

**NATIONAL CHARACTER BUILDING FOUND IN  
TEXTBOOK ENTITLED “THINK GLOBALLY  
ACT LOCALLY”**



**BY :  
RISKI RAHMA**

**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
2020 M / 1441 H**



**NATIONAL CHARACTER BUILDING FOUND IN ENGLISH  
TEXTBOOK ENTITLED “THINK GLOBALLY  
ACT LOCALLY”**

**THESIS**

Presented to

State Islamic Institute of Palangka Raya

In Partial fulfillment of the requirements

For the degree of *Sarjana* in English Education



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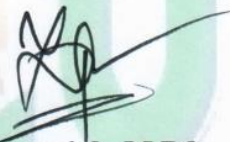
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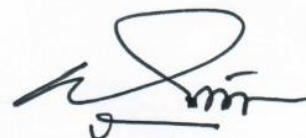
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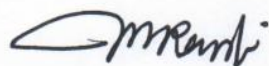
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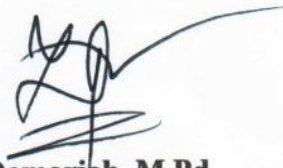
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## MOTTO AND DEDICATION

“...And never give up hope of Allah’s soothing mercy; truly no one despairs  
of Allah’s soothing mercy except those who have no faith.”

(Q.S. Yusuf: 87)



This Thesis is dedicated to:

My beloved family mom and dad,  
my sister and my brother for their  
valuable endless prayer, sacrifice,  
and support me all the time.



## DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Declare that:

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Yours Faith Fully



  
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## ABSTRACT

Riski Rahma. 2020. *National Character Building Found in Textbook Entitled “Think Globally Act Locally”*. Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Hj. Apni Ranti, M.Hum, (II) Zaitun Qamariah, M.Pd.

**Keywords:** character education values, textbook, 2013 curriculum.

National Education System No. 20/2003 chapter 3 mention the function of national education is to develop ability and built character in order to create an intelligible national life. Textbook is one of media or tools that the characters education can be integrated. So, the objectives of this research are to find out character education and techniques of integrating characters education in the text of English textbook entitled “Think Globally Act Locally” for Grade IX of Junior High School published by the Ministry of Education and Culture.

The objective of the research were (1) to identify the character education values based on 2013 curriculum that appear in texts or sentences of an English textbook entitled “Think Globally Act Locally” for the Ninth Grade Junior High School, (2) to describe how the characters implemented in the texts or sentences.

This research used qualitative approach using content analysis. The data used this research were in the texts or sentences in the textbook. Some steps were undertaken during the data collection: reading the texts or sentences carefully, understanding 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. In analyzing data, this study used content analysis technique by comparing the data, making categorization, presenting data tabulation, describing verbally, and interpreting the findings to do the inference.

The results of research showed that: (1) the finding showed that there were 11 character education value presented in the textbook. Social character is the highest rate. It implied that author of textbook wanted to students care to other people. (2) the characters implemented there were two techniques, explicit and implicit. The explicit was more dominant in the texts or sentences. This result showed that the author seemed wanted to make it easy for students in comprehension the character values in the texts or sentences.

## ABSTRAK

Riski Rahma. 2020. *Pembangunan karakter National Ditemukan di dalam Buku Teks berjudul "Think Globally Act Locally Skripsi*. Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Hj. Apni Ranti, M.Hum., (II) Zaitun Qamariah, M.Pd.

**Keywords:** character education values, textbook, 2013 curriculum.

Sistem Pendidikan Nasional No. 20/2003 bab 3 menyebutkan fungsi pendidikan nasional adalah mengembangkan kemampuan dan membangun karakter agar tercipta kehidupan nasional yang cerdas. Buku teks adalah salah satu media atau alat pendidikan karakter yang dapat diintegrasikan. Jadi, tujuan dari penelitian ini adalah untuk mengetahui pendidikan karakter dan teknik mengintegrasikan pendidikan karakter dalam teks buku teks bahasa Inggris yang berjudul "Think Globally Act Locally" untuk siswa kelas IX Sekolah Menengah Pertama yang Diterbitkan oleh Kementerian Pendidikan dan Kebudayaan.

Tujuan dari penelitian ini adalah (1) untuk mengidentifikasi nilai-nilai pendidikan karakter berdasarkan kurikulum 2013 yang muncul di dalam teks atau kalimat dari buku teks bahasa Inggris berjudul "Think Globally Act Locally" untuk kelas sembilan Sekolah Menengah Pertama, (2) untuk menggambarkan bagaimana karakter-karakter tersebut diterapkan di dalam teks atau kalimat.

Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan analisis isi. Data yang digunakan dalam penelitian ini adalah teks atau kalimat yg ada di dalam buku teks. Beberapa langkah yang dilakukan dalam pengumpulan data: membaca teks atau kalimat dengan hati-hati, memahami bagian-bagian spesifik yang terkait dengan fokus penelitian secara intensif, menandai bagian-bagian tertentu yang terkait dengan fokus penelitian, membuat deskripsi data dan memasukkan data ke dalam tabel. Dalam menganalisis data, penelitian ini menggunakan teknik analisis isi dengan membandingkan data, membuat kategorisasi, menyajikan tabulasi data, menggambarkan secara verbal, dan menafsirkan temuan untuk melakukan inferensi.

Hasil penelitian menunjukkan bahwa: (1) temuan penelitian menunjukkan bahwa ada 11 nilai pendidikan karakter yang disajikan dalam buku teks. Karakter sosial adalah tingkat tertinggi. Itu tersirat bahwa penulis buku teks ingin siswa peduli kepada orang lain. (2) karakter diimplementasikan dengan dua teknik, eksplisit dan implisit. Teknik eksplisit lebih dominan dalam teks atau kalimat. Hasil ini menunjukkan bahwa penulis sepertinya ingin memudahkan siswa dalam memahami nilai-nilai karakter dalam teks atau kalimat.

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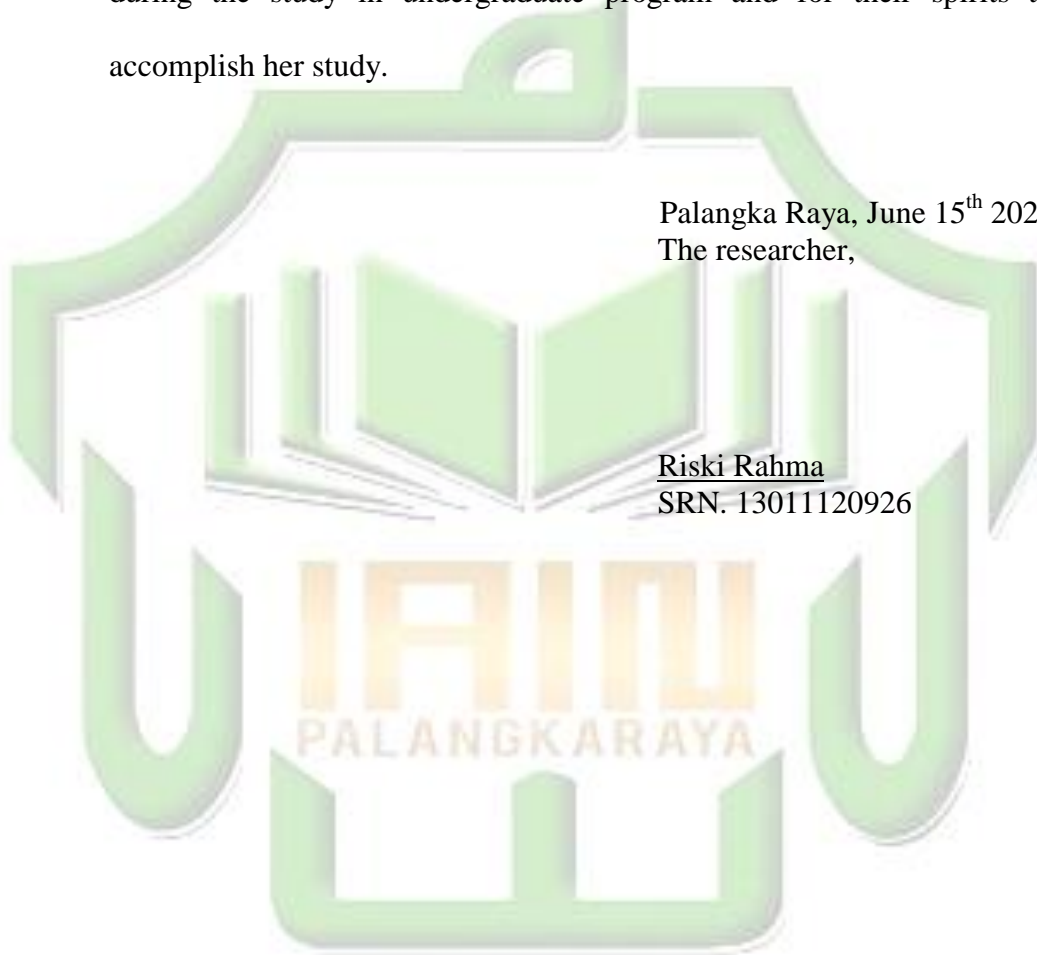
Her appreciation is addressed to:

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The researcher,

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents and discusses the background of the study, research problem, objective of the study, scope and limitation, significance of the study, and definition of key terms.

