lowest frequency of occurrence. The character values integration mostly found in Chapter 9.

Table 4.2 Distribution of character education values in activity section of the textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK."

Character	Chapter															Tot	
	1	2	3	4	5	6	7	8	9	1	1	1	1	1	1		
Honesty	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Hard Work	2	2	1	2	1	1	1	1	1	2	2	1	1	1	1	1	20
Creativity	1	1	3	3	2		1	3	2			2		1	1	20	
Independency	1					1		1		1	1	1	1	1		8	
Curiosity			2				3	2					1			8	
Communicative	5	5	2	1	4	4	1	1	1	2	2	4	1	1	1	35	
Reading Interest	1	5	1	4	2	1	2	2	2	2	1	1	2	2		28	
Total	1 1	1 4	1 0	1 1	1 0	8	9	9	9	9	8	7	1 0	7	7	4	13 4

The previous table shows that the activity section of this textbook comprise a total of 134 instances of character education value integration. It also shows that the value of communicative has the highest frequency of occurrence in the activity section of this textbook. However, this sections does not covers the value of religious, tolerance, discipline, democracy, nationalism, patriotism, appreciation, peacefulness, environmental awareness, social awareness, and responsibility.

Table 4.3 Distribution of character education values the textbook "Bahasa Inggris Kelas X SMA/MA/SMK/MAK."

No.	Character value	Material section	Activity Section	Total
1	Religious	4		4
2	Honesty	2	15	17
3	Tolerance	3		3
4	Discipline	3		3
5	Hard Work	9	20	29
6	Creativity	3	20	23
7	Independency	2	8	10
8	Democracy	1		1
9	Curiosity	2	8	10
10	Nationalism	4		4
11	Patriotism	9		9
12	Appreciation	5	4	5
13	Communicative	6	35	42
14	Peacefulness	1		1
15	Reading Interest	2	28	29
16	Environmental Awareness	8		8
17	Social Awareness	7		7
18	Responsibility	2		2

Total	73	134	207
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According to the data presented in the previous tables, this textbook contains 207 integrations of character education values. A total of 73 examples were identified within the material section, while an additional 134 examples were discovered within the activity section. The following are the explanations of the values found in this textbook:

a. Religious

Religious value is respectful attitudes and behavior toward religious teaching, manifested by carrying out all religious orders, avoiding religious prohibition and tolerating the practice of other religions. This textbook presents four instances of integrating religious character values into the material section. Among the four instances, two of them are found in Chapter 5 and the others are addressed in chapters 9 and 12. Here are examples of the integration of this value in this textbook:

14. The _____ of the nature reminds him of God's greatness.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C5/P76)

Through the sentence above, learners can understand that everything in this universe is God's creation, so they will always be motivated to be grateful to the entirety of this universe.

Active	Muslims perform prayers at least five times a day.
Passive	Prayers are performed by Muslims at least five times a day.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C5/P76)

Through this statement, learners can figure out that every adherent of religion has obligations that must be carried out so that they

are encouraged to carry out their duties by the teachings of their respective faiths.

On every November 10, my school holds a ceremony in _____ of our national heroes. We pray together and I usually go to the library to read again the biography of General Sudirman and then pray for him. He is my favorite hero.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P127/VE)

Through this example, learners are able to comprehend that, as religious adherents, they must believe in and pray to God, thereby inspiring them to pray to God in all activities.

b. Honesty


The value of honesty reflects the effort to be a trustworthy person, manifested in attitudes and behavior to be truthful in thoughts, words, and deeds towards self and others. This book encompasses seventeen instances of honesty values integration in the activity section and material section. The integration of honesty values can be found in each chapter within the activity section. Furthermore, it can be found in chapters 9 and 14 within the material section. Here are examples of the integration of honesty values in this textbook:

Don't cheat in exam. Cheating means that you _____ your own life principle.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P128)

Through this statement, learners can recognize that cheating is unethical and detrimental to life's values, so they are encouraged to be truthful in all actions and avoid cheating.

When Strong Wind was coming, his sister asked the girl, "Do you see him?"



"No," the girl answered. "I don't see him."

Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister.

"Yes," answered the girl. "Now, I do see him. He is very wonderful."

Source: Dokumen Kemdikbud
Picture 14.3

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C14/P185)

The central focus of this passage is on a female protagonist who upholds truthfulness in every circumstance. This example highlights the significance of honesty in both personal and interpersonal contexts. Through this excerpt, the learners can understand the necessity of being honest with themselves and others in all situations.

At the end of this chapter, ask yourself the following questions to identify how effective your learning process is.

1. Can you write a letter?
2. Do you know how to describe yourself? or an email?
3. Can you write or talk about yourself?

If your answer is 'no' to one of the questions, see your teacher and discuss with him/her to help you understand and to write or talk about yourself better.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1-8)

In this activity, the learners are instructed to answer reflective questions honestly to find out their learning achievements. Through this activity, learners will get used to being honest with themselves and others.

c. Tolerance

Tolerance values reflect attitudes and behavior that respect differences as diversity to strengthen unity and consider diversity a gift

from God Almighty to complement each other. This book presents three instances of the integration of tolerance values within the first chapter, specifically on material section. Here is an example of this value in this textbook:

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P11)

The preceding instance demonstrates someone who expresses contentment in having pen pals from diverse nations. The desire to form friendships with people from various cultural backgrounds indicates a tolerant character. The presented examples can inspire the learners to make friends without regard for status distinctions.

d. Discipline

The value of discipline character reflects regulatory compliance, manifested in attitudes and behavior of obeying and carrying the applicable rules based on awareness, selflessly, and without coercion from others. This textbook contains three illustrations of integrating discipline values. These examples are available in the material section of chapters 3, 6, and 9. Following are the example of this value appearing in the textbook:

A : I am going to do my biology project at the library after school. Rina, are you going to do that today, too?
B : Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C3/P45)

The dialogue above exemplifies a disciplined mindset through the proactive completion of tasks to prevent undesirable situations. This

example can motivate learners to always be disciplined in completing their assignments.

6. Don't buy those weapons. They ____ dangerous and illegal.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P127)

The preceding statement demonstrates the value of discipline by emphasizing the importance of obeying the rules. This statement can encourage learners to become individuals who adhere to all applicable regulations.

e. Hard Work

The value of hard work character is exemplified by an unwillingness to give up easily and a determination to achieve their goals and ideals by mobilizing all of their efforts and potential to overcome existing obstacles. This textbook comprises twenty nine examples of hard work value integration. The activity section contains twenty examples, whereas the material section covers nine examples. These examples are presented below:

Orville : Yes, we will continue making more experiment so that airplane will be available for everyone soon.
Host : Okay, we wish you good luck with the next experiments.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C7/P98)

In the conversation above, Orville expressed his intention to conduct further experiments to develop an improved airplane that would benefit the general populace. Orville's utterances in the conversation show the character of hard work. He continues to exert himself to achieve even more outstanding results. This illustration may inspire the learners to cultivate a diligent work ethic, consistently improving their competencies and attaining a higher standard of living.

1. The freedom fighters were forced to _____, but their faith in God and people's dream strengthened them to keep on fighting against the aggressors.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P126)

The preceding example highlights the value of hard work by emphasizing the importance of perseverance in achieving success through persistent effort without giving up easily. This example can motivate learners to work hard to achieve their desired goals.

8. He could finally graduate from high school despite the financial problems that he faced. He _____ his life problems successfully. Learn from him.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P128)

The example above shows someone who faces various problems in pursuing education, but he tries to overcome them and succeed. Through this example, learners can be motivated to work hard in overcoming every problem they face to improve their academic performance.

Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P2)

This activity directs students to compete in groups. With the existence of competition, students will mobilize all their abilities to become winners. Through this activity, learners can become accustomed to working hard to develop their self-competences.

At the end of this chapter, ask yourself the following questions to identify how effective your learning process is.

1. Can you write a letter?
2. Do you know how to describe yourself? or an email?
3. Can you write or talk about yourself?

If your answer is 'no' to one of the questions, see your teacher and discuss with him/her to help you understand and to write or talk about yourself better.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, All chapter)

This activity directs learners to answer reflection questions to know what teaching material is and is not understood. Furthermore, they can ask for help from teachers and friends to improve their understanding of teaching materials that are poorly understood. Through this activity, learners can get used to working hard to improve their academic abilities.

After getting feedback from classmates, rewrite your biographical recount. To improve the content of your writing, you might need to browse the internet or read books to find more information about your idol.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK,C10/P141)

In this activity, learners are directed to mobilize all their abilities in order to find information by utilizing various available sources. Engaging in such activities can habituate learners to working hard.

f. Creativity

Creative character is the ability to think and do something to produce ideas or something new, meaningful, and useful and to find breakthroughs in dealing with certain situations. This textbook presents a total of twenty-three examples of the integration of creative values. The activity section encompasses twenty examples, while chapter 2 and 7 covers three examples within the material section. Here are the examples of the integration of this value in this textbook:

Wilbur	: We have worked and experimented with gliders to perfect the wing design and controls since then.
Host	: I see. So you've had the newest version of your airplane?
Wilbur	: Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.
Host	: How amazing! I think this invention will be a big thing soon.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C7/P97)

The previous dialogue shows the figure of Wilbur and Orville Wright, who was able to invent the airplane. Their abilities indicate the value of creative character. Through this example, learners can be motivated to become creative people in creating something worthwhile.

Task 1:
Look at the lyrics of the song again. Do you think they are beautiful? Song may look like poems. Now, you are going to create your own poems. First of all, write poems about the given topics. Then, you can make up poems from the topic of your choice. Write on the given lines.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C15/P201)

In the preceding activity, learners are directed to use their creativity in composing words to write poetry. This kind of activities can familiarize learners with being creative through words.

g. Independency

The value of independent character encompasses the individual's capacity to autonomously make decisions or take the initiative in problem-solving without relying on external influences and assuming full responsibility for the consequences. The author of this textbook incorporates the value of independence throughout the activity section, with a frequency of eight occurrences. Additionally, the author further reinforces the value of independence through the material section with a frequency of two occurrences within Chapter 1 and Chapter 3. Following are the example of independent value integration:

1. Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She _____ really _____ reading.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P9)

The preceding sentence demonstrates Saidah's independence in meeting her necessities by saving. This example can encourage learners to become independent, particularly in meeting their needs.

Individually, complete the following chart to find out the structure of the biographical recount of B.J. Habibie.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C10/P138)

The activity above directs students to accomplish assignments individually. By completing their tasks individually, learners can increase their independence and reduce their reliance on group work.

h. Democracy

The value of democracy encompasses the ability to respect diversity and freedom of expression, uphold equal rights and obligations, and equal treatment for all humans. The author of this textbook only incorporates the value of democratic character in one instance. An example of this value integration occurs in Chapter 3 within the material section below:

It will be the school's anniversary next month. You and your classmates are discussing the plan for the class performance. One of them seems to disagree with the idea because he thinks that it will need a lot of money. Use the expressions in the previous section in the conversation.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C3/P46)

The situation above exhibits the value of democratic character by discussing class performance plans. This example can inspire learners to deliberate in various activities for the betterment of the community.

i. Curiosity

The value of curiosity indicates attitudes and behavior to consistently seek more information about something and find out new things to increase knowledge and experience in learning activities. The author incorporates the value of curiosity in this book ten times. The activity section comprises eight examples of curiosity values integration, while the material section contains two examples in chapters 3 and 7. The following are some examples of integrating these values in this textbook:

What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C3/P42)

The questions above are stimulant questions in the section before the reading text. These questions are helpful for stimulating learners' curiosity about the text that will be read.

Look at the sentences that your partners make for the simple past tense. Ask further questions about the activities he/she did yesterday using *what, where, why, who, when* or *how*. Look at the example below.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C7/P105)

In this activity, learners are directed to ask questions about the sentences they have made before. Through question-and-answer activities, learners can increase their curiosity.

j. Nationalism

The value of nationalism shows loyalty and high appreciation for the nation, manifested by preceding the nation's interests before their or the group's interest and maintaining national unity and integrity. In this textbook, the author incorporates the value of nationalism four times throughout the material section. Instances of these integration values can

be discovered in chapters 1, 9, and 10. The following are examples of the integration of nationalist values found in this textbook:

In her letter, Alia often introduces the beauty of Indonesia to her _____. In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P9)

This example reflects Alia's admiration for Indonesia's attractiveness. This example can inspire the learners to develop a sense of national pride by appreciating the splendor of their homeland.

Rima : He worked and stayed in Germany, right?
 Nadia : He did. But he never forgets his country. He once made us proud for his achievement in making planes avowed by the world.
 Rima : He relinquished his good job in Germany to develop his own country.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C10/P140)

The preceding instance demonstrates Habibi's affection for the State and his contribution to developing the Indonesian state. This example can inspire learners to forge a similar sense of nationalism as Habibi.

k. Patriotism

The value of patriotism encompasses a deep affection and sense of pride for the nation, manifested through acts of bravery, resilience, and a willingness to make sacrifices for the development and advancement of the nation. This textbook covers nine integrations of patriotism values in material section. Chapter 9 of this textbook encompasses six instances of patriotism value integration, while Chapter 11 contains three instances. The following is an example of the patriotism value integration in this textbook.

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in **remembrance** of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to **surrender** their weaponry to British army. British Army at that time was part of the Allied Forces. The **defiant** Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P123)

Through this passage, learners can remember the struggle of the heroes against the invaders to fight for Indonesian independence. This example can inspire learners to develop a sense of patriotism so that they will strive to become a generation that can defend the independence of the Indonesian state in the future.

1. Appreciation

Appreciation value indicates attitude and behavior that motivates someone to achieve excellence by contributing to society and recognizing and valuing his own and other's accomplishments. This textbook encompasses five instances of appreciation value incorporation within material section. Chapter 2 contains four examples, while Chapter 7 includes one example. Here is an example of the integration of this value in the textbook.

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C2/P23)

The preceding example demonstrates an appreciative disposition by congratulating and praising the accomplishments and hard work of others. This example can inspire learners always to respect their own and others' struggles.

m. Communicative

The value of communicative character indicates the ability of someone to be friendly, comfortable and Associate with other people through polite communication to generate a good collaboration. This textbook incorporates a total of thirty five communicative values throughout the activity section and six instances within the material section. The following are some example of the communicative value integration in this textbook:

Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P11)

The preceding instance shows Alia and Hanna's penchant for making friends with people from various countries via email. It can be an inspiration for learners to expand their circle of friends.

POINTS TO PONDER

If you have a friend with disadvantaged physical or psychological conditions, would you not befriend with him/her? Would you laugh at him/her? What should you do? Why?

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C12/161)

Through the preceding example, learners can realize the significance of maintaining positive relationships through friendship, regardless of physical differences. The example above can inspire learners to become excellent friends.

Then, he started the event by singing his hit single “Dia dia dia”. Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn’t take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say “To Mia, Love Afgan”. He was also very friendly, so I didn’t feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C8/P111)

In this instance, Mia explains that Afgan is an outstanding person. Even though he is a famous idol, he treats the other person kindly and respectfully. Through this example, learners can be encouraged to be friendly and respectful.

Describing and Guessing

Do this game in groups. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C2/P21)

The above activity requires students to work in groups. Through group work, learners will collaborate to complete assignments. This kind of activity can initiate learners' communicative character through good communication and collaboration between classmates.

n. Peacefulness

The value of peacefulness comprises the attitude and behavior of avoiding conflict and violence and prioritizing harmony, mutual respect and equal relations between individuals or communities. This textbook only contains one instance of peacefulness value integration. This instance can be found in Chapter 8 within the material section.

One of the reasons why I like to study in this class is because all my classmates are _____. They are always nice to me.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C8/P113)

The example above highlights the significance of exhibiting kindness towards others to foster a pleasant and peaceful atmosphere. It can motivate the learners to be friendly to one another.

o. Reading interest

The value of reading interest is related to the desire to carry out reading activities to seek information from various sources to obtain various information and insights. This textbook incorporates twenty-eight reading interest values within the activity section and two reading interest values highlighted in Chapter 1 within the material section. Here are some examples of the integration of reading interest value in this textbook:

I'm really into books. I like reading novels and short stories. I like some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P5)

This example illustrates a person's tendency to read books for entertainment and to broaden their horizons. It can inspire learners to cultivate the habit of reading books.

Read other stories available in your school library. You can also read them from the internet.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C14/P192)

The preceding activity required learners to read stories from the library or the internet. Through this activity, the learners will become accustomed to reading and seeking information from various sources to increase their knowledge.

p. Environmental awareness

The value of environmental awareness refers to a mindset and action that consistently endeavors to uphold the preservation of nature, prevent damage to the surrounding environment, and enhance endeavors to mitigate environmental degradation. In this textbook, the author integrates the value of environmental awareness eight times throughout the material section. One instance is presented in Chapter 1, while four instances are presented in Chapter 4, and three instances are presented in Chapter 9 of this textbook. The following are some examples of integrating environmental awareness values in this textbook:

I have lots of hobbies. I like music – mostly classical music and folk music – but I don't play an instrument. I like sports, especially tennis and basketball. At school I'm in the basketball team and I spend most of my extra-curricular time playing basket ball. I'm into animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C1/P4)

This example illustrates a person's affection for animals and desires to become a park ranger to maintain environmental sustainability. Through this example, learners can be inspired to preserve the environment.

We may not keep endangered animals that are protected by the law as our pet. If we have one, we should send it to _____ site where it can live in a more natural habitat.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C4/P56)

Through the example above, learners can realize the importance of preserving animals by providing preservation sites for protected animals and not keeping them as pets.

Riza : When I was in Junior High School, my school held a program called "Keep our city clean and green!"
 Ami : What did you do?
 Riza : My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.
 Ami : That's a very good program.
 Riza : Yes, it was. We also planted some trees around it.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C9/P129)

Through this example, learners can realize the importance of preserving the environment by planting trees, reducing the use of polluting vehicles, reducing the use of plastic, and disposing of waste in its proper place.

q. Social awareness

The value of social awareness encompasses attitudes and behaviors driven by a desire to assist individuals and communities in need based on the awareness that humans are social beings. This textbook presents seven integrations of social awareness values. This value integration can be observed in various chapters throughout the material section. Specifically, examples can be found in chapters 3, 5, 7, 11, and 13. Additionally, two instances of value integration are present in Chapter 15. Here is an example of social awareness integration in this textbook:

During the earthquake, the troops are busy helping people to move. They _____ women, old people and children to the prepared shelter.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C11/P149)

The preceding example shows the value of social care by helping people in need. Through this example, learners can be motivated to increase their sense of caring by helping each other.

r. Responsibility

The value of responsibility comprises an individual's attitude and behavior in fulfilling their duties and obligations towards various entities, including their self, society, the environment, the state, and God Almighty. In this textbook, the author only integrates the value of responsibility two times. These examples appear in Chapters 6 and 11 within the material section. The following are the example of responsible value integration in this textbook:

We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C6/P83)

This example contains an apology from the concert organizing committee as a form of their responsibility for canceling the JYJ concert. Through this example, learners can be motivated to be responsible people by carrying out their obligations and admitting their mistakes.

After she had finished doing her homework, Siti went to the gym.

(Bahasa Inggris Kelas X SMA/MA/SMK/MAK, C11/P152)

Through this sentence, learners can learn the value of responsibility by completing homework before doing other activities.

2. Character education in English textbook “Bahasa Inggris Kelas XI SMA/MA/SMK/MAK.”

Based on the analysis of the textbook titled “Bahasa Inggris Kelas XI SMA/MA/SMK/MAK” for second-grade senior high school, there were 15 character education values found in learning materials and activities. Those character values include: religious, honesty, tolerance, discipline, hard work,

creativity, democracy, curiosity, patriotism, communication, peacefulness, reading interest, environmental awareness, social awareness, and responsibility.

The distribution of the values is presented in the following tables:

Table 4.4 Distribution of character education values in material section of the textbook "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK."

Character	Chapter								Total
	1	2	3	4	5	6	7	E	
Religious								2	2
Honesty								1	1
Tolerance		4							4
Discipline								1	1
Hard Work						1	1	1	3
Democracy	1								1
Curiosity					1				1
Patriotism								2	2
Communicative	10	1	3	1	2				17
Peacefulness		4						1	5
Reading Interest		1				1			2
Environmental Awareness		1		2		1			4
Social Awareness	3				1	1		1	6
Responsibility						1		1	2
Total	14	11	3	3	4	5	1	10	51

The previous table shows that this textbook contains 51 integrations of character education values within the material section. The instances of this value integration are most frequently found in Chapter 1. Moreover, it demonstrates that the value of communication has the highest frequency of occurrences, whereas the value of creativity, independence, appreciation, and nationalism are not found.

