

AN ANALYSIS CHARACTER EDUCATION VALUES FOUND IN
ENGLISH TEXTBOOK FOR SECOND GRADE OF SENIOR HIGH
SCHOOL PUBLISHED BY KEMENDIKBUD 2017

A THESIS

*Intended to Fulfill one of The Requirements for the Award Of Sarjana Degree
In English Language Teaching And Education
Universitas Islam Riau*



Name : Rina Wijayanti

NPM. 176310749

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU

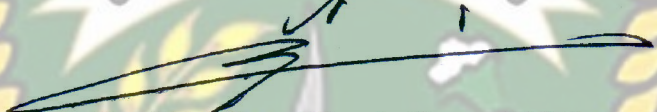
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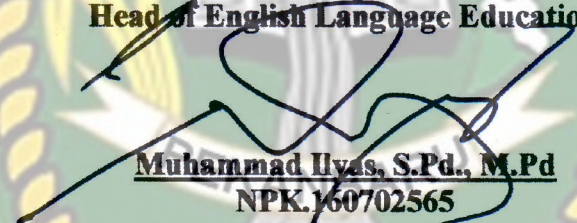
AN ANALYSIS CHARACTER EDUCATION VALUES FOUND IN
ENGLISH TEXTBOOK FOR SECOND GRADE OF SENIOR HIGH
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Name : Rina Wijayanti
Student Number : 176310749
Place/date of birth : Titian Resak, April 12th 1999
Faculty : Teachers Training and Education
Study program : English language Education

Advisor

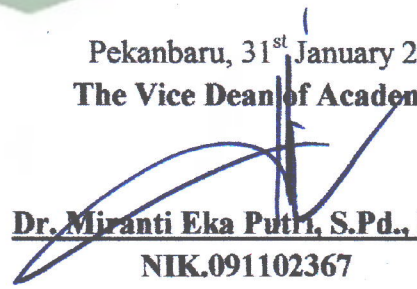

Prof. Dr. Seno Himala Putra, M.Pd.
NIDN. 1025086701

Head of English Language Education


Muhammad Ilyas, S.Pd., M.Pd
NPK.160702565
NIDN.1021068802
Penata/Lektor/IIIC

This thesis has been accepted to be one of requirements for the award of Sarjana Degree at English Study Program of Education and Teacher Training Faculty Islamic university of Riau.

Pekanbaru, 31st January 2022
The Vice Dean of Academic


Dr. Miranti Eka Putri, S.Pd., M.Ed
NIK.091102367
NIDN. 1005068201

THESIS

**AN ANALYSIS CHARACTER EDUCATION VALUES FOUND IN
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Name : Rina Wijayanti

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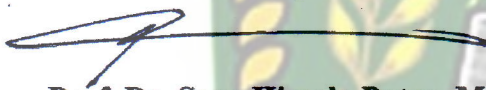
Study Program : English Education

THE CANDIDATE HAS BEEN EXAMINED

Monday, 31st January 2022

THE EXAMINERS COMMITTEE

Head Advisor



Prof. Dr. Seno Himala Putra, M.Pd
NIDN. 1025086701

Examiners



Dr. Sri Yuliani, S.Pd., M.Pd.
NIDN. 1020077102



Marhamah, S.Pd., M.Ed
NIDN. 1023127702

The thesis has been approved to be one of requirement for awards as Bachelor Degree in English Study program. Faculty of Teacher Training and Education Universitas Islam Riau.

Pekanbaru, 31st January 2022

The vice Dean of Academic



Dr. Miranti Eka Putri, S.Pd., M.Ed
NIDN. 1005068201

LETTER OF NOTICE

We, the head advisor and vice advisor here by notice that :

Name : Rina Wijayanti
Student Number : 176310749
Place/date of birth : Titian Resak, April 12th 1999
Faculty : Teachers Training and Education Faculty
Study program : English language Education

Has completely written a thesis which entitled:

**AN ANALYSIS CHARACTER EDUCATION VALUES FOUND IN
ENGLISH TEXTBOOK FOR SECOND GRADE OF SENIOR HIGH
SCHOOL PUBLISHED BY KEMENDIKBUD 2017**

It is ready to be examined.

This letter is made to be used, as it is needed.

Pekanbaru, 31st Januari 2022

Advisor

Prof. Dr. Seno Himala Putra, M.Pd

NIDN. 1025086701



YAYASAN LEMBAGA PENDIDIKAN ISLAM (YLPI) RIAU
UNIVERSITAS ISLAM RIAU

F.A.3.10

Jalan Kaharuddin Nasution No. 113 P. Marpoyan Pekanbaru Riau Indonesia – Kode Pos: 28284
 Telp. +62 761 674674 Fax. +62 761 674834 Website: www.uir.ac.id Email: info@uir.ac.id

KARTU BIMBINGAN TUGAS AKHIR
SEMESTER GANJIL TA 2021/2022

NPM : 176310749
 Nama Mahasiswa : RINA WIJAYANTI
 Dosen Pembimbing : 1. Prof. Dr SENO HIMALA P M.Pd 2.
 Program Studi : PENDIDIKAN BAHASA INGGRIS
 Judul Tugas Akhir : ANALISIS TEMUAN NILAI - NILAI PENDIDIKAN KARAKTER PADA BUKU
 TEKS BAHASA INGGRIS SEKOLAH MENEGAH ATAS KELAS SEBELAS YANG
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 Lembar Ke :

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Pekanbaru, 31 januari 2022
 Wakil Dekan I/Ketua Departemen/Ketua Prodi



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(Dr. Miranti Eka Putri, S.Pd., M.Ed)

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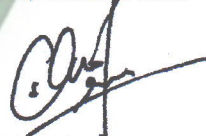
DECLARATION

Name : Rina Wijayanti
Index Number : 176310749
Place/date of birth : Titian Resak, April 12th 1999
Study Program : English Language Education (S1)
Faculty : Teacher Training and Education

I hereby declare this thesis is come from my own ideas, except the quotation (directly or indirectly). Which were taken from various souces and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, 31st January 2021

The Researcher


Rina Wijayanti

PREFACE

First of all, praise to the almighty Allah SWT, the Most Merciful, The most Beneficent for the blessing bestowed to the researcher particularly during her study and completing this thesis. Then the best wishes salutation is upon the great messenger prophet Muhammad SAW peace be upon him.

This thesis entitled “An Analysis Character Education Value in English Textbook for Second Grade of Senior High School Published by KEMENDIKBUD 2017” is presented to be English Language Education of Universitas Islam Riau. The primary aim of writing this thesis is to fulfillment of the requirement to obtain S1-degree.

Then the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Pekanbaru, 31stJanuary 2022

The Researcher

Rina Wijayanti

ABSTRACT

Rina Wijayanti, 2022. An Analysis Character Education Values Found in English Textbook For Second Grade of Senior High School Published By KEMENDIKBUD 2017

Keywords : Analysis, Character Education Value, English Textbook

Character education has an important role in the education system besides the teacher given the materials, also instill character education in the teaching learning process. The objective of this researcher is to identify the character education value found and to know the integrating of character education found in English textbook for second grade published by KEMENDIKBUD. The focus of this research is on character education value found in the content of English Textbook based on the compatibility of character education from curriculum 2013 that implemented by KEMENDIKBUD.

The methodology of this research is descriptive qualitative approach and using the technique of content analysis. The instrument of this research is documentation and data sheet to present the data. The documentation research from the content of the textbook which are conversation and reading text. The character found classified into the 18 character value based on curriculum 2013 and classified into the integrating of character value whether as explicitly or implicitly

Based on the findings of this research, . From the 18 character education value, there are only 16 character education that consist in 8 conversation text and 14 reading text. The 16 character education value are religiousness, honesty, tolerance, hard working, creativity, democracy, curiosity, spirit of nationality, patriotism, achievement respect, friendly/communicative, peacefulness, reading interest, environmental care, social care, and responsibility. The most dominant character is communicative value with the amount 11 character value and the percentage is (20,7 %), and the lowest position is discipline & undepence character value with only (0%). Moreover, the integrating technique of explicitly show (71,7 %) more dominant, meanwhile the integrating technique of implicitly show (28,3%) .

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Perpustakaan Universitas Islam Riau

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CHAPTER I

INTRODUCTION

1.1 Background of the problem

Character education has been an important role to build the personal character of the student through a teaching learning activity. According to lickona (2006) character education is the Conscious effort by schools, families, and communities to help young people understand, care about, and act upon core ethical values. It has many possible uses through conscious effort as the solution to instill character education. The implementation of character education is expected can influence to the behavior of students.

Furthermore character education is beyond being a program prepared for the behaviors and achievement of children at school(Tutkun et al., 2017). It is also viewed as the installation of moral values by creating a safe environment by solving special issues and problems of society. Based on the statement of Tutkun, character education has an important role in the education system besides the teacher given the materials, also instill character education in the teaching learning process. Because education without character is nothing, the students need good character as well even if they have a good study skill.

Indonesia has implemented the character education value in the educational system. Character education is a program that has become the primary aspect of the 2013 curriculum which has been socialized by the government since 2010 and since then all schools are requiring to implement this program (Wardani, 2019). Indonesian government determines 18

character values to apply in the education of Indonesia. The character education values that apply in Indonesia consist are religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, communicative, love and peace, the foundation of reading, environmental awareness, social care, and responsibility (Kemendikbudnas, 2011). Those are Character education values that use as the main focus of the ministry of education and culture to fix the quality of education in Indonesia.

Meanwhile the quality of education nowadays still have the weakness. Data UNICEF in 2016 shows that violence against adolescents in Indonesia is estimated at 50 percent. While reported from the data of the Ministry of Health of the Republic of Indonesia in 2017, there was 3,8 percent of students stated that they had abused narcotics and dangerous drugs. For example, the new case that happening in Indonesia nowadays involve the students in a murder case involving one of student high school, she has killed the underage children because gets inspiration from the movie. So it will be the mission of the ministry of education and culture to overcome the case involving the student.

The example of the case above emphasizes that the role of character education value plays the main role to solve those problems. Through the introduction of character education value at the school expected can be a preventive way. Because there are so many activities to build character education for students such as the organization of the school. But in this research, the researcher just focuses on the usage of the textbook which can

use as the learning media, due the textbook is an important tool to support the teaching learning process.

Moreover, in the 2013 curriculum, most of every level of school applied character education within every subject in the school, including English lessons. As cited Althof,W (2006) perspectives on character education do in fact incorporate moral reasoning, and they also include moral reflection and application to democratic citizenship. The implementation of character education value itself is based on the rules of the Ministry of Education and Culture Republic Indonesia in order to make the students get the other example of character education value through the activity within the English textbook. In English lessons, the students not just learn about English materials, but they are taught about character education as well. The most important thing that should be considered to teach character education by selecting the appropriate textbook.