#### **A. Background of the Study**

Live always changing, so do with the ways of life. Globalization and modernization are the cause of this happening. Globalization and modernization is giving odds on every nation to become a developed nation and superior, but if a nation does not have a strong character and resilient, the modernization and globalization will bring threats and excesses. Modernization and development of science and technology to bring the excess spread of attitudes materialistic, individualistic, secularistic, even hedonistic. This situation is certainly eroded the traditional values of Indonesia were considered noble, such as harmony, simplicity and social care.

According to Al'Abri (2011, p.491), globalization as a concept has been used in both positive and negative way by different people in different situations. So, the societal changes teens have encountered have impacted students in areas such as dress, manners, language, entertainment, music, sexual habits. Many students seem under the influence of media bombardment that promotes promiscuity and lax attitudes toward good

character development and some family dynamics appear to be more dysfunctional than ever before.

The way schools have responded to these challenges has not been easy. The implementation of national character is needed in the school through learning and teaching activity. Being teachers whose job are various, among others as a motivator, curriculum planners, supervisors as well as a facilitator is not an easy task. As they already have a full agenda. Especially as curriculum planners, teachers are expected not only to teaching about materials in the textbook but also must be able to build student character based on the national character in the curriculum.

Globalization requires governments to continually update the curriculum to adapt to the dynamic of life. As a developing country, Indonesia government realizes that the education is one of the fundamental keys in maintaining nation building and identity. The Indonesian government especially the national education department has develop an English standard competence which is stated in curriculum as the standard of teaching and learning process. Since the curriculum become the heart of education, it is better to give more attention to values education and national character in it. It is mentioned in National Education System No. 20/2003 chapter 3, that the function of national education is to develop ability and build character in order to create an intelligible national life. The need of values educational to the nation seems very important. Values education will help the student realize, experience, and put it in an integral manner to their life because values



education covered character, values, norm, and morals. According to The goal of character education is to raise children to become morally responsible, self-disciplined citizens.

Textbook is one of the element that used by teachers in learning resources that greatly supports the success of teaching and learning activities, also it is very useful as a main source to guide the teacher in building students national character. The influences of character education programs can have profound effects on numerous problems that schools are facing today including increased drug or alcohol use, aggression, low school attendance, fights and suspensions, vandalism, and low academic achievement.

According to Wahyudi, et al (2018, p. 194-195), a textbook is one of the virtual source of knowledge which contains information that needs to be learned and acquired by students through the prescribed curriculum. Indonesia government released a regulation that is Ministry of education and culture number 71 the year 2013 article 1 stated that the government provides textbooks for both teacher and students during a course. Based on this policy, all the pilot project schools must use the 2013 curriculum based textbooks developed by the government. According to Dharma and Aristo (2018, p. 25), textbooks are considered as one of the aspects that determine the successful implementation of the 2013 curriculum both to improve the efficiency or effectiveness of the curriculum itself. So, English textbook influences what teachers teach and learners learnt. The good English textbook is the book that has suitable with the curriculum implemented in Indonesia.

The textbook must have all of appropriateness elements, such as content appropriateness, presentation appropriateness, linguistic appropriateness, and graphics appropriateness. For the EFL learners, textbook becomes the main source of exchange that they have with the language away from the input provided by teacher. Because of the importance of textbook itself, the researcher perceived that it is important to analyze textbook which is used by the students. According to Nguyen (2007, p. 9-10), textbook should be carefully evaluated and selected before being use for a language program. Textbook evaluation helps the teacher select the most appropriate materials available for a particular course. That is why evaluation of textbooks is needed because a good book will have a good influence to the world of education.

Based on the explanation above, the researcher interested to do a research entitled National Character Building Found in Textbook Entitled “Think Globally Act Locally”. The researcher wondered to know the representation of national character building in the textbook. In the other word, the researcher analyze the content of textbook to find the eighteen character values of character education with implementation of the 2013 curriculum.

## **B. Research Problem**

Related to the background of the study, the problem is formulated as follows:

1. What are the character national building that appear in English Textbook entitled “Think Globally Act Locally” ?

2. How the national character building are represented in the texts or sentences of English textbook entitled “Think Globally Act Locally” ?

### **C. Objective of the Study**

The researcher states the objective of this research are:

1. To identify the national character building that appear in English textbook entitled “Think Globally Act Locally.”
2. To know the national character building are represented in the texts or sentences.

### **D. Scope and Limitation of the Study**

To have specific research, the researcher has restricted this study in order to make it easier to be analyzed. This study analyzes the national character building in English textbook implement basic competence of the 2013 curriculum. To limit the study, the researcher only takes the English textbook entitled “Think Globally Act Locally” for the ninth grade of junior high school as the main source of data.

### **E. Significance of the Study**

The significance of this study is useful in some ways.

1. Theoretically
  - a. This study can be used as reference for anybody else who has the same interest in the same field.

- b. This study provides beneficial and referential contributions in evaluation of national character building in development of curriculum in Indonesia.

## 2. Practically

- a. For the researcher, the research can give a practice in developing her knowledge and skill in analysis process to evaluate the English textbook.
- b. For English teacher, this study can be useful as the references in selecting of more supportive textbooks for teaching and learning activities in the upcoming school year or curriculum.
- c. For English textbook writers, the result of the study may help them to be more careful in developing English textbooks for students and more aware of the worthiness of content, the language correctness and appropriateness.

## F. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward:

### 1. Content analysis

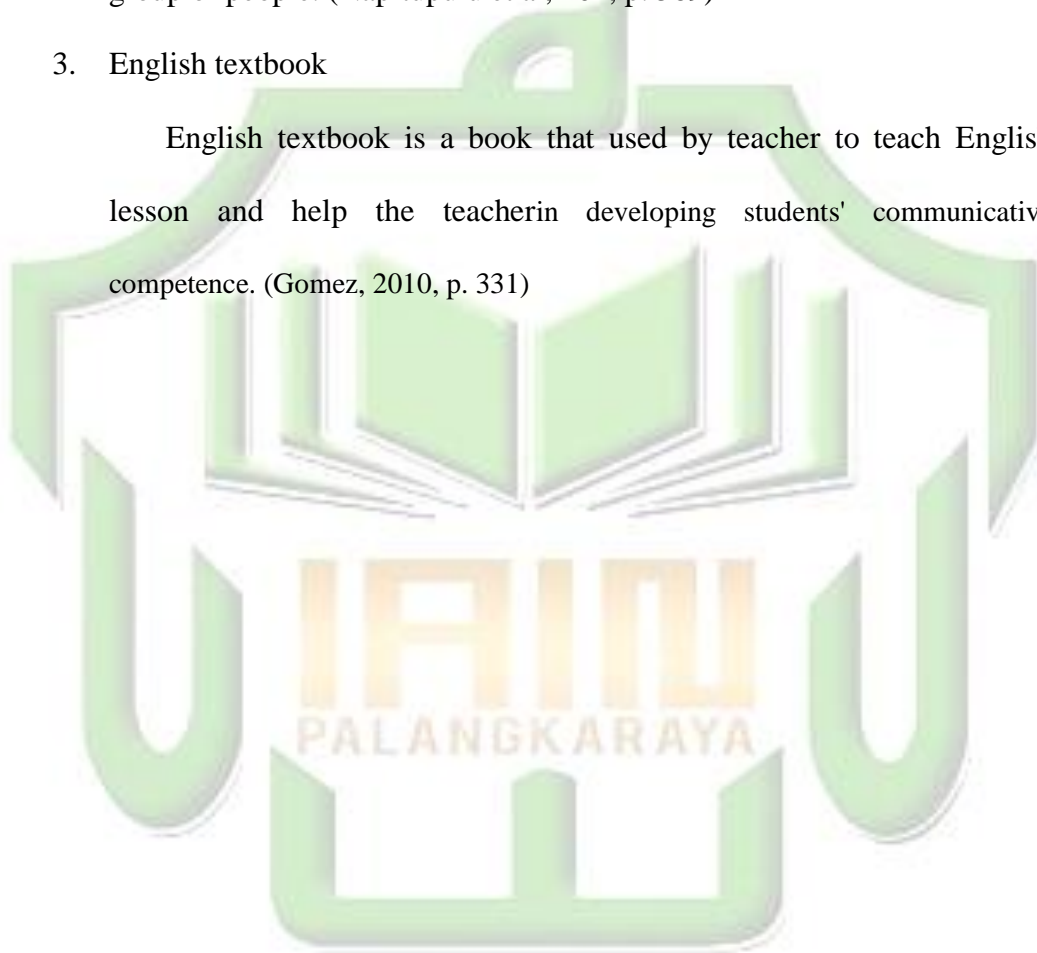
Content analysis is an analysis where it starts by identifying and measuring certain words or content in the text with a purpose. (Hsieh and Shannon, 2005, p. 7)

## 2. National character

National character is the quality of the national typical collective behavior well-reflected in the awareness, understanding, taste, intention, and behavior of the state and nation as an outcome of a thought, though the heart, though the taste and intention, as well as the sports person or group of people. (Napitupulu et al, 201, p. 569)

## 3. English textbook

English textbook is a book that used by teacher to teach English lesson and help the teacher in developing students' communicative competence. (Gomez, 2010, p. 331)



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses several essentials points which focus on related studies, character education, Indonesian curriculum, the role of textbook in classroom, 2013 curriculum in Indonesia, and implementation of 2013 curriculum.