Table 4.5 Distribution of character education values in activity section of the textbook "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK."

Character	Chapter									Total
	1	2	3	4	5	6	7	8	E	
Honesty	1	1	1	1	1	1	1	1	2	10
Curiosity	3	2	3	2	3	3		2		18
Curiosity							1			1
Communicative	4	2	2	1	3	3	2			17
Peacefulness	1									1
Reading Interest	2	1	1	1	1	1		1	7	15
Environmental Awareness		1		1		3				5
Total	11	7	7	6	8	11	4	4	9	67

The preceding table demonstrates that the activity section of this textbook comprise a total of 67 instances of character education value integration. It shows that the value of creativity has the highest frequency of occurrence in the activity section of this textbook. However, this sections does not covers the value of religious, tolerance, discipline, hard work, democracy, independency, nationalism, patriotism, appreciation, social awareness, and responsibility.

Table 4.6 Distribution of character education values the textbook "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK."

	Character value	Material section	Activity Section	Total
1	Religious	2		2
2	Honesty	1	10	11
3	Tolerance	4		4
4	Discipline	1		1
5	Hard Work	3		3

6	Creativity		18	18
7	Democracy	1		1
8	Curiosity	1	1	2
9	Patriotism	2		2
10	Communicative	17	17	34
11	Peacefulness	5	1	6
12	Reading Interest	2	15	17
13	Environmental Awareness	4	5	9
14	Social Awareness	6		6
15	Responsibility	2		2
Total		51	67	118

The data presented in the table above shows a total of 118 character education values embedded in the textbook "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK." Material section of this textbook covers a total of seventy three instances, while sixty seven instances were discovered within the activity section. The following are the explanations of the values found in this textbook:

a. Religious

Religious value entails the inclination to consistently adhere to religious principles and directives in all facets of life. The author of this textbook incorporates religious values on two occasions within the material section. The incorporation of religious values within this textbook can be observed in the enrichment part as follow:

The fisherman's wife didn't appreciate what she had. She was never grateful for what God had given her. As time passed, her greed surpassed all the limits. Instead of being greedy we should be content. The first step in achieving contentment is to be thankful or grateful. It is extremely important to be thankful to others and especially to God Almighty. What are the things you are grateful for? Take a moment to write them down and share your thoughts with your teacher and classmates.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, E1/P121)

The sentence above emphasizes the importance of expressing gratitude to God to obtain sufficiency. This sentence can inspire the learners always to be grateful for everything they achieve.

The boys asked them, "What are we going to do? Everything is destroyed. We don't even have few pieces of corn or beans. Does this mean we are going to die of hunger?"
Rancho said, "My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us."

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, E5/P147)

The story excerpt above illustrates Rancho's unwavering faith in God and His assistance. It can motivate students to become religious adherents who firmly believe in God.

b. Honesty

The value of honesty indicates a strong desire to convey things properly without any intention to lie. This book encompasses eleven instances of honesty values integration in the activity section and material section. The integration of honesty values can be found in each chapter within the activity section. Furthermore, it can be found in the enrichment part within the material section. Here are examples of the integration of honesty values in this textbook:

I can do this.
Complete these statements.

1. The most interesting thing I learned in this chapter was _____
2. The part I enjoyed most was _____
3. I would like to find more about _____
4. The hardest part in this chapter was _____
5. I need to work harder at _____

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, all chapter)

This activity requires the learners to make reflection statements honestly to identify their understanding of the subject matter, including

the parts they comprehend and they do not. Through this activity, learners will get used to being honest.

MADAME LOISEL : *The necklace you have is actually just a replacement. I'm afraid that I lost yours. We borrowed money to purchase a replacement and have spent the past ten years paying off the debt, but today, we have made the last payment.*

MADAME FORESTIER: *Ten years? Surely it could not have taken that long to pay off the amount needed to replace the necklace?*

MADAME LOISEL : *What do you mean?*

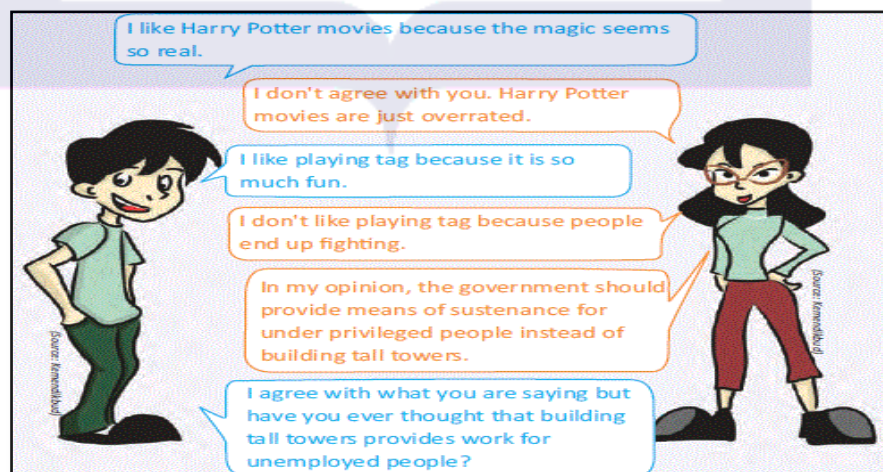
MADAME FORESTIER: *Mine was a fake; the replacement should have cost you nothing more than 500 francs. Oh, my poor, poor, dear Matilda.*

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, E4/C141)

The preceding dialogue demonstrates that dishonest behavior can cause bad consequences. Through these conversations, students can realize the significance of being truthful in all circumstances.

c. Tolerance

Tolerance values are exemplified through attitudes and behaviors that demonstrate an understanding and acceptance of individuals with divergent beliefs regarding religion, culture, ethnicity, stance, and opinions. This textbook presents four instances of tolerance value integrations into the material section. These instances can be found in Chapter 2, as presented below:



(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C2/P20)

This dialogue demonstrates a contrasting viewpoint between Jane and John. The example above can encourage students always to respect the viewpoints of others and to express their disagreement in a benevolent manner.

Examples of how to agree and disagree with an opinion		
Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C2/P26)

Through these instances, students can learn about how to express agreement and disagreement in a polite manner. These examples can encourage the learners to express disagreement using polite expressions.

d. Discipline

Discipline value demonstrates the desire to consistently adhere to the established regulations and norms within various settings and organizations. This textbook only provides 1 example of integrating discipline values. This example is found in the material section of the enrichment part as follows:

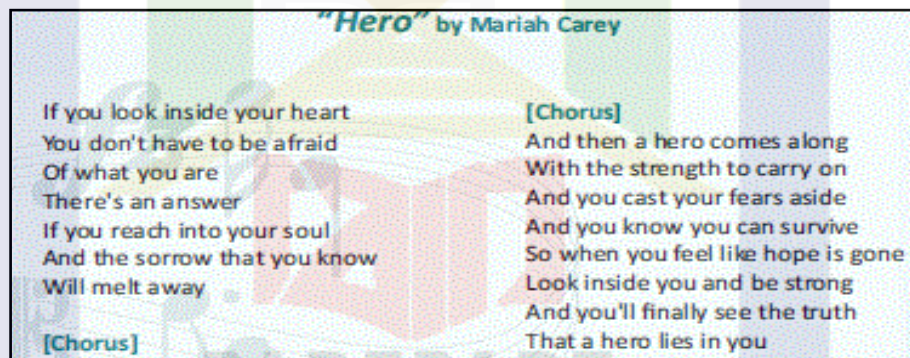
He put the letter inside an envelope and addressed it to "God, 7th Heaven" and placed a stamp on it and dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious because he had never seen a letter addressed to God. He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the Postmaster. The Postmaster was a very nice and kind gentleman. He always helped people in any way he could. When the postman gave him the letter, he looked at it and said, "It takes a man with strong faith to start a communication with God. I wish I had such strong faith."

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C5/P148)

This instance exemplifies the postman's discipline character. He consistently adheres to the regulations and ethical standards of his profession. This illustration can serve as a source of inspiration for students to adhere to the prescribed restrictions consistently.

e. Hard work

The value of hard work demonstrates the strong desire to make a genuine effort to overcome various obstacles in all aspects of life. This textbook contains three instances of hard work value integration within the material section. These examples are provided in Chapters 6, 7, and the enrichment part. The following is an example of the integration of hard work values in this textbook:



(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C7/P91)

The song "Hero" by Mariah Carey can serve as a source of inspiration for students, as it promotes the idea of self-empowerment and encourages individuals to utilize their entire range of capabilities to surmount challenges and attain their goals.

f. Creativity

Creative value is related to the ability to present innovative ideas to get new and better results than before. The author provides eighteen

instances of creativity value integrations in this textbook. These instances are presented in most chapters of this textbook within activity section. The following are some examples of the integration of creative values contained in this book:

Use the thinking technique, **"THINKPAIRSHARE"** to offer and suggest a solution to the problem given below.
 You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friend, it is difficult for you because you want to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C1/P14)

In this activity, students are required to find solutions to reconcile their hostile friends. This activity can familiarize students to think creatively in solving a problem.

Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process (drafts, edit, revise and publish).

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C8/P109)

The preceding activity acquaints learners to compose an explanation text. Engaging in such exercises can facilitate the development of students' proficiency in utilizing their creativity with language, including composing texts of various genres, letters, dialogues, and other related tasks.

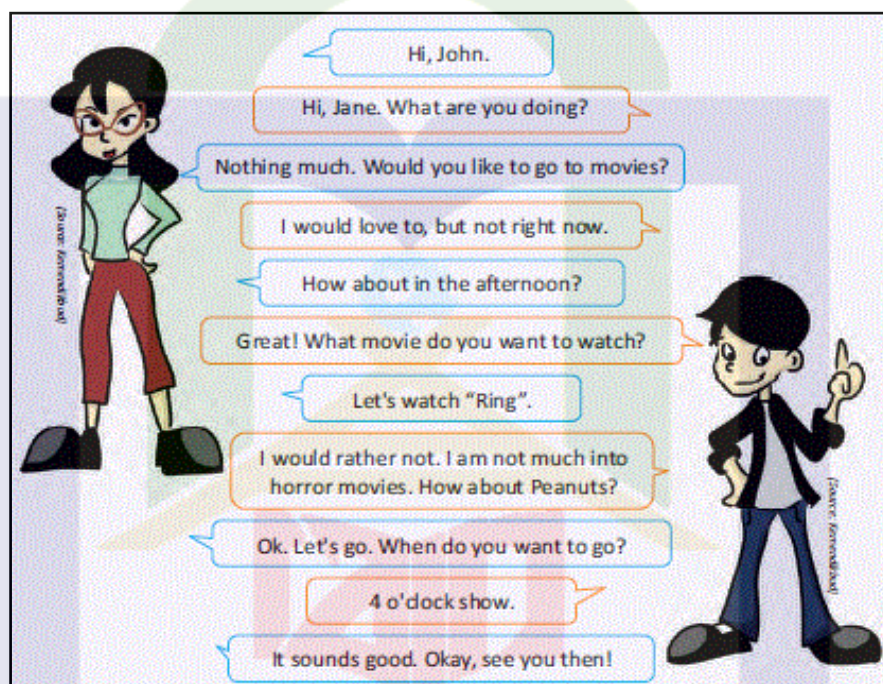
Create a video, PowerPoint presentation, poster or a pamphlet to educate people in your neighbourhood about the formation of tsunamis or earthquakes.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C8/P112)

In this activity students are directed to design information facilities. Engaging in such kind of activities can help students cultivate their creativity.

g. Democracy

The concept of democratic values pertains to the mindset and actions that prioritize equal rights and obligations for all individuals, treating everyone with fairness and impartiality. In this textbook, the author integrates democratic values once throughout the material section. It is displayed in Chapter 1 as shown below:



(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C1/P2)

The preceding dialogue depicts a discussion between Jane and John to determine which film they will watch. This conversation can motivate students to consider the common interest when making decisions.

h. Curiosity

The value of curiosity is related to Individuals' strong desire to broaden their knowledge and comprehension by exploring a wide range of resources. This textbook contains two integration values of curiosity. It can be found in Chapter 5 within the material section and Chapter 7

within the activity section. Here is the example of this value integration in this textbook:

In groups of five, discuss each other's favourite songs, poems, singers and poets. You can ask each other questions like these:

- Who are your favourite singers and poets?
- Which is your favourite song? Why do you like it?

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C7/P97)

In the preceding activity, students are instructed to engage in question-and-answer sessions with their group members. This activity has the potential to stimulate students' inquiry.

i. Patriotism

The value of patriotism is characterized by a sense of pride in the nation's culture and accomplishments and a strong dedication to protecting its unique characteristics and cultural heritage. This textbook encompasses two instances of integrating patriotism values. An illustration of this integration can be observed in the enrichment chapter within the material section. Here is an example of the integration of patriotism values in this textbook:

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted him the privilege of free access to education of his choice. He got his primary education from ELS (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but, due to health reasons, he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the *Indiesche Party*, which were both important in the early development of the *pergerakan*, the "movement" that grew up with an ascent of Indonesian national political consciousness (www.indonotes.wordpress.com).

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C7/P161)

The preceding excerpt describes the short biography of Indonesia's independence hero, Ki Hajar Dewantara. This excerpt can remind students about the battles of the independence heroes and inspire them to make an effort to become a generation capable of preserving the nation's independence.

j. Communicative

The communicative value is exemplified by attitudes and behaviors that demonstrate effective communication and cooperation with others. This textbook contains a total of thirty-four communicative value integrations. There are seventeen examples in the material section and another seventeen in the activity section, as presented below:

Joko: Would you like to come over for dinner tonight?
 Yeni: Thank you! I'd love to. Would you like me to bring something?
 Joko: No, nothing, just come.
 Yeni: OK. What time?
 Joko: At 7 p.m.
 Yeni: OK, see you then.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C3/P40)

This dialogue demonstrates the intimacy between Joko and Yeni. Through this conversation, students can recognize the significance of social interaction in fostering intimacy and be encouraged to develop positive relationships with others.

In groups of five, discuss each other's favourite songs, poems, singers and poets. You can ask each other questions like these:

- Who are your favourite singers and poets?
- Which is your favourite song? Why do you like it?

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C7/P97)

The preceding activity requires students to accomplish assignments in collaboration with their group members. Participating in

such activities can help students develop social skills and foster positive relationships with others.

k. Peacefulness

The value of peacefulness is shown by a person's willingness to maintain tranquility, avoid violent behavior, and create a sense of happiness and safety for the people around them. This textbook contains six integrations of peacefulness value within the material and activity section. Chapter 2 highlights four examples, while one additional example can be found in the enrichment chapter within the material section. Another example is provided in Chapter 1 within the activity section.

I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C2/P19)

The statement above emphasizes that bullying is a shared responsibility. Through this example, students can realize that everyone must be involved in preventing violence and bullying, encouraging them always to be kind to others to create a peaceful atmosphere.

l. Reading interest

The value of reading interest is demonstrated by an individual's habit of engaging in reading activities from different sources to acquire diverse information and enhance their knowledge. This textbook covers seventeen integrations of reading interest values. Fifteen instances were presented in the activity section, while the material section displayed two instances. Here are some examples of the integrated reading interest value in this textbook:

Read the text given below.

Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C8/P100)

This activity directs the learners to read an explanatory text. Engaging in such activities can habituate the learners to use their time to read to get information and to expand their knowledge.

Hi Ray! What are you doing?

Hey Jane! I am reading an article on smoking.

Smoking! Why?

For presentation in Science class.

So tell me what you learnt about smoking.

Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Really? It sounds scary.

It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

Jane

Ray

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C6/P75)

The preceding conversation depicts Ray's initiative to gather the information to prepare his science class presentation by perusing articles. Through this dialogue, students can recognize the significance of reading

books to expand their knowledge, encouraging them to develop reading habits.

m. Environmental awareness

The value of environmental awareness is manifested by a strong desire and effort to maintain and preserve the environment. The author of this textbook incorporates the value of environmental awareness on four occasions within the material section and five occasions within the activity section. Here is an example of the incorporation of environmental awareness values in this textbook:

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C4/P46)

This excerpt emphasizes that everyone should play an active role in devastating the problem of global warming. This example may serve as a source of motivation for students to enhance their environmental consciousness by engaging in activities that mitigate the effects of global warming.

n. Social awareness

Social awareness involves demonstrating kindness and empathy towards individuals experiencing distress and providing assistance whenever feasible. This textbook presents six instances of integrating social awareness values in chapters 1, 5, 6, and the enrichment chapter within the material section. Here is an example of the integration of social awareness values within this textbook:

He put the letter inside an envelope and addressed it to "God, 7th Heaven" and placed a stamp on it and dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious because he had never seen a letter addressed to God. He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the Postmaster. The Postmaster was a very nice and kind gentleman. He always helped people in any way he could. When the postman gave him the letter, he looked at it and said, "It takes a man with strong faith to start a communication with God. I wish I had such strong faith."

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C5/P148)

The excerpt of the story shows the kindness of the postmaster, who always helps others in any way he can. Through this excerpt, students can be motivated to increase their social consciousness by assisting everyone in need.

o. Responsibility

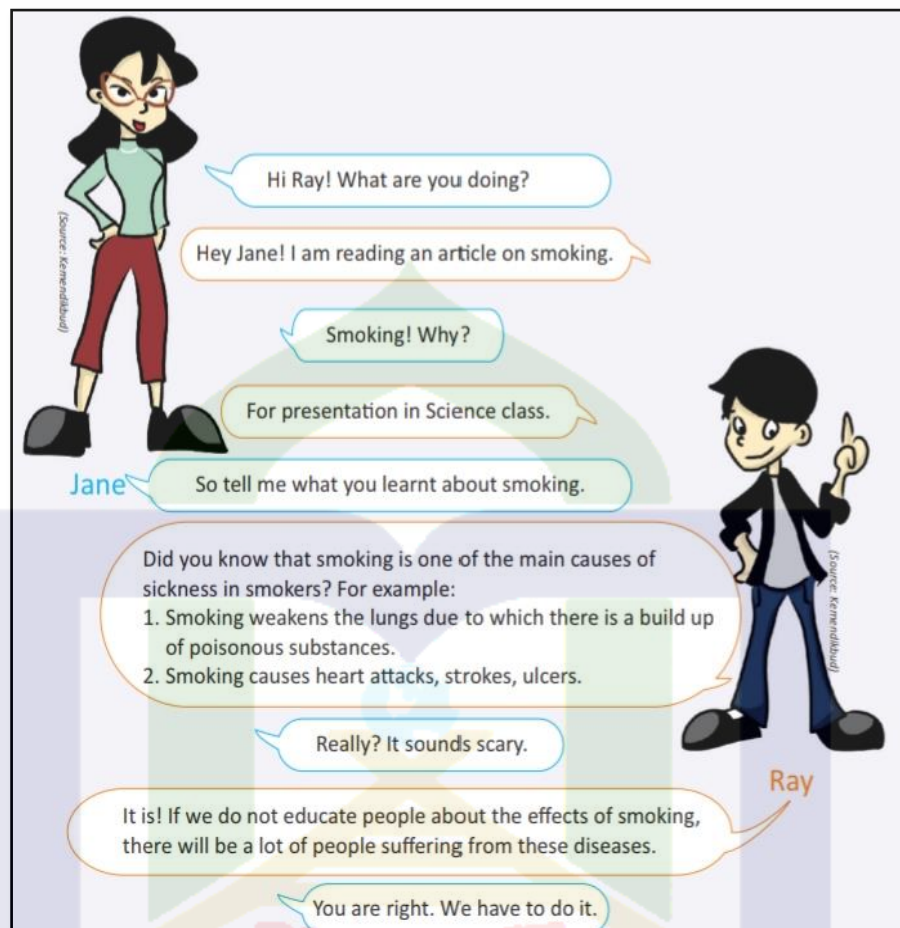
The value of responsibility entails an individual's willingness to accept the positive and negative consequences that may arise from their actions and words. This textbook contains two integrations of the value of responsibility presented in chapter 6 and the chapter on enrichment within the material section as follows:

MONSIEUR LOISEL: *Matilda, my love. I have made the last payment on our debt. We have nothing left for ourselves, but at least we are free from the loan of 20,000 francs.*

MADAME LOISEL : *Free at last.*

(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C4/P140)

The preceding example depicts Madam Loisel and her husband's responsibility for paying their debts. This dialogue can inspire students to cultivate a sense of responsibility in fulfilling their financial obligations and maintaining their promises.



(Bahasa Inggris Kelas XI SMA/MA/SMK/MAK, C6/P75)

The preceding dialogue illustrates Ray's accountability as he actively seeks out pertinent information to ensure the success of his forthcoming presentation. This dialogue can motivate students to enhance their sense of responsibility by completing their assignments competently.

