



**THE REPRESENTATION OF CHARACTER EDUCATION  
VALUES IN THE NATIONALLY – PRESCRIBED  
ENGLISH TEXTBOOK FOR THE INDONESIAN  
JUNIOR HIGH SCHOOL STUDENTS**

**THESIS**

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THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2019**



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Composed to Fulfill the Requirements to Obtain the Degree of S1 at  
the English Education Program, Language and Arts Department,  
the Faculty of Teacher Training and Education,  
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2019**

## DEDICATION

This thesis is honorably dedicated to:

1. My dearest parents, Samuji Widodo and Sulami.
2. My beloved sister, Anggi Lebda Rizki.



### STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty has been followed.

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Jember, November 4<sup>th</sup> 2019

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**THE REPRESENTATION OF CHARACTER EDUCATION VALUES IN  
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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the  
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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve this thesis will be wisely appreciated.

Jember, November 4<sup>th</sup> 2019

The Writer

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## SUMMARY

**The Representation of Character Education Values in the Nationally-Prescribed English Textbook for the Indonesian Junior High School Students; Ika Wulandari; 150210401001; 2019; 24 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.**

This study examined the representation of character education values in eighth grade students' English textbook. It is expected to give information to the English teacher about the implementation of character education values in the textbook. Then, the teachers can select suitable materials that promote character education values in the textbook.

The study analyzed visual images that provide information about character education values in junior high school EFL textbooks by using visual semiotics of Fairclough (1995). Fairclough's model for CDA consists of three inter-related processes of analysis tied to three inter-related dimensions of discourse. They are text/ visual analysis (description), processing analysis (interpretation), and social analysis (explanation). The main reason for analyzing the character education values in the textbook was that because images tend to provide rich and accurate information about the character education values.

The findings show that there are nine categories of character education values represented in the EFL textbook through 12 images. Those character education values are tolerant, creative, curious, appreciative of achievements, friendly/ communicative, love of reading, environmentally aware, social aware, and responsible. The values that are represented in one image for each value are tolerant, curious, love of reading, and creative. Moreover, the values that are represented in two images for each value are environmentally aware and responsible, appreciative of achievement, friendly/ communicative, social aware.

However, from the result of study, there are some values that are not represented in the textbook through images. Those values are religious, honest, disciplined, hardworking, independent, democratic, nationalistic, patriotic, and peace-loving. Therefore, teachers and authors have an important role to overcome the problem by giving example through reading text, dialog text, and instruction text. As evaluators and users of EFL textbooks, English teachers should become an active participant by choosing an appropriate EFL textbook, reviewing and analyzing the character education values sources, also giving feedback for the publishers.

## CHAPTER I. INTRODUCTION

This chapter includes a topic related to the research problem. It consists of four topics, namely the background of the research problem, the problem of the research, the objective of the research and the contribution of the research.

### 1.1 Research Background

Nowadays, building a great nation involves good government and powerful moral values to possess by the citizens. Great citizens ought not to have moral issues such as drug abuse, corruption, criminal activities, pornography, gang fight, and so on. Concerning these moral issues, character education is required to form great moral values that can lead peace among individuals. According to Davidson, Lickona, and Khmelkov (2007), education has 2 great goals: to assist students to become cognitively smart and affectively good. In the education system, there are several sources or tools to find out about character education, for example, textbooks.

Textbooks in ELT classrooms can be used as the materials for teachers and as the input knowledge for students in order to learn English in academic society. The textbook also can be used as a potential agent for change during the educational innovation because the language learning materials and instructions in the textbook contain moral values. Kirkgoz (2009) notes that textbooks may function as a potential agent for change that depends on the appropriateness of the textbook in relation to reach curriculum goals and objectives, and learner needs. This means that a good book is a book that appropriate with the curriculum goals and the students need. Based on the explanation above, the character education values in the textbook are an important issue to be analyzed in this research. On the other hand, analyzing the textbook is beneficial for particular parties, such as the authors of the textbook, teachers as well as government. They know the values of character education which can be involved in the textbook and it can contribute to providing character education through teaching and learning activity in the classroom.

The Indonesian government also develops educational curriculum and publish textbooks that provide the soft skill to improve moral values called the 2013 curriculum. The main purpose is to form the individual who is faithful to God, good in character, confident, creative, successful in learning, responsible citizens and positive contributors to civilization. Nevertheless, some of the character education values proposed by the government are not inserted in the textbook. It can be seen from the recent phenomena which indicate people's bad behavior. For example, indiscipline, corruption, and abuse of power are still happening instead of decreasing (Thresia, 2014).