#### **A. Related Studies**

The researcher takes some previous studies as the comparison and guidance of this research. The first previous research was done by Somia Salsabila (2018) with the title “Character Education Values in English Textbook Entitled “Forward An English” for the Tenth Grade of Vocational High School”. The topic is about an anlysis the character education of materials in that book with implementation of curriculum 2013. The aim of that research was to measure the character education values that appear in English textbook whether it is appropriate with the 18 characters education of 2013 curriculum which emphasized by the government or not and how to the character education values are implemented in the content of English textbook “Forward An English.” The researcher used qualitative research with content analysis as the design. The researcher used documents, journals, article and books as references. The researcher used English textbook entitled Forward an English for the Tenth grade of Vocational High School as the main source of her research. The result of this research have shown that the researcher only found 15 character education from 29 texts or sentences in



Forward an English textbook. The relevances of this study is the researcher also analysed the character education in the English textbook and the researcher used content analysis as the design to analyse the textbook. The difference of this study is the writer used the English textbook “Forward An English” for the tenth grade of vocational High School, meanwhile the researcher used “Think Globally Act Locally” for the ninth grade Junior High School.

The second previous research was conducted by Yulianti (2014) with the research entitled “Character Building Values Represented in English Textbook for Junior High School.” The topic is about an anlysis of picture and utterance in the English textbook that represent character building values. This study is aimed at getting finding of character building values appear in English textbook for Junior High School and how are character building values represented in English textbook for Junior High School. In this research, the researcher used qualitative research method by using content analysis. As the result, the researcher found there are eighteen character building values appear in the English textbook that represented in pictorial data and seventeen character building values represented in utterance data but it is less in grammar framework. The relevance of this study is the researcher also wanted to know the character education in the English textbook and the research designed by qualitative method with a code frame as the instrument. The difference of this study is the writer analyze eighteen character values in

the utterances and pictures in each chapter, meanwhile the researcher analyze eighteen character values found in the utterances only.

The third previous research was conducted by Amalia (2014) with the research entitled “Representaion of National Character Building in Indonesian EFL Textbooks.” The topic is about an anlysis of the eighteen values of national character building (NCB) in two textbooks, they are “Contextual English for grade twelve of senior high schools: physical sciences and social sciences majors” and “Bahasa Inggris: Berbasis pendidikan karakter bangsa” for senior secondary school students in year ten. The aim of this study is to investigate how national character building (NCB), which reflects most of the principle of pancasila, the philosophical foundation of Indonesia, which is the core of the draft of 2013 curriculum roposed by the Indonesian government, is represented in textbooks. The researcher used qualitative content analysis in this study. As the result, the representations found in both English textbooks are intended to strengthen the national identity of Indonesia, it can be seen in the table illustration of data that found in both textbooks. There were found thirteen values of national character building in the “Contextual English textbook”, and nine values in “Bahasa Inggris.” Same as this study, the researcher also analyze the character education in the textbook but the difference is the writer used two kinds of English textbook meanwhile the researcher only one textbook.

The fourth previous study was conducted by Hapsari (2013) with the research entitled “Character Education Values in Reading Section of

Electronic English Textbook for Senior High School Students Grade XI.”

This study was conducted to find out what character values are integrated in reading section of the English e-book of Senior High School and in which part of the English e-book of Senior High School the character values are realized. The topic is about an analysis of character education integrated in reading part of English e-book for Senior High School. The researcher used qualitative content analysis in this study. The result of this research, there are only seventeen character education covered in reading section of the e-book. The relevance of this study is the researcher need to find the character values in the textbook but the difference is the writer analyze the values in the reading section only meanwhile the researcher analyze the values in all section.

Morover, Gailea, et al (2019) with the title “An Analysis of Character Education of English Textbook “When English Rings A Bell” for Eighth Grade of Junior High School.” This study is to analyze whether picture and utterance reflect the eighteen character building values. Qualitative approach using content analysis conducted in this research. The result, all eighteen characters described by *Kemendiknas* were found in the pictures and utterances of an English textbook entitled When English Rings a Bell for eight grade of junior high school.the relevance of this study is the researcher also analyze eighteen character in the English textbook. The differences are the textbook used by the writer and the researcher is different and the researcher only focus to find the values in the utterances, not picture.

It can be concluded, the related studies have relevance and differences with this study. Based on five related studies above, the first relevance is the researcher also use qualitative approach with content analysis to conduct the study. Second, the purpose of the study is to analyse the character education values or national character building in the English textbook. As for the differences is on the setting and subject, this study is use English textbook for the ninth grade junior high school entitled “Think Globally Act Locally.”

## **B. National Character Values**

### **1. Character**

According to Iswara (Iswara, 2013, p. 3), character is the composite of the 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. Rokhayati (2016, p.131) stated that character is someone’s personality which is formed as the result of integration of understanding, the behaviour to the value, and the daily attitude. Moreover, Anggraini and Kusniarti (2016, p. 26) stated that character is every human effort to learn, to overcome, and fix weakness as well as bring positive habit.

From some definitions above, it can be concluded that character is character is the real and different nature exhibited by individuals and it is a feeling appeared about how to focus on how to apply the value of goodness in the form of action or behavior.

## 2. National character values

The definition of national character values or in general called character education according to Kamaruddin (2012, p.225) character education is a national movement creating schools that enhance ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values. Berkowitz (2014, p.46) states that character education is typically part of the curriculum in literature and social studies classes, but it actually can appear in almost any part of the curriculum, including math and physical education.

According to Watz (2011, p.44), character education therefore can be viewed as a wave that the tide has carried in and out due to societal pressures such as political, religious, or corporate influences. The Nation Character Development Policy in Ash-Shidiqqi (2018, p. 40-41) states that national character is the quality of typical national collective behavior that is reflected in the awareness, understanding, taste, intention, and behavior of the nation and state as a result of the thought, heart processing, taste, intention and behavior of the nation and state of Indonesia based on the values of Pancasila, the norms of the 1945 Constitution, diversity with the principle of Unity in Diversity, and commitment to the Unitary State of the Republic of Indonesia.

Sinambela et al (2016, p. 171) said there are six pillars of character education is described as follows:

- a. Trustworthiness. The first pillar contains the following elements:

- 1) Honesty, which reflects an unwillingness to lie, cheat, or steal.
  - 2) Reliability, which includes the fulfillment of commitments, compliance with the rules and code of ethics binding.
  - 3) The courage to act on the basis of truth.
  - 4) Development of a good reputation.
  - 5) Fidelity, whether family, friends, and country.
- b. Respect. This is a character builder components.
- 1) Respect and treat others with respect.
  - 2) Be tolerant and accept differences.
  - 3) Well-behaved and avoid harsh words.
  - 4) Consider the feelings of others.
  - 5) Did not threaten, hit or injure another person.
  - 6) Hold grudges, do not insult other people and not to impose on other people's disapproval.
- c. Responsibility. Responsibility understood in several perspective such as obligations, planning, toughness, trying to do the best, self-control, discipline, thinking before acting, responsible for the words, actions, and attitudes and be an example for others.
- d. Fairness. Definition of fairness is a willingness to do justice for themselves and others. Measures fair this is indicated by the willingness to follow the rules of the game, giving a chance to yourself and others, be open minded, not exploit other people, do not blame other arbitrarily, and treat others fairly.



- e. Caring. In the real concern is characterized by friendliness or kindness, sympathy and empathy, gratitude, willingness to forgive others, and helping people in need.
- f. Citizenship. Values sense of unity is manifested in the form of a real contribution to create a community where he is getting better, cooperate with others, engage in social activities, stay up to date, be a good member of society, comply with the laws and regulations invitation, leaders appreciate, care about the environment, and volunteerism.

Ministry of National Education (2010, p. 26) proposed that Indonesian Government Guidelines of development of character education, there are eighteen values that has to be implemented as follows:

- a. Religious. An obedient attitude and behavior in applying religious teachings, tolerant towards the practices of other religions and beliefs, and in harmony with people having different religions.

Indicators:

- Celebrating religious feast.
- Reciting prayers before and after study.
- Providing opportunities to students of performing religious teachings.

- b. Honest. Attitudes based on one's effort to make oneself a person who is trustworthy in speech, action, and work. Indicators:

- Prohibition of cheating.

c. Tolerance. Attitudes and actions that respect religions, ethnicity, opinions, attitudes, and actions those are different from one's own.

Indicators:

- Respect and giving the same treatment to others religions, ethnicity, race and groups.
- Working in different group.

d. Discipline. Orderly and conforms actions to all the rules and regulations. Indicators:

- To obey the rules.
- On time or in time.

e. Hardwork. A tenacious behavior in overcoming difficulties and in completing learning tasks. Indicators:

- Compete well.
- Never give up.
- Work hard in learning.

f. Creativity. Thinking before doing something to discover new ways or results from what one has at one's disposal. Indicators:

- Create new works and ideas.

g. Independent. Attitudes and behaviors that do not depend on other people in completing assignments. Indicators:

- Able to complete the assignment by him/herself.

