



**ANALYSIS OF CHARACTER EDUCATION VALUES IN THE ENGLISH TEXTBOOK
“BAHASA INGGRIS SMA/SMK”**

THESIS

By:

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**ENGLISH EDUCATION PROGRAM STUDY
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHING TRAINING AND EDUCATION
JEMBER UNIVERSITY
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2018**

DEDICATION

This thesis is deeply dedicated to:

- 1. My beloved parents, Achmad and Enok Prapti.*
- 2. My dearest sister and sisters in law, Agustin Rahmawati, Endar Nuriasih, and Ari Tri Vitaningtyas.*
- 3. My beloved brothers, Endik Siswanto and Endrik Kurniawan.*
- 4. My nieces and my nephew, Febby Erlyta Alifia, Aletta Elora, and M. Bhima Natalegawa.*



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. All materials incorporated from secondary source have been fully acknowledged and referenced. I certify that the content of 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 academic award; ethics procedures and guidelines of thesis writing from the university and the faculty has been followed. I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award. I hereby grant to the University of Jember the wish to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, 25th May 2018

The writer

Rohmah Hidayati

NIM 130210401092

CONSULTANTS' APPROVAL

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Composed to Fulfill as One of the Requirements to Obtain S1 Degree at the English Language Education Study Program of the Language and Arts Education Department of Faculty of Teacher Training and Education

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First of all, I would like to thank to Allah SWT who always leads and grants me blessing and mercy so that I am able to finish my thesis entitled “Analysis of Character Education Values in the English Textbook “Bahasa Inggris SMA/SMK””

In relation to the writing and finishing of this thesis, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Department;
3. The Chairperson of the English Language Education Study Program;
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5. My examination committee, especially for the examiners, Dr. Aan Erlyana Fardhani, M.Pd and Drs. I Putu Sukmaantara, M.Ed. for the criticism and suggestions;
6. The lecturers of Language and Arts Department for valuable knowledge, guidance, and advices during the years of my study;

Finally, I expect that this thesis will be useful for the readers and me. Criticism and valuable suggestions would be appreciated.

Jember, 25th May 2018

Rohmah Hidayati

SUMMARY

Analysis of Character Education Values in the English Textbook “Bahasa Inggris SMA/SMK”; Rohmah Hidayati, 130210401092; 2018; 60 Pages; English Education Study Program of Language and Arts Department of Faculty of Teacher Training and Education, Jember University.

This research discussed about the analysis of character education values of the English textbook “Bahasa Inggris SMA/SMK” for tenth grade students semester 2 of senior high school published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud in 2014. This study aims to know the character education values which represented in the material of the textbook. This analysis focused on the reading skill. This research analyzed what kinds of character values were available in reading material of textbook “Bahasa Inggris SMA/SMK”, what was the percentage of character values represented in reading material of English textbook “Bahasa Inggris SMA/SMK” for the tenth grade semester 2 of senior high school based on the character values that are released by Education Ministry (2010).

The design of this research was content analysis and description. The data was collected from the English textbook “Bahasa Inggris SMA/SMK” for tenth grade student semester 2 of senior high school. The Character Education Values were used as a parameter to reveal the availability of the character values.

The result of this research points out that among the 18 character values of Character Education Values, the reading section of the English textbook “Bahasa Inggris SMA/SMK” for the tenth grade student semester 2 of senior high school represents 14 values: religious, honest, tolerant, disciplined, hardworking, creative, curious, nationalistic, patriotic, appreciative of achievement, friendly or communicative, peace loving, socially concerned, and responsible. Whereas, the 4 unavailable values were: environmentally aware, independent, democratic, and joyful of reading. Thus, the reading material still contained the character values, which can be used as teaching learning sources material.