The issue of character education has become a popular topic in a vast of each national and international journal articles within the past decade. The topic has been examined by a number of researchers. Mainly, the previous researchers' studies applied qualitative research covering document analysis method (Ersoy and Sahin, 2012; Ma, 2012; Permana, Inderawati, and Vianty, 2018; Elmiana, 2019), survey (Demirel, Ozmat, and Elgun, 2016; Turan and Ulutas, 2016), case study (Islami, 2016). Ersoy and Sahin (2012) note that the approaches to values education are given in the sixth and seventh-grade students' lesson books in Turkey. Demirel, Ozmat, and Elgun (2016) investigate that, according to teachers' perception, students were lack of respect and responsibility and the character education conducted at schools was not enough.

Turan and Ulutas (2016) studied about the use of picture storybooks as a character education tool using descriptive review method that focused on groups' interview. Based on the result, enhancement of the book that supports character education in children' literature and course aimed at character education in preschool can be suggested. Permana, Inderawati, and Vianty (2018) investigated character education in three English textbooks for Junior High School of the 2013 curriculum published by the Ministry of Education and Culture in Rejang Lebong. They showed that the existing character education was related to self as the most frequent occurrence category. Later, it also followed the character values that related to others, environment, nation, and related to God as the least percentage occurrence.

To fill in the gap, the researcher focused on analyzing images taken from the textbook entitled “When English Rings a Bell”. Therefore, the researcher conducted a research entitled “The Representation of Character Education Values in the Nationally-Prescribed English Textbook for the Indonesian Junior High School Students” that includes eighteen character education. It was examined by using qualitative research in critical discourse analysis.

## 1.2 Research Problems

Based on the research background above, the problems research questions are formulated as follows:

1. What character education values are represented in the nationally-prescribed English textbook for the Indonesian Junior High School students?
2. How character education values are represented in the nationally-prescribed English textbook for the Indonesian Junior High School students?

## 1.3 Research Objectives

Based on the research questions, the research objective is to analyze the representation of character education values in the eighth-grade students' EFL textbook published by the Ministry of Education and Culture of Indonesia. The analysis uses critical discourse analysis (CDA). To know how the character education values are represented visually, this study used semiotic analysis. Furthermore, it is expected to give wider descriptions of character education values in the textbook.

## 1.4 Research Contribution

This research result gives contribution empirically and practically. The followings are the explanation of the terms.

### 1.4.1 Empirical Contribution

For future researchers, the finding of this research will support them in conducting their studies who have the same interest in the field of character education values.

#### 1.4.2 Practical Contribution

For the English teachers, the result will provide information about the implementation of character education values in Junior High School 8<sup>th</sup> grade students' English textbook. The teachers can select suitable materials that promote character education values in the textbook.

## CHAPTER II. LITERATURE REVIEW

This literature review gives the information about the character education in the English Language Teaching (ELT) classroom, conceptualizing character education values in English Foreign Language (EFL) textbooks, the role of images in textbooks, and the previous studies on character education values.

### 2.1 Character Education in the ELT Classroom

Character education is one of the important parts of the education system. Turan and Ulutas (2016) conceptualize character education as a process of acquiring and transferring values to the students. As teachers, we are not only teaching and transferring subject material to students but also shaping students into good personality in society. A good character is not formed automatically. It is developed over time through a continuous process of teaching. Thus, character education should be involved in the subject material of the teaching and learning process.

Character education focuses on developing students' personality dealing with moral values in society through shaping and teaching in the classroom. On one hand, Thresia (2014) reports that the basic values of character education need to be developed in character education are devout worship, honest, responsible, disciplined, have a work ethic, independent, synergistic, critical, creative and innovative, visionary, compassion and caring, sincere, fair, simple, nationalism, internationalism. On other hand, the Ministry of Education and Culture in the 2013 curriculum, suggests eighteen character education values, such as: religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative of achievements, friendly, communicative, peace-loving, love of reading, environmentally aware, social aware, and responsible. Hence, this research focused on the eighteen values mentioned before because the government recommends that students' learning materials should cover those values.

Character education can also be suggested as a solution for several moral issues that appear in the students' life. It is very crucial for them to learn character

education values in the class. Related to the importance of character education, it can improve students to be more insightful, caring, high-minded, righteous people and individuals who use their best capacity to do their best. Therefore, character education values are very essential to be inserted in the teaching and learning process, in this case in the ELT classroom.