- h. Democracy. A way of thinking, behaving, and acting which views one's rights and obligations as equal to those of others. Indicators:
- Accept the differences.
  - Discuss before making decision.
- i. Curiosity. Attitudes and action that generally seeks to discover more about what one learns, observes, and listens. Indicators:
- Exploring.
- j. Spirit of Nationality. A way of thinking, acting, and viewing that places national interests higher than personal or communal interests. Indicators:
- Celebrating the national day.
  - Cooperate with team.
- k. Patriotic. A way of thinking and doing that reflects faithfulness, care, and respect for the national language, along with the land, social, economic, and political aspects of the community. Indicators:
- Using Indonesian language well.
  - Using Indonesian local product.
- l. Achievement Appreciation. Attitudes and actions of encouraging one self to produce something useful of the society while also acknowledging what others do. Indicators:
- Appreciate students' achievement.

- m. Friendliness/communicativeness. Actions that demonstrate an eagerness to converse, interact, and cooperate with other people.

Indicators:

- Socialize.
- Team work.
- Communicating politely.

- n. Love of peace. Attitudes, speech, and actions that cause other people to feel happy and secure due to one's presence. Indicators:

- Create peaceful situations.
- Full of love.

- o. Love reading. The habit to provide time for reading various materials to learn in sights and other virtues for one self. Indicators:

- Visit library.
- Often reading.

- p. Care of environment. Attitudes and actions that generally seeks to prevent damage in the natural environment and to make efforts to repair environmental damage that has occurred. Indicators:

- Do not litter.
- Keep clean everywhere.
- Love environment.
- Stop global warming.
- Think green.

- q. Social care. Attitudes and actions that tend to assist other people who need help. Indicators:
- Harmony relationship.
  - Empathy to people.
- r. Responsibility. Attitudes and behaviors that assume the obligation to finish assignments and tasks and to take care of one self, the society, the environment, the country, and God. Indicators:
- Understand the obligation of him/herself.

From the definitions above, it can be concluded that character national values is one of the most important thing implemented in the 2013 curriculum. It can form a more qualified generation because the success of a country not only comes from its natural wealth, but also the quality of individuals who have good and strong character.

## **C. Textbook**

### **1. Definition of Textbook**

Textbook is a book that use by teachers in the school or colleges to helps them to teach particular subject, and textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures (Radic-Bojanic and Tovalop, 2016, p. 138). According to Allehyani, et al (2017, p. 2), textbooks are one of those materials that are based on teaching grammar and vocabulary as the main part of learning English and textbooks are deemed by some to be

the main resource for providing learners with the necessary communication skills. Apriyani and Robiasih (2019, p. 95) stated that textbook is a teaching aid which not only emphasize on the material, but it should also cover some integrated skills to achieve the learning objective.

From some definitions above, it can be conclude that textbook is the main source of knowledge and information in teaching and learning activities.

## **2. The Role of Textbook**

According to Cunningsworth (1995, p. 7), the roles of textbooks are identified as:

- 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 learners on grammar, vocabulary, pronunciation, etc.
- d. A source of stimulation 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.
- g. A support for less experienced teachers who have yet to gain in confidence.

### 3. The Advantage and Disadvantage of Textbook

According to Amerian and Khaivar (2014, p. 343), there are some advantages and disadvantages of textbook. Some advantages of textbook such as:

- a. The structure and the syllabus of the program are provided by the textbook.
- b. They maintain standard instruction.
- c. They increase the quality of instruction because they are prepared and tested in advanced based on learning principles.
- d. They bring a variety of CDs, teachers' guide, cassettes and other learning resource to the learning situations.
- e. By using textbooks, teachers have more time for teaching rather than material preparation.
- f. They can help inexperienced teachers and provide language input for the learners.

The disadvantages of textbook are:

- a. Textbooks contain inauthentic language.
- b. The contents of the textbooks are distorted in order to avoid controversial issues.
- c. Textbooks are not prepared based on the students' needs.
- d. The use of textbooks limits teachers and de-skills them.
- e. The price of the textbooks may be high for many learners.



#### 4. Characteristics of Good Textbook

Deuri (2012) states that an ideal design textbook have characteristics as follow:

- a. The size of the textbook should be not to be too large and too small
- b. A textbook should be convenient in size
- c. The binding of the textbook should be strong and durable
- d. The font structure and printing of the textbook should be clear
- e. The title of the textbook should be attractive
- f. Enough illustrations should be added in where necessary
- g. Contents must be suited to the mental level of the student
- h. Language of the textbook must be easy
- i. To make the book up to date it should be revised every year
- j. There should be explanation on related terms
- k. The paragaraph should be systematic
- l. Sufficient number of grammatical works should be there

Hutchinson (in Pavla Nemcova, 2012, p. 16),states that good materials should fulfil:

- a. Materials provide a stimulus to learning
- b. Materials help to organise the teaching-learning process
- c. Materials embody a view of the nature of language and learning
- d. Materials reflect the nature of the learning task
- e. Materials can have a very useful function in broadening the basis of teaching training

- f. Materials provide models of correct and appropriate language use

## **D. Curriculum**

### **1. Definition of Curriculum**

Patankar and Jadhav (2013) stated that the word 'curriculum' is derived from Latin word 'currere' which means 'run' and it signifies a 'run-away' or a source which one runs to reach a goal." According to Wayne (in C. Rudy Prihantoro, 2015, p. 78), curriculum is defined as all the planned learning spaces given to students by educational institutions and experiences possessed by students when the curriculum is implemented. Moreover, in Indonesia, with reference to Act NO. 20 of 2003 Article 19, verse 1, the curriculum means a set of plans and settings about the objectives, contents, and teaching materials, and methods used as guidelines for organizing learning activities to achieve certain educational goals. From the definitions above, it can be concluded that curriculum has important role in the field of teacher education because it has a comprehensive plan for an educational program.

### **2. 2013 Curriculum In Indonesia**

The 2013 curriculum evaluated periodically and adjusted to reflect the changing times. Hasan (2013, p. 165) stated the aims of the 2013 curriculum is to prepare Indonesia young generation to have life skills as a personal and citizen who are productive, creative, innovative, affective (religious and social attitudes) and competent to contribute for the

betterment of social, national, and political lives, and humanity. The nature of learning language in 2013 curriculum is based on the cognitive view, in which language learning will be meaningful for learners if the content of the lesson is related to their prior knowledge and experience.

The 2013 curriculum emphasizes character education. According to Retnawati and Apino (2019, p. 882), character education is important in improving and implementing the moral values and noble character of learners. So, the students can understand the purpose of life and do the right value.

The 2013 curriculum is as a path from the 2004 and 2006 curriculum of which each curriculum development consists of cognitive, affective, and psychomotor. In cognitive aspect, learning language must involve learners' gradual thinking skills, starting from knowing, comprehending, using, analyzing, synthesizing, and evaluating what they have learnt. In affective aspect, language learning must facilitate learners to receive and perceive what they are learning, to organize, to comprehend them fully, and to implement them in their attitudes. In psychomotor aspect, learning language must involve learners' physical skills starting from receiving, concentrating, imitating, practicing, adapting the acquired skills to the real life situation that they are facing, and building the relatively new skill. Scientific approach used in 2013 curriculum which is to observe, ask questions, gather information, associate, and communicate.

There are several important elements in the 2013 curriculum, they are:

a. Core Competence (KI)

Based on PP 23/2013, the core competence is the ability to achieve the level of graduates competency standards (SKL) should be a student at any grade level or program that underline the development of basic competence.

b. Basic Competence (KD)

Based on PP 32/2013, basic competence is the competence of each subject for each class derived from core competencies. Basic competence is content or competence consists of attitudes, knowledge, and skills are rooted in core competencies that must be mastered by learners.

c. Indicators

Based on PP 23/2013, indicators are markers of achievement of basic competence that is characterized by behavioral changes that can be measured, includes attitudes, knowledge, and skills.

Curriculum 2013 puts attitude on the higher priority than skill competencies and knowledge. So, if we reconsider the objectives of 2013 curriculum that students are not only smart but also must have a good attitude and ability.

### **CHAPTER III**

#### **RESEARCH METHOD**

This chapter presents the methodology in conducting this study. This chapter provides four main parts of the investigation: research design, the setting research, the source of the data, research instrument, the technique of data collection, the technique of data analysis and data endorsement.

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

In this research, the researcher uses the qualitative research method by using content analysis. The researcher tries to analysis the data and identify the sentences in textbook by using eighteen national character values in the 2013 curriculum. According to Cohen et al in Syahbana and Pratama (2017, p. 184), qualitative data analysis relates to the organizing, counting, and explaining the data which would like to be analysed. This research use content analysis because the researcher conducting about national character implemented of 2013 curriculum in English textbook. Content analysis shows the aspects and characteristics of a message. (Sulistiyaningrum, 2015, p. 42)

In this research, the researcher uses some sources such as documents, journals, article and books as references. The content analysis views data not as physical events as texts, images and expressions that are created by seen, read, interpreted and act therefore analyze with such uses in mind. It also limited on the library research because the data does not come from field and the data of research are collected from various references.

