



**CHARACTER EDUCATION ANALYSIS OF AN ENGLISH TEXTBOOK
ENTITLED *PATHWAY TO ENGLISH FOR SENIOR HIGH SCHOOL
GRADE XI GENERAL PROGRAMME***

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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2019

DECLARATION OF ORIGINALITY

I Erninda Luthfi Istandy hereby declare that this final project entitled *Character Education Analysis of English Textbook Pathway to English for Senior High School Grade XI General Programme* is my own work and has not submitted in any form for another degree or diplomat at any universities or other institutes or tertiary education. Information derived from the published and unpublished work of other has been acknowledged in the text and a list of references is given in bibliography.

Semarang, September 2019



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APPROVAL

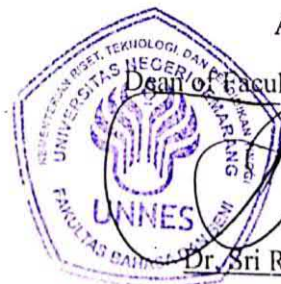
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MOTTO AND DEDICATION

“The aim of education should be to teach us rather how to think, than what to think rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men.”

(Bill Beattie)

This final project I dedicated to:

My beloved family

My beloved friends

English Department UNNES

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I would like to express my sincere appreciation to those wonderful people who have influenced and supported me in my entire life, especially in this thesis writing.

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5. All of my amazing friends who are at the same boat in finishing final project.
Let us meet on top, someday.

I hope this final project is useful for the readers and beneficial to the English teaching and learning process. However, at last, I realize that this final project is still far from being perfect, and therefore, any criticisms, ideas, and suggestions for its improvement will be greatly appreciated.

Semarang, September 2019

Erninda Luthfi Istandy

ABSTRACT

Istandy, Erninda Luthfi. 2019. **Character Education Analysis of An English Textbook Entitled *Pathway to English for Senior High School Grade XI General Programme***. Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Alief Noor Farida, S. Pd, M. Pd.

Keywords: textbook, texts, character education values, techniques of combining characters, curriculum 2013

The aims of this study were to analyze the character education values which represented in an English textbook and to know how the characters combined in an English textbook entitled *Pathway to English for Senior High School Grade XI General Programme*. This study was qualitative approach using content analysis. The object of this study was 49 items in the form of texts, images, conversations, and opinions in the textbook. The unit of analysis was 12 chapters. The results of discussion were chapter one got four characters (curiosity, reading interest, environmental awareness, responsibility), chapter two got seven characters (honesty, tolerance, discipline, creativity, curiosity, social awareness, responsibility), chapter three contained eight characters (religiosity, tolerance, curiosity, appreciation of achievement, friendship/communication, love of peace, social awareness, responsibility), chapter four contained four characters (hardworking, friendship/communication, reading interest, responsibility), chapter five got two characters (curiosity and reading interest), chapter six contained two characters (independence and reading interest), chapter seven got two characters (curiosity and reading interest), chapter eight got four characters (religiosity, hardworking, love of peace, social awareness), chapter nine got only one character (reading interest), chapter ten got four characters (honesty, creativity, love of peace, reading interest), chapter eleven got two characters (nationalism and reading interest), and chapter twelve got two characters (patriotism and reading interest). The total of characters that mentioned in the textbook was 17 characters. The character that did not list in the textbook is democracy. Reading interest character was the most dominant character found in the textbook with 22 frequencies or 33.3% and the lowest amount of characters in the textbook were discipline, patriotism, appreciation of achievement, and environmental awareness. Meanwhile, the techniques of combining characters, 38 frequencies showed implicitly and 28 frequencies showed explicitly.

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CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reason for choosing the topic, statement of the problem, objective of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

Character is very important to be embedded in every person because by having good character, they can be good people and create a better society (Aslamiyah, 2012). Character can be embedded in the family, society, and school. Family, especially parents play an important role in educating their children about the character they should have. Society also plays a big role in forming a person's character because the environment is very important in the process of growth and development of a person. School is another place where a person can form his character. Education in schools also has a big contribution in forming a person's character through the learning process and habit-forming processes in students (Furkan, 2013). Because of that, the government feels the need to embed character through learning activities in the school.

The government changed the curriculum from the School-Based Curriculum (*KTSP*) to Curriculum 2013. In Curriculum 2013, the government emphasizes the character education as the main point. The Ministry of National

Education (*Kemendiknas*) combines character education in the existing curriculum through activities of strengthening character education.

Character building should be combined in every subject, including English. According to Furkan (2013), English language teaching should not just give knowledge about language, but also character input. One of the important things here is the textbook used. A textbook is a source of materials used in the process of learning in which students do the activities contained in the book.