The textbook has been the instrument of teaching activity that integrate character education as well. Cunningsworth in (Biljina,P, 2016) The textbook is a source of ideas and activities for learner practice and communicative interaction. The use of textbooks helps the teacher as guidance to deliver the material and add educational value. Therefore the textbook is crucial in teaching-learning activity, especially in English subjects.

Apart from that, the textbook can be beneficial to use as an instrument of learning, due to the organization of the textbook more complex than using the other instrument. The textbook provides important input into the classroom by using different activities such as reading, writing, speaking, and

listening. The textbook also provides the learners with a reference source on grammar, vocabulary, and pronunciation. Then, textbooks serve as a syllabus and a self-study source for learners. Thus, it can be said that the fundamental role of textbooks is the facilitator of teachers and learners.

Furthermore, the application of character education value in English textbooks might have a little bit difficult to understand because of the language used. Even less the implementation of character education value might be conveyed as implicit or explicit. So in this research, the researcher wants to analyze the character education value found in the English textbook of 2013 curriculum for second grade of senior high school by Kemendikbud. The content of the textbook that wants to observe by the researcher is conversation text and reading text in every chapter. Based on the previous research by Elva Ayu Wardani, she analyzed the character education value in a speaking script of an English textbook for senior high school. The difference between previous research and this research is the textbook used by the researcher and the object of the research.

So through the explanation above, the researcher wants to research with the title: **“An Analysis Of Character Education Values Found In English Textbook For Second Grade Of Senior High School Publish By Kemendikbud 2017 ”**

1.2 Identification of the problem

Based on the explanation of the background above, the writer sets the problem that the textbook is the crucial instrument to use as the source of learning. In the newest 2013 curriculum, the government has implemented the

character education value in every textbook. The implementation of character education value in the textbook tends implied as indirect and we need to comprehend the secret of value that instill in the textbook. Therefore in this research, the researcher conducts an analysis of character education value in the conversation and reading text in every chapter of the English textbook for second grade of the senior high school published by Kemendikbud.

1.3 Focus of the Problem

From the identification of the problem above, this research focuses on character education value in conversation and reading text in every chapter of the English textbook. The researcher wants to know the type of character education value found in every conversation and reading text based on the compatibility of character education from curriculum 2013 that implemented by Kemendikbud.

1.4 Research Question

Based on the focus of the problem above, the problem can be formulated as follow:

1. What are the types of character education values found in the English textbook for senior high school?
2. How the implement of character education values in conversation and reading text of English textbook for senior high school ?

1.5 Assumption

The researcher assumes that the character education values found in the English textbook not apply a whole of the 18 character values, and the implementation of character education in the English Textbook by kemendikbud can be explicitly or implicitly

1.6 Objective of the Research

Based on the research question above, the objective of the research are :

1. To identify the character education value found in the English textbook for Senior high school published by kemendikbud
2. To know the character education value that implemented in conversation and reading text of English textbook for senior high school published by kemendikbud

1.7 Significance of the Research

This research is about the character education value which plays an important role in the education field in teaching-learning process. This research expected can be useful practically and theoretically in every aspect not only for general but for the aspect of

By reading this research, the writer expects this research can give the benefit and more information for,

1. To Teachers

To give the information for teachers that types of character education value which found in the textbook, and also expected can help the teacher to knows the technique of implementation the character education value for the student.

2. To Students

To give the information for students that they can know about the types of character education that implemented in the context of conversation and reading text, also giving the influence to develop a better character.

3. To Researchers

To give the information for researcher about types of character education value found in an English textbook for senior high school that published by Kemendikbud, and expected can helps the other researcher as the reference to the concern of the research.

1.8 Definition of the key Terms

Related to the title of this research, the researcher wants to explain the definition of a key term that can be used to avoid misunderstanding and misinterpretation about the term that used in this research, so it important to define the term of this research to clarify the problem that discussed. The key terms as follow :

1. Analysis

According to Oxford Dictionary of phylosophy,(1996) by simon Blackburn “analysis is the process of breaking a concept down into more simple parts, so that its logical structure is displayed. Analysis in this study is the process of breaking a complex topic or substance into smaller parts to obtain a better understanding of some topic. In this research, the analysis means to find out the types of character education value in the English Textbook for Senior High School Publisbed by Kemendikbud.

2. Character Education Value

According to istinigsih (2016) stated: "character education is a way of doing everything in the school. It is not one particular program of

focus, it is everything we do that influences the kind of human beings students to become”. In this research Character education value is the implementation types of value that have been determined by the government to guide the student on how to behave and act.

3. Textbook

According to Grave, K., (2000) stated: " the textbook is a stimulus or instrument for teaching and learning. It means that the quality of the instrument also affects the quality of the learning". In this research, the textbook is the instrument or tool that is used by teachers and students as the supporting in the teaching-learning process, in order to achieve of learning purpose. Moreover the content of textbook not only consist the material for study, but also contain the character education value which function as the character building for the student who expected being a person with a good attitude. The textbook that used by researcher is the one of English textbook for second grade of senior high school published by kemendikbud which becomes the guider for the teacher in learning process, especially in Indonesian school.

CHAPTER II

REVIEW RELATED LITERATURE

In this chapter, the writer wants to explain several theories that are still have related to the topic of this research. First, the researcher will explain about 2013 curriculum, second about character education value, and last about the English textbook.

2.1 Relevant Theories

2.1.1 Notion of 2013 curriculum

Nowadays curriculum used in Indonesia for elementary and secondary school levels is called the 2013 Curriculum. It covers two main components: core competencies and basic competencies. Then it is developed into a syllabus containing core competencies, standard competencies, indicators, and main materials. The syllabus is then developed into lesson plans. This curriculum emphasizes teaching the students not only cognitive do-main but also psychomotor and affective domains which develop the character education values. Therefore, having a good cognitive domain and good character values are the focus of the 2013 Curriculum (Wardani & Tasnim, 2019).

Moreover, the curriculum is fundamental to education or a set of plans in process of teaching-learning in order to achieve of teaching-learning purpose. According to Rahmi (2019) In curriculum 2013, the education paradigm moves from the teacher center to the student center of learning. Based on Rahmi stated that the purpose of the

implementation curriculum 2013 is to produce students who have innovation, creativity, and productivity.

The Ministry of Education and Culture (Kemendikbud) integrates character education into the existing curriculum through activities of strengthening character education(Wardani,E ,2020) . According to Bahri (2011) Curriculum is an instructional curriculum offered to students that contains everything that can affect students' growth and personal creation in conjunction with educational objectives and is intended to enhance the quality of life in its execution not only at school but also outside of school.

Curriculum 2013 is the latest curriculum implemented in Indonesia and has integrated the content of character education into a learning process as stated in the Content Standard of Curriculum 2013 (the Regulation of the Minister of National Education, Number 21 of 2016). Similar to the previous curriculum (Educational Unit Level Curriculum), Curriculum 2013 also regulates the technical implementation of character education in detail. character education has been always considered in every educational design.

Moreover, there is also an increasing interest in finding out a correlation between character education programs and social and academic achievements. Character education has been always considered in every educational design. According to Keddie as cited in Qoyyimah,u (2016) values and moralities could also be infused deliberately through the school's curriculum. Furthermore,there is also an

increasing interest in finding out a correlation between character education programs and social and academic achievements. Therefore, in order to support a learning process, the student should be encouraged to find out any information from any resources like an English textbook.

2.1.2 Character Education

1. Definition of Charater Education value

Currently, the development of character values in education is known as character education. Character education is defined as a planned and systematic approach in terms of self-respect, responsibility, honesty etc(Zurqoni, 2018). According to Iswara(2013) Character is the combination of those psychological characteristics that impact the child's capacity and tendency to be an effective moral agent, to be socially and personally responsible, ethical, and self-managed. The outcome of effective character education is the psychological development of students. Agboola (2012) state the outcome of character education has always been encouraging, solidly, and continually preparing the leaders of tomorrow.

According to U.S. Department of Education (as cited in Agboola & Tsai,2012) clearly defined the character education as an explicit learning process from which students in a school community understand, accept, and act on ethical values such as respect for others, justice, civic virtue and citizenship, and responsibility for self and others. According to Istiningsih (2016) character education is the

right way of doing everything in school. It is not one particular program of focus, it is everything we do that influences the kind of human beings students become. Schools have always been interested in three kinds of outcomes: skills, knowledge, and character. A triangle model is used to explain moral development. The left section of the triangle model deals with values. We recognize that there are core common values, and we are socialized to develop them through (1) role models, such as parents, other adults, peers, and mass media, (2) legends and heroes, people, we look up to, (3) stories and narratives in print, film, TV, or video games, (4) reinforcement. Fathuraman(2012) said character education is not just the responsibility of classroom teachers and principals but to do with character education starting from the top organizers of the State, to the head of household though. The contribution of another example is the formation of the character of students, socio-economic-political system, legal system, security and religious activities.

In another hand, character can also be considered as a behavioral element that emphasizes somato psikis elements possessed by a human being. Character is usually seen from a psychological perspective. This is related to the aspects of behavior, attitude, manner, and the quality following which differentiate one person from another or specific elements which may lead somebody to be more outstanding than others (Rokhman, 2014). Character education involves teaching students the importance of basic human values to

provide youth with the skill set to develop emotional competencies and communication proficiency, while also reducing intolerance, aggression, and antisocial behaviors (Protz ,2013)

An additional expert by (Abourjilie, 2012:2) in (Iswara, 2013:3) defined character education as a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their student's important core, ethical values such as respect for self and others, responsibility, integrity, and self-discipline. Qoyyimaah (2016) mentioned that Indonesian character education is regarded as realizing the government's aim to nurture and maintain a national core of shared values. Through the values offered by the official curriculum, education is used as a means to promote good behavior and attitudes, regard for diversity and differences, and dispositions to face an increasingly competitive world. The official curriculum requires teachers to teach values intentionally to prepare youth for a competitive world as well as reenergize their national identity.

Kemendikbud (2010) national character development can only be done through the development of a person's character. However, because humans live in a certain social and cultural environment, the development of a person's character can only be carried out in the social and cultural environment concerned The development of

national character can only be done through the development of one's individual character. However, because humans live in a certain social and cultural environment, the development of a person's individual character can only be carried out in the relevant social and cultural environment.

Based on the explanation above, it can be concluded that the character education value correlates with life school. Due to the environment of the school, they are not only taught about the knowledge but there are also get the each other in the teaching-learning process to build a good character for students.

The Ministry of National Education (Kemendiknas) has established the basis of character education that is rooted in 18 values of cultural education and national character. From those 18 characters, schools can provide additional characters or reduce them according to the needs of learners. Then, these are the eighteen-character education mentioned as the instruction.