3. Character education in English textbook “Bahasa Inggris Kelas XII SMA/MA/SMK/MAK”

Based on the analysis of the textbook titled “Bahasa Inggris Kelas XII SMA/MA/SMK/MAK” for third-grade senior high school, there were 15 character education values found in learning materials and activities. The distribution of the values is presented in Table 4.7 below:

Table 4.7 Distribution of character education values in material section of the textbook "Bahasa Inggris Kelas XII SMA/MA/SMK/MAK."

Character	Chapter											Total
	1	2	3	4	5	6	7	8	9	10	11	
Religious											1	1
Discipline					2				1			3
Hard Work				3								3
Creativity				3			2					5
Independency	1											1
Nationalism											1	1
Appreciation							1					1
Communicative	2			1								3
Peacefulness				2								2
Environmental Awareness							8				1	9
Social Awareness	8	1		1	2		1				1	14
Responsibility		1		1		1						3
Total	11	2		11	4	1	12		1		4	46

The table above shows that the material section of this textbook encompass forty six instances of character education value integration. It also demonstrates that the value of social awareness has the highest frequency of occurrence in the material section of this textbook, whereas the value of honesty, tolerance, democracy, curiosity, patriotism, reading interest are not presented.

Table 4.8 Distribution of character education values in activity section of the textbook "Bahasa Inggris Kelas XII SMA/MA/SMK/MAK."

Character	Chapter											Total
	1	2	3	4	5	6	7	8	9	10	11	
Honesty	1	1	1	1	1	1	1	1	1	1	1	11

Hard Work	2	1	1	3	1	1	1	2	3	2	1	18
Creativity	1	1	1	1	5		2		1			12
Independency	1	1		1								3
Curiosity		2	2	1	1	1			1		1	9
Communicative	3	5	6	4	4	3	1	2	5	2	2	37
Reading Interest	2	2		3	4	2	1	1	2	3		20
Environmental Awareness											1	1
Total	10	13	11	14	16	8	6	6	13	8	6	111

The previous table shows that the activity section of this textbook comprise a total of 111 instances of character education value integration. It also shows that the value of communicative has the highest frequency of occurrence in the activity section of this textbook. However, this sections does not covers the value of religious, tolerance, discipline, democracy, nationalism, patriotism, appreciation, peacefulness, social awareness, and responsibility.

Table 4.9 Distribution of character education values the textbook "Bahasa Inggris Kelas XII SMA/MA/SMK/MAK."

No.	Character value	Material section	Activity Section	Total
1	Religious	1		1
2	Honesty		11	11
3	Discipline	3		3
4	Hard Work	3	18	21
5	Creativity	5	12	17
6	Independency	1	3	4
7	Curiosity		9	9
8	Nationalism	1		1
9	Appreciation	1		1

10	Communicative	3	37	40
11	Peacefulness	2		2
12	Reading Interest		20	20
13	Environmental Awareness	9	1	10
14	Social Awareness	14		14
15	Responsibility	3		3
Total		46	111	157

The data presented in the table above shows a total of 157 character education values embedded in the textbook "Bahasa Inggris Kelas XII SMA/MA/SMK/MAK." A total of 46 examples were identified within the material section, while an additional 111 examples were discovered within the activity section. The following are the explanations of the values:

a. Religious

Religious value is related to an individual's commitment to adopt religious teachings as a guiding principle in their life, influencing their verbal expressions and behaviors. In this book, religious values are only integrated once, specifically in Chapter 11 within the materials section, presented as follows:

The orange glow of the sunset at the beach is so mesmerizing that I cannot stop feeling grateful for having this amazingly beautiful country as my homeland.

Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C11/P156)

The preceding statement expresses pride and appreciation for the natural beauty of Indonesia. Through this statement, students can realize that the aesthetic and ecological abundance of Indonesia is attributed to God's creation. This statement has the potential to inspire students to express gratitude for all of God's blessings.

b. Honesty

The value of honesty reflects an individual truthful attitude and behavior, demonstrated by the consistency between their intentions with their words and actions. This textbook incorporates eleven instances of the integrated value of honesty, presented in each chapter within the activity section. Following is an example of the value of honesty integration in this textbook:

At the end of this chapter, ask yourself the following questions to know your learning progress.

1. Have you achieved all of the learning objectives?
2. Do you know why people create songs?
3. Do you know how to get the contextual meaning of a song?
4. Can you learn English from listening to and sing songs?

If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, each chapter)

In this activity, students are required to respond honestly to reflection questions to identify the outcomes of their learning accomplishments. Through this activity, students can become accustomed to admitting their shortcomings and striving to improve their competencies.

c. Discipline

The value of discipline is referred to attitudes and behaviors of completing the task on time and obeying the rules. This textbook presents three examples of discipline value integration within the material section. 2 instances are provided in Chapter 5, while another instance is found in Chapter 9. Here is an example of discipline value integration in this textbook:

"Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house," Fendhi Ibhindar said.

"Tenants of an apartment should abide by regulations set by the owner of the high-rise building," he added.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C5/P68)

This instance exemplifies the postman's discipline character. He consistently adheres to the regulations and ethical standards of his profession. This illustration can serve as a source of inspiration for students to adhere to the prescribed restrictions consistently.

d. Hard work

Hard work values reflect an individual's determination to achieve their goals and overcome all obstacles and challenges. In this textbook, the author incorporates a total of twenty-one hard work values. In Chapter 4, three examples are identified within the material section. There are a total of eighteen examples included within the activity section. The following are some examples of the integration of hard work value in this textbook:

Butet frequently initiates speaking in English with her classmates because one of the _____ appearing in job vacancy advertisements in the Internet and newspapers require English fluency.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P52)

The preceding example demonstrates Butet's efforts to improve his English abilities. This example can motivate students to work hard in enhancing their self-competence.

Task 2: Role Play the dialog.

With your group, choose one of the dialogs from Task 1 and perform it in front of your class. Show your best performance to your classmates.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C1/P14)

This task requires students to exhibit their optimal performance in showcasing dialogue. This activity can facilitate the development of a strong work ethic in students as they become accustomed to exerting effort to achieve optimal outcomes.

e. Creativity

Creative value is related to an individual's capacity to think and use unconventional methods or combine different ideas to create something new. Creativity can also involve a willingness to take risks and try new things, even if they are not proven to be successful yet. This textbook encompasses seventeen creative value integrations. Five instances of these value integrations are presented within the material section, while twelve instances are discovered within the activity section. The following are the example of creativity value integration in this textbook:

(5) My current position, managing the local branch of a national shoe *retailer*, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues *in order to* meet sales deadlines. In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P50)

The previous example highlights the ability of a creative manager to develop time management tools for his staff. This presented example can inspire the students to enhance their creativity in creating something beneficial.

Task 5: Create your own text.
Now, write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search in the Internet to find help. Use these points when writing the text.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C9/P132)

This activity directs the students to write procedural texts based on a chosen topic. Engaging in such activities can habituate the students to hone their creative writing skills.

f. Independency

Independence value is closely associated with an individual's capacity to fulfill their needs through self-reliance, without relying on external assistance. This textbook contains four illustrations of integrating independence values. These examples are available in the activity section of chapters 1, 2, and 4, and in the material section of Chapter 1. Following is the example of this value appearing in the textbook:

Task 3: Do the project individually.
Find another example of application letters in the Internet.
Analyze whether you can find the parts of application letters that you have learned. Exchange with friends.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P59)

This activity requires students to accomplish assignments independently. By participating in such activities, students can increase their self-confidence and become accustomed to relying on themselves to complete various activities.

g. Curiosity

The value of curiosity is associated with a strong inclination towards acquiring knowledge, seeking understanding, and engaging in the exploration of various subjects. The author integrates the curiosity value in this textbook on nine occasions, specifically within the activity section. An illustration of the integration of curiosity value can be observed in the following example:

Task 1: Read the text carefully.
Have you ever heard about Seattle? Do you know what and where Seattle is? What do you expect to see and enjoy there?

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C2/P17)

These stimulant questions can foster students' curiosity about the subject matter that will be learned. It can motivate the students to pursue further knowledge about the learning materials.

Task 3: Let's make comprehension questions.
Create your own questions about the two texts. Do you have any questions so far about the two texts? Write down your questions and ask your friends or your teacher to get the answers.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C5/P66)

This activity requires the students to create comprehension questions based on previously taught material. Such kind of activities can help students develop their curiosity about academic materials.

h. Nationalism

The value of nationalism is related to an individual's sense of affection and loyalty to his country, manifested by prioritizing the nation's interest before personal interests. This textbook only contains one instance of nationalism value integration covered in chapter 11 within material section as shown in the following example:

The orange g_____ of the sunset at the beach is so mesmerizing that I cannot stop feeling grateful for having this amazingly beautiful country as my homeland.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C11/P156)

The preceding statement demonstrates a sense of national pride as an Indonesian citizen. Through this statement, students can recognize that Indonesia is abundant in culture and natural beauty, encouraging them to feel proud and increase their affection for the nation.

i. Appreciation

Appreciation value encompasses individuals' determination to be grateful for their endeavors and accomplishments and recognize others' endeavors, creations, and ideas. This textbook presented an integration of appreciation value. It can be seen in Chapter 7 within the material section as presented below:

Be proud of being able to _____ (create) this pop-up book yourself. Though it is not the best, you should appreciate the originality of your _____ (create). This is really much better than copying other people's work.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C7/P105)

This statement can help students to realize the importance of appreciating every effort in doing or producing something to increase enthusiasm to gain better work. Through this statement, students can always be motivated to appreciate the efforts of themselves and others

j. Communicative


Communicative value relates to an individual's intention to associate and cooperate with other people. The author incorporates a total of forty communicative values within the material and activity section of this textbook. The activity section covers thirty-seven instances, and three instances are discovered within the material section. Here are the examples of communicative value integration in this textbook.

Task 2: Exchange your work. Exchange your group's work with other group's work. Check the work. You may give some corrections and suggestions in other piece of paper.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C2/P28)

This activity can facilitate the students to realize the significance of collaborative work, as they provide constructive feedback to one

another to enhance the quality of their work. Engaging in such activities can motivate the students to establish positive cooperation.

dr. Nahda : Hello...	
Fafa : Hello, doctor.	
dr. Nahda : You look terrible. <i>What can I do for you?</i>	
Fafa : I can't go to school today.	
dr. Nahda : Oh, I am sorry to hear that. <i>What's the problem?</i>	
Fafa : My stomach hurts terribly. I think I have a fever as well.	
dr. Nahda : <i>Okay, let me check your stomach.</i> (The doctor puts the stethoscope in Fafa's belly and strikes it lightly). Does it hurt here?	

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C1/P4)

This conversation demonstrates Dr. Fafa's proficiency in establishing effective communication with his patients. Through this dialogue, students can realize the significance of communication skills in fostering positive relationships so that they are encouraged to enhance their communication skills.

k. Peacefulness

The value of peacefulness reflects an individual's attitude of maintaining peace and preventing violence to create an atmosphere of peace, safety, calm, and comfort for people around them. This textbook presents two instances of the incorporation of peacefulness values, which can be seen in Chapter 4 within the material section as shown below:

Students of XII E class made a class pledge stating their commitment to stop bullying _____ create positive classroom atmosphere for every class member.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P52)

The preceding statement shows the value of peacefulness through efforts to avoid bullying and violence. This statement can inspire students always to maintain peace to create positive relationships with others.

l. Reading interest

The value of reading interest is closely linked to an individual's aspiration to attain a high level of education by actively engaging in extensive reading to acquire knowledge. This textbook encompasses a total of twenty integrated reading interest values, which are displayed in most chapters within the activity section. The following is an example of integrating reading interest values contained in this textbook:

Task 1: Read and summarize the text.
Read and find further information about more tips to improve your photo qualities by using Photoshop by opening the following link: blog.udemy.com/how-to-use-photoshop/
After that, summarize the tips that you get from the website.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C10/P145)

This activity directs the students to read articles on the website link provided to gain additional information about the Photoshop application. Through this activity, students can realize that there are numerous alternative reading materials to books. Engaging in such activities can customize students to read from various sources to increase their knowledge.

m. Environmental awareness

The value of environmental awareness is related to the individual's desire to preserve the environment by taking preventive and corrective actions against environmental damage. This textbook comprises ten examples of environmental value integration. Eight instances are presented in Chapter 7 within the material section, and two additional instances are displayed in Chapter 11 within the material and activity section. The following are examples of environmental value integrations in this textbook:

"The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws," added Tri Rismaharini.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C7/P100)

The preceding example shows the school's efforts to mitigate environmental pollution problems. Through this example, students can realize that there are numerous ways to reduce environmental pollution issues, and they will be encouraged to adopt these steps to preserve the environment.

Task 2: Do the project in groups.
There are problems in this world out there and in our own environment, such as in our neighborhood and schools. Work in groups of three to four students. Identify problems in your surroundings.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C11/P158)

This activity required the students to identify environmental issues that occur around them. This activity can facilitate students to develop a greater awareness of environmental problems and be motivated to take preventative or corrective actions.

n. Social awareness

The value of social awareness is related to the individual's desire to participate in various social activities to enhance the quality of communal existence. The author incorporates fourteen instances of social awareness value through the material section in this textbook. Here is an illustration of this value integration in this textbook:

Children in the landslide area need our _____ (donate) for buying books and other learning materials. I suggest that everyone in this class _____ some of their pocket money.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C7/P105)

The previous instance exemplifies the value of humanitarianism by donating to the victims of landslides. This instance can inspire the students to enhance their social consciousness by assisting people in need.

o. Responsibility

The value of responsibility encompasses the individual's disposition and behavior in carrying out their obligations properly and being ready to accept the consequences of the results. This textbook presents three instances of integrating responsibility values in Chapters 2, 4, and 6, specifically within the material section. An illustration of the integration of this value is as follows:

Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because she and I will join an English speech competition. _____ the letter is our completed application letter to join the event, which is also signed by our English teacher.

(Bahasa Inggris Kelas XII SMA/MA/SMK/MAK, C4/P50)

The example above shows Ratu Tita's responsibility by writing permission letters not to attend class for two days. Through these examples students can be encouraged to always be responsible for their actions.

The results of data acquisition from the observation checklist of English textbooks for the first, second, and third grades of senior high school are accumulated and displayed in the following table:

Table 4.10 : distribution of character education in English textbook for the first, second, and third-grade senior high school

character	Bahasa Inggris Kelas X SMA/MA/SMA/MAK		Bahasa Inggris Kelas XI SMA/MA/SMA/MAK		Bahasa Inggris Kelas XII SMA/MA/SMA/MAK	
	Material section	Activity Section	Material section	Activity Section	Material section	Activity Section
Religious	4		2		1	
Honesty	2	15	1	10		11
Tolerance	3		4			
Discipline	3		1		3	
Hard Work	9	20	3		3	18
Creativity	3	20		18	5	12
Independency	2	8			1	3
Democracy	1		1			
Curiosity	2	8	1	1		9
Nationalism	4				1	
Patriotism	9		2			
Appreciation	5	4			1	
Communicative	6	35	17	17	3	37
Peacefulness	1		5	1	2	
Reading Interest	2	28	2	15		20
Environmental Awareness	8		4	5	9	1
Social Awareness	7		6		14	
Responsibility	2		2		3	
Total	73	134	51	67	46	111

The data in the table above indicate that character education values are more frequently integrated into the activity section of English textbooks for the

first, second and third grades of senior high school. In addition, communicative value has the higher frequency of occurrences in these textbooks.

B. Discussion

This section deals with the discussion of the findings of this study. It is related to the distribution of the character education values in the English textbook entitled “Bahasa Inggris Kelas X SMA/MA/SMK/MAK” for first-grade senior high school, the English textbook entitled “Bahasa Inggris Kelas XI SMA/MA/SMK/MAK” for second-grade senior high school, and the English textbook entitled “Bahasa Inggris Kelas XII SMA/MA/SMK/MAK” for third-grade senior high school. The following are the explanations of the character education values found in those English textbooks.

1. Religious

Based on the analysis results, the English textbooks for the first, second, and third grade senior high school contain integration of religious values. Religious values incorporated into these English textbooks include the criteria of Being grateful for God's creation, carrying out all religious orders, and feeling the power of God, as explained by the 2010 Ministry of National Education. The integration of religious values is presented in the material section. It indicates the author's intention to instill understanding in students that every adherent of religion must carry out the religious teachings, besides that they should also believe in God's power by praying and be grateful for all his creations.

According to Naim (2012), religion guides human relations with God and other humans, as well as moral behavior and speech. Furthermore, he added that religious values are very important to be maximally instilled

in students because these values are the essence of other character values. The absence of imparting religious values to students can result in suboptimal character development. The three English textbooks analyzed only contain a small amount of integration of religious values in the material section, so teachers need to maximize the inculcation of religious values through activities, such as praying before starting or ending lessons and other activities with religious nuances.

2. **Honesty**

English books for the first, second, and third-grade senior high school contain the integration of the value of honesty. These values cover several aspects, including being truthful in actions and words, being truthful to others, and admitting self-faults or deficiencies based on the Ministry of National Education 2010 criteria. Honesty values are integrated into these English textbooks through the material and activity section but are often found in the activity section through reflection questions. It indicates the author's desire to habituate the students to be honest in every activity.

Kesuma (2012) revealed that honest character could free this nation from corruption, collusion, and nepotism. Honest character development from an early age is the right effort to form a quality generation of the nation. This character is one of the main characters to make someone love the truth and be able to accept all risks for their honesty. An individual with an honest character will be liked by others in the family and social circles.

3. **Toerancy**

Tolerance values are found in English textbooks for the first and second-grade senior high schools. This value includes making friends

regardless of differences in status and respecting the diversity of opinion. This integration of values is found in the material section. It shows that the author wants to strengthen students' understanding that each individual should think globally, establish good relationships with others regardless of differences in nationality, and also respect the views and opinions of others.

This value was not covered in the third-grade senior high school English textbook. It may be caused by the fact that the tolerance value does not correspond with the subject matter of the textbook, which mainly focuses on the theme expression of offering help, news item, caption, procedure text, and song.

4. Discipline

The integration of disciplinary values is found in the material section of the English textbook for the first, second, and third- grade senior high school. These values include adhering to laws and regulations and doing tasks orderly and punctually, as explained by the Ministry of National Education (2010). It shows the writer's desire to strengthen students' understanding of the value of discipline in the form of obedience to applicable rules and regularity in doing everything.

According to Naim (2012), individuals with a disciplined personality will have strong self-awareness and self-control. By imparting the value of discipline to students, it is possible to shape them into orderly, organized, and disciplined individuals in all aspects of their lives. It can be a way for them to succeed in their studies and future careers. Since these textbooks only contain integration of discipline value in material section, the teachers need to maximize the inculcation of the value of discipline in students through activities that can increase student discipline.

5. Hard Work

The English textbooks for senior high school's first, second, and third grades encompass the integration of hard work values. This value integration is found in these English textbooks' material and activity sections, including working hard to improve the quality of life, achieving the desired goals, improving self-competencies, and overcoming obstacles. It indicates the author's intention to increase students' understanding of the significance of hard work in achieving objectives and enhancing life quality. The author also intended to engage students in activities that accustom them to work hard to overcome obstacles and enhance their self-competence.

According to Kesuma (2012), the value of hard work determines an individual's quality of life. Individuals with a high quality of life are humans who are persistent in doing their work with patience, perseverance, and extraordinary effort. Elisabet Rubiningsih (2016) stated that imparting hard work value to students will help them become a person who is resilient in completing tasks or work and developing their potential to achieve the desired achievement and optimal result,

6. Creativity

Creative value is found in the English textbook for the first, second, and third-grade senior high school both in the material and activity sections. The integration of this value includes creative thinking in solving problems, using self-idea to create something new, and creating something useful, as explained by the Ministry of National Education (2010). It indicates the author's desire to instill creative values in students through understanding and various productive activities.

7. Independency

English textbooks for first and third-grade senior high school contain the value of independency within the material and activity section. This value integration is related to doing something by relying on personal ability, as explained by the Ministry of National Education (2010). It shows the author's intention to enhance the students understanding and involve them in activities that familiarize them to rely on their ability in all aspects of their lives.

The value of independence was not covered in English textbook for second grade senior high school. According to Pratiwi (2016) students with an independent character will try to solve problems in their learning activities. It means that by having independence value students will have a strong personality to face various problems in learning and their efforts to solve the problems will bring satisfaction. This viewpoint demonstrated the significance of integrating independence and appreciation values in textbooks as part of implementing character education.