## 2.2 Conceptualizing Character Education Values in EFL Textbooks

The success of the character education depends on the materials used by the students in their class. One of the materials that can be applied in the class is the textbook. A textbook in EFL classroom can be used as a source as the input knowledge for the students in order to learn English. It also can function to insert character education through its materials. While learning the English textbook, students do not only get the knowledge but also the good characteristics which are represented in the textbook.

Textbook plays a significant role in delivering character education values and forming the basis of the language input learners receive in the classroom. It also provides the foundation for the content of the lessons and the kind of the language practice the student take part in. It may function as a potential agent of change and depends largely on the appropriateness of the textbook in relation to meet curriculum goals, objectives and learner needs (Kirkgoz, 2009).

The eighteen character education values recommended by the Ministry of Education and Culture are related to the three aspects of education in Indonesia that cover cognitive, affective, and psychomotor. For example, ‘creative’ and ‘curious’ are classified in cognitive. ‘Creative’ is the thinking before doing something to discover new ways or results from what one has at one’s disposal. Then, curious is the way of thinking and action that generally seek and discover more about what one learns, observes, and listens.

Meanwhile, character education values that can be categorized in affective aspect are ‘religious, honest, tolerant, disciplined, hard-working, independent, democratic, nationalistic, patriotic, appreciative of achievements, friendly and communicative, peace-loving, environmentally aware, social aware, and

responsible'. Furthermore, 'love of reading' is classified in psychomotor aspect because love of reading is the habit to provide time for reading various materials to learn insights and other virtues for someone.

The Indonesian government also creates textbooks and recommends the school to use them as the materials for the teachers and students. But, they do not know whether or not the textbooks contain all the character education values. Therefore, this research will analyze character education values on English textbook that is produced by the Ministry of Education and Culture for the eighth grade Junior High School.

### 2.3 The Role of Images in Textbooks

Image is a photograph, painting, or other work of art that represents a person or thing. Mitchell (1984) defines an image as a kind of graphic sign that dissembles itself as a direct transcript of that which it represents, the way things look, and what they essentially are. It can represent certain activity and might embed messages to other people. In this research, an image is any form of figure and cartoon in the EFL textbook that denotes an action and shows particular values of character education.

Images are considered valuable tools to motivate and develop students' knowledge. When the students read books with image, they learn to employ their imagination to explain and recreate and represent the part of the text that they look in the books (Fang, 1996). In addition, visual images in textbooks, particularly in EFL, can stimulate students' interest and encourage them to learn a language in more critical and creative ways.

Images have become an essential part of ELT textbooks. This visual component supports the learning process in numerous ways, such as directing attention to the topic and motivating the learners by making the language more stimulating and accessible. Increasing the number of potential ways to learn is one of the fundamental goals for teachers and pairing visual imagery with linguistic text is one possible route within the foreign language classroom.

Transferring character education values through images will be more effective and efficient. They can act as communication tools and powerful elements in constructing students' knowledge relating to the real world that cannot otherwise be formed in classroom activities (Canning-Wilson, 1999). The places, situations, and characters portrayed by visual images in EFL textbooks encourage students to know what the real world can look like, and provide students with opportunities to cultivate their understanding of the target language, culture, and worldview (Mendoza and Reese, 2001). Hence, visual images in the textbook are appropriate tools to convey the values of character education.

#### **2.4 Previous Studies on Character Education Values**

There are a number of previous researches on character education values in English textbooks. For example, Ersoy and Sahin (2012) note that the textbooks are an important education and training material in order to constitute a common culture in society, provide the continuity of the society and train individuals to gain positive values. Preparing activities situated in textbooks with appropriate methods and techniques is expected to contribute education to achieve its purpose in the sixth and seventh-grade students' lesson books in Turkey.

Meanwhile, Ma (2012) reports that the language presented in the textbook is, however, relatively 'emotion-free' and the recommended teaching strategies in the accompanying teacher's guide do not reflect all strategies advocated in the syllabus for developing positive affective factors. Furthermore, Demirel, Ozmat, and Elgun (2016) reveal that almost all teachers think that nowadays students were lack of respect and responsibility, and they believe that character education conducted at schools was not enough for students.