Table 2.1 : Character Education Values According To Curriculum 203 And The Description Of Cultural Education And National

CHARACTER VALUES	DESCRIPTIONS
Religiousness	This value means the attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the

	<p>practice of other religions, and living in harmony with other religions</p> <p>Indicators:</p> <ul style="list-style-type: none"> - Celebrating religious feasts - Reciting prays before and after study - Providing opportunities to students of performing religious teachings
<p>Honesty</p>	<p>This value means behavior based on an attempt to make himself the one who can always be trusted in words, actions, and employment</p> <p>Indicators:</p> <ul style="list-style-type: none"> - Prohibition of cheating is always trustworthy in saying, acting, and working
<p>Tolerance</p>	<p>This value means the attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves</p>

	<p>Indicators:</p> <ul style="list-style-type: none"> - Respect and give the same treatment to other religions, ethnicity, race, and groups - Working in a different group
<p>Discipline</p>	<p>This value means the actions indicating orderly and obedient behavior on various rules and regulations</p> <p>Indicators :</p> <ul style="list-style-type: none"> - To obey the rules - On-time or in time
<p>Hardworking</p>	<p>This value means the behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as complete the task as well as possible</p> <p>indicators :</p> <ul style="list-style-type: none"> - Compete well - Never give up - Work hard in learning
<p>Creativity</p>	<p>This value means thinking and doing something to generate a new method or result of something that</p>

	<p>has been owned</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Create new works and ideas
Independence	<p>This value means the attitudes and behaviors that are not easy to depend on others to complete tasks</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Able to complete the assignment by him/herself
Democracy	<p>This value means the way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Accept the differences - Discuss before making the decision
Curiosity	<p>This value means attitudes and actions that are always working to find out more in-depth and extend from something he learned, seen, and heard</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Exploring

<p>Spirit of nationality</p>	<p>This value means the way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Celebrating the nationality day - Cooperate with them
<p>Patriotism</p>	<p>This value means the ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic, and political nation</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Using the Indonesian language well - Using Indonesian local product
<p>Achievement respect</p>	<p>This value means the attitudes and actions that encourage him to produce something useful for society, and recognize and respect</p>

	<p>other people's success</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Appreciate student's achievement
Friendly/communicative	<p>This value means the actions showed pleasure in speaking, associating, and cooperating with others</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Socialize - Teamwork - Communicating politely
Peacefulness	<p>This value means the attitudes, words, and actions that make other people feel happy and safe over the presence of him</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Create peaceful situation - Full of love
Reading interest	<p>This value means the habit to take time to read the various readings that give him the benefit.</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Visit library

	<ul style="list-style-type: none"> - Often reading
Environmental care	<p>This value means the attitudes and actions which seeks to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Do not litter - Keep clean everywhere - Love environment - Stop global warming
Social care	<p>This value means the attitudes and actions that always want to help other people and communities in need.</p> <p>Indicators :</p> <ul style="list-style-type: none"> - Harmony relationship - Empathy to people
Responsibility	<p>This value means the attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the</p>

	<p>nation, and the Almighty God</p> <p>Indicators :</p> <ul style="list-style-type: none"> - understand the obligation of him/herself
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2. Techniques of Integrating Characters

According to the Ministry of National Education (2010) there are many ways or techniques to integrate the characters into their teaching included in textbooks. These methods include (1) expressing the characters that exist in the learning material, (2) integrating the characters to become an integral part of the learning material (3) using imagery and making comparisons with similar events in the lives of the students, (4) changing the negative things into positive, (5) expressing the characters through discussion and brainstorming, (6) using stories to bring the characters, (7) telling the life stories of great men, (8) using songs and music to integrate the characters, (9) using drama to portray the events that contain characters, (10) using a variety of activities such as services, practice field through clubs or group activities to bring the character of humanity.

From the above description, methods numbers (1) and (2) imply that the characters in the textbook are expressed directly (explicitly). Methods number (3) - (10) are the indirectly (implicitly) integrating technique of characters. The most important thing in presenting the material in textbooks is that it should be adjusted between the subject

matter and the level of cognitive development of learners. Zuchdi (2012: 36) in Zein (2019:8) also states that to achieve the purpose of character education/values/morals that is expected behavior, students must already have the ability to think in matters of values/morals to be able to make decisions independently in determining what action should be done.

2.1.3 Textbook

1. Notion of Textbook

Talking about the teaching-learning process not only transfer of knowledge through direct communication but also needed the other role, especially textbook. The textbook has been a supporting instrument in the teaching-learning process. According to Gailea(2019) a textbook is defined as a book that teaches a particular subject and that is used especially in schools and colleges. In a textbook, some components can be used to integrate the character such as the tasks performed, materials supplied, texts, dialogues, utterances, images or photographs, the themes per unit. Brown (2001) explains that the Textbook is the most obvious and most common form of material support for language instruction.

A textbook has guiding formats for inexperienced teachers to do the lesson planning. Furthermore, students can keep in contact with what they have done and what are going to learn. According to Rahmi (2019) Textbook constitutes an important role in teaching and

learning activities. The use of textbooks in the classroom helps the teacher in delivering the materials.

Moreover according to (Tok. H, 2010) said textbooks are an effective resource for self-directed learning, an effective source for presentational material, a source of ideas and activities, a reference source for students, a syllabus where they reflect pre-determined learning objectives, and support for less experienced teachers who are yet to gain confidence. According to Oxford Learners Dictionary, the textbook is a book that teaches, a particular subject and that is used especially in school and college. It is obvious that schools with regular classes need textbooks as a guiding resource to study (Okitasari,2019).

From the explanation above, we know that the correlation of the textbook in the teaching process can't be separated, due to their role which is related to each other.

Moreover the textbook also one of the supporting tools that can be used to shape student character. state from syahbana (2017) the textbook has a short explanation with many exercises to be practiced by the students to sharpen their English mastery. The second, it is cheap. And the last, this book is an alternative book that is also based on the curriculum. According to Renette (2021) the most important thing is what contents would be served to the students in order they can get not the only academical achievement but also character values.

3. English Textbook For second Grade of SMA/SMK “ Stop bullying now” Publish by Kemendikbud 2017



Picture 2.1 : Cover of English Textbook for second grade of Senior High school published by KEMENDIKBUD 2017

English Textbook for second grade of Senior high school/vocational school is an English textbook published by Kemendikbud 2017. This textbook serves by The ministry of education and culture from the implementation of curriculum 2013 which instill the character education value

English Textbook publish by Kemendikbud is a theme-based and consist of three leveled textbook for senior high school. This Textbook equipped four skills of English that is speaking, reading, listening, and writing.

English textbook for second grade aims to improve students' understanding and abilities in using English. The focus of the discussion of this book is increased skills towards both fiction and

nonfiction, such as invitation writing skills, song and poetry writing, reports, exposition text, as well as asking and expressing opinions.

This book introduces various types of text with themes varying as a means of relating to that concept learned in context so that students can develop language skills, critical thinking skills, as well 21st-century skills that include creativity, ability to work together and collaborate, communication skills and media literacy. The activities in this book are aimed at generating and strengthen creative and imaginative power in the student self.

2.2 Relevant studies

In 2019, there was research conducted by Ayu , that examined what character education values presented in the English textbook published by the Ministry of Education and Culture of Republic Indonesia for grade 12. This type of this research is content analysis. The data source of this research is the English textbook for grade 12 *SMA/SMK*. Fourteen speaking scripts of this textbook were analyzed by using content analysis to find what values were inserted in it. The finding showed that there were 17 character education values presented in the English textbook entitled *Bahasa Inggris SMA/SMK*

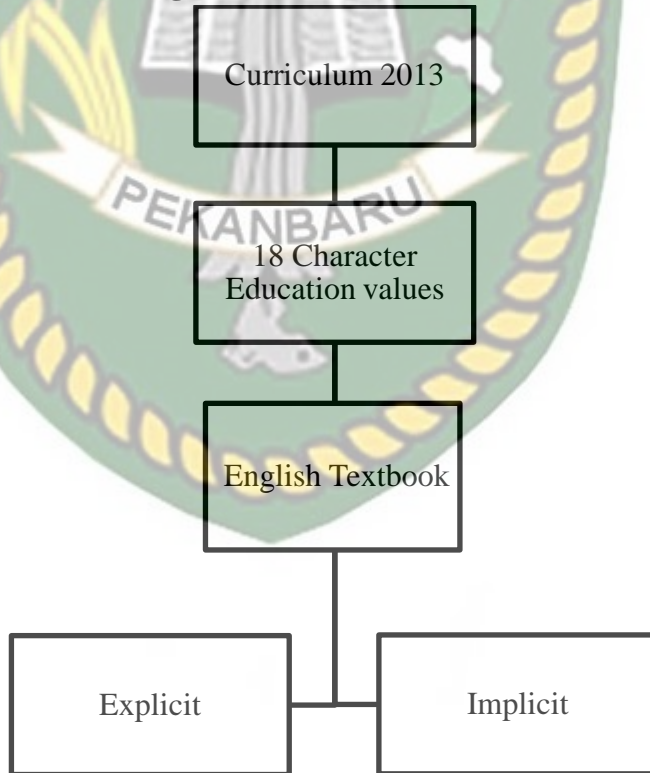
The other study according to Mutiara Zein , Sumarsih and IndraHartoyo that understanding the specific parts related to the research focus intensively, marking certain parts related to the research focus, making a description of the data, and inserting the data into the table. The subjects were 10 texts in an English textbook entitled *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas X*. The objects were the 18 characters described by Kemendiknas. The results

showed that there were two points of findings discussed in this research. First, related to the occurrence of characters, the Hard work character was the most dominant character found in the texts with 8 data or (19.04%).

The other research was conducted by Syahbana (2017) that analyzed what values were existed in reading texts and how reading texts had reflected the values, this study used descriptive qualitative to analyze the findings. Based on the result, the author found 13 values that were inserted in 17 reading texts, but the rests were not; besides, there were several ways of reading texts to reflect values.

2.3 Conceptual framework

Table 2.2 : **The conceptual framework of character education values found in English textbook.**



Based on the conceptual framework above, firstly the writer finds out the category of character education values in the English Textbook of second grade for senior high school or vocational high school publish by Kemendikbud 2017. The 18 indicators of Character education value is the shape of implementation from curriculum 2013 that instill in every subject of the textbook, especially English textbook.

English Textbook for second grade of senior high school is the instrument of teaching-learning or as the tool to conduct the process of transferring the knowledge also like the media to help the teacher to transfer the character education value which has been applied in to the text of the lesson.

The character education values in the English textbook can be applied as two types namely, implicit and explicit. The implementation of character education as implicit means that the value of character education not available as written, but we have to comprehend to get what kind of value is. Meanwhile the implementation of character as explicit delivered in written text or directly.