## B. Subject of the Study

The english textbook title is Think Globally Act Locally published by the Ministry of Education and Culture which has implemented 2013 curriculum as the subject of this study. The textbook would be analyze:

**Table 3.1 The writing Subject Provided in Textbook**

No	Writing Subject Provided in The Textbook	Unit	Page
1	Congratulations!	1	1
2	Let's start our wall magazine!	2	17
3	What should I do that for?	3	35
4	Be healthy, be happy.	4	59
5	This is how you do it.	5	79
6	Everybody is always in the middle of something	6	107
7	What will be will be.	7	137
8	We have been to an orphan home. We went there last Sunday.	8	145
9	You get what you earn!	9	167
10	Sangkuriang.	10	189
11	They are made in Indonesia.	11	203
12	What is it?	12	225
13	Come and visit us!	13	251
14	You can always come back home.	14	263

Based on the column above, there was 15 kinds of writing subject provided on Bahasa Inggris Think Globally Act Locally textbook for ninth grade students of Junior High School published by Indonesian Ministry of Education and Culture analyzed.



### C. Source of Data Procedure

Data source is the subject where data got. Researchers need to consider the sources on which to base and confirm their research and findings. The researchers have a choice between primary data and secondary data. In addition, the researcher can also use of both, which is termed triangulation, or dual methodology. triangulation is well known strategy to shore up the internal validity of a study. Triangulation is typically associated with research methods and designs.

However there are several other variations on the term. Triangulation may be the use of multiple theories, data sources, methods or investigators within the study of a single phenomenon. To get the validity of data analysis, the researcher used multiple theories. In this case, the researcher used more than one theory in analyzing data to find the aspects of character building value in the textbook. After got the data analysis, the researcher decided the conclusion whether character building values represented in selected textbook or not.

The data that researcher used in this study according to their origins can be classified as follows:

#### 1. Primary Data

Data that has been collected from first-hand-experience is known as primary data (Ajayi, 2017, p. 2). It means that the primary data is the data collected by the researcher themselves. The primary data in this research were taken from the utterance or sentences in the textbook.



## 2. Secondary Data

Data collected from a source that has already been published in any form is called as secondary data (Johnston, 2014, p. 620). It means that the secondary data are data that already exists. In this research, the secondary data were from the books, article, journal which are related to the study.

### **D. Research Instrument**

The primary instrument of this study is the researcher as this study categorized as a content analysis research. The textbook analyzed in this study was developed based on the 2013 curriculum and written for the ninth grade of junior high school. The textbook in this study served as second instrument. To help obtain the data, the researcher uses another instrument that is coding frame. The goal in creating code forms is to make the set as complete and unambiguous as to almost eliminate the individual differences among coders. There are three main purpose for coding qualitative material according to Cope (2010), data reduction, organization, and the creation of searching aids, and analysis. Coding helps to reduce data by putting them into smaller 'packages'.

### **E. Data Collection Procedure**

The researcher used qualitative approach which the form of data is utterances. The researcher used documentation in collecting the data. The researcher conducts the documentation from english textbook. There are some necessary steps of collecting in this research. First, the researcher is

specifying the phenomenon to be investigated. In this case character value was the specific phenomenon to be investigated. Then the researcher selecting the media from which the observations are to be made. In this case, the researcher finds english textbook entitled Think Globally Act Locally Published by the Ministry of Education and Culture. To reduce the data, the researcher formulating exhaustive and mutually coding categories. In this case eighteen character building values were symbolic content can be counted. Next, the researcher reads and observe the content of english textbook “Think Globally Act Locally” as the main source to observe. After that, the researcher identify and analysis the character education values that appear in english textbook by observe. After the researcher finding out of character education implemented of curriculum 2013 in English textbook, the researcher make a description of the data as the purpose of this research.

#### **F. Data Analysis Procedure**

Ary et al (2010) stated that all qualitative analysis involves attempts to comprehended the phenomenon under study, synthesize information and explain relationships, theorize about how and why the relationships appear as they do, and reconnect the new knowledge with what is already known. In this data analysis the researcher uses qualitative research in the analytic process. There are some steps in data analysis as follows:

1. The researcher chose the book which would be analyzed.
2. The researche analyzed the textbook by looking at the fulfillment of criteria.

3. The researcher finds character education values that appear in the texts or sentences in textbook based on indicators.
4. The researcher categorizes the data.
5. The researcher reported the result in the form of writing.

## **G. Data Endorsment**

According to Sugiyono (2007) in research to ensure the data is there are four techniques to determine the endorsement of the data. They are credibility, transferability, dependability, and conformability.

### **1. Credibility**

Credibility means trustworthiness of the data (Sugiyono, 2007, p. 368). The researcher has an obligation to represent the realities of the research as accurately as possible and must provide assurance in the report that obligation was met.

In this case, the researcher checks the data by combined the data result from the data collecting books, documents, and other printed materials. The source is the English textbook entitled Think Globally Act Locally. Then, theories of national character and textbooks were referred in this research.

### **2. Transferability**

Transferability relates to the questions. The researcher insert the data analysis to answer research questions. A researcher must to tell the research clearly, systematically and acceptably because the result of this

research is to give additional reference for others who investigate cultural content analysis in EFL textbooks.

### **3. Dependability**

Dependability in qualitative research is called reliability. A study is said to be dependability if others can repeat or replicate the research process. In qualitative research, the dependability test is conducted by conducting an audit of the whole. The method is carried out by an independent auditor or supervisor to audit the overall activities of researchers in conducting research.

### **4. Confirmability**

Testing confirmability means testing the results of research related to the process carried out, in the sense that if the research results are a function of the research process carried out, then the research meets the confirmation standards. In this study, to maintain the objectivity of researchers conducted through persevering observation, varied data collection methods, and data analysis in accordance with the context. Through persevering observation, the use of various methods in data collection, and conducting critical data analysis with various perceptions it is expected that suitable and reliable data can be found.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter consists data presentation, research findings and discussion. Findings and discussion are presented based on the research questions that are related to that appear of characters and techniques of implemented characters in the texts or sentences of an English textbook entitled “Think Globally Act Locally.”

#### **A. Data Presentation**

To obtain data, the researcher analysis the contents of textbook entitled “Think Globally Act Locally” published by Indonesian Ministry of Education and Culture used by 9<sup>th</sup> grade of Junior High School that shown national character or in general called with character education values based on curriculum 2013. After the researcher read and analyzed the texts and sentences of English textbook, the result were found 11 character values from 14 cahpter of textbook that shown educational character. Although curriculum 2013 emphasizes character education has 18 character education that should be implemented. The characters that was found in textbook as following: (1) religious, (2) discipline, (3) hard work, (4) creativity, (5) independence, (6) spirit of nationality, (7) achievement appreciation, (8) love reading , (9) care of environment, (10) social care, and (11) responsibility. Those are the character education values that appear in English textbook.

In addition, character education implemented in the texts or sentences has two ways, explicitly and implicitly. The result of analysis can be seen on table below.

**Table 4.1 Result of Content Analysis**

No.	Character Education	Text/Sentences
1	Religious	<ul style="list-style-type: none"> <li>- Thank God, I got an A for my Math test. But, I'm not sure of the result of my English test.</li> <li>- Thank God. Finally my father lets me go to the mountain walk.</li> <li>- Thank God, the tent is done.</li> </ul>
2	Honest	No Found
3	Tolerance	No found
4	Disipline	<ul style="list-style-type: none"> <li>- We must wear a uniform everyday. From Monday to Thursday we must wear the batik shirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear the Scout Uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or casual wear at any place and at tiny time during the school hours.</li> <li>- We must not be late to school. We must come on time to class and to the flag ceremony. If we are late, we must wait outside the gate. We must not come in until the security guard gives us permission. We must sign a paper before we come to class. If we cannot come on time for any reason, we must hand in a notice from our parents to the principal.</li> </ul>



		<ul style="list-style-type: none"> <li>- You have to make your bed before you go to school.</li> <li>- You should clean your bathroom at least once a week.</li> <li>- Donny learned to ride on a motorcycle with his friends last year, and he can do it well now. But, he never rides on a motorcycle on the road because he has not got a driving license yet. He is only 15 years old now.</li> </ul>
5	Hard Work	<ul style="list-style-type: none"> <li>- Yes, it's my dream. And I have practiced everyday for the last two months with my dad.</li> <li>- Be quite, please. I'm trying to concentrate. I'm studying History for the test tomorrow.</li> <li>- Today she is in <i>Posyandu</i> till late afternoon. She's doing vaccination for the babies and small kids in my neighbourhood.</li> <li>- Udin's mother's explanation that Udin is very busy with his homework.</li> <li>- Beni's father's explanation that the road workers have been working night and day to make the roads ready for the holiday season.</li> <li>- She has participated very actively in the group's activities.</li> <li>- Everyday I try my best to use English with my English teacher.</li> <li>- On the Independence Day his town got the Adipura award because it is the cleanest town in the province. Before the people did not care, so it (the town) was dirty and messy. Now, it is clean and</li> </ul>