Based on the Regulation of the Minister of Education and Culture No.1 Year 2012, the Center for Curriculum and Book Matters has the task in implementing the restructuring of technical policy, curriculum development, teaching methodology, and textbooks for early childhood education, primary education, secondary education, non-formal education and informal education (Jamaris, 2013). For this reasons, the researcher wants to uncover the characters in the English textbook to see if that textbook combines the character.

English textbooks are used in the elementary, junior and senior high schools or vocational high schools. The content of the textbook has been adapted to the material in accordance with the students' age. The combined character should be adapted to the maturity of the students' development as well. Textbooks for students of elementary school should form the basis of the characters to prepare them to grow toward adolescence. Textbooks for students of junior high school should embed values that will form their character in the age of the children transition into adolescence. Meanwhile, textbooks for students of senior

or vocational high school should combine character that they should have during the transition from adolescence to adulthood (Koesoema, 2007).

Among the English textbook for elementary, junior, and high or vocational schools, this research focuses on a textbook for senior high schools. According to Adnamazida (2013), the researcher wanted to study an English textbook for the senior high school level because senior high school students are at the top of the transitional period from adolescence to adulthood. They are no longer like a child, they begin looking for identity, and they like to try new things. Here, the characters are needed, so they do not fall into the negative things. Although it may be not significant, but at least with the integration of the character in a textbook, it can minimize them to do actions they should not do like brawl between students, bullying, even free sex, and other bad actions.

In a textbook, there are components that can be used to combine the character such as the tasks performed, materials supplied, texts, dialogues, images or photographs, the themes per unit, and others (Adnamazida, 2013). The tasks combine the character through the instructions, questions or concerns they have to do, and the evaluation process. The materials can combine character through the examples given.

Existing texts in a textbook can be various types of text. Through the text, character can be combined into the theme of the text or the content contained within the text. In addition, Sugeng (2014) said that dialogues contained in the textbook can also combine the character through the topics discussed, ways of communicating presented, and context of the dialogue. Images or photographs

reflect certain meanings. Images or photos in the textbook can be analyzed to see the meaning behind them, whether they combine the character or not. In addition, the themes per unit can also combine the character. It can be seen from the title and the contents.

In this particular study, the researcher is interested in analyzing texts in the English textbook for Senior High Schools. Texts give input to the students about some cases according to the topic in the chapter. It can be knowledge or certain messages that want to be delivered by the author or even both of them. Moreover, in a text, there should be some characters that need to be presented by the author. Therefore, she thought to reveal those characters in the texts. Finally, this research aims to analyze characters combined in the texts of English textbook for Grade XI of Senior High Schools. The textbook is the one that is used in Curriculum 2013 and applies character education in it.

1.2 Reasons for Choosing the Topic

The choice of the topic is based on this reason:

Each person has different character. The background of a person's life will greatly affect a person's character. In this case, character building becomes one solution that is able to give change and contribution to reducing moral degradation that occurs.

Among the English textbook for elementary, junior, and senior or vocational schools, this research focuses on a textbook for senior high schools. The researcher wanted to study an English textbook for the senior high school

level because senior high school students are at the top of the transitional period from adolescence to adulthood. They are no longer like a child, they begin looking for identity, and they like to try new things. Here, the characters are needed, so they do not fall into the negative things. Although it may be not significant, but at least with the integration of the character in a textbook, it can minimize them to do actions they should not do like brawl between students, bullying, even free sex, and other bad actions.

1.3 Statements of the Problem

Based on the description of the study above, the writer would like to make questions of the research. The problem that is discussed in this study can be stated as follows:

- 1) What character education values are presented in the English textbook entitled *Pathway to English for Senior High School Grade XI General Programme*?
- 2) How the characters are combined in the texts of English textbook entitled *Pathway to English for Senior High School Grade XI General Programme*?

1.4 Objectives of the Study

Based on the problem that will be discussed in this final project, the objectives of the study are:

- 1) To analyze the character education values which represented in the English textbook entitled *Pathway to English for Senior High School Grade XI General Programme* which emphasized by the government.

- 2) To know how English textbook entitled *Pathway to English for Senior High School Grade XI General Programme* combine character education value into its material.

1.5 Significance of the Study

The significance of the study can be stated as follows:

- 1) Theoretically: This study is expected to develop English language learning accordance with curriculum 2013.

- 2) Practically

- a) For the English teachers

By knowing the character education combined in the textbook, English teachers can deliver those characters to the students appropriately. They can also be more selective to choose a textbook with attention to the combined character.

- b) For the students of Senior High Schools Grade XI

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

- c) For the English textbooks' authors and publishers

The results of this research can be used as additional information in writing or publishing English textbooks based on Curriculum 2013 especially for Senior High Schools Grade XI.

d) For the other researchers who conducted the relevant study

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

1.6 Limitation of the Study

Due to the limitation of time, the researcher chooses only one English textbook to be analyzed. The book is *Pathway to English for Senior High School Grade XI General Programme*. The reason for choosing this book is the existence of various characters in the textbook. The characters that provide in the textbook are appropriate with curriculum 2013.