In short, the writer intends to analyze the character education values found in the English textbook based on the indicators from kemendikbud and categorize the type of implementation of character education values, whether the character education values as implicit or explicit.

CHAPTER III RESEARCH METHODOLOGY

In this research, the researcher discusses the research methodology that will use in the research. The research methodology aimed to explain how the process research conducted. The research method is used to make the researcher finishes the study easily. This chapter consist of several types of research methodologies are; the research design, the source of the data, research instrument, data collection technique, and data analysis technique.

3.1 Research Design

Research design is the overall plan that applies structurally before the research was conducted. Creswell, J.W (2014) Research designs are types of inquiry within qualitative, quantitative, and mixed methods approach that provide specific direction for procedures in a research design. The purpose of the used research design in order to answer the variety of research questions to make sure that the aim of the research can be conveyed to the readers.

The current research involved a descriptive qualitative approach and using the technique of content analysis. Putra, seno. H (2016) said the qualitative approach is the research design wherein the process of analysis always explains and describes the data that obtain from the sample, information, and research object through the sentences or clauses as detail.

Moreover, content analysis or document analysis is a research method that is applied to the written to identify specified characteristics of the material. The material analyzed can be Textbooks, newspapers, web pages, speeches,

television programs, advertisements, musical compositions, or other types of documents (Jacobs at al,2010).

The process of this research will conduct the analysis of kinds of character education found in conversation text and reading text of the English textbook. Because this research analyzed character education value found in the textbook, therefore this research was conducted by using the technique of content analysis.

3.2 Source Of Data

This part explains about description of data that used in the research process and also the sources of data which necessary to be collected and analyzed. The main source of this research is the textbook. The textbook is the crucial thing in the process of teaching learning which the supporting tool for the teacher to deliver the material for students.

In this research the researcher analyzed the the conversation text and reading text in every chapter of English textbook for second grade of senior high school published by kemendikbud revised 2017. The chapter of the textbook can be sen as below :

Chapter 1: Offers and suggestions

Chapter 2: Opinions & Thoughts

Chapter 3: Party Time

Chapter 4: National Disaster- An Exposition

Chapter 5: Letter Writing

Chapter 6: Cause & Effect

Chapter 7: Meaning Through Music

Chapter 8: Explain This!

Enrichment:

1. Can Greed Ever be satisfied?
2. Can greed ever be satisfied?
3. Hopes & Dreams
4. Vanity what is thy price
5. Benefit of Doubt
6. The last leaf
7. Father of Indonesian Education

3.3 Research Instrument

There instruments of this research is the documentation which uses the documentation from the content of the textbook. Then additionally the researcher also uses the datasheet which can be used to help the researcher in identifying and analyzing the data. The format of the data-sheet is presented as the following.

Table 3.1: **The data sheet for the data finding of character education values found in English Textbook for second grade of Senior high school published by kemendikbud 2017**

Code	Data	18Character value	Techniques		Explanation
			Explicit	Implicit	

3.4 Data Collection Technique

Data collection technique is the crucial thing in the research process because the main goal of the research is to obtain the data. In this research, the researcher used a qualitative approach and content analysis technique

which analyzed the written utterance data and synchronized by existing theories.

The researcher used documentation to collect the data. Several activities are taken following steps :

1. The researcher determines the type of book to analyzed of English textbook for senior high school for second grade
2. Reading as carefully in every chapter which consists of conversation and reading text
3. Understanding every part of the reading text is intended to find out the character education value to complete the data that is appropriate according to the research question.
4. Identify and give the mark in reading text which contains the character education value in the English Textbook which related to the research question.
5. Making a description of data obtained based on the purpose of the research.

3.4 Data Analysis Technique

In this data analysis technique, the researcher used content analysis in process of analysis the data. According to Krippendorff (2004) Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. The content analysis process not only just views data as physical events as texts,

images, and expressions that are created by seen, read, interpreted, and act therefore analyzes with such uses in mind. It is also limited to library research because the data does not come from the field, and the data of research are collected from various references.

Data analysis is the most complex and mysterious phase of qualitative research because the researcher must be organized what the researcher sees, hear, or read and try to understand in order to deliver for the reader. The following data analysis techniques based on the Krippendorff's step (2004:83) in conducting content analysis

1. Unitizing

The systematic distinguishing of segments of text-images, voices, and other observables-that are of interest to an analysis. In this research, the researcher will specify the content of the textbook into some parts that will analyze.

2. Sampling

To economize on research efforts by limiting the material that will be analyzed by sampling. In determining sample of the text can be divided as several levels such as ; level of word, sentences, paragraphs. chapters, or whole documents. (In this research the researcher use the sample of whole documents because the researcher will analyze the content of character education values in all of the chapter of the textbook)

3. Recording/ Coding

This step is the process when the researcher observes, readers, or analyze interpret what they see and read, or find and then state their experiences in the formal terms of an analysis by giving the coding or the term content analysts that used to the data found .

The code that will use are :

C1, C2, C3,..... : Chapter number

CVT1, RT1, CVT2,RT2, .. : Conversation Text, Reading Text

P1,P2,P3,..... : Page

4. Reducing data to manageable representations

To reduce the data to be analyzed the researcher categorized the data first. Categories can be defined in numerous ways, commonly, category formats are grouping, scales, matrices. Thus, structure can make more efficiency in coding, especially when the number of categories is large. In this research the researcher will categorize the character education values found in every part of the chapter

5. Abductively inferring contextual phenomena

Relying on analytical constructs or models of the chosen context to showing the result of the data. In this research the resercher will use the following formula in order to knowig the percentage the data found as following formula :

$$\frac{\text{The number of character education values found in Textbook}}{\text{The number of indicator of character education values in 2013 curriculum}} \times 100\%$$

6. Narrating the answer to the research question

Narrating means explaining the practical significance of the finding or the contribution for the readers that from this research will be beneficial for the readers.



CHAPTER IV

RESEARCH FINDINGS

In this research consist of data description and data analysis. Data description and data analysis are presented based on the research question that related to the indicator of character education value that implemented in conversation text and reading text in English textbook published by kemendikbud 2017.

4.1 Data Description

1. Character Education Value found in English Textbook for Second grade of Senior high School in Conversation and Reading Text

In this part the researcher present the data found about analysis character education value in *English textbook for second grade published by KEMENDIKBUD 2017*. There are 18 kinds of character education value which established by KEMENDIKBUD. 18 character education values is the branch value from core competence in curriculum nowadays and has validated by *minister of education regulation (PERMEMDIKBUD) number 20, 2018*. The 18 character education value are, Religiousness, Honesty, Tolerance, Discipline, Hard Working, Creativity, Independence, Democracy, Curiosity, Spirit of Nationality, Patriotism, Achievement Respect, Friendly/communicative, Peacefulness, Reading Interest, Environmental Care, Social Care, Responsibility. From the analysis of 26 text , there are 16 Character Education that are described by KEMENDIKBUD. The frequency of character education found can be seen in the table 4.1 below

Table 4.1 :The data Finding of Character Education value in English Textbook for second grade of Senior High School publish by KEMENDIKBUD 2017

No	18 Characters	Frequency	Percentage
1	Religiousness	3	5,7%
2	Honesty	1	1,9%
3	Tolerance	4	7,5%
4	Discipline	0	0
5	Hard Working	6	11,3%
6	Creativity	1	1,9%
7	Independence	0	0
8	Democracy	2	3,8%
9	Curiosity	1	1,9%
10	Spirit of Nationality	2	3,8%
11	Patriotism	1	1,9%
12	Achievement Respect	1	1,9%
13	Friendly/Communicative	11	20,7%
14	Peacefulness	5	9,4%
15	Reading Interest	2	3,8%
16	Environmental Care	1	1,9%
17	Social Care	7	13,2%
18	Responsibility	5	9,4%
	Total	53	100%

From the 18 character education value by KEMENDIKBUD, there only 16 character education value that found in English Textbook for Second grade of Senior High school published by KEMENDIKBUD. Meanwhile, there are two of character education value that not found in the English textbook for Second grade of Senior high School. The character that not found is Discipline value and Independence value. Even though the two character value that not found in the context, but it still apply in social life activity of school such as obey the rules of school, come to school early, using the uniform and finish the their assignment by them self.

2. Techniques of Integrating Character Education Value in English Textbook for second grade of Senior High school published by KEMENDIKBUD.

The Implementation of character education value in English Textbook for Second grade of Senior high School Published by KEMENDIKBUD can be categorize into two kinds of techniques which are Implicitly and Explicitly. From the result of data analysis in the content of textbook, techniques of integrating characters are presented in the table 4.2 as below

Table 4.2: The Data Findings of Techniques of Integrating Character Education Value in the English Textbook For Second grade of Senior High School Published by KEMENDIKBUD 2017

Technique of Integrating of character Education value	Frequency	Percentage
Implicitly	15	28,3%
Explicitly	38	71,7%
Total	53	100%

From the table 4.2 above shows that the integrating of character Education value in English Textbook of second grade of Senior high school published by KEMENDIKBUD, mostly delivered implicitly.

4.2 Data Analysis

1. Character Education Value in English Textbook for Second grade of Senior High School Published by KEMENDIKBUD.

a. Religiousness

*I thank whatever gods may be
For my unconquerable soul*

(C7/P93/RT4)

This poem tell about the story of the poet's attempt to motivate himself when there is no hope at all is represented in this poem. The poet has already lost one of his legs when he writes this poem. So, in the face of such mental and physical misery, the poet struggles to find courage. From the part of poem above is the representation for expression of grateful to God, He said that no pain can be able to curve his soul.

From the character that found above the character value explained as Explicitly, because the character of religiousness found as clearly in the text, from the words contain the religiousness that He have a faith with God.

Another character education value found in the text below.

Rancho said, " My sons, nobody dies of hunger. I always remember we have god, I am sure he will help us. "

All through the night, Rancho kept on thinking how to ask for helo from God. "God knows everything but I think I should write to him and ask directly what I want."

(E5/p147/RT5)

From the piece of quote above, tells the situation when rancho convince his son to put in trust to God . From the piece f quote in the text about "Letter to

God” it can obtain the lesson that as a human being we need to have a faith and trust to God. Life lesson from that story, the student can apply in their daily activity to do praying activity ask plea based on their religion.

From the explanation of the Character value found above, the character value was implemented as explicitly it means that the character was delivered as orally. The man in the story above ask his child to obey and trust with god as directly, and it’s clearly .

Religiousness value also found in the text below.

He was ill only two days. The janitor found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and - look out the window, dear, at the last ivy leaf on the wall.