Islami (2016) notes that there were at least six character values performed by the students in learning English at Madrasah, they were independence, hardworking ethos, curious, democratic citizenship, communicative manner, and reading interest. In addition, the character values were internalized by the English teacher into the process of teaching and learning even though she did not realize it.

Moreover, Turan and Ulutas (2016) have shown the use of picture storybooks as a character education tool using descriptive review method that focused on groups' interview. Based on the result, enhancement of the book that supports character education in children' literature and course aimed at character education in preschool can be suggested.

Permana, Inderawati, and Vianty (2018) investigate character education in Junior High School textbooks of the 2013 curriculum. They note that there were four additional character values namely confidence, courtesy, wisdom, and humility existed in the textbooks. These results led to the conclusion that the textbook authors should reconsider the existence of eighteen character values in each English textbook for Junior High School.

Elmiana (2019) reports that the visual images can help students to engage effectively with the exercises and provide emphasis for the assertions made in the linguistic parts of the text. Therefore, the image-structuring in the three Senior High School EFL textbooks in Indonesia provided and emphasized concepts and meaning in the text.

Unlike the previous studies, this study focuses on the representation of character education values in the nationally – prescribed English textbook for the Indonesian junior high school students. It will analyze the images of eighth-grade students' textbook entitled "When English Rings a Bell" published by the Ministry of Education and Culture of Indonesia.

## CHAPTER III. RESEARCH METHOD

This chapter explains the method applied for analyzing character education in EFL textbook. The first part discusses the research design used. The second part is the research context. The third part is the data collection method. The last part is the data analysis method.

### 3.1 Research Design

The research design of this study is the Critical Discourse Analysis (CDA) by using Leeuwen's (2008) framework. CDA is one of the methodologies that can be applied to examine critically social inequality which might be expressed, constituted, signaled, legitimized and so on by language use. Semiotics, as an approach in critical discourse analysis, is the study of meaning-making, sign process (semiosis), and meaningful communication. It concerns everything that can be taken as a sign. In a semiotic analysis, signs take the form of words, images, sounds, gestures, and objects. There is a specific sub-domain of semiotics that analyses the way visual images bring a message, which is visual semiotic. Leeuwen (2001) notes that visual semiotics possess layering of meaning as its key idea to investigate what, or who is being described and what ideas and values are expressed through what and how the image is represented. Semiotic analysis is used to examine the visual object of the study. In some contexts, visualizations are seen as the most complete and explicit way of explaining things and words become supplements, comments, footnotes, and labels. This study focuses on a visual object, in this case, images of eighth-grade students' textbook.

### 3.2 Research Context

This study is conducted in Indonesia where English is used as a Foreign Language (EFL). The object of this study is the first semester of eighth-grade students' English textbook entitled "When English Rings a Bell" (edisi revisi 2017). It was published by the Ministry of Education and Culture of Indonesia. The authors are Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani

Khatimah. The 2013 curriculum which was released by the Ministry is applied in the textbook. The textbook contains six chapters and 84 pages. The considerations of choosing this textbook are as follows. It provides character education values as suggested by the government. The contained images need to be analyzed based on the relation with character education values. It is promoted by the Ministry of Education and Culture. It is written in accordance with the 2013 curriculum in which character education values are taken in.

### **3.3 Data Collection Method**

The research data are collected by using the purposive method. There are two steps of collecting the research data. They are identifying and coding. In this study, the data are taken from chapter one up to six in the form of images. The meanings behind the images in the textbook are the focus of this study. The main reason for analyzing the character education values in the textbook is that because images tend to provide rich and accurate information about the character education values.

### **3.4 Data Analysis Method**

This study uses CDA because it investigates the character education values in the EFL textbook. The research instrument is adapted from Widodo (2018). Moreover, Fairclough's three-dimensional frameworks are implemented in order to analyze the images taken from eighth-grade students' EFL textbook. Fairclough's (1989, 1995) model for CDA consists of three inter-related processes of analysis tied to three inter-related dimensions of discourse, that include: the object of analysis (including verbal, visual or verbal and visual texts), the processes by means of which the object is produced and received (writing/speaking/designing and reading/listening/viewing) by human subjects, the socio-historical conditions which govern these processes. Concisely, these three dimensions are text/ visual analysis (description), processing analysis (interpretation), social analysis (explanation).

## CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter contains conclusion and suggestion with respect to pedagogical implications of results.