1.7 Outline of the Study

The organization of this research paper is arranged as follows:

The first chapter is the introduction; introduce the study by giving a description of the background of the study, reasons for choosing the topic, research questions, the purpose of the study, the significance of the study, the limitation of the study, and the outline of the study.

The second chapter is the review of related literature that discusses the previous studies from the previous researchers and the theoretical of the character values in the textbook

The third chapter presents the research methodology that consists of research design, object of the study, role of the researcher, types of data, procedure of collecting data, and procedure of analyzing data.

The fourth chapter is the result of the study that presents the analysis of general description, findings, and discussion about characters education values in the textbook.

The last chapter provides researcher's conclusion and suggestion of the study about character education values of English textbook.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of previous studies, review of relevant theories, and theoretical framework.

2.1 Review of Previous Studies

In order to make research from the previous research, the study has found a few previous studies that are concerned with character education. A good textbook is a textbook that contains character education values. Permana (2012) conducted about a research of analysis character education values in the textbook *Bahasa Inggris* for the eleventh grade, released officially by the government and he found that the textbook (five chapters) contains seventeen values from eighteen values. He analyzed sentences in whole book which consist of five chapters to know whether the sentences represent the values or not. Those are religiosity, honesty, tolerance, discipline, hardworking, creativity, independence, curiosity, nationalism, patriotism, appreciation of achievement, friendship or communication, love of peace, reading interest, environmental awareness, responsibility, and social awareness. One value is not available in the textbook is democracy. It means that 94,4% of the textbook provided character education values.

A good reading text is a text that contains character education values for the readers. Syahbana (2017) conducted a research by analyzing course book;

Kreatif (Kreasi Belajar Siswa Aktif) for tenth grade and the publisher is Viva Pakarindo. Based on his research, the course book showed that thirteen values were inserted in the reading texts. The values which are not inserted are religiosity, creativity, democracy, environment awareness, and reading interest. His research showed that not all values were inserted in the texts with percentage 72,2%.

Character education values can be showed in the reading section, not only in the reading texts but also in the reading exercises. Hapsari (2013) in *Developing English Competencies* for Senior High School Students grade XI, she found several character education values in the reading section. The textbook showed seventeen values from eighteen character educations. The values is not provided in the reading section is responsibility. It means that 94,4% values are provided in the textbook.

Becoming a good person who has the good moral as well as the good characteristic is able to be achieved since the young generation is in the early age. Ariesinta (2016) conducted a research about character education in the seventh grade student textbook entitled *The 2013 Curriculum English Textbook*. Her research found that she got eighteen values are provided in the textbook. It means that all character education values are showed in the textbook or in other words the textbook contains 100% character education values.

Good character is not formed automatically it is developed over time through a sustained process of teaching, learning and practice. It is developed through character education. Rahayu (2017) conducted research about character

education in the English textbook. She used English textbook *When English Rings A Bell* for the seventh grade of Junior High School. The textbook contains eight chapters with sixteen values of character education. The character education that didn't mention in the textbook is creativity and democracy. It means that 88,9% values are provided in the textbook.

Character education can be delivered through images and linguistics unit in the textbook. Budiman (2017) conducted a research about character education in the textbook in *When English Rings A Bell for ninth grade*. The representation of character-building values in this textbook appears in the form of images, sentences, conversations, monologue, and opinions. From this research, it can be concluded that this textbook presents sixteen character values in nine chapters. There are two values that cannot be found in the textbook, they are tolerance and democracy. It means that 88,9% values are provided in this textbook.

Reading text is the easiest ways to deliver character education to the students. Adnamazida (2013) conducted character education research in the English textbook. She is done a research with English textbook *Look Ahead* from grade X to XII. There were 23 reading texts in grade X. There were seventeen characters are provided in the textbook. The character is not mention in the textbook was reading interest. In percentage 94,4% values are provided in the textbook.

Meanwhile, the reading texts in grade XI were 25 texts. There were fourteen characters found on the reading texts. The value is not available in the

textbook was independence, democracy, nationalism, and patriotism. It means 77,8% values are provided.

The last were 20 texts in grade XII. There were nine characters found in the textbook. Unavailable values in the textbook were religiosity, tolerance, discipline, creativity, democracy, nationalism, patriotism, reading interest, and environmental awareness. There are other characters proposed by the government found on the English textbooks, *Look Ahead*, those characters were humble, faithful, and economical. It means 50% values can be got in this textbook.

Another relevant study is conducted by Sulistiyaningrum (2015) in her English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*. In her research, she found eighteen character education values or 100% values are provided in this textbook. Social awareness character is the most dominant in the textbook.