8. Democracy

Democratic value integration was found in English textbooks for the first and third-grade senior high school. This value integration is related to the action of holding deliberations in various activities for the common good. It demonstrates the author's desire to inculcate the value of democracy in students by enhancing their understanding of the significance of deliberation for the common good.

This value was not found in English textbook for the third grade senior high school. According to Pratama (2016), the inculcation of

democratic values in students can strengthen brotherhood among students regardless of social status and give students confidence in expressing their opinion. It can also increase the student's awareness that each person has rights that must be respected and also obligations that must be fulfilled so they will respect each other. Integrating this value in textbooks can help to maximize the process of implementing character education.

9. Curiosity

The English textbook for the first, second, and third-grade senior high school contains integrations of curiosity value. This value integration is related to the activity of seeking comprehensive information to gain extensive knowledge. This integration was found within the material and activity section of these textbooks. It indicates that the author wants to inculcate the value of curiosity to students through theory and activity.

The character of curiosity is very important in the learning process, as expressed by Samani & Haryanto (2012), that curiosity will make students become observers and active thinkers. It can motivate students to learn something more deeply and eliminate the boredom to keep learning. The inculcation of this value in students can foster a knowledgeable nation generation.

10. Nationalism

The value of nationalism was found in the first and third-grade senior high school within the material section. This value encompasses feeling proud of the nation's beauty and loyalty to the nation, as described by the Ministry of National Education (2010). It demonstrates the author's desire to enhance the student's awareness of the significance of loyalty and

pride in the nation. Nugroho (2020) reveals several goals of nationalism, including growing and increasing affection for the country, building harmonious relations between the people of the nation, and strengthening the brotherhood between fellow citizens.

The English textbook for the second grade senior high school does not cover the integration of nationalism value. Benaziria & Murdiono (2019) asserted that nationalism value becomes essential since it is related to how people show their love for their own country. It also promotes a positive attitude that fosters a sense of identity and togetherness in the state and fills the independence that has been obtained. Thus, the integration of the value of nationalism can be seen as an essential aspect that should be considered in teaching character education through textbooks.

11. Patriotism

The value of patriotism was covered in the English textbook for the first and second-grade senior high school within the material section. This value integration encompasses studying about, commemorating, and appreciating the contributions of the national's heroes, maintaining and protecting the nation from all threats and disturbances, and the willingness to sacrifice for the progress and prosperity of the nation and state by the criteria of the Ministry of National Education (2010). It indicates the author's intention to instill the value of patriotism in students through various instances of patriotic action.

According to Zulfikar (2021), it is necessary to instill the value of patriotism in students from an early age in order to prepare them to become a generation capable of fulfilling independence and protecting the State against

external and internal threats. This viewpoint indicates the significance of the inculcation of patriotism value in every aspect of education including textbook. In contrast, this value was not covered in English textbook for the third grade of senior high school.

12. Appreciation

The English textbook for the first and third-grade senior high school encompasses the integration of appreciation value. This integration relates to praising the hard work and accomplishment of others. It demonstrates the author's intention to enhance the student's understanding of the significance of appreciating others' hard work and achievement. Meanwhile, the English textbook for the third-grade senior high school does not cover this value.

According to Yaumi (2014), students with achievement appreciation character will consistently strive to make maximum efforts to achieve their goals. They will learn from past mistakes and take lessons from the success of others to achieve better results than before. These viewpoints demonstrated the significance of integrating independence and appreciation values in textbooks as part of implementing character education.

13. Communicative

The value of communicative was found in English textbooks for the first, second and third-grade senior high school in large amounts, both in the material and activity sections. This value integration encompass broaden the interpersonal relationship, strengthening friendships, establish good association through polite communication, and establish good collaboration through group work as described by the Ministry of National Education (2010). Communicative value is the most dominant value found in the three

English textbooks. The dominance of this value is based on the author's intention to stimulate students' communicative skills through various active communication practices. It can be seen from the objective statement on the book's cover.

According to Elfindri (2012), the communicative character refers to an individual capacity to express their ideas or thoughts to others effectively. The significance of this character in social interactions arises from their communicative nature, as individuals possessing such character demonstrate an aptitude for active listening and appropriate responsiveness to others' discourse. Furthermore, they possess a remarkable ability to adjust and conform to their surrounding environment. Integrating communicative value into English textbooks can help enhance students' interpersonal skills to foster positive relationships within society.

14. Peacefulness

The first, second, and third-grade English textbooks address the incorporation of peacefulness values into the material and activity sections. This integration is related to displaying courteous and respectful behavior toward others and avoiding conflict and violence. It demonstrated the author's intention to inculcate the value of peacefulness in students by elevating their awareness of the significance of maintaining a harmonious school environment to ensure a conducive learning environment.

According to Latifah (2020), the inculcation of peaceful character values in students enables them to refrain from various disturbances that cause fights and violence and solve their problems peacefully. Integrating these character values can help maximize the implementation of character education.

15. Reading Interest

The value of reading interest was discovered in English textbooks for first, second, and third-grade senior high schools. This value integration relates to reading books as a hobby and entertainment, developing a habit of reading books, and reading from various sources. The material and activity sections of the three textbooks contained this value. It indicates the author's desire to instill the value of reading interest through understanding the significance of reading and through reading activities to familiarize them with seeking information by reading from various sources.

Latifah (2020) mentions several benefits of reading interest characters, including enabling students to obtain more information, increasing students' intelligence, creativity, concentration and imagination, improving self-confidence, creating positive thoughts, and shaping students' personalities. Inculcating this character value in students facilitates the formation of a knowledgeable nation generation.

16. Environmental Awareness

The English textbook for the first, second, and third-grade senior high school encompasses the integration of environmental awareness values. This value relates to maintaining environmental sustainability, preserving endangered animals, and preventing environmental damage, as described by the Ministry of National Education (2010). It demonstrates that the author intended to inculcate the value of environmental awareness by emphasizing the significance of protecting the environment.

According to Latifah (2020), the inculcation of environmental awareness value holds crucial significance for students, considering that

there is increasing destruction of the environment in various places, both intentional and unintentional. The cultivation of environmental awareness among students has the potential to engender future generations committed to preserving the environment.

17. Social Awareness

The value of social awareness was covered in English textbooks for the first, second, and third-grade senior high schools. This value encompasses caring about others, helping others, and contributing to social development, as described by the Ministry of National Education (2010). This value integration was found in material section of the three textbook. It indicates the author's desire to enhance the student's social awareness by understanding that human beings are social beings who need and complement one another.

According to Latifah (2020), social awareness has several benefits, including strengthening the sense of unity, suppressing individualism and materialism, and reducing social inequality. Furthermore, she explained that social awareness plays a crucial role in developing socially conscious individuals with attitudes and behaviors that inspire a constant desire to assist those in need. Inculcating the value of social awareness in students can facilitate the development of a nation generation that cares for each other among fellow citizens.

18. Responsibility

The value of responsibility was identified in English textbooks for first, second, and third-grade senior high schools. The integration of this value includes acknowledging mistakes, carrying obligations, and carrying

duties competently. The instances of this value integration are addressed in the materials section. It shows the author's desire to inculcate the value of responsibility to students through understanding the importance of responsibility in achieving success both in the educational process and in their future professional endeavors.

According to Yaumi (2014), the character trait of responsibility is crucial to attaining success. Individuals with the character of responsibility will gain the trust, respect, appreciation, and favor of others, make them act more carefully in doing something and enable them to bear the risks of their actions. Instilling the value of responsibility facilitates the development of competent nation generation.

Based on the results of the researcher's elaboration, the English textbook for the first grade contains all character values by the Ministry of National Education (2010) because it is a continuation and reflection of the inculcation of character values at the previous level of education, while the English textbook for the second-grade senior high school does not encompass the values of independence, nationalism, and appreciation. Likewise, the English textbook for the third-grade senior high school does not cover the values of tolerance, democracy, and patriotism because these values should have been instilled from the lowest level of education and are expected to become the basic characteristics of high school students. Therefore, the English textbook for second and third-grade senior high school focuses more on inculcation the values of communication, hard work, creativity, and reading interest. It is in accordance with the author's claim that these textbooks aim to stimulate the student's 21st-century competencies to prepare them to become reliable and competitive graduates.

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

Analysis result of the English textbook published by the Ministry of Education and Culture (KEMENDIKBUD) in the year 2017 for the first-grade senior high school entitled "Bahasa Inggris Kelas X SMA/MA/SMK/MAK" showed that all of the character education values issued by the Ministry of National Education (KEMENDIKNAS) are found in this English textbook. Among those 18 values, the communicative value is the most dominant in this textbook.

Moreover, the analysis result of the English textbook published by the Ministry of Education and Culture (KEMENDIKBUD) in the year 2017 for the second-grade senior high school entitled "Bahasa Inggris Kelas XI SMA/MA/SMK/MAK" shows that this English textbook encompasses 15 of 18 character values prescribed by the Ministry of National Education (KEMENDIKNAS). The most dominant value in this textbook is the communicative value, which is observed to have a frequency of 40 occurrences. Meanwhile, the value of independence, appreciation, and nationalism was not found in this English textbook.

Furthermore, the analysis result of the English textbook published by the Ministry of Education and Culture (KEMENDIKBUD) in the year 2017 for the third-grade senior high school entitled "Bahasa Inggris Kelas XII SMA/MA/SMK/MAK" exhibit that this English textbook covers 15 of 18 of the character values prescribed by the Ministry of National Education (KEMENDIKNAS). The most dominant value in this textbook is communicative

value. Meanwhile, the value of tolerance, democracy, and patriotism was not found in this English textbook.

B. Implication

After conducting research about character education in English textbooks, the researcher would like to provide recommendations to English teachers, textbook authors, and future researchers who are interested in conducting similar studies.

1. For English Teachers

The teacher plays a crucial role in implementing character education to enhance the quality of the learning process, so they are expected to be more selective in choosing the English textbook. Teachers must recognize the character values incorporated into the English textbook and find a creative way to deliver them in the classroom appropriately. Furthermore, they are also suggested to find other learning materials and activities to develop the implementation of character value which was unavailable in the used textbook.

2. For the Textbook Authors

It is expected that, in the future, textbook authors will be able to incorporate more character values into the activities, materials, exercises, pictures, and other components of their books. They are also suggested to use more creative ways to integrate the value to ease the teacher and students to apply it in the classroom.

3. For the Next Researchers

This research only focused on analyzing the English textbook for the first, second, and third-grade senior high school issued by the Ministry of

Education and Culture. It is expected that future researchers who intend to conduct relevant research can focus on analyzing English textbooks published by other publishers or conducting an analysis of English textbook at other educational levels.



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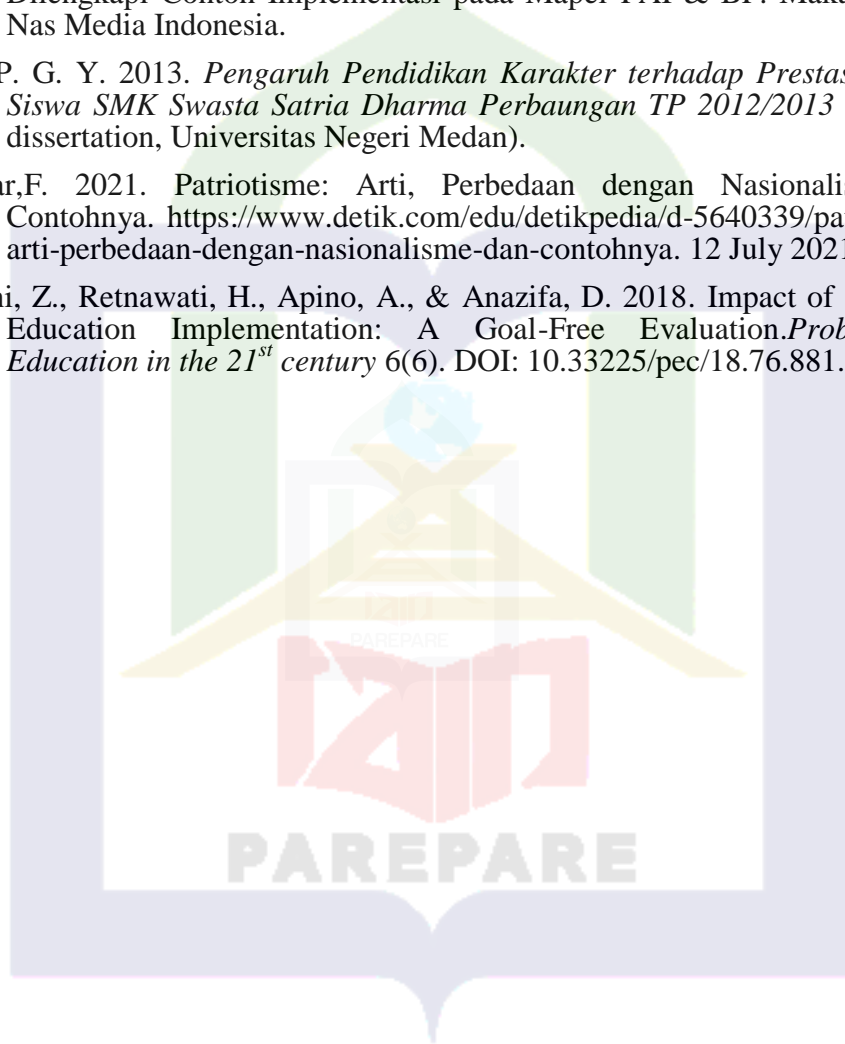
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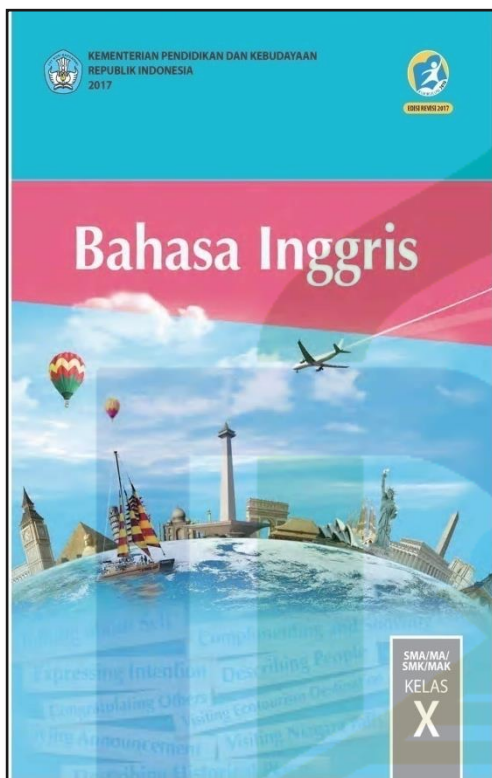


A P P E N D I C E S



Appendix 1: the cover of English Textbook

“Bahasa Inggris Kelas X SMA/MA/SMK/MAK”



Hak Cipta © 2017 pada Kementerian Pendidikan dan Kebudayaan
Dilindungi Undang-Undang

Disklaimer: Buku ini merupakan buku siswa yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku siswa ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan “dokumen hidup” yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan yang dialamatkan kepada penulis dan laman <http://buku.kemdikbud.go.id> atau melalui email buku@kemdikbud.go.id diharapkan dapat meningkatkan kualitas buku ini.

Katalog Dalam Terbitan (KDT)

Indonesia. Kementerian Pendidikan dan Kebudayaan.
Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan.-- Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.
viii, 224 hlm. : ilus. ; 25 cm.

Untuk SMA/MA/SMK/MAK Kelas X
ISBN 978-602-427-106-0 (jilid lengkap)
ISBN 978-602-427-107-7 (jilid 1)

I. Judul
II. Kementerian Pendidikan dan Kebudayaan

600

Penulis : Utami Widiati, Zuliati Rohmah, dan Furaidah
Penelaah : Helena I. R. Agustien, Emi Emilia, dan Raden Safrina
Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

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ISBN 978-602-282-481-7 (Jilid 1b)
Cetakan Ke-2, 2016 (Edisi Revisi)
Cetakan Ke-3, 2017 (Edisi Revisi)
Disusun dengan huruf Myriad Pro, 12 pt.

Bahasa Inggris

Buku ini disusun dengan tujuan membangun sikap, pengetahuan, dan keterampilan berkomunikasi siswa melalui pengalaman belajar yang berbentuk beragam kegiatan berkomunikasi aktif. Isi dan pengalaman belajar yang dikembangkan dalam buku ini telah diupayakan agar dapat membantu siswa mencapai empat kompetensi inti (KI) dalam Kurikulum 2013.

Ketercapaian KI 1 disajikan secara tersirat, namun demikian dalam beberapa bab dituangkan secara tersurat, dalam bentuk aktivitas pembelajaran yang menggugah kesadaran siswa akan eksistensinya sebagai makhluk yang bertuhan dan memiliki tugas untuk berbuat baik bagi alam dan sesamanya. Untuk KI 2, pengalaman belajar disajikan dalam bentuk kegiatan mandiri, berpasangan, dan berkelompok. Kegiatan ini diharapkan dapat membangun kemandirian belajar siswa, rasa toleransi, dan kebersamaan dengan sesama, serta kompetensi sosial lainnya yang diperlukan dalam kehidupan. Ketercapaian KI 3 dan KI 4 dilakukan secara terpadu melalui bahan dan kegiatan pembelajaran menyimak, membaca, berbicara, dan menulis yang telah dikembangkan dengan merujuk pada langkah-langkah pembelajaran pendekatan saintifik.

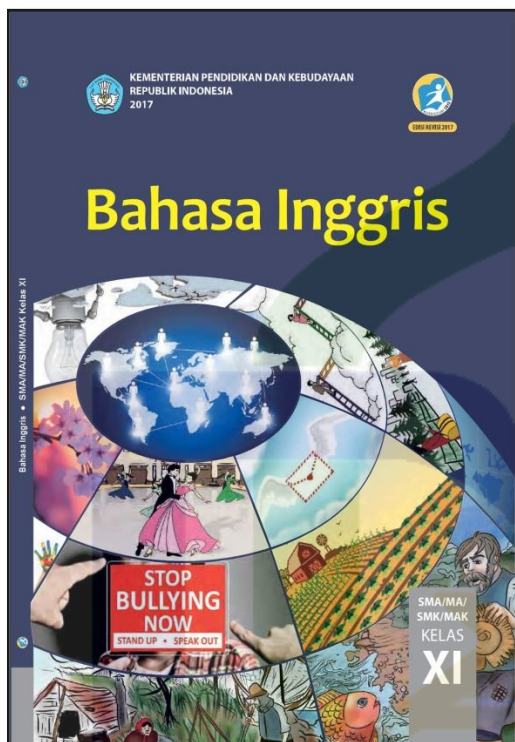
Prinsip umum yang dirujuk dalam pengembangan buku ini adalah bahwa belajar bahasa asing memerlukan input bahasa berupa kosakata dan tata bahasa, memerlukan latihan dan pengulangan untuk retensi kosakata dan tata bahasa, serta memerlukan penyediaan kesempatan sebanyak mungkin untuk menggunakan bahasa tersebut secara aktif. Hanya dengan terlibat aktif dalam kegiatan berkomunikasi, siswa dapat membangun sikap, pengetahuan, dan keterampilan berkomunikasi.

HET	ZONA 1	ZONA 2	ZONA 3	ZONA 4	ZONA 5
	Rp16.100	Rp16.800	Rp17.400	Rp18.800	Rp24.100

ISBN:
978-602-427-106-0 (jilid lengkap)
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Appendix 2: the cover of English Textbook

“Bahasa Inggris Kelas XI SMA/MA/SMK/MAK”



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Dilindungi Undang-Undang

Disklaimer: Buku ini merupakan buku guru yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku guru ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan “dokumen hidup” yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan diharapkan dapat meningkatkan kualitas buku ini.

Katalog Dalam Terbitan (KDT)

Indonesia. Kementerian Pendidikan dan Kebudayaan.
Bahasa Inggris / Kementerian Pendidikan dan Kebudayaan.--
Jakarta : Kementerian Pendidikan dan Kebudayaan, 2017.
vi, 170 : ilus. ; 25 cm.