(E6/P156/RT6)

The another part story tells when the situation Mr. Behrman help Johnsy to fight with her pneumonia. He created his masterpiece by making leave paint through the outside of window that as if like the vine leaves still exist. And the next day after he making that paint, Mr. Behrman died of pneumonia, he was ill only two day, just in short term. While Jhonsy has been suffering from pneumonia for a long time, God wills to heal her. From that story we can take the lesson that as a human being we have our own fate. We are as a human being will never know , when the time of death will

come. So, the character education value that find is religiousness, because we have to believe that the human can't take the decision about our fate, because it has become God's will, and we as humans must believe in him.

From the story text above, the character value of religiousness was explained as **Implicitly where the character that found above explain by using the story and we have to interpret after reading a whole of the story text. The character value of religiousness not mention in the story, but from that story take the lesson to trust with God's decision.**

b. **Honesty**

MADAME LOISEL: It was your necklace, or rather my desire to be elegant, that caused this

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.

(E4/p149/CVT 1)

From the conversation above are contain the character education value of honesty. Madame Loisel regrets her actions and admit her mistake that she has lost madam forestier's necklace. From those story above the author want to tell that as a student you have to be honest with everyone, whenever and wherever we are. If we make a mistake, we have to brave to admit it. Because being honest it will make someone else trustworthy.

From the explanation of character found above, the character was implemented as explicitly because it's explain as directly in

conversation that she admit her mistake it means that the meaning of honesty character delivered as clearly from her words.

c. Tolerance

John : I would rather not. I am not much into horror movies. How about peanuts ?

Jane : Ok. let's go. when do you want to go ? (Tolerance)

John : 4 o'clock show

Jane : it sounds good. okay, see you then! (Tolerance)

John : okay, see you !

(C1/P2/CV1)

In the conversation text above there is also contain tolerance value in the situation, when they discuss to make the decision about movie that they want to watch, then John make the decision about the movie and time to going to cinema and Jane accepting his suggest. From that act can be teach for student that we have to be someone who appreciate the other suggestion.

The character value found above was implemented as explicitly or received as direct because the character delivered in the form of conversation that the way she communicate showing respect with his friend.

Another character value of Tolerance found can be seen below.

...It is not only for us but for all the future generations to follow

(C4/P46/RT1)

Then for the tolerance value that implemented the author want to present that as a human being we have to keep the environment hygiene not for our self only, but for every human race as well, because it will give the impact for the future life.

The character value found above was implemented as Implicitly, because from this text not explain about the character value as directly, and from that text just engage the reader to improve their tolerance value

Another example of Tolerance value shown in (C7P89/RT1). The text is about the song by Ben E King with the tittle “Stand By Me”. This song tells about the situation when African American voice the civil rights movement and to show that they intended to overcome prejudice and segregation. The text can seen below

*We shall live in peace
We shall live in peace
We shall live in peace,someday..*

(C7/P89/RT1)

In this lyric say that white and black people will live together in peace in one society. From that lyric song taking the lesson that as a human being we not allowed to distinguish everyone, both physic, race, culture, and tone of skin.

From the character value found above was implemented as implicitly or indirectly , because the character value in the song only can understand by intrepet a whole of song lyric.

Character Eduaction value of Tolerance also exist in the text 2 in the Enrichment chapter (E2/P124/RT1). In this text shows about the case of bullying that exist in Indonesia.

No one has any right to harrast or make people feel inferior. No one should have that kind of power.

(E2/P124/RT1)

From the statement above the author present the tolerance value ,and from the statement above everyone have a same right like others. the author want to tell that no one can't allowed to hurt each other. Therefore, from the text above we can get the lesson that can be implemented for student , that the the student have to be kind and treat their friend nicely. Meanwhile for the teacher, expected can be the protection for student and also carry out the student nicely without distinguishing one another.

From the character value found above it's character value was implemented as implicitly, because it's text not explain the character value of tolerance as specifcly. However, this text give the information develop tolerance for the reader.

d. Discipline

The character education value of Discipline is not found in the English Textbook for second grade of Senior High School Published by KEMENDIKBUD. However, there are still exist the implementation of character value of Discipline through the action in the social life, which are, using uniform, obey the rules of school, participate in learning process, and so many others.

e. Hard Working

*In the fell clutch of circumstance
I have no winced nor cried aloud.
Under the bludgeonings of chance
My head is bloody, but unbowed.*

(C7/P93/RT4)

In the second stanza contain the hard working value, because in awful situation they didn't want to show the sign of weakness.

From the text above that the character value was implemented as implicitly or indirectly, because the text above is about the poem and the reader need to interpret the whole of the text. Hard working value not delivered as direct, but from that poem give the lesson to be someone who hard working

Another character education value of Hard Working that exist in the text

5. This text about the poem by Robert Frost. The poem tells about

*"Two roads diverged in a yellow wood
And sorry I could not travel both.*

(C7/P94/RT5)

For the first line in first stanza contain the value of hard working, this poem tells the situation when the the author's friend who facing the dilemma in making decision. Someone always feels disappointed that he can not feel the other opportunity that he not choose. But in this line teach that in order to

reach something in this life, we must let other's go. So there is why the hard working value is the right one for classify this line.

From the text above, the character value was implemented as implicitly. In this text the character value of hard working not mention as direct. However, the reader have to understand the character found by inteprett the whole of poem .

The another Hard Working Value found can be seen below.

*Hold fast to dreams
For if dreams die life is a broken winged bird.
Hold fast to dreams go
Life is a barren field frozen with snow.*

(C7/P95/RT 6)

From the first stanza the poet ask the reader to keep going on for dreaming to reach their aspire. In this stanza also contain hard working value which invite the reader to not give up on dreaming.

The text above is about poem, provide the character value of hard working. However in the poem not mention that the reader have to be hard working, the character value found by reading comprehend every words in this poem. So, the implementation of character value of hard working integrated as implicitly or indirectly.

The Another Hard working value found shown in the chapter of Enrichment in the text 1, page 117. Here the piece of story from the text.

“O enchanted beautiful fish!

Hear my plea !

My wife wants not what I want, and she won't give up till she has her own will, so come forth and help me

The story above tells that the enchanted fish have a power that can grant the plea of everyone. Then after the fisherman tell about the enchanted fish to his wife, she ask her husband to ask the plea with him. Finally her plea one by one comes true. But, it's not make her satisfied until she has her own will.

From the story above tells that the character of his wife is greedy. from that story we can get the lesson that, when we want about something we have to be hard working and making an effort until reach our own will. From that story the author apply the hard working value as implicit and we need to understand from the other point of view

From the story above the character value of hard working was implemented as implicitly. From that story not mention or showing the action of hard working, however the implementation of character value discovered from the another perspective of the character from the disposition of his greedy wife and do not want to make an effort to reach about something, so the implementation call implicitly

Next character education Value of Hard Working also found in the text 5 in the chapter of Enrichment. The character value can be seen below.

I am really grateful to you for sending the money, I knew you wouldn't let my family go hungry. Of the money you sent me, I only received 70 pesos, please send me the rest, I really need the money. But, this time please, God don't send it through the mall, because the people working here in this office are all a bunch of thieves.

(E5/p149/rt5)

From the text in the last letter that was written by rancho, it's rancho's statement about the amount of money that is not appropriate based on what he wants. The lesson we can take from that teaches us to be someone who always makes an effort when doing something or if we want to reach the goals in our life. As we know that rancho only put the faith that God will help him, and there is no effort at all to make his wanting come true. From the rancho's story, we can learn that we have to be hardworking in every situation we face, but in this situation, Rancho was very angry because the money that he has accepted was not enough. Instead, He must believe that God never helps humans directly, so there is why God sent the people as a rescuer for him.

From the text above the character value was implemented as implicitly as well. We can found the character through the perspective of character, and from the character have a character value that apply as indirectly. From this text it's not explain about hard working value, but give a lesson for the reader to be hard working person.

The character education of Hard working found also shown in the enrichment text, page 155. Here the character's value found.

From the story above tells about the artist who has pneumonia and fight to survive, but at the the moment when she look at the outside, she counting the vine leaves falls and said when the last one falls she must go too.

(E6/P155/RT6)

From that story tells the pessimism that she can't survive and making the conclusion that there is no chance anymore. The character value found from that story it's not specifically written at those story, however as a reader we can taking the lesson to not be someone who give up before try to face, first. The character education value that find is Hard working value, because there is contain the another meaning for us to not give up.

From the text above. The character value that implemented implicitly, there is no specific information as directly about hard working value. however the researcher find the character value from the another perspective about the the disposition of character who pessimism and try to give up until finally she realize that she have to be hard working to face his problem.

f. Creativity

Jane : Yes ! You should be serious about it as well. I would like to point out that bullying is everyone's prolem and responsibility. If you condone bullying in any ways, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

(C2/P19/CVT1)

And last character education value that present in the text 1 in chapter 2 is the creativity value. In this value tells about doing something as the solution

and creat the idea . This value we can find at the last statement by jane who say that” bullying is everyone’s problem and responsibility”. As the teacher they can teach the student to be creative person and utilize they role as a student to be someone who creative and improve their skill.

From that conversation the character implementation was delivered as explicitly, because it’s clear enough that she give her opinion toward something that we should do about bullying case.

g. Independence

For the character Education value of Independence, is not found in the English textbook for second grade of Senior high school published by KEMENDIKBUD . But, Even though there is no implementation of independence value in there, but the implementation of that Character value found in from the daily activity at school which are do the assignment by them self, taking the decision and so many other.

h. Democracy

For the character value of Democracy is found in the chapter 1, page 2, in the conversation text 1. The characters value found is below

John : Great ! what movie do you want to watch ? (Democracy)

Jane : Let’s watch “Ring”

John : I would rather not. I am not much into horror movies. How about peanuts ? (Democracy)

(C1/P2/CVT1)

For the piece of conversation above, there is any situation where they are have the different opinion in choosing of movie, so they discuss together to make a deal. In this point contain the democracy value which is the author

want to tell that as a student they need to apply the democracy value in every situation they face, even if they have the different opinion they can solve it by discuss together it calls Democracy value.

From the text above the character was implemented as explicitly. It is clear from the last statement, that he try to discuss before making decision about the place that visited and it provide the character value of democracy.

In the other Democracy value shown at the chapter 2, page 19, in conversation text 1. Here the character's value found.

Jane : No, I don't think so. Bullying is prevalent in our society. *It is important that everyone should be made aware of this social evil.*
(Democracy)

Siti : I don't agree with you. Little bit teasing here and there is acceptable.

Jane : *I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.*
(Democracy)

(C2/P19/CVT1)

For the statement by jane that "*It is important that everyone should be made aware of this social evil*" in tis stamen the author also present the value of democracy because the way she convey the statement say that everyone have the same right and as the human being , we need to concern the other right as well.