Another researcher is conducted about character education values in English textbook. Hidayati (2018) used an English textbook entitled *Bahasa Inggris SMA/SMK for tenth grade students of senior high school*. The reading sections contain fourteen values on it. The four unavailable values were environment awareness, independence, democracy, and reading interest. It means that 77,8% values is available in the textbook.

Studies in analyzing characters in textbooks have been conducted by some researchers. Soniawan (2012) discussed in his thesis about character education based on English textbook *When English Rings A Bell for Eleventh Grades of Senior High School*. His result proved that from the observation checklist, each a

chapter has one or two character education that emphasized and it has correlation with the theme of each chapter. The conclusion that Curriculum 2013 English textbook entitled *When English Rings A Bell for Eleventh Grades of Senior High School* (semester one) contains seventeen characters education values. The only one character education value that did not present from the sentences in five chapters of textbook is democracy. It means that 94,4% values are available in the textbook.

Another researcher about character education from the textbook *When English Rings A Bell An English Textbook for Junior High School Student of VII* by Maslahah (2015). The result of analysis *When English Rings A Bell of VII* has sixteen values that provided in the textbook. Unavailable values were reading interest and democracy. It means that 88,9% values available on it.

As a whole, the previous studies above are relevant to this research in which each of them promotes the researcher to have overview in conducting this research. This study focuses on analyzing texts in only one English textbook for grade XI of senior high schools general program based on Curriculum 2013 or the newest curriculum to reveal character values combined in it according to 18 characters described by *Kemendiknas*.

In the end, this study does not only show the data of character educations that are found, but also concludes whether the textbook covers all 18 characters described by *Kemendiknas* and considering students' cognitive and psychological development or not.

2.2 Review of Relevant Theories

2.2.1 *The Curriculum 2013*

The newest curriculum applied in Indonesia education is curriculum 2013. The implementation of the curriculum 2013 is started in July 2013. However, it is still for certain schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and affective through empowerment of combined attitude, skill, and knowledge.

The differences between the curriculum 2006 and curriculum 2013 are in the learning plan. In the curriculum 2006, the syllabus development is under education unit's (school) authority. However, in the curriculum 2013, the development is the central government's authority, except for special subject which is developed by certain school. Even though the syllabus is from the central government, the teachers still have authority to design lesson plan and develop the materials given for operationalizing in learning.

2.2.2 *Material Development*

According to Balachandran (2012), materials include anything which can be used to facilitate the learning of a language. They can be gesture, visual, auditory, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet. He also mentions the basic principles in developing material for the language teaching are:

- a. Materials should accept impact
- b. Materials should help learners to feel at ease

- c. Materials should help learners to develop confidence
- d. What is being taught should be perceived by learners as relevant and useful
- e. Materials should require and facilitate learners self-investment
- f. Learners must be ready to acquire the point being taught
- g. Materials should provide the learners with opportunities to use the target language to achieve communicative purpose
- h. Materials should take into account that positive effects of interaction are usually delayed
- i. Materials should take into account that learners have different learning style
- j. Materials should take into account that learners different effective attitudes
- k. Materials should permit a silent period at the beginning interaction
- l. Materials should not rely too much on controlled practice
- m. Materials should provide opportunities for outcome feedback

2.2.3 Textbook

2.2.3.1 Definition of Textbook

According to Islam (2000) presence of a textbook is necessary to support teaching-learning process. Millions of copies are sold every year and numerous aid projects have been set up to produce those in (various) countries. According to Cunningsworth (1995), course book are best seen a research achieving aims and objectives that have already been set in terms of learners' need.

Textbook is the most used and something overused source for determining the students should learn. Textbook is important resource for teachers in assisting students to learn (Mayasari et al, 2015).

From the explanation above, it can be concluded that textbook is instrument of school instruction and the primary source of information for teachers and students.

2.2.3.2 The Use of Textbook

Mulyasa (2013) mentions the key to the succeed 2013 Curriculum as follows:

- a. School leadership
- b. Creativity of the teachers
- c. Activities of the teachers
- d. Socialization of Curriculum 2013
- e. Facilities and learning resources
- f. Environment of conducive academic
- g. Participation of the school community

In the fifth point (e), facilities and learning resources included in the curriculum is one of the keys to the success of 2013 Curriculum. This means that the presence of textbooks as a learning resource is also an important element to consider in achieving the success of 2013 Curriculum. It should be realized that until now, the textbook is still a very important source of learning for the students, although there are still many who do not have it, especially for schools that are out of town, the countryside, and in the remote areas (Mulyasa, 2013).