Untuk SMA/MA/SMK/MAK Kelas XI
ISBN 978-602-427-106-0 (Jilid Lengkap)
ISBN 978-602-427-108-4 (Jilid 2)

I. Bahasa Inggris -- Studi dan Pengajaran	I. Judul
II. Kementerian Pendidikan dan Kebudayaan	420

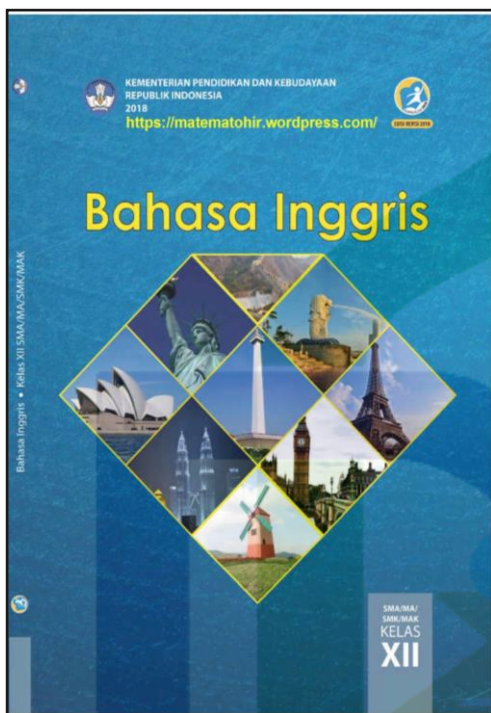
Kontributor Naskah : Mahrukh Bashir
Penelaah : Emi Emilia dan Helena I.R. Agustien.
Perereview : Lina Mulyanti.
Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.

Cetakan ke-1, 2014 ISBN 978-602-282-482-4 (Jilid 2a)
ISBN 978-602-282-483-1 (Jilid 2b)
Cetakan ke-2, 2017 (Edisi Revisi)
Disusun dengan huruf Callibri, 11 pt.



Appendix 3: the cover of English Textbook

“Bahasa Inggris Kelas XII SMA/MA/SMK/MAK”



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Dilindungi Undang-Undang

Disklaimer: Buku ini merupakan buku guru yang dipersiapkan Pemerintah dalam rangka implementasi Kurikulum 2013. Buku guru ini disusun dan ditelaah oleh berbagai pihak di bawah koordinasi Kementerian Pendidikan dan Kebudayaan, dan dipergunakan dalam tahap awal penerapan Kurikulum 2013. Buku ini merupakan “dokumen hidup” yang senantiasa diperbaiki, diperbaharui, dan dimutakhirkan sesuai dengan dinamika kebutuhan dan perubahan zaman. Masukan dari berbagai kalangan yang dialamatkan kepada penulis dan laman <http://buku.kemdikbud.go.id> atau melalui email buku@kemdikbud.go.id diharapkan dapat meningkatkan kualitas buku ini.

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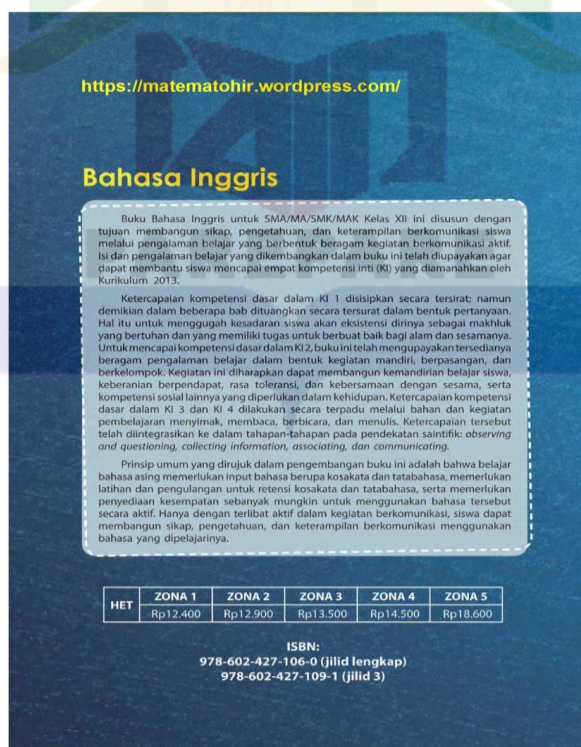
Indonesia. Kementerian Pendidikan dan Kebudayaan.
Bahasa Inggris: Buku Siswa/Kementerian Pendidikan dan Kebudayaan.-- Edisi Revisi Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018.
viii, 176 hlm. : ilus. ; 25 cm.

Untuk SMA/MA/SMK/MAK Kelas XII
ISBN 978-602-427-106-0 (jilid lengkap)
ISBN 978-602-427-109-1 (jilid 3)

1. Judul Buku -- Studi dan Pengajaran	I. Judul	600
II. Kementerian Pendidikan dan Kebudayaan		

Penulis : Utami Widiati, Zulianti Rohmah, dan Furaidah
Penelaah : Emi Emilia, Helena Indyah Ratna Agustien, dan Tri Wiratno
Editor : Rasti Setya Anggraini
Pe-review : Rresi Yandhi Timosia
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Appendix 4: observation & checklist character education values in English textbook

“Bahasa Inggris Kelas X SMA/MA/SMK/MAK”

Character	Ch& Pg	Examples	Descriptions
Religious	5/76	The <u>(charm)</u> of the nature reminds him of God’s greatness.	Being grateful for God’s creation.
	5/76	Active: Muslims perform prayers at least five times a day. Passive: Prayers are performed by Muslims at least five times a day.	carrying out all religious orders
	9/127	We pray together and I usually go to the library to read again the biography of General Sudirman and then pray for him. He is my favorite hero.	Feeling the power of God
	12/157	Once upon a time there was an old couple who didn’t have a child. They lived in a small house near the village forest. “Please give us a child,” they asked God everyday.	Feeling the power of God
Honesty	9/128	Don’t cheat in exam. Cheating means that you <u>(break)</u> your own life principle.	Being truthful in actions
	14/185	When Strong Wind was coming, his sister asked the girl, “Do you see him?” “No,” the girl answered. “I don’t see him.” Strong Wind’s sister was surprised because the girl had told the truth. “Now do you see	Being truthful in words

		him?” asked Strong Wind’s sister. “Yes,” answered the girl. “Now, I do see him. He is very wonderful.”	
	All chapter	At the end of this chapter, ask yourself the following questions to identify how effective your learning process is. If your answer is ‘no’ to one of the questions, see your teacher and discuss with him/her to help you understand and to write or talk about yourself better.	Admitting self-faults or shortcomings
Tolerancy	1/11	Alia wants to have many pen pals because Alia likes making friends. Alia’s pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia’s pen pals. Hannah likes Alia a lot.	making friends regardless of differences in status.
	1/15	Sofia told (me) that you would like to have more pen pals from Netherlands.	making friends regardless of differences in status.
	1/15	I have several pen pals from UK. I write to (them) via email every week.	making friends regardless of differences in status.
Disipline	3/45	A : I am going to do my biology project at the library after school. Rina, are you going to do that today, too? B : Yes. I am going to do it today. The sooner we finish it the better. We can go to the library together.	completing assignments on time.

	6/88	Even though her mid-semester project is due next month, Fahmida is planning to finish it today. She does this to minimize <u>_(unforseen)_</u> circumstances.	completing assignments on time.
	9/127	Don't buy those weapons. They <u>_(are)_</u> dangerous and illegal.	Adhering laws and regulations.
Hardwork	7/98	... Orville : Yes, we will continue making more experiment so that airplane will be available for everyone soon. Host : Okay, we wish you good luck with the next experiments.	Working hard to improve the quality of life.
	9/126	The freedom fighters were forced to <u>_(surrender)_</u> , but their faith in God and people's dream strengthened them to keep on fighting againsts the aggressors.	Working hard to achieve the desired goals.
	9/127	Do not <u>_(surrender)_</u> to life problems. Keep on looking for the best solutions. Our responsibility is to do our best, and leave the rest to God.	Working hard to achieve the desired goals.
	9/127	Priski's mother told her to drop out from school because Priski's father died last month. Priski <u>_(refuse)_</u> that because she knows that education is important for her future. She <u>_(help)_</u> her mother earns money by making some snack that she sells in the school canteen	Working hard to improve self competencies.

		every day.	
	9/128	His unruly behavior frequently <u>(angers)</u> many teachers and classmates. However, Mrs. Sabariah never gets tired of giving him advice every time he makes problem.	Working hard to achieve the desired goals.
	9/128	She cannot buy gadget, clothes, shoes, and textbooks. However, the poverty never <u>(hamper)</u> the progress of her study. For textbooks, she usually borrows them from the school library.	Working hard to improve self competencies.
	9/128	He could finally graduate from high school despite the financial problems that he faced. He <u>(conquered)</u> his life problems successfully. Learn from him.	Working hard to improve self competencies.
	10/135	When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.	Working hard to improve the quality of life.
	13/172	Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.	Working hard to improve the quality of life.

	½	Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.	Working hard to achieve the desired goals.
	All	At the end of this chapter, ask yourself the following questions to identify how effective your learning process is. If your answer is 'no' to one of the questions, see your teacher and discuss with him/her to help you understand and to write or talk about yourself better.	Working hard to improve self competencies.
	2/21	Do this game in groups. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described. After you know how to play the game, your teacher will ask you to make groups of three to play the game. The group who can guess more words will be the winner.	Working hard to achieve the desired goals.
	4/51	Below are lists of words related to tourist destinations. Let's play odd man out game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.	Working hard to achieve the desired goals.

	10/141	After getting feedback from classmates, rewrite your biographical recount. To improve the content of your writing, you might need to browse the internet or read books to find more information about your idol.	Working hard to improve self competencies.
	11/144	Your teacher will tell you how to play this game. You have to guess what words that your teacher has described. For example: 'A person who is forced to leave his/her place.' He/she is an 'exile'. After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.	Working hard to achieve the desired goals.
Creativity	2/32	<p>Sinta : Oh, Rahmi, can I ask you something?</p> <p>Rahmi : Oh, sure. Please.</p> <p>Sinta : Have you finished writing the book we <u>discussed</u> two months ago?</p> <p>Rahmi : Yes. Come to my room. Look at this. What do you think?</p> <p>Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.</p> <p>Rahmi : Thanks a lot. You've inspired me to do this.</p>	Creating something useful.
	7/97	Wilbur : We have worked and experimented with gliders to perfect the	Creating something useful.

		<p>wing design and controls since then.</p> <p>Host : I see. So you've had the newest version of your airplane?</p> <p>Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.</p> <p>Host : How amazing! I think this invention will be a big thing soon.</p>	
	7/101	Wright brothers were great <u>_(inventors)_</u> . Airplane was their great <u>_(invention)_</u> .	Creating something useful.
	1/18	Imagine that you're Alia. Write an email or a letter responding to the email or letter you've read and discussed.	using self-idea to create something.
	2/29	Write down the inside parts of the congratulation cards based on the cover. Two cards have been done for you as examples. Write at least two sentences.	using self-idea to create something.
	3/44	Make up short dialogs for the following situations. Read the answer of number 1 as an example.	using self-idea to create something.
	3/47	Make formal speech and perform it in front of the class.	using self-idea to create something.
	3/47	Write a paragraph about your holiday plan. Use I would like to ... and I am going to..... in your paragraph.	using self-idea to create something.

	4/66	make a word web of the text about Cuban Rondo and include the details. Now, based on the word web that you've made, write a description about Cuban Rondo. You may also use your imagination to develop the text	using self-idea to create something.
	4/67	Think of a place you like to visit or a favorite place that you have visited several times. This can be tourism object or your favorite part of your house, or school, a park, or a traditional market in your hometown. Describe what is special about the place. Make a word web to help you get and organize ideas. Using your word web, write an essay about that place. Include an introductory paragraph, two body paragraphs that contain the supporting details, and a concluding paragraph	using self-idea to create something.
	4/67	Pretend as if you were a guide describing the special peculiarities of the tourism object. You can also pretend to be a tourist guide for Tanjung Puting National Park or Taj Mahal. In that case, make a word web about Tanjung Puting National Park, or Taj Mahal, or your own favorite place. Based on the word web, take turns with your classmate describing the place.	using self-idea to create something.
	5/79	Write a sentence about an interesting place. Start with a topic	using self-idea to create

		sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.	something.
	5/80	Now, rewrite your description by adding words, phrases or sentences. Change it into a short descriptive text telling your reader about an interesting place to visit. Make sure that your text makes sense.	using self-idea to create something.
	7/106	Write the interview report in the form of a paragraph in the form below.	using self-idea to create something.
	8/116	Retell the experience of meeting Afgan using your own words.	using self-idea to create something.
	8/116	Imagine that you once visited a place. Write the events when you were visiting the place. Use the following chart to help you. Then, take turns telling about your experiences.	using self-idea to create something.
	8/119	Think about an interesting activity that you did last week. Can you retell that activity to your friends?	using self-idea to create something.
	9/129	Do you still remember the boy's experience you just listened to? You	using self-idea to create

		can make a new recount text based on the boy's experience , treating it as if it were your own experience.	something.
	9/130	Write a recount text. You can rewrite the chronology of the battle of Surabaya. If you choose that, read the passage again and the task on text structure on page 124, then close the book. Now try to rewrite the chronology of the events in the Battle of Surabaya using your own words. You can also rewrite the experience of the boy you listened to (LISTENING on page 129), or the one your group created (SPEAKING task 3 on page 130), or write your own experience. The experience can be a real or an imaginary one.	using self-idea to create something.
	12/167	Imagine that you were Issumboshi. Write two diary entries , one is before and the other is after you leave home. Remember that you need to include information not only about your actions, but also about your thoughts and feelings.	using self-idea to create something.
	12/167	<ul style="list-style-type: none"> • Discuss with your classmates the many possible problems (complication) following the beginning part above. • Discuss with your classmates the many possible ways of ending the story. • Write down the results of your discussion below to make a story 	using self-idea to create something.

		about Kanchil of your own.	
	14/190	Work in groups of 4: 1) choose a fragment from Strong Wind or other folktales you love to perform, 2) write a scenario and decide who plays what.	using self-idea to create something.
	15/201	Look at the lyrics of the song again. Do you think they are beautiful? Song may look like poems. Now, you are going to create your own poems . First of all, write poems about the given topics. Then, you can make up poems from the topic of your choice.	using self-idea to create something.
Independency	1/9	Saidah has many favorite writers and books. She frequently saves her pocket money to buy best seller books. She <u>_(is)_</u> really <u>_(into)_</u> reading.	Doing something by relying on personal ability.
	3/43	I would like to save money to buy new shoes in a department store.	Doing something by relying on personal ability.
	1/10	Individually, complete the following chart to find out the structure of the email or the letter on page 4 and 5, depending on which text you have read.	Doing something by relying on personal ability.
	6/89	Individually, complete the following chart to find out the structure of the announcement on page 83 and 84, depending on which	Doing something by relying on personal ability.

		announcement you have read.	
	8/114	Individually, complete the following chart to find out the structure of the recount text on page 96.	Doing something by relying on personal ability.
	10/138	Individually, complete the following chart to find out the structure of the biographical recount of B.J. Habibie.	Doing something by relying on personal ability.
	11/150	Individually, complete the following chart to find out the text structure of the biographical recount of Cut Nyak Dhien	Doing something by relying on personal ability.
	12/163	Individually, complete the following chart to find out the structure of the story about Issumboshi.	Doing something by relying on personal ability.
	13/180	Independently, you can try to find stories of legends from many sources. For example, you can read from the books in the library or read legends from other countries from the Internet. Also, you can find some stories that are told in Youtube. Try to read and listen and enjoy them.	Doing something by relying on personal ability.
	14/187	Individually, complete the following chart to find out the structure of the story 'Strong Wind'.	Doing something by relying on personal ability.
Democracy	3/46	It will be the school's anniversary next month. You and your classmates are discussing the plan for the class performance. One of	Hold deliberations in various activities for the

		them seems to disagree with the idea because he thinks that it will need a lot of money.	common good.
Curiosity	3/41	<p>Riri : It will be a long weekend soon. Do you have any plans?</p> <p>Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.</p> <p>Bayu : Stay at home? Well, you could do something more interesting!</p> <p>Santi : So, what about you Bayu? Do you have any plans?</p> <p>Bayu : Definitely! My dad and I are going to go fishing.</p> <p>Santi : Fishing? Are you going to go fishing in the river near your house?</p> <p>Bayu : No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?</p> <p>Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.</p>	Seeking comprehensive information to gain extensive knowledge.
	7/97	<p>Orville : We invented airplane.</p> <p>Host : Airplane? What is the tool for?</p> <p>Wilbur : It's a tool that will help human being to fly!</p>	Seeking comprehensive information to gain extensive knowledge.
	3/39	<p>Look at the pictures below.</p> <p>Do you know these places?</p>	Seeking comprehensive information to gain

		<p>Why do you think people visit these places?</p> <p>What can they do there?</p> <p>Which one do you prefer to visit? Why?</p> <p>Share it with your friends.</p>	extensive knowledge.
	3/42	<p>What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.</p>	Seeking comprehensive information to gain extensive knowledge.
	7/95	<p>Look at the pictures below! Do you know the people in the picture? Compare the two airplanes? What are the similarities? What are the differences? Discuss with your classmates!</p>	Seeking comprehensive information to gain extensive knowledge.
	7/105	<p>Look at the sentences that your partners make for the simple past tense. Ask further questions about the activities he/she did yesterday using what, where, why, who, when or how.</p>	Seeking comprehensive information to gain extensive knowledge.
	7/105	<p>Look at the sentences that your partners make for the present perfect tense. Ask further questions about him/her using what, where, why, who, when or how.</p>	Seeking comprehensive information to gain extensive knowledge.
	9/109	<p>Look at the pictures below. Do you know these people? What are they famous for? What makes those people successful? What characters do those people have in common? Discuss with your classmates!</p>	Seeking comprehensive information to gain extensive knowledge.

	13/170	Look at the pictures below! Do you know who or where they are? Discuss with your classmates!	Seeking comprehensive information to gain extensive knowledge.
	9/123	As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text.	Seeking comprehensive information to gain extensive knowledge.
Nationalism	1/9	In the next letter to Caroline, Alia wrote: "I like scuba diving. So if some day you visit Indonesia, I will take you to go scuba diving in Bunaken National Marine Park. The place is amazingly beautiful. Doesn't that <u>(sounds)</u> cool?"	Feel proud of the nation's beauty.
	1/9	In her letter, Alia often introduces the beauty of Indonesia to her <u>(e-pal)</u> . In her emails, she describes many magnificent cultural events and amazing nature that can only be found in Indonesia.	Feel proud of the nation's beauty.
	9/128	When I was in Columbus, America, I heard Tanah Pusaka song. I <u>(felt)</u> very emotionally touched, and I even cried. I missed Indonesia, my beloved country.	Loyalty to the nation.

	10/140	<p>Rima : He worked and stayed in Germany, right?</p> <p>Nadia : He did. But he never forgets his country. He once made us for his achievement in making planes avowed by the world.</p> <p>Rima : He relinquished his good job in Germany to develop his own country.</p>	Loyalty to the nation.
Patriotism	9/123	On 10 November, Indonesia celebrates Hari Pahlawan or heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British army.	Studying about, commemorating and appreciating the contributions of the national's heroes.
	9/126	The <u>defiant</u> militia refused to obey the British army's instruction to surrender their weaponry to them.	maintain and protect the nation from all threats and disturbances
	9/126	The defeat in the Battle of Surabaya <u>hamper</u> the militia movement only for a while. The heroic spirit had spread out and inflamed others to continue fighting for the country's independence.	maintain and protect the nation from all threats and disturbances
	9/127	On every November 10, my school holds a ceremony in <u>remembrance</u> of our national heroes. We pray together and I usually go to the library to read again the biography of General	Studying about, commemorating and appreciating the contributions of the

		Sudirman and then pray for him. He is my favorite hero.	national's heroes.
	9/127	The defiant freedom fighters <u>_(are)_</u> very brave. They fought till death to defend the city.	maintain and protect the nation from all threats and disturbances
	9/129	Ami : Riza, look! That heroic monument stands high and strong. Riza : Hmm.... It is a remembrance for us to our heroes' struggle on this country. Ami : Yeah, many of them became casualties of the war.	Studying about, commemorating and appreciating the contributions of the national's heroes.
	11/145	Cut Nyak Dhien was a leader of the Acehese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.	Studying about, commemorating and appreciating the contributions of the national's heroes.
	11/149	One may not <u>_(betray)_</u> his/her own country. If s/he does that, s/he should get a harsh punishment.	willing to sacrifice for the progress and prosperity of the nation and state
	11/149	He died as a <u>_(martyr)_</u> in the war against Dutch colonization.	willing to sacrifice for the progress and prosperity of the nation and state

Appreciation	2/23	After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.	Praise the hard work and accomplishment of others.
	2/24	Cita has won the first winner of the story telling competition in her school. Her best friend congratulated her	Praise the hard work and accomplishment of others.
	2/32	Sinta : Oh, Rahmi, can I ask you something? Rahmi : Oh, sure. Please. Sinta : Have you finished writing the book we discussed two months ago? Rahmi : Yes. Come to my room. Look at this. What do you think? Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job. Rahmi : Thanks a lot. You've inspired me to do this.	Praise the hard work and accomplishment of others.
	7/97	Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes. Host : How amazing! I think this invention will be a big thing soon.	Praise the hard work and accomplishment of others.
	2/35	A1. Riza is working really hard. Ami compliments Riza. Riza responds to the compliment happily. A2. Firda is showing a very nice drawing. Fadhil compliments Firda.	Praise the hard work and accomplishment of others.