From the statement in conversation above, the implementation of character value democracy was implemented as explicitly or directly. It is clearly because she mentions her opinion about the human right.

i. Curiosity

For the character's value of Curiosity can be shown in chapter 8 page 100. This reading text is about earthquakes, and also how the process of earthquakes occurs. The character's finding is below.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (Earth science.2001)

(C8/P100/RT1)

In the reading text above there are not specifically the implementation of character education that we found, but we can take the information from the entire of the text as a lesson to make ourself to explore about knowledge in order to understand about what is going on toward earthquakes. And the author expected that the student have a curiosity value to enhance their science knowledge.

From the text above the implementation of character of curiosity was implemented as implicitly/ indirectly. The character value is not mentioned in the text, however after reading a whole of text the reader can get the lesson to be someone who is curious about how the process of earthquakes.

j. Spirit of Nationality

For the next character education value is Spirit of Nationality. This value shown in the chapter 7, page 89. This Text is about song by Peete Seeger. The character value show below.

*We'll walk hand in hand
We'll walk hand in hand,
We'll walk hand in hand, someday*

(C7/P89/RT2)

In this song contain the value of spirit of nationality, because this song tells about their struggle toward the civil right movement in US and also talk about overcoming racial injustice.

From the lyric of song above the implementation of character value shown as explicitly/ indirectly. The character value found only can understand after we find out the story behind that song.

Next character education value of Spirit of nationality also found in the text of chapter 3 of Enrichment. The character value show below. The text is about the speech of president Soekarno at the opening of the Bandung conference, April 18,1995. From that speech we can find out the character education value spirit of nationality.

All of us, I am certain, are united by more important things than those which superficially as divide us. We are united, for instance, by a common detestation of colonialism in forever from it appears. We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world.

(E3/P130/RT3)

From the statement in text above, as implicitly can be define that those statement contain spirit of nationality

value, because the speaker tell to the audiences that they have becomes unite and cooperate to fight the colonialism in order to reach the common goals for stabilize peace in the world. In education field that value can be a lesson for student to be cooperative person who can be the new generation for the next future of country

The character above implemented as implicitly.

k. Patriotism

He focused more on cultural and education efforts paving the way to develop education concepts in Indonesia. He believe that education is very important and most important means of freeing-Indonesians from the clutches of colonialization.

(E7/P162/RT6)

The biografi above tells about the good character and the influencer of education and well known as “Father of Education” in Indonesia. He always given the voice about the right of education in Indonesia. So, from his action contain the character education value of patriotism, because from his action showing his loyalty for Indonesia through the Education field.

The character above was implemented explicitly, because it shown as direct through the action from “father of Education” and from that statement teach the reader to showing our loyalty as a nation.

l. Achievement Respect

Another character education value of achievement respect can found ,follow;

In the part of “ he was officially confirmed as a National Hero of Indonesia and his birthday is celebrated as the National Education Day

(E7/P162/RT6)

From that action is the form of respect for his struggle to Education right of Indonesia.

From that character value implemented as explicitly and also shown directly through the action, that KI HAJAR DEWANTARA officially become “father education and his birth day also as the national education day for Indonesia

m. Friendly/Communicative

Jane : Hi, John. (Communicative)

John : Hi, Jane. What are you doing ? (Communicative)

Jane : Nothing much. would you like to got to movies

(Communicative)

John : I would love to, but not right now.

(C1/P2/CVT1)

In that conversation tell about the girl who want to invite her friend john to watch the movie, in this point contain the communicative value which is the author want to tell that in friend relation we have to spread the happiness with our friend by asking them to do something fun.

The conversation text above the character education value was implemented as explicitly. It is directly said with each other that they are good friend it can be seen through the way they communicate.

Another communicative value also shown in the chapter 1 in the conversation 2. The character value found below.

Siti : Would you like any help ?

Jane : Yes, please. I would really appreciate it. (communicative)

Siti : tell me what i can do and I will start right away

Jane : Thank you! You are an angel. (communicative)

(C1/P3/CVT 2)

From the conversation text above, the author want to present the communicative value through the act of greeting expression and the way of communication both of them. From those statement the writer want to present that we need to make a good relation with our friend , start from the way we communicate.

From that conversation the character value of communicative implemented as explicitly or directly. The character communicative show through the way they communicate and how their politeness when talking each other.

The character education value of communicative also found in chapter 3 below.

The board of directors of the Indonesian Education foundation request the pleasure of Mr and Mrs. Rahmad Riyadi at the charity dinner.

(C3/P.36/RT.1)

In reading text of letter above the author instill the communicative/friendly value in the situation inviting somebody. The author expect the student can apply the value of communicative in the making process of letter.

The character value that implemented above shown as explicitly, because it is clear shown as written in the invitation.

The character value of communicative also contain in the converssion test 1 in chapter 3. The character value found is here.

*Joko : Would you like to come for dinner tonight ?
(communicative)*

Yeni : Thank you ! I'd love to. Would you like me to bring something? (Peacefullness)

Joko : No, nothing, just come. (communicative)

Yeni :Ok. What time ? (communicative)

Joko : At 7p.m

Yeni : Ok, see you then.

(C3/P40/CVT 1)

In the conversation above also contain communicative value . In that situation joko want to invite his friend yeni to come for dinner. In this expression of joko invite yeni contain the communicative value because he invite by using polite language.

The character value that implemented above shown as explicitly, because it is clear shown as directly from the direct invitation from their conversation.

Next character value of communicative shown in conversation text 2 in chapter 3. The Character value shown below.

Ariyanto : Mr. Budi, I would like to invite you to the opening of my software company. (communicative)

Mr.Budi : When and Where ?

Ariyanto : This Saturday at 10 a.m

Mr.Budi : I am afraid I won't be able to come. I have a prior engagement.

UNIVERSITAS ISLAM RIAU (C3/P40/CVT2)

In the conversation above contain the character education value of communicative. At the conversation above, the author tell about how to invite his friend to come for opening software company. At that conversation the way ariyanto ask to mr budi for coming in his opening software company contain communicative value because the used of that language is polite and informative.

The character value above implemented as explicitly/ directly, it's character shown through the conversation when ariyanto want ask help with his friend by using polite words. From that character teach that we have to be polite in communication with each other.

Another Character value of communicative also found in conversation text 3 in chapter 3. The character shown below.

Yanti : Mr. Suharto, my husband and I are celebrating our 3rd wedding anniversary. We would like you to join us. (communicative)

Mr.Suharto : Oh, Thank you ! I would be delighted to. When Is it ? (Peacefulness)

Yanti : On Sunday at 8 P.m in the Balai Kartini.

Mr. Suharto : Ok, I will be there. (communicative)

Yanti : Thank you. See you then ! (communicative)

Mr. Suharto : My Pleasure. See You then! (communicative)

(C3/P41/CVT3)

In the situation conversation above tells about the invitation for coming to the celebration of wedding anniversary of yanti and her husband . from the statement contain the communicative value. The author want to tell that we have to be polite each other, and teach us that we have to be polite to invite. Then in the conversation of Mr. Suharto contain the peacefulness value, because he feels so happy invited in yanti and he replied it with a pleasure feeling. From that conversation the author want to tell the student to be a polite man and love each other, both spoken or action.

The character value that implemented above shown as explicitly, because it is clear shown as directly from the direct invitation from their conversation

Here the other character education value of communicative.

How are you, sweetie? I know you are angry with me because I am writing to you after a long time.

(C5/P.62/RT.1)

From the text above the author tell about the formal letter which is at those letter is the situation about the girl who send the letter for her friend, so there is why the writing letter used formal language. In the text letter above also contain the character education value. Most of the character education value that apply is the value of friendly / communicative, because at those letter tells about the relation toward two friend who inform their condition each other. The author want to tell that in the relationship, even with our friend, or family we have to show our caring and happiness for them.

From that conversation showing the character value of communicative toward the relationship with friend, and she make a letter to inform her friend as directly or explicitly.

Next Characer value of communicative found is below.

Jane : Hi Ray ! What are you doing ? (Communicative)

(C6/P75/CVT1)

From the piece of conversation text above tell that she want to give sympathy with her friend what's going on with him.

The conversation text above the character was implemented as explicitly or directly when she ask the condition and showing his sympathy with her friend.

The next character education value of communication found in the chapter enrichment 1. The character shown in the text of story about fiction. The character shown below.

“Pray, let me live ! I am not a real fish, I am enchanted prince. Put me in the water again, and let me go !.

(E1/P117/RT1)

In the part of story when the fisherman catch the enchanted fish, the fish ask the plea for the fisherman and at those situation the author present to the reader to be polite with each other , both the behavior and spoken **The character value from the story above was implemented as explicitly, the fish ask as directly to fisherman to help him .**

Another found of communicative value shown in the Enrichment 4, page 136, conversation text 4. The Character value found below.

*MONSIEUR LOISEL : sweetheart, I have a surprise for you
(Communicative)*

*MADAME LOISEL : Really what is the surprise ?
(Communicative)*

MONSIEUR LOISEL : see for your self (Communicative)

(He places the invitation on the table.)

Swiftly she tears open the envelope and draws out a printed card and reads out

“the Minister and Madame Ramponneau

Request the pleasure of the company of

Monsieur and Madame Loisel

at the ministry the evening of Monday, January the

(E4/P136/CVT)

From the conversation in the scene 1 tells the situation when Monsieur Loisel invited into the the occasion of their friend. The character education value of communicative found in the conversation MOINSEUR LOISEL with his wife, the way he communication with his wife tell us that we have to be polite with each other, even in the communication as well.

The character value of communicative shown in the conversation between of them and it's character delivered as explicitly/ directly.

Last, the character education value of communicative shown in text 5 in chapter enrichment 5, page 146.

I need 100 pesos to buy the seeds and resow my field all over again and buy some food till the next harvest. So dear God, please help me. I know you will not disappoint me

(E5/P148/RT5)

Communicative value can be found in the text 5(E/P148/RT5). The text tells about the man who send the letter for God as his plea to his God. It's really weird, but from those story found that he had a strong faith , therefore he ask help to God and believe that god will answer his plea. And the way he communicate with his God is really polite. That can be a lesson for student to always consider the language used in communication with each other, even with their friend as well.

The character value above was implemented as explicitly or directly, because it's character shown when he ask the plea with God, and the way he pray to the God is polite.

n. Peacefulness

*Joko : Would you like to come for dinner tonight ? (communicative)
Yeni : Thank you ! I'd love to. Would you like me to bring something?
(Peacefulness)*

(C3/P40/CVT 1)

In this expression of joko invite yeni contain the communicative value because he invite by using polite language. And then the expression yeni tells that she is happy because get the invitation

From the character value above the character was implemented as explicitly ,because it's character showing through the conversation and it is clear.

The another character value of peacefulness also contain in following text.