Mulyasa (2013) adds that in the implementation of Curriculum 2013, the government had already prepared most of the books that are required to be learned by students, including teachers' books and guidance of learners. Therefore, the selection of textbooks should prioritize primary textbooks, which is directly related to the achievement of specific competencies. Meanwhile the selection of supplementary books should be remains guided by the recommendation or endorsement of the education, and other considerations that do not burden the elderly.

Harmer (2001) writes that the benefits and restrictions of textbook use can be easily summarized as follows:

a. The Benefit

Good textbook are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links. They provide teachers under pressure with the reassurance that, even when they are forced to plan at the last moment, they will be using material which they can have confidence in. They come with detailed teacher's guide who not only provide procedures for the lesson in the student's book, but also offer suggestion and alternatives, extra activities, and resources. Students like textbook too since they foster the perception of progress as units and then books are completed. Textbook also provide material which students can look back at for revision, and at their best their visual and topic appeal can have a powerfully engaging effect.

b. The Restrictions

Units and lessons often follow an unrelenting format so that students and teachers eventually become de-motivated by the sameness of it all. And in their choice of topics textbooks can sometimes be bland or culturally inappropriate.

2.2.3.3 *The Role of Textbook*

According to Cunningsworth (1995), textbooks have multiple roles in English teaching:

- a. A resource for presentation material (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learner on grammar, vocabulary, pronunciation, etc
- d. A source of stimulations and ideas for classroom language activities
- e. A syllabus (where they reflect learning objectives which have already been determined)
- f. A resource for self-directed learning or self-access work

2.2.3.4 *Criteria in Selecting and Evaluating Textbooks*

Cunningsworth (1995) proposes four criteria for evaluating textbooks, particularly course book. They are:

- a. They should correspond to learners' needs. They should match the aims and objectives of the language-learning program
- b. They should reflect the uses (present and future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes

- c. They should take account of students' needs as learners and should facilitate their learning processes without dogmatically imposing a rigid method
- d. They should have a clear role as a support for learning like teachers, they mediate between the target language and the learner

***2.2.3.5 English Textbook Entitled Pathway to English for Senior High School
Grade XI General Programme***

The author of this book is Th. M. Sudarwati and Eudia Grace. It is published in 2014 in Jakarta by PT Gelora Aksara Pratama (Penerbit Erlangga). This has been a core derived from the principles of Curriculum 2013. It contains 12 chapters with various themes as follows:

1. You should keep your environment clean
2. As far as I'm concerned
3. I wish you all the best
4. We cordially invite you
5. Dear my beloved mother
6. Do the following instructions
7. It's found near a pond
8. If I have a lot of money
9. Is it a mammal?
10. Why is it a good habit to have
11. He was a hard-working man
12. I would like to teach the world to sing

2.2.4 Character Education

This part consists of some supporting theories to the nation of character. It begins with the definitions of character. Then, it continues with the characteristics of character, character education, and character education in curriculum 2013.

2.2.4.1 The Definitions of Character

According to Koesoema (2007), the terms ‘character’ is derived from the Greek ‘*karasso*’, which means ‘blueprint’, the basic format or fingerprint. More clearly, Saptono (2011) mentions this definition as deterministic. Here the character is understood as a set of mental condition on ourselves that have been granted or given. It is a fixed person’s character that becomes a special mark which distinguishes people from one another.

Saptono (2011) states that the term ‘character’ is derived from the Greek ‘*charassein*’, which means ‘to make sharp’ or ‘to make deep’, this second notion is non deterministic or dynamic. Here the character is understood as a person’s level of strength or toughness in an effort to overcome the mental condition that has been given. It is a process that is desired by someone to enhance his humanity.

Understanding the character from a behavioral point of view that emphasizes somatopsychic element of the individual since his birth. Here the term is considered the same as personality. Personality is considered as a characteristic of a person who comes from formations received from the environment, such as family in childhood and also one’s innate from birth (Singh, 2001).

Koesoema (2007) adds that in general, people often associate the term character with what is called a temperament. It gives a definition that emphasizes

the psychosocial factors associated with educational and environmental context. Glaze (2008) also mentions that the character is a collection of values that lead to a system, which underlies the thinking, attitudes, and behaviors that are shown.

The definitions above emphasize that the character is something that is given but also a combination of what an individual obtained from the environment. Meanwhile, Rose (1998) understands that the term character has two meanings. First, it shows how a person behaves. Second, the term character is closely related to personality. The term personality is also associated with the term character, which is defined as the totality of values that direct human in living his life. So, it is related to the value system that is owned by someone (Mu'in, 2011). Besides the personality, the term character can also be associated with the term virtue as expressed by Schaeffer (1999) who link directly to the strength of character virtues, character strength is seen as a psychological element that builds virtues.