The available character values in the reading material of the English textbook “Bahasa Inggris SMA/SMK” were: Religious 6%, honest 2.9%, tolerant 2.9%, disciplined 6%, hardworking 17.7%, creative 8.8%, independent 0%, democratic 0%, curious 8.8%, nationalistic 2.9%, patriotic 2.9%, appreciative of achievement 8.8%, friendly or communicative 8.8%, peace

loving 2.9%, joyful reading 0%, environmentally aware 0%, socially concerned 8.8%, and responsible 11.8%. Thus, the highest character value in this course book was hardworking value.

Based on the result of the research, to raise the optimal implementation of the 18 character education values released by Education Ministry (2010), the government should concern the unavailable values in the English textbook related to the recent educational phenomena in Indonesia. Teachers should improve the ways of teaching character values to the students, looking for additional reading material that contained those unavailable character values or teacher can modify the reading material in teaching and learning process. Further, the result of this research also suggested to the future researchers who are interested in conducting the same research to find the gap and investigate other elements such as analyzing the Character Education Values in listening, speaking or writing skill in the English textbook “Bahasa Inggris SMA/SMK”. Therefore, the result of this study can be additional sources for future researches.

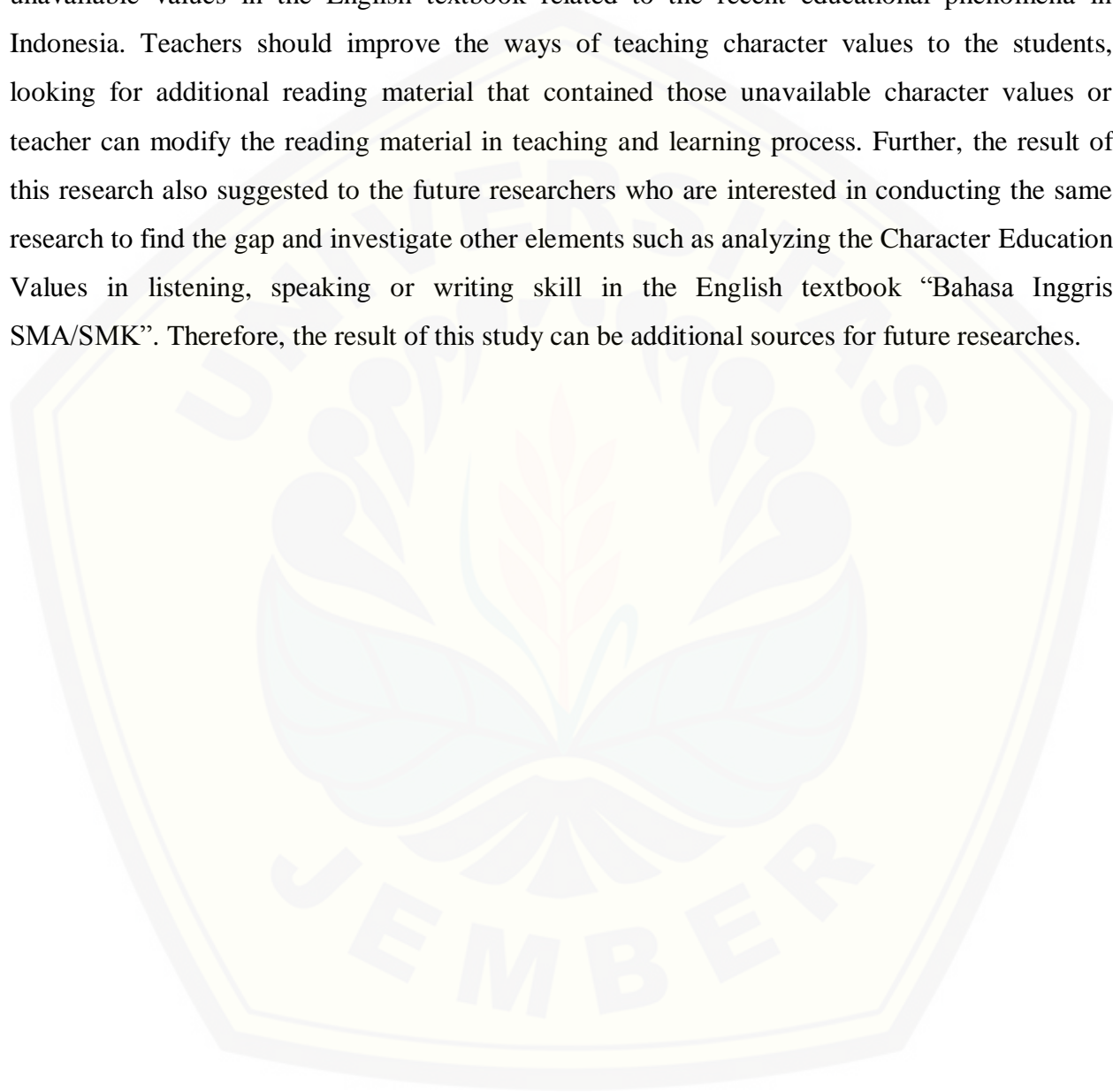


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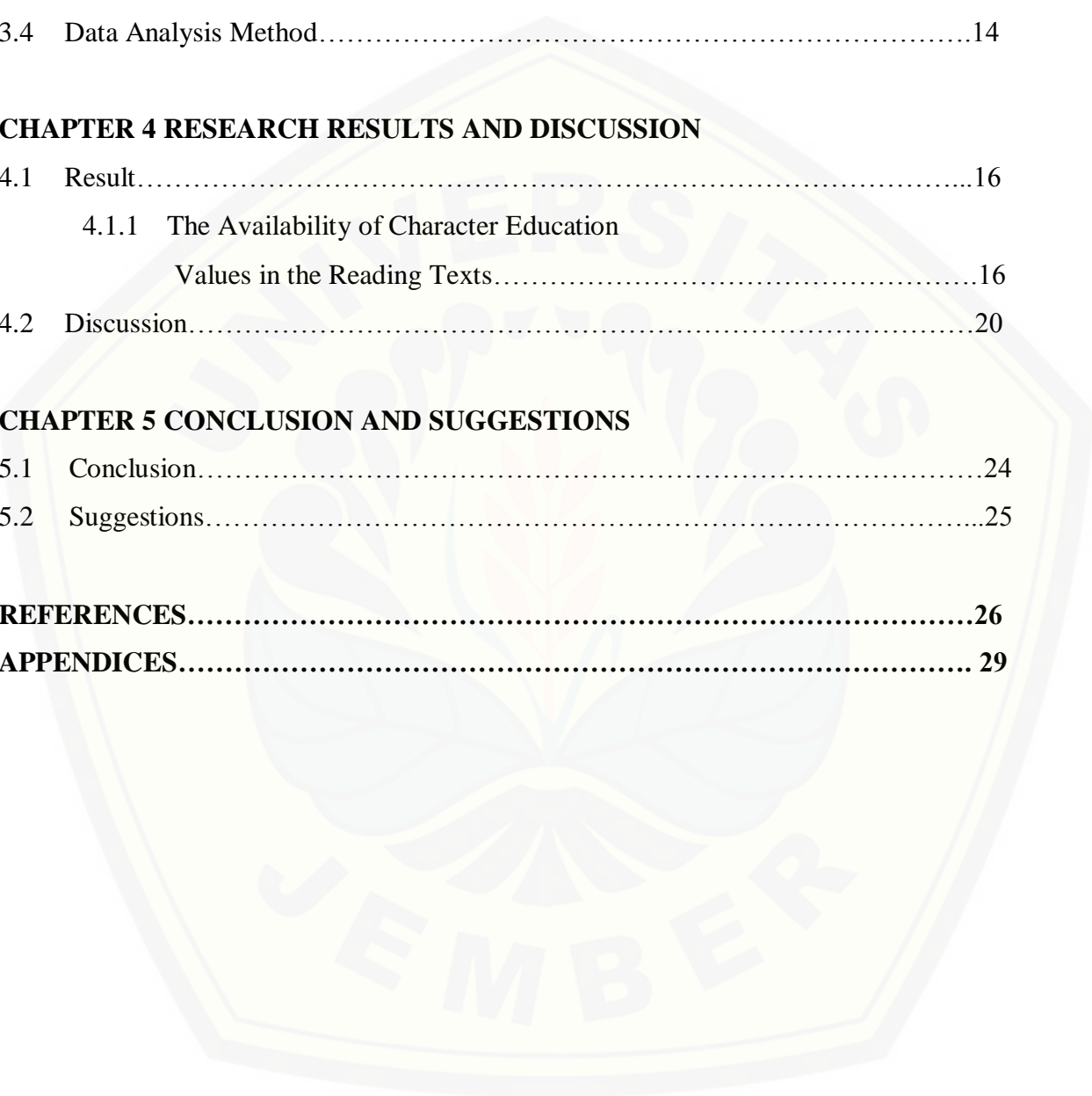
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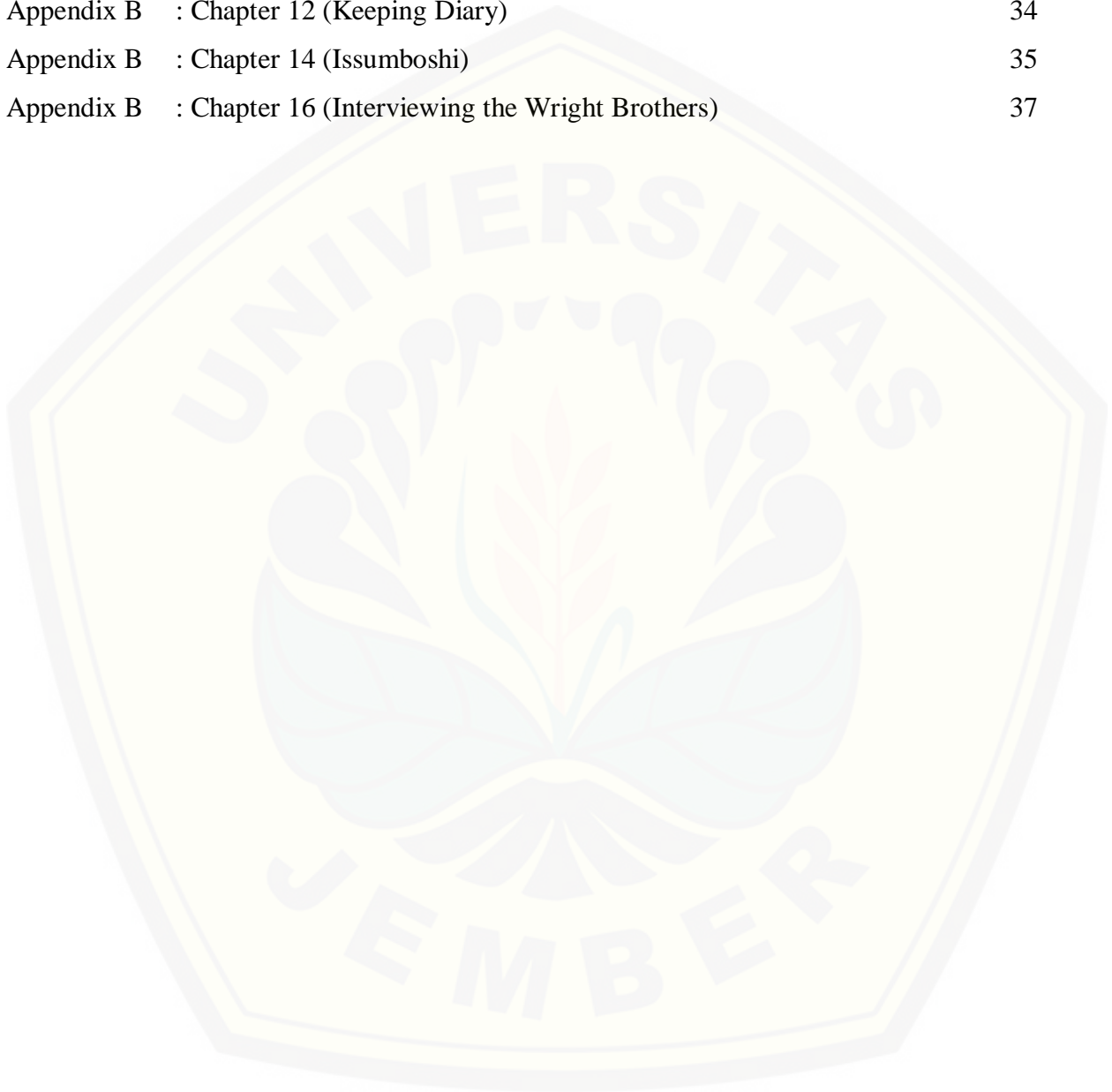
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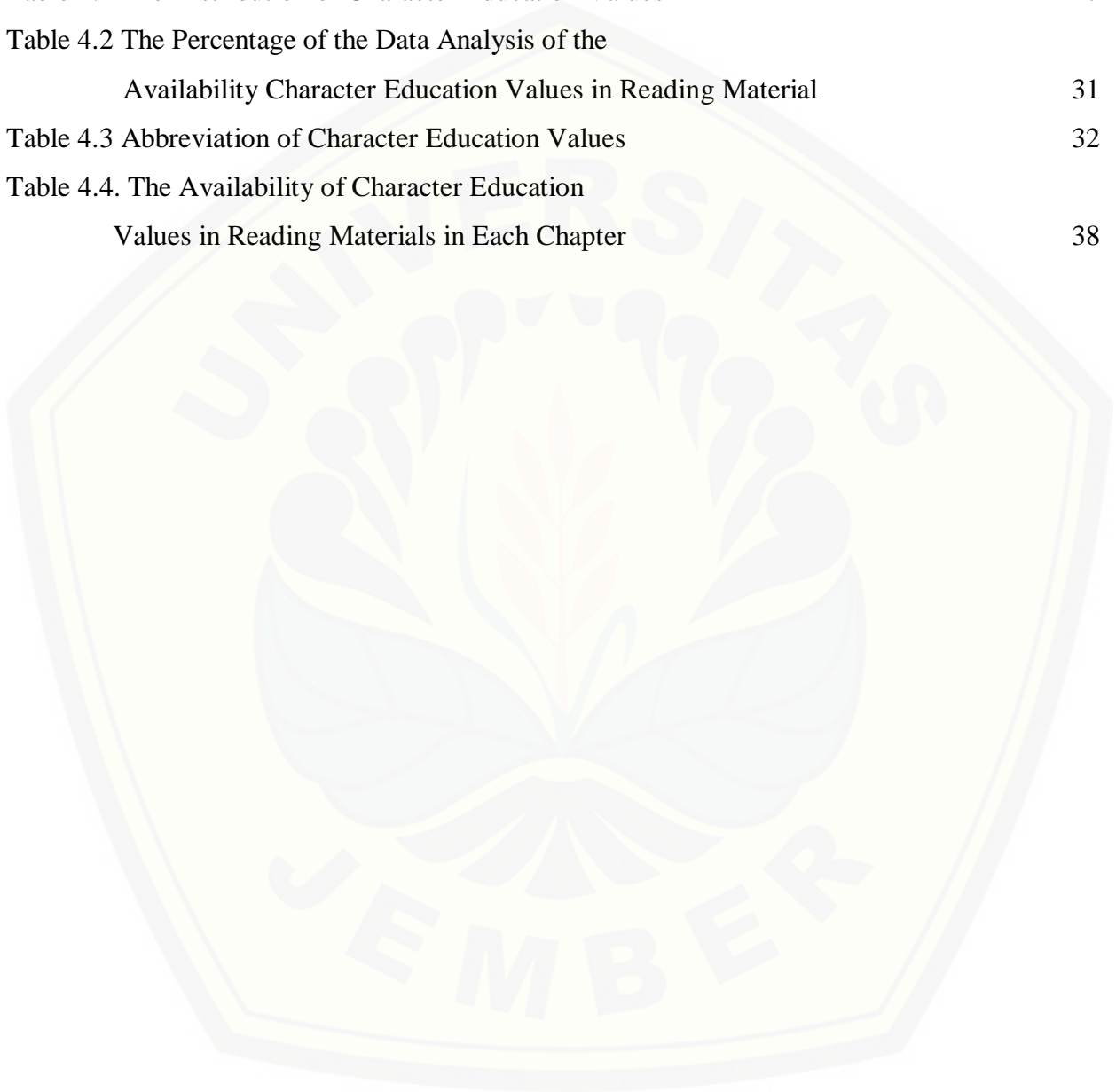
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CHAPTER 1