		<p>beautiful because the government and the people have been working hard together.</p> <ul style="list-style-type: none"> <li>- Mr. Jufri is trying to stop smoking but he says it is not easy. He started smoking a long time ago when he was in SMP. He often has bad coughs and gets sick easily. Now he believes 100 % that smoking is not good for his health. He knows it is not easy to cut down on cigarettes but he keeps trying.</li> <li>- This story is long and there are a lot of new words in it, but I'm trying my best to read and understand it.</li> </ul>
6	Creativity	<ul style="list-style-type: none"> <li>- Siti has just made beautiful handycraft from <i>pandan</i> leaf. Beni praises her craft and hope that she will win the national competition.</li> <li>- They have made handicrafts and sold them.</li> </ul>
7	Independence	<ul style="list-style-type: none"> <li>- Our school does not have a lot of money, but I'm sure we can build a good badminton court. We can collect just 500 rupiahs from every student, and then work together to build a badminton court ourselves.</li> </ul>
8	Democracy	No Found
9	Curiosity	No Found
10	Spirit of Nationallity	<ul style="list-style-type: none"> <li>- Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day.</li> <li>- Siti has just finished practicing singing. She will sing in the celebration of the Kartini Day. Dayu praises her that she sing like a real singer, and she will get a big</li> </ul>

		applause for that.
11	Patriotic	No Found
12	Achievement Appreciation	<ul style="list-style-type: none"> <li>- The winner of the story-telling competition in this class is Lina. Congratulations Lina!</li> <li>- Congratulation for being the champion of the class, Lina! I hope you will the winner of the school's competition too.</li> <li>- Lina, I'm happy for you. Congratulations. I hope you will win the first prize in the school's competition.</li> <li>- Congratulations Lina. It's your dream to go to the school's story telling competition, isn't it?</li> <li>- Congratulations for the result of your Math test. I hope you will get an A for the English test too.</li> <li>- Congratulations, Siti. You deserve it. Your mom and dd must be proud of you.</li> </ul>
13	Friendliness/Communicativeness	No Found
14	Love of Peace	No Found
15	Love Reading	<ul style="list-style-type: none"> <li>- Beni's explanation that Siti's hobby is reading novels.</li> </ul>
16	Care of Environment	<ul style="list-style-type: none"> <li>- We can learn well if the classroom is clean and tidy. So, we must keep our classroom clean and tidy. We must not litter. We must put the garbage in the garbage bin. We must not write or draw anything on the desks and on the walls. We must sweep the floor and dust the teacher's desk and and the shelf everyday.</li> <li>- Beni has just finished mopping the floor of the health unit. Mr. Dani praises him. He also thanks him for that.</li> </ul>

		<ul style="list-style-type: none"> <li>- Pick up the trash and put them in the bin.</li> <li>- Don't burn the trash, it will cause air pollution.</li> <li>- My father also rides on his bicycle to work, because he wants to save the environment. Because he does not go to office by motorcycle, he also helps to save the energy and keep the air clean.</li> <li>- Before there were not many trees so it was hot and dry. But, it is clean and green now, because three years ago the mayor launched a program to clean the town and to plant trees. Every body in town is happy to take part in it because the government planned the program together with them (or, the people).</li> <li>- Paper is not expensive, but we will use the back part of used calendar paper to write our stories for the wall magazine to help reduce waste.</li> </ul>
17	Social Care	<ul style="list-style-type: none"> <li>- We can learn if the class is not noisy. My friends and I know very well that we must not be noisy. We must respect our friends who are working seriously. We must not chat and talk very loudly in class. We must keep our voice low. We must not play around. We must work at our desks most of the time.</li> <li>- Dayu is having diarrhea today, and she is too weak to go to school, so she is staying at home. After the class, Udin, Lina, Beni, Edo, and Siti come to visit Dayu at</li> </ul>

	<p>home.</p> <ul style="list-style-type: none"> <li>- We need to have proper food to keep our body healthy. We need to have vegetable, fruit, rice, meat, fish, egg, tofu and tempe. Don't skip breakfast so that you have energy to do your activities during the day. Remember, you should not eat too much fatty food.</li> <li>- Regular exercise is good for your health, too. We can jog to have stronger lungs. We can also swim in order to have strong muscles. Swimming is also good to stay in shape. Remember, always do a warm up before doing any exercise to avoid muscle injury.</li> <li>- Many kinds of instant foods are not good for your health. They main contain dangerous chemicals, like MSG, preservatives, and artificial colours. We should not eat too much instant food so that we will not get serious diseases. In order to stay healthy, we should eat a lot more healthy home-made foods.</li> <li>- Udin has just finished making fried tofu for his friends. Dayu says that it looks nice and she's sure that everybody will like it.</li> <li>- He cannot come to the study-group meeting today. He's helping her father fixing the fence of his house.</li> <li>- They have used the profit to help street children and poor families.</li> <li>- To celebrate the 15th birthday of the orphanage, they gave</li> </ul>
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		<p>thirty street children twenty thousand rupiahs each. Early this month they went to some poor families in the neighbourhood and gave each family a gift containing sugar, cooking oil, and rice.</p> <ul style="list-style-type: none"> <li>- I have just followed my parents. They are regular donors to the orphan home. They have donated a lot of money, things, and gifts to the orphanage. Last year they donated a white-board and 5 English-Indonesian dictionaries.</li> <li>- Last week her class went to the orphan home on Jalan Patimura to bring them some new books for the library.</li> </ul>
18	Responsibility	<ul style="list-style-type: none"> <li>- Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out.</li> <li>- Saskia is the eldest of four children in her family. She does the chores and takes care of her younger sisters and brother all the time. But she can always finish her homework, and she always gets good marks. She can manage her time very well.</li> </ul>

## B. Research Findings

### 1. Character Education Values Appear In the Textbook

Ministry of National Education explained there are eighteen character education values in implemented curriculum 2013, the characters are (1)



religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independent, (8) democracy, (9) curiosity, (10) spirit of nationality, (11) patriotic, (12) achievement appreciation, (13) communicative/friendliness, (14) love of peace, (15) love reading, (16) care of environment, (17) social care, and (18) responsibility. After the researcher analyzed the character education in English textbook entitled Think Globally Act Locally for the Ninth grade of Junior High School, researcher was found several character education values contain one or more in the textbook, until amount to zero. The result of analysis can be seen on the table below:

**Table 4.2 Character Education Values that Appeared in the Text/Sentences**

No	Character Education Values	Total
1	Religious	3
2	Honest	0
3	Tolerance	0
4	Disipline	5
5	Hard Work	10
6	Creativity	2
7	Independence	1
8	Democracy	0
9	Curiosity	0
10	Spirit of Nationallity	2
11	Patriotic	0
12	Achievement Appreciation	6
13	Friendliness/Communicativeness	0
14	Love of Peace	0
15	Love Reading	1
16	Care of Environment	7
17	Social Care	11
18	Responsibility	2

Based on the table 4.2, from 18 character education values, the researcher only found 11 character values in this textbook. Then as in table above, we can see social care is the highest rate meanwhile tolerance, democracy, curiosity, patriotic, friendliness/communicativeness, and love of peace are the smallest rate values. From the result of analysis the researcher explained the characters that found from textbook each of characters as follow:

a. Religious

Religious is showing obedience in every attitude and behavior when conducting any religious activity, being tolerant with others' religious activities and living harmoniously with people with different religions. Here is example of religious that found in the textbook.

*Thank God, I got an A for my math test. But I'm not sure of the result of my English text.* (Indonesia Ministry of Education and Culture, 2015, p. 5).

*Thank God. Finally my father lets me go to the mountain walk.* (Indonesia Ministry of Education and Culture, 2015, p. 6).

The sentences were found in the dialogue of an exercise in chapter 1. The sentences 'Thank God' shows the religious value.

Another example of discipline can be found on the sentence below:

*Thank God, the tent is done.* (Indonesia Ministry of Education and Culture, 2015, p. 10).

The sentences were found in the dialogue in chapter 1. The sentences ‘Thank God’ shows the religious value.

b. Discipline

Discipline is the act that indicating acts orderly and faithful to the several certainties and rules. Discipline values were found in the reading section in page 26. The sentences as state:

*We must wear a uniform everyday. From Monday to Thursday we must wear the batik shirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear the Scout Uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or casual wear at any place and at tiny time during the school hours. (Indonesia Ministry of Education and Culture, 2015, p. 26).*

The underlined phrase of “*everyday*”, “*From Monday to Thursday*” is emphasize the routine activities, it means the phrase infers discipline value. Another example of discipline can be found on another reading section below:

*We must not be late to school. We must come on time to class and to the flag ceremony. If we are late, we must wait outside the gate. We must not come in until the security guard gives us permission. We must sign a paper before we come to class. If we cannot come on time for any reason, we must hand in a notice from our parents to the principal. (Indonesia Ministry of Education and Culture, 2015, p. 27).*

The phrase “*on time*” refers to discipline value because coming to school on time is one of the disciplines in the school that must be

obeyed. Another example of discipline values found in the examples of the exercise in page 42:

*You have to make your bed before you go to school.* (Indonesia Ministry of Education and Culture, 2015, p. 42).

*You should clean your bathroom at least once a week.* (Indonesia Ministry of Education and Culture, 2015, p. 42).