Among all of the above understanding, there is a more complete and realistic understanding of the character. Lickona (2004) states that character as a spiritual condition that is not complete yet. Based on that understanding, then the people who let go on the condition that has been existed, called people who have weak character. On the other hand, those who do not want to just accept the conditions of the existing self, but try to overcome it, called people who have strong or tough character. They constantly strive to improve themselves.

2.2.4.2 The Characteristics of Character

To explain more about the character, Mu'in (2011) has revealed that the characteristics of character are as follows:

1. Character is what you are when nobody is looking
2. Character is the result of values and beliefs
3. Character is a habit that becomes second nature
4. Character is not reputation or what others think about you
5. Character is not how much better you are than others
6. Character is not relative

2.2.4.3 Character Education

Mu'in (2011) said that as a process, there are two different assumptions about education in human life. First, it can be regarded as a process that occurs accidentally or naturally. Second, education can be regarded as a process that occurs intentionally, planned, designed and organized based on the rules that apply particularly legislation on the basis of an agreement made by public. In addition to those assumptions, Mu'in (2011) adds that the educational process is related to the activity which consists of the following processes and objectives: empowerment, enlightenment, the process of providing motivation and inspiration, and the process of changing the behavior.

In line with what is written above, Koesoema (2007) states that the word 'education' in Indonesia refers to the universe of values and a broader activity than addressing teaching and learning process in the classroom as follows:

The word 'education' refers to a wide variety of activities, ranging from the nature of the productive-material to the creative-spiritual, ranging from the process of improving the skills until the establishment of a solid and integral personality. It is an activity that is able to develop the character of its members. Education develops character through a variety of activities, such as embedding values, developing character and the value of religion, learning and training of moral values, etc.

In addition, Lickona (2004) defines character education as the deliberate effort made to develop good character based on core virtues (two fundamental virtues and ten essential virtues).

In the old paradigm, the family is seen as the backbone of character education (Lickona, 2004). Parents usually have sufficient opportunity to utilize the existing tradition in introducing directly the various virtues to children by examples, advices, stories/fairy tales, and the habits intensively every day.

In addition, a school is another place to get a character education. There are four fundamental reasons why the schools need to be more serious about making itself as the best place for character education. According to Saptono (2011), those four reasons are as follows:

- a. Many families do not implement character education
- b. Schools do not only aim to form a bright child, but also a good child
- c. Intelligence of a child is only meaningful when based on the goodness

- d. Because of forming the students in order to have formidable character is not just an additional task for the teacher, but merely the inherent responsibility in his role as a teacher

Considering the important of character education in schools, Koesoema (2007) suggests some of the criteria that can be parts of the value of the framework in implementing character education in schools as follows:

- a. Virtue Value

In the context of ancient Greece, for example, the virtue value appears in the physical and moral strength. Physical strength here means excellence, strength, tenacity, and generosity. Meanwhile, the moral strength means brave to take the risk on life choices, consistent, and faithful.

- b. Value of Beauty

In the past, the value of beauty is interpreted mainly on the physical beauty; a work of arts, sculptures, buildings, literature, and others. The value of beauty in a higher level touches the dimension of human interiority itself that determines the quality of him as a human being. Nowadays, the development of the values of beauty is not just a production process; in the sense of generating an art object, but also the development of the dimension of human interiority as a human being who has a strong religious consciousness. These aesthetic and religious values should be an important part of character education in our country.

c. Value of Work

Being the main man is being a human who works. For that, it takes patience, hardworking, and hardworking. If the educational institutions do not add this value of work, the individuals involved in it will not be able to develop the characters well. Culture of cheating, dishonest, looking for leaks about, buy replicates answer key, etc., are contrary to the appreciation of achievement of the value of this work.

d. Patriotic Value

Although our society becomes increasingly global, love for the homeland is still needed, because the homeland is a precious place for individuals culturally and historically. Character education that instills the values of deep patriotism is still relevant.

e. Value of Democracy

Values of democracy includes the willingness to discuss, negotiate, agree, and resolve problems and conflicts by peaceful means, not by force, but through a dialogue for the creation of a better social order. Therefore, the values of democracy should be the basic agenda of educational values in terms of character education. A freedom of thought and expression leads to a critical attitude. Critical attitude maintains the dynamics of society in order to remain stable and effective in achieving its goals.

f. Value of Unity

In the context of nation and state of Indonesia, the value of unity is the basis for the founding of this country. What is written in the third precepts of

Pancasila, the Indonesian Unity, will not be maintained if each individual who became an Indonesian citizen can't respect the difference and plurality that exists in our society.

g. Moral Support

This value is what Socrates referred to care for the soul. The soul determines whether a person is good or not as an individual. Thus, these moral values are vitally important to a character education.

h. Humanitarian Value

The value of humanity presupposes the openness to other cultures, including the culture of different religions and beliefs. These human values become very relevant to apply in character education because our society has become a global society. Therefore, the spirit of nationality that wants to be embedded in character education is not sufficient if only by the boundaries of local, state, which a narrow patriotism is. It should help each individual to be able to live competently as demanded by the global community.