		Firda responds to the compliment.	
Communicative	¼	Hello, Alia! Let me introduce myself. My name is Hannah. I know your name from my friend, Caroline. She told me that you sent her an email telling her that you would like to have more pen pals from the US. I'd really like to be your E-pal.	Broaden the interpersonal relationship.
	1/11	Alia wants to have many pen pals because Alia likes making friends. Alia's pen pals come from many parts of the world. Caroline introduces Alia to Hannah. Now, Hannah becomes Alia's pen pals. Hannah likes Alia a lot.	Broaden the interpersonal relationship.
	3/41	<p>Bayu : Ha ha, ha. Do you still want to stay home alone?</p> <p>Riri : Or, would you like to join me to learn baking cookies? You can come to my house.</p> <p>Bayu : It's a good idea! Or will you go fishing with me and my dad?</p> <p>Santi : I think I would like to bake cookies with Riri. Thanks for inviting me, Riri.</p> <p>Riri : No problem. I will tell you the time on Friday.</p> <p>Santi : Thanks a lot. I can't wait to join you.</p> <p>Bayu : Have a nice long weekend, everyone.</p> <p>Riri, Santi : You too.</p>	Strengthening friendships.

	8/111	He asked my name so that he could write it on the CD to say “To Mia, Love Afgan”. He was also very friendly, so I didn’t feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.	Establish good association through polite communication
	9/128	Never _(betray)_ best friends for our own advantage because best friends are like precious treasure.	Strengthening friendships.
	12/161	If you have a friend with disadvantaged physical or psychological conditions, would you not befriend with him/her? Would you laugh at him/her? What should you do? Why?	Strengthening friendships.
	½	Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher’s explanation and do the activity as quickly as possible. Try to be the winner. Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.	Establish good collaboration through group work.
	1/7	Work in pairs. If you have read Text 1, refer to questions II; if you have read Text 2, refer to questions I. Read the questions for your partner to answer.	Establish good collaboration through group work.
	1/10	Work in pairs (Students A and B) to discuss the text structure, and then share this with the class.	Establish good collaboration through

			group work.
	1/16	You'll play a kind of guessing game 'Who Am I?'. Your teacher will put a post-it paper with one of the words below on your back. You need to work in pairs and guess what the word on your back is by asking questions. Your partner may only answer your questions with either 'yes' or 'no'.	Establish good collaboration through group work.
	1/17	Imagine that you and your classmates are all invited to a party and become the guests there. Think about and use new identities. For instance, you can pretend to become your favorite football player, singer, or scientist, etc. The new identities make you unfamiliar with each other because that is the first time you meet. Talk to each other and introduce yourself: tell about your family, your profession, and your hobbies.	Establish good collaboration through group work.
	2/21	Describing and Guessing Do this game in groups. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described.	Establish good collaboration through group work.
	2/24	Read the dialog silently. Pay attention to the expression used to	Establish good collaboration through

		congratulate people. Discuss the meaning with your classmate. After that read aloud the dialog in pairs. One of you become Cita, the other becomes Ditto. Then, discuss the answer to the questions.	group work.
	2/29	Work in pairs. Play scissors, rock, and paper. The winner chooses for himself/herself a situation. The partner makes an expression of congratulations.	Establish good collaboration through group work.
	2/34	Work in pairs and practice complimenting and responding to the compliments. One of you become A and the other becomes B.	Establish good collaboration through group work.
	2/35	Work in pairs. Play scissors, rock, and paper. The winner chooses a situation from which he/she creates an expression of compliment. The partner responds to the expression	Establish good collaboration through group work.
	3/42	What do you need to consider before visiting a place? Destination? Budget? Safety? Usefulness? Time? Discuss with your friends.	Establish good collaboration through group work.
	3/48	Have a casual chat with your friend. Tell him/her the activities you plan to do after school. For example, you make a plan, called plan A, but you need to make a back-up plan called plan B, just in case something happens.	Establish good collaboration through group work.

	4/51	Below are lists of words related to tourist destinations. Let's play odd man out game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.	Establish good collaboration through group work.
	5/70	Draw and Guess Your teacher will divide the class into two big groups and show you how to play Draw and Guess. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.	Establish good collaboration through group work.
	5/75	Discuss with your classmates what benefits people can get from the magnificent waterfalls that God has created.	Establish good collaboration through group work.
	5/77	Work in pairs: Try to remember one interesting place you've visited. Tell your friends about the place.	Establish good collaboration through group work.
	5/78	Work in pairs. Complete the following chart to understand the structure of the descriptive text in the Reading Comprehension.	Establish good collaboration through group work.

	6/86	Work in pairs. If you have read Text 1, refer to Questions II; if you have read Text 2, refer to Questions I. Read the questions for your partner to answer.	Establish good collaboration through group work.
	6/87	Discuss with your classmate about the similarity and difference between text 1 and text 2.	Establish good collaboration through group work.
	6/89	Work in pairs (Students A and B) discussing and comparing the text structure you have identified, and then share this with the class.	Establish good collaboration through group work.
	6/91	Open these two links. Discuss with your classmates to respond to these questions.	Establish good collaboration through group work.
	7/95	Look at the pictures below! Do you know the people in the picture? Compare the two airplanes? What are the similarities? What are the differences? Discuss with your classmates!	Establish good collaboration through group work.
	8/115	Discuss your answer with a partner, and then share it to the class.	Establish good collaboration through

			group work.
	9/123	As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text.	Establish good collaboration through group work.
	10/140	With a partner, find from the Internet someone who has made a difference (e.g., Mother Theresa, Thomas Alva Edison, Albert Einstein, Habibie, etc.). When you have chosen the figure, use the plan to develop your notes.	Establish good collaboration through group work.
	10/141	Exchange your work with your classmate. Ask your classmate to write feedback on your writing. Then, discuss the feedback you obtain from your classmate and the one you give to your classmate.	Establish good collaboration through group work.
	11/153	Work with a partner to discuss the important events in Cut Nyak Dhien's life. Use these questions to help you make notes. Then, take turns retelling the biography of Cut Nyak Dhien by using your notes.	Establish good collaboration through group work.
	11/153	Work in groups of 4:	Establish good collaboration through

		1) Choose a fragment from Cut Nyak Dhien's life, 2) Write a scenario and decide who plays what, 3) Role play your scenario for a maximum of 10 minutes.	group work.
	12/159	Create as many questions as you can based on the story. Use question words such as who, when, where, why, how. Then, exchange your questions with a classmate sitting next to you. Discuss them together.	Establish good collaboration through group work.
	12/163	Work in pairs to discuss the result of your work in Task 1, and then share it with the class.	Establish good collaboration through group work.
	12/166	Read the story about Issumboshi again. Talk with a partner about what you would do with the magic hammer if you were the princess. Why would you do so?	Establish good collaboration through group work.
	12/167	<ul style="list-style-type: none"> • Discuss with your classmates the many possible problems (complication) following the beginning part above. • Discuss with your classmates the many possible ways of ending the story. • Write down the results of your discussion below to make a story about Kanchil of your own. 	Establish good collaboration through group work.

	13/174	Discuss with a partner the answer to the following questions!	Establish good collaboration through group work.
	14/190	Work in groups of 4: 1) choose a fragment from Strong Wind or other folktales you love to perform, 2) write a scenario and decide who plays what.	Establish good collaboration through group work.
	15/203	GUESSING GAMES: What song? 1. Work in pairs. 2. With your partner, prepare three hints for other pairs to guess what is the title of the song that you have. The hints can be in form of: a. A short description of the meaning of a song. b. The name of the singer. c. The tune of the verse. 3. Take turn with other pairs to do the game.	Establish good collaboration through group work.
Peaceful	8/113	One of the reasons why I like to study in this class is because all my classmates are <u> (friendly) </u> . They are always nice to me.	Exhibit considerate and respectful behavior toward others.
Reading	1/5	I'm really into books. I like reading novels and short stories. I like	Reading books as a hobby

interest		some writers in English, like JK Rowling, and Indonesian writers too, like Andrea Hirata and Ahmad Fuadi. My dream, when I'm older, is to be a writer of science fiction books.	and entertainment.
	1/14	He is very diligent and loves reading. He always brings book in _(his)_ bag.	Developing a habit of reading books
	1/3	Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read Text 1; students identified as B, read Text 2.	Developing a habit of reading books
	2/23	Read text 1 carefully. Pay attention to the expressions used to congratulate people (in this case, Alif). Pay attention also to the responses.	Developing a habit of reading books
	2/29	Read the dialog silently. Pay attention to the expression used to congratulate people. Discuss the meaning with your classmate. After that read aloud the dialog in pairs. One of you become Cita, the other becomes Ditto. Then, discuss the answer to the questions.	Developing a habit of reading books
	2/32	Read the dialog silently and carefully. Pay attention to the complimenting expressions and the responses.	Developing a habit of reading books
	2/33	Read aloud the dialog with a classmate. Pay attention to the	Developing a habit of

		complimenting expressions and the responses too.	reading books
	2/33	Read the following notes about complementing expressions. After that perform the dialogs in the following that with your classmates.	Developing a habit of reading books
	3/40	Read aloud the following conversation. Take turns with your classmates doing the roles. Then, answer the questions following that.	Developing a habit of reading books
	4/52	Read the text about Tanjung Puting National Park. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below.	Developing a habit of reading books
	4/53	Now, read text 1 carefully. What do you think about the place described below?	Developing a habit of reading books
	4/58	Read the following text carefully. While reading, think about the similarity or difference between the following text with the previous one about Tanjung Puting National Park.	Developing a habit of reading books
	4/65	Read the following description about a tourist destination carefully. The writer forgot to edit her draft. Can you find the errors in the text and help her edit the text?	Developing a habit of reading books
	5/70	Read the text about Visiting Niagara Falls. After you read it, scan the text quickly to find the English equivalents for the Indonesian words	Developing a habit of reading books

		below	
	5/75	Read again text 1 (Tanjung Puting National Park) and text 2 (Taj Mahal) in chapter 4. Compare those texts with the text about Niagara Falls. Find the similarities among those three texts.	Developing a habit of reading books
	6/83	Read the text carefully. Your teacher will identify you as A or B. Students identified as A, read text 1; students as B, read text 2.	Developing a habit of reading books
	7/97	Read the following conversation.	Developing a habit of reading books
	7/102	Look at the excerpt from the text below. Study the sentences by paying attention to the words in the bold-typed and bold-italic typed expressions.	Developing a habit of reading books
	8/110	Read the following text, and then answer the comprehension questions.	Developing a habit of reading books
	8/115	Read the excerpt from the reading text and study the uses of past verbs.	Developing a habit of reading books
	9/123	As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and	Developing a habit of reading books

		come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text.	
	9/129	Read the following dialog. Take turns reading it.	Developing a habit of reading books
	10/140	Read the following dialog. Take turns reading it.	Developing a habit of reading books
	10/142	Read more biographies of famous people. Reading this kind of texts may inspire you to be a better person.	Developing a habit of reading books
	11/154	Read more biographies of female famous people. Then identify what plan you will do to imitate their success.	Developing a habit of reading books
	12/157	Read the text carefully.	Developing a habit of reading books
	13/172	Read the following text, and then answer the following questions.	Developing a habit of reading books
	13/180	Independently, you can try to find stories of legends from many sources. For example, you can read from the books in the library or read legends from other countries from the Internet. Also, you can find	Reading from various sources.

		some stories that are told in Youtube. Try to read and listen and enjoy them.	
	14/183	Read the story and fill in the blanks with the following words: tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.	Reading from various sources.
	14/192	Read other stories available in your school library. You can also read them from the internet.	Reading from various sources.
Enviromental awareness	¼	I'm into animals very much. My sister and I have three dogs. They need lots of attention as you can imagine. My favorite subjects at school are art and geography. I think I'd like to become a park ranger when I graduate, perhaps work for the National Parks Service.	Maintain environmental sustainability.
	4/53	Camp Leakey is a rehabilitation place for ex-captive orang utans and also a preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr. Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle Platforms as part of the rehabilitation process to their natural habitat.	Preserving endangered animals.
	4/54	Tourists probably bring food and snacks in paper or plastic packages when they visit Tanjung Puting National Park. What should they do with the wastes? If you were also a tourist, what would you do?	Prevent environmental damage.

	4/56	We may not keep endangered animals that are protected by the law as our pet. If we have one, we should send it to <u>_(preservation)_</u> site where it can live in a more natural habitat.	Preserving endangered animals
	4/62	Keeping orangutans as our pet is an illegal act.	Preserving endangered animals
	9/126	Last week, teenagers <u>_(rallied)_</u> in the center of the city to support the beginning of bike-to-school program. They all came riding their bicycles.	Maintain environmental sustainability.
	9/128	On every Sunday morning, the student organizations and their members regularly <u>_(rally)_</u> to the town square to entertain and educate people to reduce the use of plastic in daily life.	Maintain environmental sustainability.
	9/129	Riza : When I was in Junior High School, my school held a program called “Keep our city clean and green!” Ami : What did you do? Riza : My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it’s clean and tidy. Ami : That’s a very good program. Riza : Yes, it was. We also planted some trees around it.	Maintain environmental sustainability.

Social awareness	3/46	A friend is absent because she/he is sick. You and your classmates plan to visit her/him this afternoon.	care about other people
	5/75	Don't forget to bring your _(waterproof)_ jacket. It's dark outside, it's likely going to rain.	care about other people
	7/105	I have helped my mom in the kitchen since I was 12 years old.	Helping other people
	11/149	During the earthquake, the troops are busy helping people to move. They _(evacuate)_ women, old people and children to the prepared shelter.	Helping other people
	13/172	One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates.	Helping other people
	15/199	I was walking home near the park when I saw a boy fell off his bike, so I _(run)_ to help him.	Helping other people
	15/199	Lyla is my best friend, she is always there for me when I need _(her)_.	Helping other people.
Responsibility	6/83	We understand the disappointment as well as the inconvenience cause due to the cancellation and we sincerely apologize-especially to the fans of JYJ.	Acknowledging mistakes.
	11/152	After she had finished doing her homework, Siti went to the gym.	Carrying obligations.

Appendix 5: Observation and checklist character education in English textbook

“Bahasa Inggris Kelas XI SMA/MA/SMK/MAK”

Character	Chapter & Page	Examples	Descriptions
Religious	Enrichment 121	The first step in achieving contentment is to be thankful or grateful. It is extremely important to be thankful to others and especially to God Almighty.	Being grateful for God’s creation.
	Enrichment 147	The boys asked them, “What are we going to do? Everything is destroyed. We don't even have few pieces of corn or beans. Does this mean we are going to die of hunger?” Rancho said, “ My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us.”	Feeling the power of God
Honesty	Enrichment 141	MADAME LOISEL : The necklace you have is actually just a replacement. I'm afraid that I lost yours. We borrowed money to purchase a replacement and have spent the past ten years paying off the debt, but today, we have made the last payment. MADAME FORESTIER: Ten years? Surely it could not	Being truthful in words

		<p>have taken that long to pay off the amount needed to replace the necklace?</p> <p>MADAME LOISEL : What do you mean?</p> <p>MADAME FORESTIER: Mine was a fake; the replacement should have cost you nothing more than 500 francs. Oh, my poor, poor, dear Matilda.</p>	
	<p>Formative assessment Chapter 1-8</p>	<p>I can do this.</p> <p>Complete these statements.</p> <p>1. The most interesting thing I learned in this chapter was _____</p> <p>2. The part I enjoyed most was _____</p> <p>3. I would like to find more about _____</p> <p>4. The hardest part in this chapter was _____</p> <p>5. I need to work harder at _____</p>	<p>Admitting self-faults or deficiencies</p>
	<p>Enrichment 142</p>	<p>Madame Loisel didn't tell her friend the truth about the necklace and it cost her a lot. Do you think being honest is very important in life? Take a look at yourself and reflect on what you would do in her place. Write down your response.</p>	<p>Being truthful yo others.</p>
<p>Tolerancy</p>	<p>2/20</p>	<p>Jane: in my opinion, the government should provide means of sustenance for under privileged people instead</p>	<p>respect the diversity of opinion</p>

		<p>of building tall towers.</p> <p>John: I agree with what you are saying but have you ever thought that building tall towers provides work for unemployed people?</p>	
	2/22	You can agree or disagree as long as you have a reason for your opinion.	respect the diversity of opinion
	2/25	It is all right if you don't agree with me but I have every right to my opinion.	respect the diversity of opinion
	2/26	<p>-I agree with you to a certain point but I would appreciate if you look at it from another point of view.</p> <p>- That's an interesting idea but I think our idea is much better</p> <p>- I understand where you are coming from, but you have to look at it from our perspective as well.</p>	respect the diversity of opinion
Discipline	Enrichment 148	The postman who came across this letter became curious because he had never seen a letter addressed to God. He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the Postmaster.	Adhering laws and regulations
Hardwork	6/78	-Owing to her hard work and intelligence, we won the trophy.	Working hard to improve the quality of life.

		-Because of his hard work, he managed to get the best student award.	
	7/91	The song “Hero” by Mariah Carey	Working hard to overcome the obstacles
	Enrichment 140	MADAME LOISEL : Jeanne, don't you recognize me? It's me, Matilda. MADAME FORESTIER: Matilda? But it can't be. You look so worn and old. MADAME LOISEL: No really, it's me. I've changed because I have had to endure ten hard years of manual labor, scrubbing floors and taking in laundry.	Working hard to improve the quality of life
Creativity	1/14	Use the thinking technique, “THINKPAIRSHARE” to offer and suggest a solution to the problem given below. You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friend, it is difficult for you because you want to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over	Creative thinking in solving problems
	1/15	With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.	using self-idea to create something.

	1/16	<p>Making poster/postcard</p> <p>Choose one of the following activities for your project.</p> <ol style="list-style-type: none"> 1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates. 2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class 3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class. 4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes. 	using self-idea to create something.
	2/28	<p>Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks.</p> <p>- Do you think education is a right or a priviledge? Support your opinion with reasons and examples.</p>	using self-idea to create something.

		<ul style="list-style-type: none"> - Do you think conservation of wildlife is important? Support your opinion with reasons and examples. - Time is more important than money. Support your opinion with reasons and examples. - Exploitation of natural resources is a major problem in Indonesia. Support your opinion with reasons and examples. - Do you think gaming affects the life of teenagers? Support your opinion with reasons and examples. 	
	2/30	<p>Choose one of the activities given below.</p> <p>1. The objectives of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on the issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation.</p>	using self-idea to create something.

		<p>2. With a classmate, write an opinion conversation using the expressions you have learnt in the building blocks. Using the role-play approach, reenact it in front of the class.</p> <p>3. Find an editorial in any English newspaper or magazine. Use the Visible Thinking technique or “Reporter's Notebook” to identify and separate facts and opinions from this article. Work in groups of five.</p> <p>4. Smoking should be banned in public places. What is your opinion? What is the opinion of other people in your class on this issue? Do you agree or disagree with this opinion? Debate with your classmates on this issue. Work in groups of five or ten.</p>	
	3/40	With a partner create dialogues to accept and decline invitations. Using the roleplay approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations given below.	using self-idea to create something.
	3/42	Write a formal invitation for your brother's wedding.	using self-idea to create something.
	3/43	Choose one of the activities given below.	using self-idea to create

		<ul style="list-style-type: none"> - With a partner, create a formal invitation for the head of your school, inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the building blocks. - With a partner, create a formal invitation for the head of your district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school. Use the format you have learnt in the building blocks. - Design and create a formal invitation card template. 	something.
	4/56	Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks. When you are done writing your first draft consult your teacher to get a feedback on your writing.	using self-idea to create something.
	4/59	<p>Choose one of the activities given below.</p> <p>1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of</p>	using self-idea to create something.

		<p>nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.</p> <p>2. Create a pamphlet or a movie to educate people in your school on “Dangers of drug abuse and cigarette smoking.”</p>	
	5/70	<p>Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.</p> <p>Situation No. 1 You and your friend have decided to write a letter to your parents to describe your recent field trip. Discuss what you want to write about.</p> <p>Situation No.2 Your friend is mad at Lucy’s cousin, you want to convince her to write to her cousin</p>	using self-idea to create something.
	5/71	<p>Choose one of the following activities.</p> <p>- Write a letter to your friend telling her/him all about</p>	using self-idea to create something.