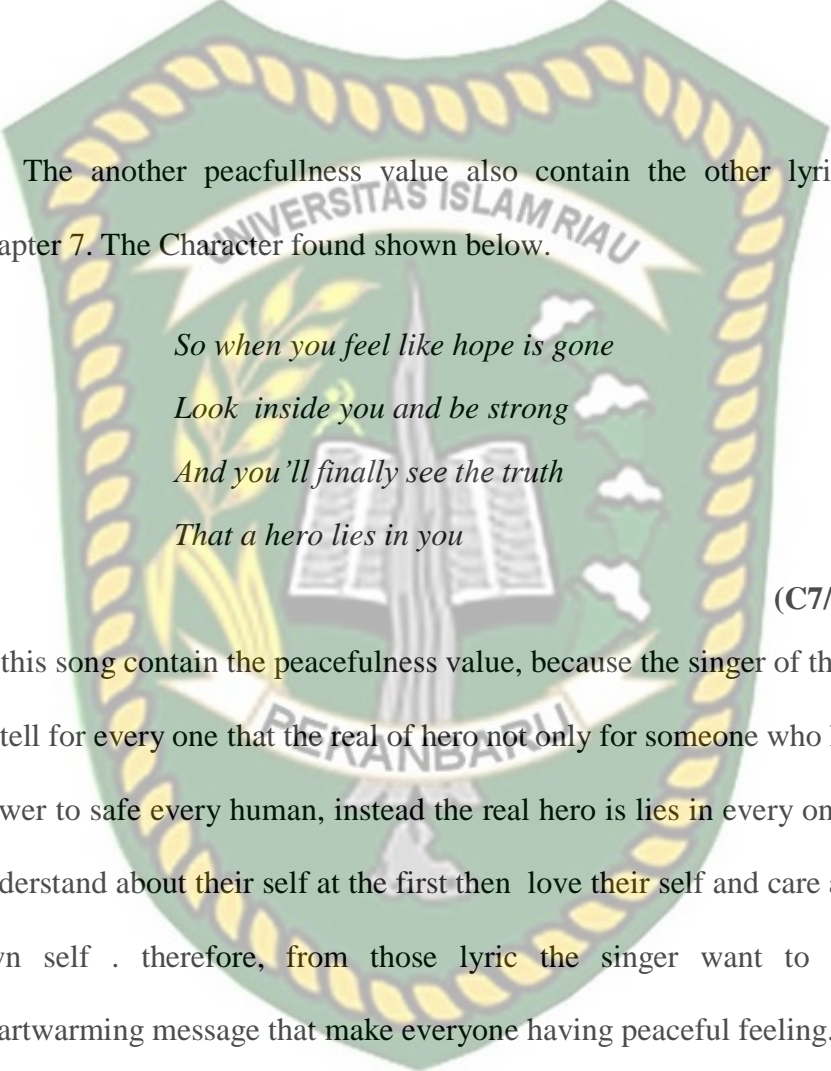
The text below is the part of lyric song

*Oh, I won't be afraid
Just as long as you stand, stand by me (Peacfullness)
(C7/P87/RT.1)*

This song having the value of pecfullness where telling the situation about someone who not feels lonely because there is always someone who always accompany him, eventhough in the hard phase.

From the character above the character value of peacefulness was implemented as Explicitly, because it's character was clear shown in the lyric of song. In the part of just as long as you stand, stand by me it show directly that the singer was happy if together with his love

The another peacefulness value also contain the other lyric song in chapter 7. The Character found shown below.



*So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you*

(C7/P91/RT3)

In this song contain the peacefulness value, because the singer of this song try to tell for every one that the real of hero not only for someone who have super power to safe every human, instead the real hero is lies in every one who can understand about their self at the first then love their self and care about their own self . therefore, from those lyric the singer want to create the heartwarming message that make everyone having peaceful feeling.

From the character that was found in the lyric of song above, the character value was implemented as explicitly/ directly. It's character was clear shown in that lyric, so that, when the listener hear that song they will feels happy and safe.

The next finding of peacefulness value also contain in reading text in the part of Enrichment 4. The character value shown below.

MONSIEUR LOISEL : You make any dress come to life, my dear. How ravishing you look ! (communicative/ friendly)

MADAME LOISEL : [pouting and whining] But I'll be disgraced !

MONSIEUR LOISEL : Disgraced ? what can you possibly mean? You will be the most beautiful woman there ! (peacefulness)

(E4/P137/CVT)

From the conversation above he try to give the compliment for his wife to make his wife happy and confident with her appearance. **So from the character above that was clear that the character delivered as explicitly because it's shown as orally**

Next Peacefulness value also contain in Enrichment 5

I hope it will pass soon. "But in front of his family, he kept a strong front and said, "I am sure it will pass soon, don't worry"

(E5/P146/RT5)

From the piece of quote above, tells the situation when Rancho's family had hailstorm that ruin their field corn, they feel so sad and messy because it is the sole source of income. Rancho try to calming their family and tell to them that everything will be okay, later. From that quotation the author apply the peacefulness value, and as the reader we can take the lesson that we have to be patient if we had a problem, and as a student we can apply that value when our friend have a trouble by giving the heartwarming word to make them safe and calm.

From that story, the character was shown as explicitly because rancho say directly to his children to not be worried and it's statement show the peacefulness character value.

o. **Reading Interest**

Siti : Why are you looking so sad ?

Jane : I was reading an opinion article on bullying. It made me extremely sad (Reading interest, social care)

(C2/P19/CVT1)

From the conversation text in chapter 2, te author also deliver the value of reading interest through the statement by jane, where from that statement jane is kind a person who like reading and having critical thinking about something that she has read.

The character value above it's clearly show as explicitly, it's character clear that she have reading interest, It shown by the conversation above.

Reading interest value also contain in chapter 6, page 75 in conversation text about two student in schoo. The character found is below.

Ray : Hey Jane I am reading an article on smoking.(readinginterest)

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

For example : (Reading fond)

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

(C6/P75/CVT1)

In this part the author apply reading interest value in order to teach the student becomes active to find out about information through reading, , because in this situation ray try to explore the information about smoking

From the character found above, the character was implemented as explicitly. From that conversation it is clear that He has interest in reading it shown from the information that he say.

p. **Environmental Care**

In conclusion, global warming is not anew 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
Environment care value

(C4/P45/RT1)

For environment care value tells for the reader to ask the reader to take care environment life, and want to persuade them to be responsible with the environment life.

From that statement, the character value found is environmental care. It's character value shown in the text to ask the reader to take care the global warming issue. From that statement showing caring toward the environment without giving some solution , so it's character delivered as indirectly or implicitly.

q. **Social Care**

Siti : You look tired. what is going on ?(Social care)

Jane : I am working on my project paper. It is due tomorrow. I don't think i will be able to finish it.

Siti : Would you like any help ? (Social care)

Jane : Yes, please. I would really appreciate it. (communicative)

Siti : tell me what i can do and I will start right away.(Social Care)

(C1/P3/CVT 2)

Then for the statement above where the situation that jane have a problem in her project paper, siti as her friend offering help to finish her project paper. In this statement the author want to tell the student that we have to help anyone if they have problem.

From that conversation the character was implemented as directly/ explicitly. It's character shown as clearly, and she showing social care by give a help to her friend.

Next Character value found shown below.

Siti : Why are you looking so sad ? (Social care)

Jane : I was reading an opinion article on bullying. It made me extremely sad (Reading interest, social care)

(C2/P19/CVT1)

Through the first situation the writer want to present the value of social care where in the statement of siti she ask to jane why she looks like sad ? in the statement of siti show that siti want to know what happen with her friend. Furthermore the author also deliver the value of reading interest through the statement by jane, where from that statement jane is kind a person who like reading and having critical thinking about something that she has read. At

those statement also contain the value of social care, where the situation jane showing sad expression.

From that conversation the character value of social care was implemented as explicitly because she as directly said that she was extremely sad after reading about bullying case.

The character value of Social care also shown below.

Ray : It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these disease. (Social care)

(C6/P75/CVT1)

From the conversation text above the author want to tell the reader to care with each other, So as a student they can do the small things as the preventive way to reduce the disease because of smoking.

From the conversation above, the character value was implemented as explicitly or directly. It's character shown directly from his statement that the effect of smoking will suffering a of people if we do not educate them.

Next Character value found shown below.

The astonished fisherman quickly threw him back, exclaiming.

(E1/P117/RT1)

From that story the author try to present the character education value of “social care” in to the fiction story where in that situation there is any the

enchanted fish which ask the fisherman to let it go, because the plea of the fish then the fisherman threw that fish back into the water.

From the story above the character education value was implemented as explicitly, because it is clear shown at the action .

Another one also shown in Enrichment 2, page 124 which contain in reading text, here the piece of text that found social care value.

Everyone should be working together, against it, to stop it. It is distressing to see our children being isolated from society because they are treated badly

(E2/P124/RT2)

From the text about bullying above the author have several character value that apply. For the statement above contain the character value of social care which have the indicator to empathy to other people. The text above tells about some case about bullying that was happened in Indonesia, and the author try to persuade the everyone to caring about the bullying case and safe the victim of bullying.

The character value of social care above was implemented as explicitly, because from it's character shown as clearly and ask the society to be aware about bullying case.

Another character of social care was found in this reading text below.

The character value shown below.

After much thought, he decide to read the letter and perhaps reply it. He opened Rancho's Letter. Little did he know that replying the

letter would need more than good intention, a pen an paper. 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 that at least 70 pesos were collected. So he put the money in an envelope and signed it as "God" and asked the postman to deliver it to Rancho's house.

(E5/P149/RT5)

From that part of story was found the character value of social care, because at those situation tells about the kindness of the postmaster who have the empathy by giving his part of salary and ask the contribution of his friend as well. Through that action as indirectly the author want to tell that we have to care with each other and try to given the best of our effort to help them. The lesson for student is teach them to apply that action in their environment school, e.g. contribution for victim of natural disaster, or another one no need a help.

From the story above the character was implemented as explicitly or indirectly, because from that story shown through the action by giving the contribution to help rancho.

The another found also shown in the text below.

The another part story tells when the situation Mr. Behrman help Johnsy to fight with her pneumonia. He created his masterpiece by making leave paint through the outside of window that as if like the vine leaves still exist.

(E6/P154/RT5)

From that piece of story above, the writer wanna give the lesson for the reader we have to care with each other and give the help for them. As a student we can taking the lesson to apply that character in daily life of them, even in the little things. Both action or spoken, as long as it's the kind of the support, it might allow to do.