2.2.4.4 Character Education in Curriculum 2013

The Ministry of National Education (*Kemendiknas*) has established the basis of character education that rooted in 18 values of cultural education and national character. From those 18 characters, schools can provide additional character or reduce it according to the needs of learners. Those 18 character educations are described by *Kemendiknas* (2010) in Abidin (2013) in the following table:

Table 2.1
The Description of Character Education

CHARACTERS	DESCRIPTIONS
Religiosity	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions.
Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment.
Tolerance	Attitudes and actions that respect the differences of religions, races, ethnicities, opinions, attitudes, and actions of others who are different from themselves.
Discipline	Action indicating orderly and obedient behavior on various rules and regulations
Hardworking	Behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible.
Creativity	Thinking and doing something to generate new method or result of something that has been owned
Independence	Attitudes and doing something to generate new method or result of something that has been owned.
Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others
Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.
Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group
Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of achievement of the language, environmental, physical, social, cultural, economic and political nation.
Appreciation of achievement	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success
Friendship/Communication	Actions showed pleasure in speaking, associate and cooperate with others

CHARACTERS	DESCRIPTIONS
Love of Peace	Attitudes, words, and actions that make other people feel happy and safe over the presence of him
Reading Interest	Habits to take time to read the various readings that give him the benefit
Environmental Awareness	Attitudes and actions which seeks to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred
Social Awareness	Attitudes and actions that always want to help other people and communities in need
Responsibility	Attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God.

2.3 Theoretical Framework

Character education is one of the important issues in Indonesia recently. It comes from the fact that many problems such as corruption, conflict, brawl, free sex and fight among teenagers or students, murder, and many more happen because of the bad characters. The character itself is understood by Lickona (2004) as a spiritual condition that is not completed yet. It means that people still can develop their character to be better. Therefore, it is needed to embed characters in a family, schools, and the society in order to create human beings with good characters for a better future. The government realizes that education in schools is one of the main ways to achieve that goal as Furkan (2013) said that education in schools has a big contribution in forming a person's character as well through the learning process and habituation processes in students.

Curriculum 2013 is the one that the Government applies by offering 18 characters to be combined through the teaching and learning process. Those 18

characters are religiosity, honesty, tolerance, discipline, hardworking, creativity, democracy, curiosity, nationalism, patriotism, appreciation of achievement, friendship/communications, loves of peace, social awareness, responsibility, independence, reading interest, and environmental awareness.

The characters above should be combined in every subject, including English. English language teaching should not just give knowledge about language, but also the character input. One of the important things here is the textbook used. A textbook is a source of materials used in the process of learning in which students do the activities contained in the book. In this particular study, the researcher is interested in analyzing texts in the English textbook for Senior High Schools. Texts give input to the students about some cases according to the topic in the chapter. Moreover, in a text, there should be some characters that need to be presented by the author.

This study focuses on analyzing characters in the texts of the English textbook entitled *Pathway to English for Senior High School Grade XI General Programme*. The reason for choosing this book is the existence of some kinds of texts with various themes. This book contains more texts comparing to the other textbooks.

According to Piaget in Jamaris (2013), age 11 years to adulthood is a formal operation phase in a person's cognitive development. In this phase, a person has been able to think rationally and started to think about his identity. In addition, Erikson in Jamaris (2013) and Djaali (2012) says that in psychosocial development, age 12 to 18 years or adolescence period is a phase of Identity

versus Role Confusion. At this stage, a person must combine the whole personality to discover his true identity. In contrast, if he fails, he will experience confusion about his role in the future.

The analysis results are expected to be the overview of quality as well as a suggestion for teachers in selecting textbooks to be used in the learning process. In addition, it is expected to be beneficial for the publishers and the Central Curriculum in order to update the book published.