### 5.1 Conclusion

The present study evaluated what character education values are represented in junior high school English textbook published by the Ministry of Education and Culture of the Republic of Indonesia. The findings show that there are nine categories of character education values represented in the EFL textbook through 12 images. Those character education values are tolerant, creative, curious, appreciative of achievements, friendly/ communicative, love of reading, environmentally aware, social aware, and responsible. The values that are represented in one image for each value are tolerant, curious, love of reading, and creative. Moreover, the values that are represented in two images for each value are environmentally aware and responsible, appreciative of achievement, friendly/ communicative, social aware.

However, from the result of the study, there are some values that are not represented in the textbook through images. Those values are religious, honest, disciplined, hardworking, independent, democratic, nationalistic, patriotic, and peace-loving. Therefore, teachers and authors have an important role in overcoming the problem by giving examples through reading text, dialog text, and instruction text. As evaluators and users of EFL textbooks, English teachers should become an active participant by choosing an appropriate EFL textbook, reviewing and analyzing the character education values sources, and giving feedback for the publishers.

### 5.2 Suggestions

Based on the result of this research, the English textbook should provide more images that contain a large number of character education values that suitable with the curriculum used. English teachers should also consider in find

other learning sources containing character education values which were not represented in the English textbook “When English Rings a Bell” (*edisi revisi 2017*) for eighth grade students. The teachers also need to become an active role in providing additional activities in teaching and learning process to develop the implementation of character education that was not exist.

For the future researchers, the result of this study showed that the textbook contain character education values particularly in images. However, further analysis is still needed to confirm the implementation of character education values in other textbook published by the Ministry of Education and Culture. The future researchers can analyze a most recent textbook, or textbooks with different grades or levels. They can also conduct a similar research but with different aspects, such as the exercises, the questions or the textual contents in the textbook.

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## RESEARCH MATRIX

Title	Problems	Variable	Indicators	Data Resource	Research Method
The Representation of Character Education Values in the Nationally – Prescribed English Textbook for the Indonesian Junior High School Students	<p>1. What character education values are represented in the nationally-prescribed English textbook for the Indonesian Junior High School students?</p> <p>2. How character education values are represented in the nationally-prescribed English textbook for the Indonesian Junior High School students?</p>	Character education values in an ELT textbook	Character Education Values: 1. Religious 2. Honest 3. Tolerant 4. Disciplined 5. Hard working 6. Creative 7. Independent 8. Democratic 9. Curious 10. Nationalistic 11. Patriotic 12. Appreciative of achievements 13. Friendly/ communicative 14. Peace loving 15. Love of reading 16. Environmentally aware 17. Social aware 18. Responsible	Pictures in ELT textbook used in Junior High School.	<p>1. Research Design: Critical Discourse Analysis</p> <p>2. Types of the Data: Qualitative Data</p> <p>3. Data Collection Method: Identifying and coding</p> <p>4. Data Analysis Method: Describing, interpreting, and explaining</p>

## **APPENDIX B**

**Table. 1** The representation of character education values in the textbook entitled “When English Rings a Bell” for junior high school grade VIII [adapted from the table “The Portrayal of Values in the Textbook” in Widodo (2018)]

Chapter	Theme	Visual Artifact	Description	Location/ Page	Character Education Values
I	It's English time!	Seven individual images	An image about a group of students who hold their hand each other	p.1	Tolerant
			An image about students who ask question by raising their hand	p.3	Curious
			An image about a female student who reads a book in front of her teacher	p.7	Love of reading
			Two images about a teacher who asks a student to be responsible for cleaning the class environment and for watering plants	p.10,17	Environmentally aware and responsible
			Two images about a male student gives an appreciation through his thumb and a male teacher also gives thumb to a student's work	p.15, 16	Appreciative of achievement
II	We can do it and we will do it	Two individual images	An image about a male student who communicates with a female student closely.	p.20	Friendly/ communicative
			An image about a boy who helps his mother cooks in the kitchen	p.28	Social aware
III	We know what to do	N/A	N/A	N/A	N/A

Chapter	Theme	Visual Artifact	Description	Location Page/	Character Education Values
IV	Come to my birthday, please!	Two individual images	An image about a group of teenagers who attend someone's birthday party and talk to each other	p.51	Friendly/ communicative
IV			An image about two girls who wrap a gift box with ribbon and glue	p.60	Creative
V	I'm so happy for you!		N/A	N/A	N/A
VI	Our busy roads	One individual image	An image about two pedestrians who help a woman on the side of the road that falls in an accident	p.75	Social aware