The underlined sentences “*before you go to school*” and “*once a week*” is emphasize the routine activities. Another discipline exists in reading text below:

*Donny learned to ride on a motorcycle with his friends last year, and he can do it well now. But, he never rides on a motorcyle on the road because he has not got a driving license yet. He is only 15 years old now.* (Indonesia Ministry of Education and Culture, 2015, p. 178).

The underlined sentence shows that Donny would never rides his motorcycle on the road because he is only 15 years old and has not a driving license yet, while driving license is a legal document required in Indonesia before they are allowed to drive a motor vehicle and the general requirements for a license in Indonesia are to be at least 17 years old. Doni's behavior shows discipliness because he has obeyed the rules.

c. Hard Work

Indicating an earnest effort to overcome barriers in learning activity as well as completing task verily. Example of hard work value found on the sentences below:

*Yes, it's my dream. And I have practiced everyday for the last two months with my dad.*" (Indonesia Ministry of Education and Culture, 2015, p. 4).

The underlined sentence above consists of work hard value. It can be seen that "*practiced everyday*" requires time, energy and thought. Another example of hard work as follow:

*Be quite, please. I'm trying to concentrate. I'm studying History for the test tomorrow.* (Indonesia Ministry of Education and Culture, 2015, p. 109).

Trying to concentrate in a crowd is difficult, so it is included of hard work.

*Today she is in Posyandu till late afternoon. She's doing vaccination for the babies and small kids in my neighbourhood.* (Indonesia Ministry of Education and Culture, 2015, p. 110).

Doing a job is included of hard work.

*Udin's mother's explanation that Udin is very busy with his homework.* (Indonesia Ministry of Education and Culture, 2015, p. 130).

The underlined sentence have shown that Udin has a lot of homework or he might has so many homework. So, the behavior carried out by Udin is a hard work.

*Beni's father's explanation that the road workers have been working night and day to make the roads ready for the holiday season.* (Indonesia Ministry of Education and Culture, 2015, p. 130).

The underlined sentences above have shown that working night and day is a hard work.

*She has participated very actively in the group's activities.* (Indonesia Ministry of Education and Culture, 2015, p. 148).

The word “very actively” is included in the value of hard work because active people have a lot of activities to do.

*Everyday I try my best to use English with my English teacher.* (Indonesia Ministry of Education and Culture, 2015, p. 165).

The phrase “I try my best” means that doing something in maximum level and it is a hard work.

*On the Independence Day his town got the Adipura award because it is the cleanest town in the province. Before the people did not care, so it (the town) was dirty and messy. Now, it is clean and beautiful because the government and the people have been working hard together.* (Indonesia Ministry of Education and Culture, 2015, p. 175).

*Mr. Jufri is trying to stop smoking but he says it is not easy. He started smoking a long time ago when he was in SMP. He often has bad coughs and gets sick easily. Now he believes 100 % that smoking is not good for his health. He knows it is not easy to cut down on cigarettes but he keeps trying.* (Indonesia Ministry of Education and Culture, 2015, p. 177).



*This story is long and there are a lot of new words in it, but I'm trying my best to read and understand it.* (Indonesia Ministry of Education and Culture, 2015, p. 186).

The text above tells of hard work and not giving up on achieving goals. From this, the students can be learned hard work value in reaching goals.

d. Creativity

Creativity generating ideas to produce something new or some new ways from what they already have. Creativity can be seen in the sentence below:

*Siti has just made beautiful handicraft from pandan leaf. Beni praises her craft and hope that she will win the national competition.* (Indonesia Ministry of Education and Culture, 2015, p. 13).

*They have made handicrafts and sold them.* (Indonesia Ministry of Education and Culture, 2015, p. 148).

The word 'handicraft' is show creativity.

e. Independence

Independence refers to attitudes and behaviors that do not depend on other people. Independence value can be found on the text below:

*Our school does not have a lot of money, but I'm sure we can build a good badminton court. We can collect just 500 rupiahs from every student, and then work together to build a badminton court ourselves.* (Indonesia Ministry of Education and Culture, 2015, p. 186).

The text above indicates independence value because these students want to build a badminton court in the school without asking for financial help from the school itself.

f. Spirit of Nationality

Preceding the interests of the nation above oneself and group interests. Example of Nationality can be found on the sentence below:

*Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day.* (Indonesia Ministry of Education and Culture, 2015, p. 130).

*Siti has just finished practicing singing. She will sing in the celebration of the Kartini Day. Dayu praises her that she sing like a real singer, and she will get a big applause for that.* (Indonesia Ministry of Education and Culture, 2015, p. 130).

The underlined sentences above contained act and concept that put the interest his nation and state above his own interest and groups.

g. Achievement Appreciation

Achievement appreciation means reinforcing oneself to produce something advantageous for the society and admit as well as respect others' success. At page 2-12 there are some examples of achievement appreciation actions. The word of congratulations is indicates give appreciate to someone.

*The winner of the story-telling competition in this class is Lina. Congratulations Lina!* (Indonesia Ministry of Education and Culture, 2015, p. 2).

*Congratulations for being the champion of the class, Lina! I hope you will be the winner of the school's competition too.* (Indonesia Ministry of Education and Culture, 2015, p. 3).

*Lina, I'm happy for you. Congratulations. I hope you will win the first prize in the school's competition.* (Indonesia Ministry of Education and Culture, 2015, p. 3).

*Congratulations Lina. It's your dream to go to the school's story telling competition, isn't it?* (Indonesia Ministry of Education and Culture, 2015, p. 4).

*Congratulations for the result of your Math test. I hope you will get an A for the English test too.* (Indonesia Ministry of Education and Culture, 2015, p. 6).

*Congratulations, Siti. You deserve it. Your mom and dad must be proud of you.* (Indonesia Ministry of Education and Culture, 2015, p. 12).

#### h. Love reading

Love reading means spending time for reading a variety of worthy readings. Example of love reading can be seen by sentence below:

*Beni's explanation that Siti's hobby is reading novels.* (Indonesia Ministry of Education and Culture, 2015, p. 130).

In this utterance, the value appears in the last sentence 'she's hobby is reading novels'. This utterance clearly gives an example of one hobby of a person.

i. Care of Environment

Always seeking to prevent damages to the environment and develop efforts to rejuvenate environmental damage. There are some examples of care of environment as follow:

*We can learn well if the classroom is clean and tidy. So, we must keep our classroom clean and tidy. We must not litter. We must put the garbage in the garbage bin. We must not write or draw anything on the desks and on the walls. We must sweep the floor and dust the teacher's desk and the shelf everyday.* (Indonesia Ministry of Education and Culture, 2015, p. 27).

*Beni has just finished mopping the floor of the health unit. Mr. Dani praises him. He also thanks him for that.* (Indonesia Ministry of Education and Culture, 2015, p. 112).

*Pick up the trash and put them in the bin.* (Indonesia Ministry of Education and Culture, 2015, p. 40).

*Don't burn the trash, it will cause air pollution.* (Indonesia Ministry of Education and Culture, 2015, p. 40).

*My father also rides on his bicycle to work, because he wants to save the environment. Because he does not go to office by motorcycle, he also helps to save the energy and keep the air clean.* (Indonesia Ministry of Education and Culture, 2015, p. 169).

*Before there were not many trees so it was hot and dry. But, it is clean and green now, because three years ago the mayor launched a program to clean the town and to plant trees. Every body in town is happy to take part in it because the government planned the program together with them (or, the people).* (Indonesia Ministry of Education and Culture, 2015, p. 175).

*Paper is not expensive, but we will use the back part of used calendar paper to write our stories for the wall magazine to help reduce waste.* (Indonesia Ministry of Education and Culture, 2015, p. 186).

The sentences above clearly reflect cares of environment. The values are proven from each sentence clearly.

j. Social care

Social care showing generosity to others who are in need. The sentence as follows below:

*We can learn if the class is not noisy. My friends and I know very well that we must not be noisy. We must respect our friends who are working seriously. We must not chat and talk very loudly in class. We must keep our voice low. We must not play around. We must work at our desks most of the time.* (Indonesia Ministry of Education and Culture, 2015, p. 28).

*Dayu is having diarrhea today, and she is too weak to go to school, so she is staying at home. After the class, Udin, Lina, Beni, Edo, and Siti come to visit Dayu at home.* (Indonesia Ministry of Education and Culture, 2015, p. 37).

*We need to have proper food to keep our body healthy. We need to have vegetable, fruit, rice, meat, fish, egg, tofu and tempe. Don't skip breakfast so that you have energy to do your activities during the day. Remember, you should not eat too much fatty food.* (Indonesia Ministry of Education and Culture, 2015, p. 46).

*Regular exercise is good for your health, too. We can jog to have stronger lungs. We can also swim in order to have strong muscles. Swimming is also good to stay in shape. Remember, always do a warm up before doing any exercise to avoid muscle injury.* (Indonesia Ministry of Education and Culture, 2015, p. 47).

*Many kinds of instant foods are not good for your health. They mainly contain dangerous chemicals, like MSG, preservatives, and artificial colours. We should not eat too much instant food so that we will not get serious diseases. In order to stay healthy, we should eat a lot more healthy home-made foods.* (Indonesia Ministry of Education and Culture, 2015, p. 47).