		<p>your adventures during your trip to the Bromo mountain. Use the proper letter-writing format you have learnt in the building blocks.</p> <ul style="list-style-type: none"> - Write a letter to your uncle telling him about the birthday party you organized for your grandmother. Use the proper letter-writing format you have learnt in the building blocks. 	
	5/72	<p>Choose one of the activities given below.</p> <ul style="list-style-type: none"> - Write a letter to your parents, thanking them for everything they have done for you. - With a partner, create a postage stamp and a letter-writing pad. You can frame your postage stamp and display it in your class or, if you want to, you can take it to the local post office and show it to the staff of the post office. 	using self-idea to create something.
	6/82	<p>With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.</p>	using self-idea to create something.

	6/83	<p>Choose one of the topics given below and create a dialogue.</p> <ol style="list-style-type: none"> 1. Causes and effects of flooding in Jakarta 2. Causes and effects of corruption 3. Causes and effects of bullying on teenagers 	using self-idea to create something.
	6/84	<p>Choose one of the following topics for your project.</p> <ol style="list-style-type: none"> 1. Effects of smoking 2. Extreme weather due to global warming 3. Effects of global warming. <p>With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.</p> <p>Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.</p>	using self-idea to create something.
	8/109	<p>Write an explanation text from any topic given in the active conversation or any topic of your choice. Make sure you follow the structure of explanation text you have learnt in the building blocks. You should also follow the writing process (drafts, edit, revise and publish).</p>	using self-idea to create something.

	8/112	Create a video, PowerPoint presentation, poster or a pamphlet to educate people in your neighbourhood about the formation of tsunamis or earthquakes.	Creating something useful
Democracy	1/2	<p>Jane: Hi, John.</p> <p>John: Hi, Jane. What are you doing?</p> <p>Jane: Nothing much. Would you like to go to movie?</p> <p>John: I would love to, but not right now.</p> <p>Jane: How about in the afternoon?</p> <p>John: Great! What movie do you want to watch?</p> <p>Jane: Let's watch "Ring".</p> <p>John: I would rather not. I am not much into horror movies. How about Peanuts?</p> <p>Jane: Ok. Let's go. When do you want to go?</p> <p>John: 4 o'clock show.</p> <p>Jane: It sounds good. Okay, see you then!</p> <p>John: Okay, see you!</p>	Hold deliberations in various activities for the common good.
Curiosity	5/68	Have you already settled in? When is your college starting? Do you like the place you are living in? How is the neighborhood?	Seeking comprehensive information to gain extensive knowledge.
	7/97	In groups of five, discuss each other's favourite songs, poems, singers and poets.	Seeking comprehensive information to gain extensive

		<p>You can ask each other questions like these:</p> <ul style="list-style-type: none"> - Who are your favourite singers and poets? - Which is your favourite song? Why do you like it? - Are lyrics and music equally important to a song or not? - What do you think is important for a song? Lyrics or music? - Do you think music can help bring peace? - Does music make you cheerful? - Do you like listening to music in Bahasa Indonesia or English? - If you could be any musician, who would you want to be and why? - Do you think songs with offensive lyrics should be banned? - Should songs and poems have moral values? - Do you think songs and poems play an important role in spreading important messages in our life? - Do you think songs or poems can change people? 	knowledge.
Patriotism	Enrichment 3/128/130	Reading passage. President Sukarno of Indonesia: Speech at the Opening of the Bandung Conference, April	Studying about, commemorating and appreciating the

		18, 1955	contributions of the national's heroes.
	Enrichment 7/161	Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He was a great man who spent his whole life serving his people and country.	Studying about, commemorating and appreciating the contributions of the national's heroes.
Communicative	1/2	Jane: Hi, John. John: Hi, Jane. What are you doing? Jane: Nothing much. Would you like to go to movie? John: I would love to, but not right now. Jane: How about in the afternoon? John: Great! What movie do you want to watch? Jane: Let's watch "Ring".	Strengthening friendship
	1/3	Siti; Hello, Jane.	Strengthening friendship

		<p>Jane; Hi, Siti</p> <p>Siti: you look tired. What is going on?</p> <p>Jane: I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.</p>	
	1/5	<p>Example of suggestion</p> <ul style="list-style-type: none"> - Let's go to the library. - Let's go to movies. - Why don't you do your homework before going out - We could eat at home today. - What about eating at the new place? - How about going to Sam's place first? - I suggest that we call it a day. - You need to change your sleeping habits. - I think you should go and meet her. - I think we should do it this way. 	<p>Establish good association through polite communication</p>
	1/8	<ul style="list-style-type: none"> - Hey Siti, (would you like to) go star-gazing tonight? - Sam: "Would you like to go watching a movie this weekend?" <p>Carly: "I can't, I am low on cash right now. (Let's) stay at home and watch TV instead."</p> <ul style="list-style-type: none"> -What shall we do today? (Why don't) we go to the 	<p>Strengthening friendship</p>

		<p>library?</p> <ul style="list-style-type: none"> - (would you) like a cup of coffee? - (I'll do) the washing, if you like. - Aisya: "I am so thirsty." Annie: "(can I) get you something to drink?" - (would you) like me to clean your car? 	
	1/10	<ol style="list-style-type: none"> 1. Let's go to the sushi restaurant for lunch. 2. Shall we have a meeting on Saturday afternoon? 3. Can I get you a glass of juice? 4. Let me take you home. 5. If you want, I'll wash the car for you. 6. Shall we go home now? 7. Would you like another glass of juice? 8. You should finish your work today. 9. Can I help you with something? 10. Shall I bring your jacket? 	Establish good association through polite communication
	1/11	<ol style="list-style-type: none"> 1. Can I help you? 2. Why don't you go and get something to eat? 3. Why don't you join us for lunch? 4. Shall I bring a book to read? 5. Why don't we meet at the bookstore tomorrow at 5 	Establish good association through polite communication

		<p>p.m.?</p> <p>6. Let's all eat together.</p> <p>7. Would you like a glass of water?</p> <p>8. Would you like me to do the ironing for you?</p> <p>9. I will wash the car, if you like.</p> <p>10. I think we should go and pick your father up from the airport.</p>	
	1/12	<p>A: Good morning. Can I have your ticket, please? Do you have any luggage?</p> <p>B: Yes, one suitcase.</p> <p>A: Please place it here. Would you like a window or an aisle seat? Ok, sure. Is there anything else I can do for you? You are welcome. Here is your boarding pass. Please be at gate B 30 minutes before boarding. Have a nice flight!</p>	Establish good association through polite communication
	1/12	<p>Concierge: Good evening. Can I help you?</p> <p>Customer: Good evening. Yes, please. I would like a room for the night.</p>	Establish good association through polite communication
	1/13	<p>A: Let's watch a movie.</p> <p>B: What kind of movie?</p> <p>A: Romantic movie.</p>	Strengthening friendship

		B: I don't like romantic movies; Let's watch something else.	
	1/13	Store attendant: Hi there, how can I help you? Customer: I would like to return this shirt for a refund. Store attendant: What is the problem with the shirt?	Establish good association through polite communication
	2/19	Siti: Why are you looking so sad? Jane: I was reading an opinion article on bullying. It made me extremely sad.	Strengthening friendship
	3/40	Invitation to dinner Joko: Would you like to come over for dinner tonight? Yeni: Thank you! I'd love to. Would you like me to bring something? Joko: No, nothing, just come. Yeni: OK. What time? Joko: At 7 p.m. Yeni: .OK, see you then	Strengthening friendship
	3/40	Invitation to the grand opening of software company Ariyanto: Mr. Budi, I would like to invite you to the opening of my software company. Mr. Budi: When and where? Ariyanto : this Saturday at 10 a.m.	Strengthening friendship

		Mr. Budi: I am afraid I won't be able to come. I have a prior engagement.	
	3/41	<p>Invitation to anniversary dinner</p> <p>Yanti: Mr. Suharto, my husband and I are celebrating our 3rd wedding anniversary. We would like you to join us.</p> <p>Mr. Suharto: Oh, thank you! I would be delighted to. When is it?</p> <p>Yanti: On Sunday at 8 p.m in the Balai Kartini.</p> <p>Mr. Suharto: OK, I will be there.</p> <p>Yanti: Thank you. See you then!</p> <p>Mr. Suharto: My pleasure. See you then!</p>	Strengtening friendship
	4/55	<p>Student A: Learning English is important because it is a means of communication with different people around the world.</p> <p>Student B: I don't think it is important.</p> <p>Student A: I do not agree with you</p>	Establish good association through polite communication
	5/62	Example of personal letter	Strengtening friendship
	5/68	Example of personal letter	Strengtening friendship
	1/2	With a partner, read the conversation given below.	Establish good collaboration through groupwork

	1/3	With a partner, read the conversation given below.	Establish good collaboration through groupwork
	1/15	With a partner, choose a topic of your choice. Write a dialogue using suggestion and offers.	Establish good collaboration through groupwork
	1/16	<p>Making poster/postcard</p> <p>Choose one of the following activities for your project.</p> <ol style="list-style-type: none"> 1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates. 2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class 3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class. 4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes. 	Establish good collaboration through groupwork
	2/19	With a partner, read the conversational text given.	Establish good collaboration through groupwork

	2/30	<p>Choose one of the activities given below.</p> <ol style="list-style-type: none">1.The objectives of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution , poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on the issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation.2. With a classmate, write an opinion conversation using the expressions you have learnt in the building blocks. Using the role-play approach, reenact it in front of the class.3. Find an editorial in any English newspaper or magazine. Use the Visible Thinking technique or “Reporter's Notebook” to identify and separate facts and opinions from this article. Work in groups of five.4. Smoking should be banned in public places. What is	Establish good collaboration through groupwork
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		<p>your opinion? What is the opinion of other people in your class on this issue? Do you agree or disagree with this opinion? Debate with your classmates on this issue. Work in groups of five or ten.</p>	
	3/40	<p>With a partner create dialogues to accept and decline invitations. Using the roleplay approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations given below.</p>	<p>Establish good collaboration through groupwork</p>
	3/43	<p>Choose one of the activities given below.</p> <ul style="list-style-type: none"> - With a partner, create a formal invitation for the head of your school, Inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the building blocks. - With a partner, create a formal invitation for the head of your district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school. Use the format you have learnt in the building blocks. - Design and create a formal invitation card template. 	<p>Establish good collaboration through groupwork</p>
	4/53	<p>Choose one of the topics given below.</p>	<p>Establish good collaboration</p>

		<p>A. Passive smoking is a silent killer.</p> <p>B. Why is learning English important?</p> <p>State your arguments or position on one of the above given issues and then discuss with your partner</p>	through groupwork
	5/62	Discuss with your partner, what kind of letter er is this and how can you say that.	Establish good collaboration through groupwork
	5/70	<p>Create a dialogue for one of the situations given below. Using the role-play approach, reenact the conversation with your classmates.</p> <p>Situation No. 1</p> <p>You and your friend have decided to write a letter to your parents to describe your recent field trip. Discuss what you want to write about.</p> <p>Situation No.2</p> <p>Your friend is mad at Lucy's cousin, you want to convince her to write to her cousin</p>	Establish good collaboration through groupwork
	5/72	<p>Choose one of the activities given below.</p> <ul style="list-style-type: none"> - Write a letter to your parents, thanking them for everything they have done for you. - With a partner, create a postage stamp and a letter-writing pad. You can frame your postage stamp and 	Establish good collaboration through groupwork

		display it in your class or, if you want to, you can take it to the local post office and show it to the staff of the post office.	
	6/75	With a partner, read the conversation given below.	Establish good collaboration through groupwork
	6/82	With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.	Establish good collaboration through groupwork
	6/84	<p>Choose one of the following topics for your project.</p> <ol style="list-style-type: none"> 1. Effects of smoking 2. Extreme weather due to global warming 3. Effects of global warming. <p>With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.</p> <p>Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.</p>	Establish good collaboration through groupwork

	7/87	With a partner, study the lyrics of the following songs. Then, discuss the questions.	Establish good collaboration through groupwork
	7/97	In groups of five, discuss each other's favourite songs, poems, singers and poets.	Establish good collaboration through groupwork
Peacefull	2/19	I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.	Avoiding conflict and violence
	2/20	I don't like playing tag because people end up fighting.	Avoiding conflict and violence
	2/24	I believe bullying is totally an unacceptable practice in our school.	Avoiding conflict and violence
	2/25	I (totally agree) with you bullying should be banned As far as I am concerned, I will not support bullying in my school.	Avoiding conflict and violence
	Enrichment 2/125	Text entitled Bullying: A cancer that must be eradicated	Avoiding conflict and violence
	1/14	Use the thinking technique, "THINKPAIRSHARE" to offer and suggest a solution to the problem given below. You came to know that your friends had a fight. They are not on talking terms for some time now. Since you are a common friend, it is difficult for you because you want	Avoiding conflict and violence

		to hang out with both of them but they can't stand each other. You have to find a way to offer and suggest a solution so that the fight is over	
Reading Interest	2/19	Siti: Why are you looking so sad? Jane: I was reading an opinion article on bullying. It made me extremely sad.	Developing a habit of reading books
	6/75	Jane: Hi Ray! What are you doing? Ray: Hey Jane! I am reading an article on smoking. Jane: Smoking! Why? Ray: For presentation in Science class.	reading to seek information from various sources
	1/2	With a partner, read the conversation given below.	Developing a habit of reading books
	1/3	With a partner, read the conversation given below.	Developing a habit of reading books
	2/19	With a partner, read the conversation given below.	Developing a habit of reading books
	3/33	Read an excerpt of the play given below	Developing a habit of reading books
	4/46	Read the text below.	Developing a habit of reading books

	5/62	Read the letter given below	Developing a habit of reading books
	6/75	With a partner, read the conversation given below.	Developing a habit of reading books
	8/100	Read the text given below (explanation text about earthquakes).	Developing a habit of reading books
	Enrichment 117	Text about “The Enchanted Fish”	Developing a habit of reading books
	Enrichment 124	Text about “Bullying: A cancer that must be eradicated”	Developing a habit of reading books
	Enrichment 130	Text about “President Sukarno of Indonesia: Speech at the Opening of the Bandung Conference, April 18, 1955”	Developing a habit of reading books
	Enrichment 136	Text about “Vanity and Pride”	Developing a habit of reading books
	Enrichment 146	Text about “Letter to GOD”	Developing a habit of reading books
	Enrichment 154	Text about “the Last Leaf”	Developing a habit of reading books

	Enrichment 161	Text about "Life and Times of Ki Hajar Dewantara (Raden Mas Suwardi Suryaningrat)"	Developing a habit of reading books
Environmental Awareness	2/24	Smoking should be banned in public places.	Prevent the environmental damage
	4/46	global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.	Maintaining the environmental sustainability
	4/50	Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Prevent the environmental damage
	2/28	Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks. - Do you think education is a right or a privilege? Support your opinion with reasons and examples.	Preserving endangered animals

		<ul style="list-style-type: none"> - Do you think conservation of wildlife is important? Support your opinion with reasons and examples. - Time is more important than money. Support your opinion with reasons and examples. - Exploitation of natural resources is a major problem in Indonesia. Support your opinion with reasons and examples. - Do you think gaming affects the life of teenagers? Support your opinion with reasons and examples. 	
	4/59	<p>Choose one of the activities given below.</p> <ol style="list-style-type: none"> 1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers. 2. Create a pamphlet or a movie to educate people in 	Preserving endangered animals & prevent the environmental damage

		your school on “Dangers of drug abuse and cigarette smoking.”	
	6/78	Because the Sumatran tigers were almost extinct, the Indonesian government declared them as endangered species	Preserving endangered animals
	6/82	With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a role-play of the conversation about it and after that, do the role-play of the conversation you have created. Remember to use cause and effect signal words.	Preserving endangered animals
	6/84	<p>Choose one of the following topics for your project.</p> <ol style="list-style-type: none"> 1. Effects of smoking 2. Extreme weather due to global warming 3. Effects of global warming. <p>With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.</p> <p>Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.</p>	Prevent the environmental damage

Social awareness	1/3	<p>Siti: You look tired. What is going on?</p> <p>Jane: I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.</p> <p>Siti: Would you like any help?</p> <p>Jane: Yes, please. I would really appreciate it.</p> <p>Siti: Tell me what I can do and I will start right away.</p> <p>Jane: Thank you! You are an angel.</p>	Helping others
	1/7	<p>Examples of offers</p> <ul style="list-style-type: none"> - May I give you a hand? - Can I help you? - How about I help you with this? - Can I clean the car for you? - Shall I help you with your homework? - I will do the washing, if you like. 	Helping others
	1/8	<p>Edo: I have a lot of work to finish; I don't know how I will manage.</p> <p>Sam: (I'll help you with) half of it if you want.</p>	Helping others
	4/53	<p>Choose one of the topics given below.</p> <p>A. Passive smoking is a silent killer.</p> <p>B. Why is learning English important?</p> <p>State your arguments or position on one of the above</p>	Care for other people

		<p>given issues and then discuss with your partner. For the arguments, you can use some expressions like these:</p> <ul style="list-style-type: none"> - I would like to remind you - It is important for us to - I believe that - I am convinced that - Let me tell you - Try to remember 	
	5/69	If you need anything let me know. I will gladly help.	Helping others
	6/75	<p>Jane: Really? It sounds scary.</p> <p>Ray: It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.</p> <p>Jane: You are right. We have to do it</p>	Care for other people
	Enrichment 148	<p>The Postmaster was a very nice and kind gentleman. He always helped people in any way he could.</p> <p>Rancho needed a lot of money but the postmaster didn't have any. Since he had already decided to help Rancho, he decided to give part of his salary, and he asked his friends and co-workers to contribute. But it was impossible for him to collect 100 pesos. He was happy</p>	Helping others

		that at least 70 pesos were collected.	
Responsibility	6/75	Jane: Hi Ray! What are you doing? Ray: Hey Jane! I am reading an article on smoking. Jane: Smoking! Why? Ray: For presentation in Science class.	Carrying duties competently.
	Enrichment 4/140	Monsieur Loisel: Matilda, my love. I have made the last payment on our debt. We have nothing left for ourselves, but at least we are free from the loan of 20,000 francs. Madame Loisel: free at last	Carrying obligations



Appendix 6: Observation and checklist character education in English textbook

“Bahasa Inggris Kelas XII SMA/MA/SMK/MAK”

Character	Chapter & page	Examples	Description
Religious	11/156	The orange glow of the sunset at the beach is so mesmerizing that I cannot stop feeling grateful for having this amazingly beautiful country as my homeland.	Being grateful for God’s creations
Honesty	each chapter	Reflection. At the end of this chapter, ask yourself the following questions to know your learning progress. 1. Do you know how to? 2. Do you know how to? 3. Do you know how to? 4. Do you know how to? If you answer "no" to any of the questions above, please discuss it with your friends or consult it to your teacher.	Admitting mistakes or self deficiencies
Discipline	5/68	Tenants must obey certain regulations when living in an apartment, which is far different from living in a landed-house	Obeying laws and regulations
	5/69	The new governor advised the city residents to wake up and obey the rules so that the capital city would develop as expected.	Obeying laws and regulations
	9/120	First, we bought the entrance ticket. Second, we listened to our teachers’ instruction about group activities. Next, we divided ourselves into groups based on our personal interests.	Doing task orderly and punctually

		Then, each group followed the assigned teacher	
Hardwork	4/50	My current position, managing the local branch of a national shoe retailer, has provided the opportunity to work under a high-pressure, team environment, where it is essential to be able to work closely with my colleagues in order to meet sales deadlines	Working hard to improve self-competence.
	4/52	Butet frequently initiates speaking in English with her classmates because one of the requirement appearing in job vacancy advertisements in the Internet and newspapers require English fluency.	Working hard to improve self-competence.
	4/57	I have successfully designed, developed, and supported live use applications. I strive for continued excellence, and I provide exceptional contributions to customer service for all customers	Working hard to improve self-competence.
	each chapter	Reflection. At the end of this chapter, ask yourself the following questions to know your learning progress. 1. Do you know how to? 2. Do you know how to? 3. Do you know how to? 4. Do you know how to? If you answer "no" to any of the questions above, please discuss it with your friends or consult it to your teacher.	Working hard to improve self-competence.
	1/14	With your group, choose one of the dialogs from Task 1 and perform it in front of your class. Show your best performance	Working hard to improve self-competence.