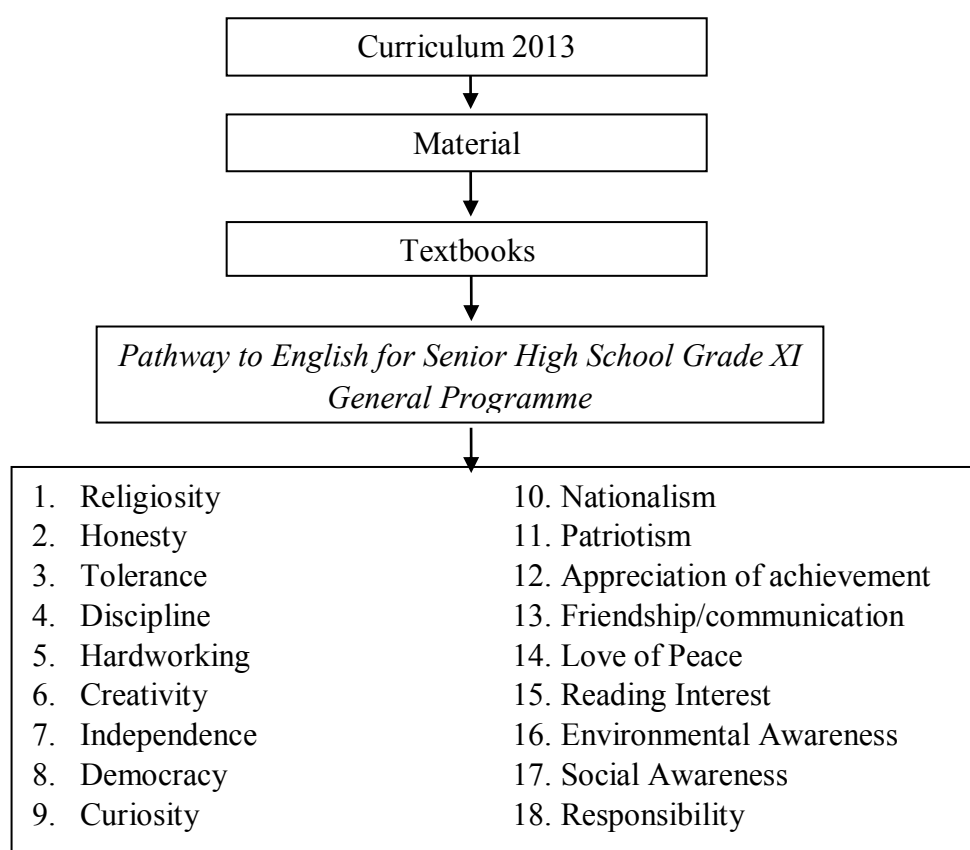


Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and discussions in chapter IV, there are two conclusions that can be drawn in this research. They are the characters and the techniques of combining characters in the texts of English textbook entitled *Pathway to English for Senior High School Grade XI General Programme*.

Related to the first objective of this research, characters that are found in the texts of English textbook entitled *Pathway to English for Senior High School Grade XI General Programme* found 17 characters described by *Kemendiknas*. Those characters are religiosity, honesty, tolerance, discipline, hardworking, creativity, independence, curiosity, nationalism, patriotism, appreciation of achievement, friendliness/communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. From those 17 characters, reading interest character is the most dominant with the percentage of 33.3%. Meanwhile, discipline, patriotism, appreciation of achievement and environmental awareness characters stand in the lowest position with only 1.5%.

The combining technique of characters implicitly is more dominant in the texts of this book. This is in accordance with the development of the students' power of reason and power of thought that able to think abstractly. At this stage, students have been able to think critically and to understand the implied meaning. In addition, students have been able to solve the problem logically by involving

various related problems. This shows that the author seems to pay attention to the cognitive and affective aspects of the students.

The most dominate character value is reading interest. The author wants to raise the students' habit of reading. This may imply that the character that wants to be prioritized in this book is the character that is related to students' habit of reading. Furthermore, this research also studies the techniques of combining characters in the texts of English Textbook entitled *Pathway to English for Senior High School Grade XI General Programme*. Techniques of combining characters that are found in the texts consist of two techniques, namely explicit and implicit techniques.

5.2 Suggestions

Based on the conclusions, the researcher proposes some suggestions as follows.

1. For principals, supervisors, and head of education: They should pay attention to the circulation of textbooks used in schools. It is intended to support the combined character education development in all subjects, especially English. In addition, they should pay attention to the condition of all educational components to support the implementation of character education.
2. For teachers who use English textbooks, they are expected to be more selective in choosing books or instructional materials and activities that already exist in the textbook for the application in the classroom. Teachers

should be able to raise or deliver characters of character education in the material or activity explicitly. Teachers can apply contextual and cooperative learning so that these characters can be combined optimally.

3. For the authors, they are expected to be more careful in typing the function of language in order to avoid typing errors. It is expected that the writers can use the information from the research to write a book that not only supports the success of the students to communicate but also has a strong positive character. In addition, the author should be able to incorporate the materials related to the affective, cognitive competence. The authors of textbooks of English should critically observe and follow the guidelines and instructions of writing textbooks carefully and thoroughly in order to create a good book. Thus, learning English will have some significance, which can achieve competency goals and compose language skills as well as to establish positive character learners.
4. For other researchers who want to conduct relevant research, this research focusing only on analyzing the texts of one English textbook of Curriculum 2013. It will be better if other researchers who want to conduct relevant research can analyze other textbooks for the same or different grades and also analyze the implementation of the characters in the teaching learning process. They can make this study as additional information or reference.

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