*Udin has just finished making fried tofu for his friends. Dayu says that it looks nice and she's sure that everybody will like it.* (Indonesia Ministry of Education and Culture, 2015, p. 110).

*He cannot come to the study-group meeting today. He's helping her father fixing the fence of his house.* (Indonesia Ministry of Education and Culture, 2015, p. 110).

*They have used the profit to help street children and poor families.* (Indonesia Ministry of Education and Culture, 2015, p. 148).

*To celebrate the 15th birthday of the orphanage, they gave thirty street children twenty thousand rupiahs each. Early this month they went to some poor families in the neighbourhood and gave each family a gift containing sugar, cooking oil, and rice.* (Indonesia Ministry of Education and Culture, 2015, p. 148).

*I have just followed my parents. They are regular donors to the orphan home. They have donated a lot of money, things, and gifts to the orphanage. Last year they donated a white-board and 5 English-Indonesian dictionaries.* (Indonesia Ministry of Education and Culture, 2015, p. 151).

*Last week her class went to the orphan home on Jalan Patimura to bring them some new books for the library.* (Indonesia Ministry of Education and Culture, 2015, p. 158).

The paragraphs and underlined sentences above illustrated social care character clearly.

#### k. Responsibility

Responsibility is carrying out duties and obligations sincerely for oneself, the society and the surroundings (natural, social and cultural), the nation and God. The example of responsibility is found in the sentences below:

*Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door*



*many times but nobody came out.* (Indonesia Ministry of Education and Culture, 2015, p. 115).

The underlined sentences contained an action of responsibility because she returns the magazine she borrowed.

*Saskia is the eldest of four children in her family. She does the chores and takes care of her younger sisters and brother all the time. But she can always finish her homework, and she always gets good marks. She can manage her time very well.* (Indonesia Ministry of Education and Culture, 2015, p. 178).

The sentences above included of responsibility value because she does busy with her duty as an eldest children but she does not forget her responsibility as a student also.

## **2. How the Character Education Values are Implemented in the Text / Sentences of English Textbook Entitled Forward an English**

Characters in the texts/sentences of textbook are implemented through two kinds of ways which are implicitly and explicitly. From analysis, the way of implemented characters on table below:

**Table 4.3 How the Character Education Values are Implemented**

<b>The way implemented</b>	<b>Total of Sentences</b>
Explicitly	33 sentences
Implicitly	15 sentences

From table 4.2 shows that characters in the texts/sentences of English textbook entitled Think Globally Act Locally are mostly delivered

explicitly. The researcher describes how the character education values implemented in the texts or sentences as following below:

a. Explicitly

Example of sentences that show explicit of national character value stated below:

- 1) Religious: *Thank God, I got an A for my math test. But I'm not sure of the result of my English text.* (Indonesia Ministry of Education and Culture, 2015, p. 5).
- 2) Discipline: *We must wear a uniform everyday. From Monday to Thursday we must wear the batik shirt.* (Indonesia Ministry of Education and Culture, 2015, p. 26).
- 3) Hard work: *On the Independence Day his town got the Adipura award because it is the cleanest town in the province. Before the people did not care, so it (the town) was dirty and messy. Now, it is clean and beautiful because the government and the people have been working hard together.* (Indonesia Ministry of Education and Culture, 2015, p. 175).
- 4) Creativity: *Siti has just made beautiful handicraft from pandan leaf. Beni praises her craft and hope that she will win the national competition.* (Indonesia Ministry of Education and Culture, 2015, p. 13).

- 5) Spirit of nationality: *Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day.* (Indonesia Ministry of Education and Culture, 2015, p. 130).
- 6) Achievement appreciation: *Congratulations for being the champion of the class, Lina! I hope you will be the winner of the school's competition too.* (Indonesia Ministry of Education and Culture, 2015, p. 3).
- 7) Love reading: *Beni's explanation that Siti's hobby is reading novels.* (Indonesia Ministry of Education and Culture, 2015, p. 130).
- 8) Care of environment: *Don't burn the trash, it will cause air pollution.* (Indonesia Ministry of Education and Culture, 2015, p. 40).
- 9) Social care: *I have just followed my parents. They are regular donors to the orphan home. They have donated a lot of money, things, and gifts to the orphanage. Last year they donated a white-board and 5 English-Indonesian dictionaries.* (Indonesia Ministry of Education and Culture, 2015, p. 151).

b. Implicitly

The example of character that shown implicitly can be found in the sentences below:

- 1) Discipline: *Donny learned to ride on a motorcycle with his friends last year, and he can do it well now. But, he never rides on a*

*motorcycle on the road because he has not got a driving license yet.*

*He is only 15 years old now. (Indonesia Ministry of Education and Culture, 2015, p. 178).*

- 2) Hard work: *This story is long and there are a lot of new words in it, but I'm trying my best to read and understand it. (Indonesia Ministry of Education and Culture, 2015, p. 186).*
- 3) Independence: *Our school does not have a lot of money, but I'm sure we can build a good badminton court. We can collect just 500 rupiahs from every student, and then work together to build a badminton court ourselves. (Indonesia Ministry of Education and Culture, 2015, p. 186).*
- 4) Social care: *We need to have proper food to keep our body healthy. We need to have vegetable, fruit, rice, meat, fish, egg, tofu and tempe. Don't skip breakfast so that you have energy to do your activities during the day. Remember, you should not eat too much fatty food. (Indonesia Ministry of Education and Culture, 2015, p. 46).*
- 5) Responsibility: *Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out. (Indonesia Ministry of Education and Culture, 2015, p. 115).*

### C. Discussion

The finding of this study is based on the research problems that are stated in the statement of the problem.

#### 1. The character education values that appear in English textbook entitled “Think Globally Act Locally”

From the result analysis, in English textbook found character education values. From the data shows character education values appear in English textbook entitled “Think Globally Act Locally” there are 11 character values that appearing in the textbook. In contrary, Ministry of National Education (2010, p. 9) explained there are 18 character education that should implemented based on curriculum 2013, the characters are (1) religious, (2) honest, (3) tolerance, (4) discipline, (5) hard work, (6) creativity, (7) independent, (8) democracy, (9) curiosity, (10) spirit of nationality, (11) patriotic, (12) achievement appreciation, (13) communicative/friendliness, (14) love of peace, (15) love reading, (16) care of environment, (17) social care, and (18) responsibility, but the author was insert only 11 character education.

Based on the regulation of Ministry of National Education number 20/2003 about National Education System, the function of Indonesia education is to develop the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners’ potentials so that they become persons imbued with human values who are faithful and pious to one and only God; who possess

morals and noble character; who are healthy, knowledgeable, competent, creative, independent; and as citizens, are democratic and responsible. Related to that, the main programs of Ministry of Education is to develop students' character education for the sake of improving national education quality.

In short, the author of the book should be includes all character values to help students to learn not only knowledge but also educational character for them. Not only that, it can be support the curriculum Indonesia in implemented moral students. Then, the values will have a big portion to be mentioned whether it is implicitly or explicitly.

## **2. How the Character Education Values are Implemented in the Text / Sentences of English Textbook Entitled Forward an English**

According to Zuchdi (2008, p. 27) character education can be integrated directly (explicitly) or indirectly (implicitly). The explicitly integrating technique aims to make learners more easily understand characters contained in the texts of English textbook, while implicitly integrating technique aims to train learners logical reason and imagination in order to find and understand the messages in of the characters contained in the texts of English textbook.

From the result, characters in the texts/sentences of textbook are implemented through two kinds of ways which are implicitly and explicitly. The implemented technique of characters is explicitly more dominant in the texts or sentences of this book. This result showed that the



author seemed make it easy for students in comprehension the character values in the texts or sentences of English textbook.

According to the Ministry of Education and Culture in Hidayati (2014, p. 190), 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 character of humanity. From the above description, methods number (1) and (2) imply that the characters in the textbook expressed directly (explicitly). Methods number (3) - (10) are the indirectly (implicitly) integrating technique of characters.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter draws conclusions from this research and provides some recommendations for everyone who is directly connected with the English textbooks, teachers, students and for other researchers.

#### **A. Conclusion**

As the textbook that develop 2013 curriculum, the content of the textbook is relevant with integrated curriculum such include in 2013 curriculum. Related to the first objective of this research, characters that are found in the texts or sentences of English textbook entitled Think Globally Act Locally cover 11 character values. From those 11 characters social care is the highest rate meanwhile honest, tolerance, democracy, curiosity, patriotic, friendliness/communicativeness and love of peace are the smallest rate values.

Furthermore, this research also studies the techniques of integrating characters in the texts of English Textbook entitled Think Globally Act Locally. The characters that implemented in the texts or sentences consist of two techniques, namely explicit and implicit. The implemented technique of characters explicitly is more dominant in the texts or sentences of this book.

## **B. Suggestion**

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

1. For teachers: Teacher as facilitator and also a major figure in the learning process is expected to use a character education curriculum designed, and can also adapt to the environmental conditions where teaching. For perfection of the application of this curriculum teachers are also expected to consult with colleagues in order to develop the curriculum effectively.
2. For students: They are expected to be able to implement or apply the character values they learn in school into their daily lives
3. For researchers: They further to be able to continue the research so that the next character education curriculum developed can be widely with various other aspects of learning.

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