		to your classmates.	
	4/44	Your teacher will divide the class into 4 groups and show you how to play boardgame (mindmap). All groups will compete to complete the mindmap on the whiteboard. The first to finish the mindmap will be the winner.	Working hard to achieve the desired goals.
	4/49	Listen and repeat after your teacher says the words below. Practice more to perfect your pronunciation.	Working hard to improve self-competence.
	8/110	Your teacher will divide the students into four groups. Every student in each group will race to the board and write a noun or a verb related to cooking in turns. The group that writes most nouns/verbs is the winner. See the example.	Working hard to achieve the desired goals.
	9/131	In groups, find a procedure text about how to make something or how to do something. You can go to the library or search in the Internet. Use the following questions to help you select the text.	Working hard to improve self-competence.
	9/132	Now, write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search in the Internet to find help.	Working hard to improve self-competence.
	10/136	Your teacher will divide the students into four groups. Before you start your wall race, your teacher will give you time to discuss in pairs about Photoshop for 7 minutes. After that, every student in each group will in turns race to the wall where the teacher has attached a piece of paper and write a noun or a verb related to photo editing. The group that writes	Working hard to achieve the desired goals.

		most nouns/verbs is the winner.	
Creativity	4/50	In addition to my responsibilities as manager, I also developed time management tools for staff using Access and Excel from Microsoft's Office Suite.	Create something useful
	4/52	Siti still cannot hide her happiness because her investigation report about high school students' eating habit appear on a regional newspaper yesterday.	Create something new
	4/54	He developed time management tools for staff.	Create something useful
	7/103	In the art class, the art teacher told us to make replicate of animals or tress from clay that later can be donated to a kindergarten next to our school.	Create something new
	7/105	Be proud of being able to (create) this pop-up book yourself. Though it is not the best, you should appreciate the originality of your (creation). This is really much better than copying other people's work.	Create something new
	1/12	Work in groups of 4. Write a dialog for each of the following situations.	Using self-idea to create something
	2/23	Personalisation: If you have an opportunity to visit Seattle, what will you do? Write down your plan on a piece of paper.	Using self-idea to create something
	3/39	Look at the following picture and write a caption for the picture.	Using self-idea to create something
	4/59	Write an application letter to respond to the above job vacancy. Use these points about parts of application letters to help you.	Using self-idea to create something

	5/70	Study the list of words in Task 1 again. Create your own sentences using the words.	Using self-idea to create something
	5/75	Write a piece of news item by responding to these questions.	Using self-idea to create something
	5/75	Choose an interesting or newsworthy event that has happened at or around the school. Write it up in the form of newspaper report for publication in your school magazine. Include these elements when writing.	Using self-idea to create something
	5/77	Rewrite the news above using your own words. Use this sentence to begin your rewriting	Using self-idea to create something
	5/78	Study the notes in Task 3. Imagine yourself as a news reader on a radio or television. Retell the news to the class.	Using self-idea to create something
	7/102	After you get inputs from your teacher about the structure of a radio news report, use the information to modify the reading text above into a script for a news broadcast. Do it in pairs. Then, compare your work with your classmates' works.	Using self-idea to create something
	7/106	Try to write sentences that use the noun and verb forms of the following words.	Using self-idea to create something
	9/132	Now, write a procedural text of your own. Choose a goal that you are good at. You can go to the library or search in the Internet to find help.	Using self-idea to create something
Independency	1/5	Dhea: Would you need my help? Riza: No, thanks. I'll do it as soon as possible. I know that you're as busy as I am.	Doing something by relying on personal ability.

	2/23	Personalisation: If you have an opportunity to visit Seattle, what will you do? Write down your plan on a piece of paper.	Doing something by relying on personal ability.
	4/59	Do the project individually. Find another example of application letters in the Internet. Analyze whether you can find the parts of application letters that you have learned.	Doing something by relying on personal ability.
	9/128	After reading the text about how to breed leopard geckos, individually guess the meaning of each word below. Then, check them with your friends. When necessary, consult your dictionary. After that, practice pronouncing the words.	Doing something by relying on personal ability.
	9/129	Do the exercise individually. Use the appropriate verbs indicating commands (imperative sentences) to fill in the blanks. When you finish, read all the items again and circle the adverbials you can identify.	Doing something by relying on personal ability.
Curiosity	2/16	Work in pairs. What will you discuss with your friends when you come to a new city? What do you expect? What do you see? What do you feel?	Seeking comprehensive information to gain extensive knowledge.
	2/17	Read the text carefully. Have you ever heard about Seattle? Do you know what and where Seattle is? What do you expect to see and enjoy there?	Seeking comprehensive information to gain extensive knowledge.
	3/34	Observe these pictures and photos. What are these pictures and photos trying to say? Answer the questions to help you understand them better.	Seeking comprehensive information to gain extensive knowledge.
	3/36	Back to the captions number 1-9. What messages are sent by	Seeking comprehensive

		the writers? Where can you find these captions? Discuss with your chair-mate to find the answer.	information to gain extensive knowledge.
	4/51	Let's have some questioning activities. Do you still have questions? Write down your questions and take turns asking and answering the questions with your partner. Compare your answers to your partner's. Identify relevant words (data) from the text to support your answers. If you're not sure, check the answers with the teachers.	Seeking comprehensive information to gain extensive knowledge.
	5/66	Let's make comprehension questions. Create your own questions about the two texts. Do you have any questions so far about the two texts? Write down your questions and ask your friends or your teacher to get the answers.	Seeking comprehensive information to gain extensive knowledge.
	6/86	Write and ask questions about the news. When reading the text, what questions come up in your mind? If you don't have any, then try to ask questions that the answers of which are the ones underlined in the text. Write the questions in the space below. Then, work in pairs and ask your friends the questions you have written.	Seeking comprehensive information to gain extensive knowledge.
	9/120	Work in groups to discuss these questions: 1. Do you have something that is very special to you? 2. What is it? 3. Why is it so special to you? 4. Does the thing need special care? 5. How do you take care of it?	Seeking comprehensive information to gain extensive knowledge.

	11/151	Write some questions that may come across your mind as you are listening to the song. After listening, ask the teacher or your classmates about the questions to get the answer.	Seeking comprehensive information to gain extensive knowledge.
Nationalism	11/156	The orange glow of the sunset at the beach is so mesmerizing that I cannot stop feeling grateful for having this amazingly beautiful country as my homeland.	Feel proud of the nation's beauty.
Appreciation	7/105	Be proud of being able to create this popup book yourself. Though it is not the best, you should appreciate the originality of your creation. This is really much better than copying other people's work.	Praise the hard work and accomplishment of others.
Communicative	1/4	dr. Nahda : Hello... Fafa : Hello, doctor. dr. Nahda : You look terrible. What can I do for you? Fafa : I can't go to school today. dr. Nahda : Oh, I am sorry to hear that. What's the problem? Fafa : My stomach hurts terribly. I think I have a fever as well. dr. Nahda : Okay, let me check your stomach.	Establish good association through polite communication
	1/13	You work in a tour agency. You see a young gentleman enter your office awkwardly. Offer your service and try to convince him to take one of your holiday packages	Establish good association through polite communication
	4/52	As good colleagues, our teachers visited our English teacher	Strengthening friendship

		who has been sick for a week. Some of us also went there together bringing her favorite fruit.	
	1/7	Listen to your teacher reading the dialogs above. Then, work in pairs. Take turns reading and practicing dialogs 1, 2, 3, and 4.	Establish good collaboration through group work
	1/12	Work in groups of 4. Write a dialog for each of the following situations.	Establish good collaboration through group work
	1/14	With your group, choose one of the dialogs from Task 1 and perform it in front of your class. Show your best performance to your classmates.	Establish good collaboration through group work
	2/23	Now, discuss with your friends about 'if' sentence patterns as appear in the reading text "Why Don't You Visit Seattle?" above. Write down the patterns in the following space.	Establish good collaboration through group work
	2/24	Read and practice the dialogs below with your friend. Pay attention to the use of "if" clause.	Establish good collaboration through group work
	2/27	Work in groups of 3-5 students. Find other text that uses "if clause" in it. Then, identify the "if clauses" in your text together with your group. Find the patterns as well.	Establish good collaboration through group work
	2/28	Exchange your group's work with other group's work. Check the work. You may give some corrections and suggestions in other piece of paper.	Establish good collaboration through group work
	2/28	Have a conversation with your friend. Remember your visit to an interesting place sometime ago. Your friends plan to visit that place. Give suggestions to your friends. To prepare	Establish good collaboration through group work

		yourself, make a note. Look at the following example.	
	3/32	Observe the pictures in pairs. Now, look at the following pictures. Discuss with your chair-mate which ones are captions	Establish good collaboration through group work
	3/35	Discuss with your friends the following points: 1. What are captions? 2. What is the importance of captions? 3. Why do people use caption?	Establish good collaboration through group work
	3/36	Back to the captions number 1-9. What messages are sent by the writers? Where can you find these captions? Discuss with your chair-mate to find the answer.	Establish good collaboration through group work
	3/37	Work in pairs. Refer to the pictures in previous Task 1 and complete the blanks with suitable expressions. Then, play these roles in front of the class.	Establish good collaboration through group work
	3/38	Work in groups. Choose two captions from the previously given captions. Discuss with your friends by focusing on three things: 1) whether they are good, 2) what messages they express, and 3) what grammar is used.	Establish good collaboration through group work
	3/40	Now, sit in groups of four. Bring a picture from home and make four copies. Distribute them to your friends and ask them to write a caption on each picture.	Establish good collaboration through group work
	4/44	Your teacher will divide the class into 4 groups and show you	Establish good collaboration

		how to play board game (mind map). All groups will compete to complete the mind map on the whiteboard. The first to finish the mind map will be the winner.	through group work
	4/48	Discuss with your friend next to you what job you want to have in the future. You have five minutes to do the activity.	Establish good collaboration through group work
	4/51	Do you still have questions? Write down your questions and take turns asking and answering the questions with your partner. Compare your answers to your partner's. Identify relevant words (data) from the text to support your answers. If you're not sure, check the answers with the teachers.	Establish good collaboration through group work
	4/58	In pairs, make comprehension questions based on the application letter written by John Donaldson. Then, compare your questions to the ones made by other pairs.	Establish good collaboration through group work
	5/62	Share with your chair-mate an interesting, important, or surprising piece of news that you have heard from TV, radio, newspaper, or people around you. Take turns doing that.	Establish good collaboration through group work
	5/73	In pairs, download a piece of news from this address: http://www.dailymail.co.uk/femail/article-3354792/Inspirational-teen-tries-tackle-suicidecaused-cyber-bullying-rethink-app.html .	Establish good collaboration through group work
	5/74	In groups, choose an interesting or newsworthy event reported in a newspaper. You can go to the library or search in the Internet.	Establish good collaboration through group work
	5/76	Let's do some peer editing. Work in pairs. Exchange your	Establish good collaboration

		writing. Check your friend's writing.	through group work
	6/82	Discuss with your friends about the problem that might be happen to your school regarding registration using online system	Establish good collaboration through group work
	6/91	Sit in groups of three and tell your Friends about the news that you have summarize in the previous writing activity	Establish good collaboration through group work
	6/91	Exchange your re-group news. Students sit in another group and tell one of her/his friend's news to the new group	Establish good collaboration through group work
	7/102	After you get inputs from your teacher about the structure of a radio news report, use the information to modify the reading text above into a script for a news broadcast. Do it in pairs. Then, compare your work with your classmates' works.	Establish good collaboration through group work
	8/116	Have a discussion. Discuss with your friend about the similarities and differences between your recipe and his/her recipe.	Establish good collaboration through group work
	8/117	Discuss with your friends in your groups about four difficulties that you have in giving instructions and in following instructions, and how to overcome them	Establish good collaboration through group work
	9/120	Work in groups to discuss these questions: 1. Do you have something that is very special to you? 2. What is it? 3. Why is it so special to you? 4. Does the thing need special care? 5. How do you take care of it?	Establish good collaboration through group work

	9/120	Observe these two texts. In groups, compare them using the questions that follow	Establish good collaboration through group work
	9/122	Before you read the following text about how to breed leopard geckos, talk about these things in small groups.	Establish good collaboration through group work
	9/131	In groups, find a procedure text about how to make something or how to do something. You can go to the library or search in the Internet.	Establish good collaboration through group work
	9/132	Work in pairs to edit the text. Exchange your writings with other pairs. Check your friends' writings.	Establish good collaboration through group work
	10/136	Your teacher will divide the students into four groups. Before you start your wall race, your teacher will give you time to discuss in pairs about Photoshop for 7 minutes. After that, every student in each group will in turns race to the wall where the teacher has attached a piece of paper and write a noun or a verb related to photo editing. The group that writes most nouns/verbs is the winner.	Establish good collaboration through group work
	10/146	Now, work in pairs! By using the table above, tell your friends what you should do to operate each tool. Give the instructions in turns.	Establish good collaboration through group work
	11/150	Discuss with your chair-mate for 10 minutes about the songs that can influence your mood.	Establish good collaboration through group work
	11/158	There are problems in this world out there and in our own environment, such as in our neighborhood and schools. Work	Establish good collaboration through group work

		in groups of three to four students. Identify problems in your surroundings.	
Peacefull	4/52	Students of XII E class made class pledge stating their commitment to stop bullying in order to create positive classroom atmosphere for every class member.	avoiding conflict and violence
	4/52	Fighting? Never. Although Bejo is a great master in martial art, he never takes fighting into his consideration in dealing with problems.	avoiding conflict and violence
Reading Interest	1/4	Read these dialogs. Pay attention to the italicized expressions. Answer the questions that follow.	Developing reading habbit
	1/8	Read the following dialogs carefully and then fill in the blanks with the appropriate expressions.	Developing reading habbit
	2/23	Read again the text "Why Don't You Visit Seattle?" and identify the "if" sentence along with its pattern. Look at the example.	Developing reading habbit
	2/24	Read and practice the dialogs below with your friend. Pay attention to the use of "if" clause.	Developing reading habbit
	4/50	Read the text carefully. As you read, try to figure out the answers to the following questions. What is the type of the following text? Why do people write such text? Do you think that someday you will write a text like that? Do you know the names of the parts of the text marked by the numbers and the meaning of the words in italics in the text?	Developing reading habbit
	4/56	The following text is another example of an application letter.	Developing reading habbit

		Read it carefully. Then, identify parts of the application letter by referring to the guiding questions below.	
	4/58	Here is a job vacancy appeared in a local newspaper today. Read the vacancy and consider whether you meet the qualification or not	Developing reading habit
	5/64	Take turns to practice reading the news aloud. Pay attention to your pronunciation.	Developing reading habit
	5/67	Read the following text carefully. Answer the comprehension questions briefly.	Developing reading habit
	5/72	Read the explanation below to know more about news item text and its text structure. Then, reread the texts in this chapter and identify their text structures. Do it in a table like the following	Developing reading habit
	5/77	The following are notes from a journalist's notebook. Read it carefully.	Developing reading habit
	6/83	Read the following text taken from a newspaper. Pay attention to the underlined words.	Developing reading habit
	6/91	Cut any news from any newspaper and bring it to the class. Read it and write down important things from the news.	Developing reading habit
	7/99	Read the following news item of similar topic taken from a newspaper. What do you learn from the text?	Developing reading habit
	8/113	Read the explanation about procedure text below carefully. Note the parts of its text structure.	Developing reading habit
	9/122	Read and skim each paragraph in the reading text about how	Developing reading habit

		to breed leopard geckos below. Then, answer the following questions.	
	9/125	Here is another example of procedure text. Read it carefully and then answer the following questions.	Developing reading habit
	10/140	Read the text about photoshop below. In turns, read it aloud.	Developing reading habit
	10/144	Read the explanation about text structure of procedure text below. Then, identify the structure of the previous text in sub E.	Developing reading habit
	10/145	Read and find further information about more tips to improve your photo qualities by using Photoshop by opening the following link: blog.udemy.com/how-to-use-photoshop/ After that, summarize the tips that you get from the website.	carrying out reading activities to seek information from various sources
Environmental awareness	7/99	Indonesia has opened a regional recycling conference aimed at increasing awareness of waste management for economics and environmental benefits.	Maintaining the environmental sustainability
	7/100	The school does not only teach about the environment but also introduces environmental-friendly practices, such as the eco school program where they bring their own plates and cups to reduce plastic waste. They even don't use drinking straws	Maintaining the environmental sustainability
	7/103	Every household in our city should think of how to reduce the amount of trash taken to the Landfill. The three R should be in the mind of all people	Prevent the environmental damage
	7/103	It takes years for plastic waste to unravel. Therefore, live a	Maintaining the environmental

		zero waste life style by bringing your own (plastic) bags or containers wherever you go	sustainability
	7/103	Environmentally concerned city architects will sculptures This activity required the students to identify environmental issues that occur around them. This activity can facilitate students to develop a greater awareness of environmental problems and be motivated to take preventative or corrective actions-friendly features in their design of the city planning.	Maintaining the environmental sustainability
	7/104	Schools should have eco programs that aim at developing students' awareness about their environment.	Maintaining the environmental sustainability
	7/105	The architects incorporate environmentally friendly materials in the design of the public library. The incorporation will make the new building harmonious with the surrounding.	Maintaining the environmental sustainability
	7/105	Do not pollute this lake. If you do, the pollution will finally harm our health.	Prevent the environmental damage
	11/152	Heal the world	Maintaining the environmental sustainability
	11/158	There are problems in this world out there and in our own environment, such as in our neighborhood and schools. Work in groups of three to four students. Identify problems in your surroundings.	Maintaining the environmental sustainability
Social awareness	1/5	Tania: Hello, Sir. May I help you? Where's your destination? Stranger: Yes. I need to go to Jakarta. How long will it take from this bus station? Is this Arjosari station?	Helping the other person

		Tania: Yes. This is Arjosari bus station. It takes about 22 hours from here to Jakarta.	
	1/5	Dhea: Have you heard that the due date for the final project is extended? Riza: No, is it true? Dhea: Yes. It will be due next month. Riza: That's wonderful! I haven't even started yet. Dhea: Would you need my help? Riza: No, thanks. I'll do it as soon as possible. I know that you're as busy as I am. Dhea: Okay. Just let me know if you need my help.	Helping the other person
	1/6	Diana: What if I help you with the preparation? Hamda: Oh, it's very nice of you. But I'm going to do it with my sister. Thanks for the offer. Diana; Okay, no problem	Helping the other person
	1/10	Diani : Oh, I don't have any winter clothes and I don't have enough time to find ones. Riana : My sister has two jackets good enough for going out in the snow. What if I ask her to lend you hers? Diani : That would be very helpful. Thank you very much.	Helping the other person
	1/12	You are doing the History Project with your group at the library after school. Your best friend cannot finish his/her part. Offer a help to do it together.	Helping the other person

	1/12	School holiday is coming soon. You and your family have a plan to go abroad, but do not have time to surf the internet to find the best place and best deal. Offer your parents to find the needed information and to arrange the vacation with the tour agent.	Helping the other person
	1/13	A friend is absent because she is sick. You visit her this afternoon. Your friend needs your help to communicate with the teacher about an assignment that she hasn't finished yet. Offer her a help.	Helping the other person
	1/13	You want to go to the movie this weekend. You ask several friends to go with you. Two of your friends cannot make up their minds. Offer to treat them so that they can go with you.	Helping the other person
	2/23	Imagine you are visiting Lake Toba with your classmates. Your friends want to go canoeing but do not know how to do it. What would you say to help them	Helping the other person
	4/52	Maya's calm personality is really suited for her role as one of the school mediators that help conflicting students achieve conflict resolution.	Helping the other person
	5/68	He said that an owner of apartment should also consider aspects of designing and building materials that are safe for children. "The quality of building materials should be prioritized. Children safety should be the main concern with regards to the Building materials that are used," He said.	Care for the other person
	5/69	At present, the concern of the government is related to	Contribute to the social

		educating girls living in rural areas.	development
	7/105	Children in the landslide area need our donation for buying books and other learning materials. I suggest that everyone in this class donate some of their pocket money.	Contribute to the social development
	11/152	Heal the world, make It a better place For you and for me and the entire human race There are people dying if you care enough for the living Make a better place for you and for me.	Care for the other person
Responsibility	2/24	Father : Exam is around the corner. It's about time to go back to your study. Son : Okay, Dad. Father : If you want to pass the exam, you have to study harder. Son : Thanks, Dad.	Carrying obligations
	4/50	Ratu Tita has written a letter addressed to the principal of our school asking permission not to attend classes for 2 days because she and I will join an English speech competition. Attached to the letter is our completed application letter to join the event, which is also signed by our English teacher.	Carrying obligations
	5/69	Under the new regulations, the owner of the rented house has to be responsible for the provision of convenient facilities.	Carrying obligations

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PUBLISHED RESEARCH

Analysis of Character Education in English Textbook for Senior High School Students in Sidrap Regency