From the story above the character value of social care was implemented as implicitly or indirectly, but he shown his social care through the action because the character value of social care not mention as directly. The way Mr. Behrman create his masterpiece paint because he want to entertain and give the support for her,

r. Responsibility

In conclusion, global warming is not anew 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

(C4/P45/RT1)

For the statement above the author wanna ask the reader to be someone who can responsible to keep the natural environment by doing some action to solve the problem of global warming

From the text above the character value shown was implemented as explicitly or directly . It's character found ask the reader and give a solution to responsible and play the role to overcome global warming issue.

Next character value found show in chapter 6, the text is below.

Ray : *Hey Jane I am reading an article on smoking.*

Jane : *Smoking ! Why ?*

Ray : *For presentation in science class.(Responsible)*

(C6/P75/CVT1)

From the conversation text show the responsibility value that we can see above, from that statement he try to fix her obligation, to find out the information to prepare his presentation.

From the text above the character value was implemented as explicitly or directly because the character show through his action that he doing something for the preparation of his presentation .

Another character value of Responsibility also shown in the poem text by Robert Frost, The character found is below.

*“Two roads diverged in a wood, and I
I took the one less traveled by,
And that has made all the difference.*

(C7/P94/RT5)

In the line 18-20 contain the value of responsibility value that teach us to be responsible toward the path that we choose. If we have already take the decision we don't have to regret with our choice. Because life is about the paths you do it to walk through , not regret it just because the road that not you taken .

The character value that found in the poem above was implemented as implicitly or indirectly, because we have to interpret the whole of the text in order to get the character value.

The another text in Enrichment chapter also shown the character value of Responsibility, the Character value shown in the following text.

“There children are our future and we should make every possible effort to stop bullying.

“I would like to point out that bullying is everyone’s problem & responsibility.

(E2/P124/RT2)

From the statement above we can find out that there is contain the character education value of responsibility. From the statement above the author ask for the reader to be responsibility that bullying case is the obligation of every human race, especially for the bullying in school. We have to safe the person who have get bullying, we have to be care with them because they are the new generation in the future. We need to keep their bright future.

From the character value that found above it’s implemented as explicitly and clearly mention that everyone have to responsible in facing the bullying case nowadays.

Next Responsibility value found also in the following text.

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

(E4/141/CVT)

Days by days until 10 years later, Madam Loisel and her husband spent their time to hard working in order to replace Madam Forestier's necklace . she afraid lost madame forestier, but unfortunately the cost of that necklace is not expensive as the cost Madam Loisel replace that necklace. From that story the character education found is the responsibility value, because she realize her mistake and try to make up her carelessness by replace the necklace of her friend.

From the conversation above, the character value of responsibility was delivered as explicitly and it's clearly shown from the conversation that she admit her mistake and being responsible toward her mistake.

4.3 Discussion

The researcher analyzed the character education values found in English Textbook for second grade of Senior High School based on the character education that implemented by curriculum 2013. From the data finding above it could be seen that from the 18 character education values indicator , there was only 16 character that implemented and got the total number 53 character values. In the data finding, there were found 3 Religiousness value

with percentage (5,7%). Then, there was only 1 Honesty value with percentage (1,9%). Next, there were 4 character value of Tolerance with percentage (7,5%). Meanwhile, for the value of Discipline there was not found in the content of the textbook, but there are still have a implementation the character value of discipline in social life activity at school. Then, for the Hard working value, there were 6 values found with percentage (11,3%). Then, for the creativity value there was only 1 fund with percentage (1,9%). Next, For the independence value there was not found in the content of textbook, the percentage was (0 %). Then, for the character value of Democracy got 2 number with percentage (3,8%). Next, for curiosity value there was only found 1 number with percentage (1,9%). Then, for the character value of spirit of nationality found got 2 number with percentage (3,8%). Next for Patriotism and achievement respect there was only found 1 with percentage (1,9%). Next, For the character value of communicative there were found 11 number with the percentage (20,7%). Then, for the character value of peacefulness got 2 number with percentage 3,8%. Next for the character value of Environmental care there was only found 1 number with the percentage (1,9%). Then, for the social care value there were found 7 number with percentage (13,2%). Then for last, the character value of responsibility there were 5 number found with the percentage (9,4%)

Moreover, For the techniques of integrating character Education value in English textbook there were contain two kinds, Implicitly and Explicitly. For the technique implicit there were 15 frequency with percentage (28,3%) from the total number 53. The character value that implemented as implicitly are,

Religiousness got 1 frequency , Tolerance 3 frequency, then hardworking value got 6 frequency, Next curiosity got 1 frequency, then spirit of nationality 1 frequency, 1 frequency for environmental care value, 1 frequency for responsibility value, and last 1 frequency of social care value. Meanwhile, for the technique explicit there were 38 frequency with percentage (71,7%) from the total number 53. The character value that implemented as explicitly are, Religiousness got 2 frequency. Then honesty value got 1 frequency only. Next, tolerance value there was only 1 frequency. Then, for the tolerance value there was only got 1 frequency. Next, creativity value found 1 frequency only. Then, for the character value democracy found 2 frequency. Furthermore, spirit of nationality also found 1 frequency only. Then, the character value of patriotism got 1 frequency as well. Next, for the patriotism found 1 frequency. Then the character of achievement of respect found only got 1 frequency as well. Next, there were found 11 frequency of communicative value. Then, there were found 5 frequency for the peacefulness value. Next, there were found 4 frequency for the responsibility value. Then, there were 4 frequency for responsibility value. next, there were 2 frequency for the character value of Reading interest. Then, for the last there were 6 frequency for the social care value.

CHAPTER V CONCLUSION AND SUGGESTION

5.1 Conclusions

Based on the research finding in the chapter IV. There are two conclusion drawn in this research. The finding are the amount of implementation of character education value and the technique of integrating character education value in the content of English Textbook for second grade of Senior high school published by Kemendikbud 2017.

Related to the first objective of this research, the character education value found in the English Textbook for second of Senior High School published by Kemendikbud 2017. Based on Kemendiknas, there are 18 character Education value which are religiousness, honesty, tolerance, discipline, hard Working, creativity, independence, democracy, curiosity, spirit of nationality, patriotism, achievement respect, friendly/communicative, peacefulness, reading interest, environmental care, social care, and responsibility. From the 18 character education value, there are only 16 character value that found, meanwhile 2 character education is not found in the textbook. From the 16 character education value found the most dominant character is communicative value with percentage of (20,7%). Meanwhile discipline and Independence character value stand in the lowest position with only (0%). However, the two of character not found as directly in the textbook it's character implemented as well in social life activity of school such as

obey the rules of school, come to school early, using the uniform and finish the their assignment by them self.

The dominance of communicative value implies that might be the author wants to raise the politeness of student from the way they communicate with each other

Moreover, this research also studies the techniques of integrating character in the content of the English Textbook for second grade of Senior high school published by Kemendikbud 2017. Techniques of integrating the character value found consist of two techniques, which are explicitly and implicitly technique.

The integrating technique of characters Explicitly is more dominant in the text of this book. From the 53 character found, the integrating technique of explicitly show (71,7%) more dominant, meanwhile the amount of implicitly show (28,3%) . At this point shows that the implementation of character value is easy to discover because dominant character integrating as directly and implemented as appropriate to the topic, so it will make the student easy to understand. In other hand the integrating of character as implicitly

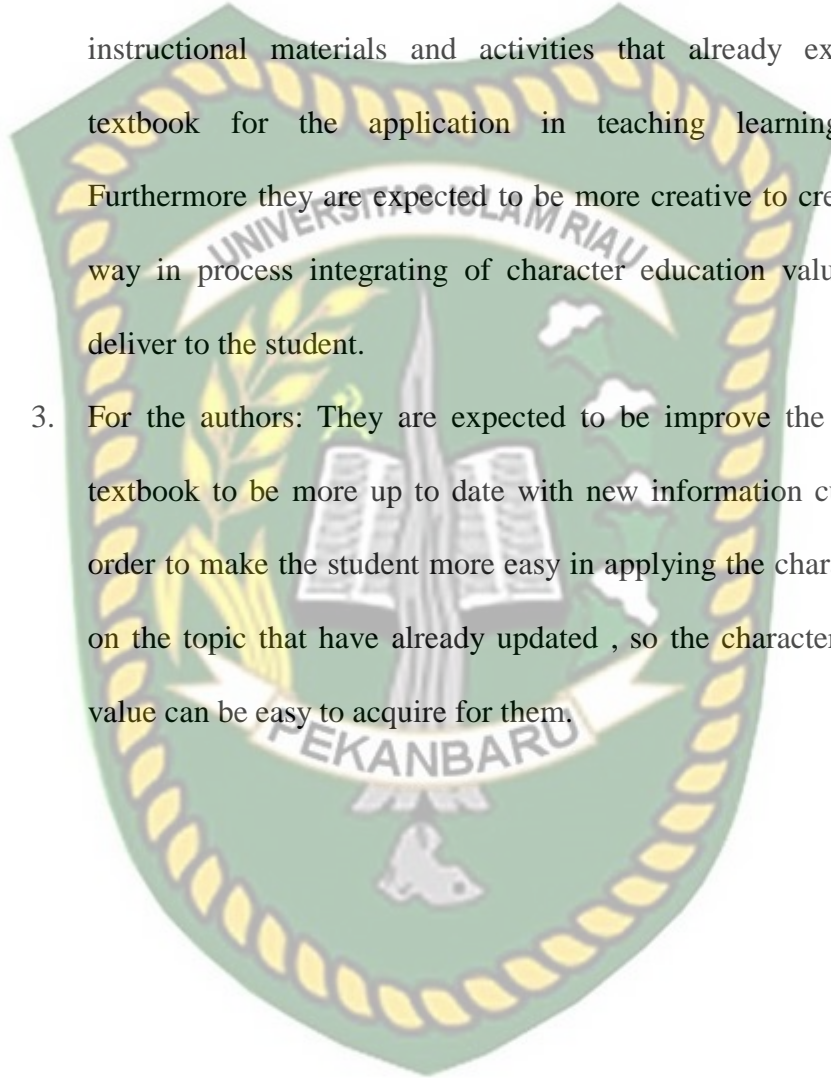
5.2 Suggestions

Based on the conclusion above, the researcher give some suggestion as follow.

1. For principals, supervisors, and head of education: They should pay attention towards the improvement of character education value that integrating within all subject, especially for English subject as well. In addition, they should pay attention the condition of all educational

component to support the implementation of character education value in school environment.

2. For teachers who use English Textbook: For the teacher, they are expected to be more selective in choosing the textbook or instructional materials and activities that already exist in the textbook for the application in teaching learning process. Furthermore they are expected to be more creative to create several way in process integrating of character education value that can deliver to the student.
3. For the authors: They are expected to be improve the content of textbook to be more up to date with new information currently, in order to make the student more easy in applying the character based on the topic that have already updated , so the character education value can be easy to acquire for them.



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