INTRODUCTION

This chapter presents the background of the research, the research problem, and the contribution of the research including empirical and practical contribution. Each point will be discussed below.

1.1 Research Background

Character education is a program which has become the main feature of curriculum 2013 which has been socialized by the government since 2010 and since then all schools are required to implement this program (Faiziyah and Fachrurrazy, 2013:1). It emphasizes the need to national character building particularly for the youth by integrating character education in developing the knowledge and students' skills in formal education (Fahmy, *et.al*, 2015:851). In other words, textbooks should cover this purpose by inserting the values in its content.

However, the result of character education which is formally released by the government is still questionable. It can be seen from the recent phenomena which indicate people's bad behavior, such as, indiscipline, corruption, and abuse of power are still happening instead of decreasing (Thresia, 2014:53). Besides, the existence of the material or textbook does not contain many character education values. It is in line with what Prismarani (2014:1) says that most textbooks do not guarantee that they contain standard character values even when they are presented with colors, pictures, and quality paper. It can be said that the implementation of character education especially in the textbook needs to be continually examined to check its appropriateness and availability.

Analyzing the textbook used by the teachers is meaningful for certain parties, for example, the authors of the textbook, teachers as well as government. They know the values of character education which can be involved in the textbook so that the textbook can contribute in providing character education through teaching and learning activity in the classroom.

There are few researches which discuss about analyzing character education values in English textbook. Soniawan (2012) conducted a research of analysis character education values in the textbook "Bahasa Inggris" found that the textbook contains seventeen values from eighteen values, those are religiosity, honesty, tolerance, discipline, hard work, creativity, independence, curiosity, nationalism, patriotism, achievement orientation, friendship or

communication, love of peace, joy of reading, environmental achievement, responsibility, and social care. One value is not available in the textbook is democracy.

Syahbana (2017) conducted a research by analyzing course book; Kreatif (*Kreasi Belajar Siswa Aktif*) for the tenth grade and the publisher is Viva Pakarindo. Based on his research, the course book showed that thirteen values were inserted in the reading texts. They are honesty, tolerance, discipline, independent, curiosity, nationalism, patriotic, respect of achievement, friendly/communicative, responsibility, social care, hard working, and peace loving. The values which are not inserted are religious, creative, democratic, environmental care, and love to read.

Each research showed that the textbook which comes from different publisher is suitable for the students' needs covered the values of character education provided by the government but there are not all the values covered in the textbook. This means that further research needs to be done. To fill the gap, this research was analyzed different English textbook used in Senior High School learners to find out which values inserted in it to support what the government said that the implementation of character education should be applied continually. It is based on "Panduan Pelaksanaan Pendidikan Karakter" which says that character education should be implemented in the school and the classroom transparently, objective, honestly, and continually (Kementrian Pendidikan dan Kebudayaan, 2017:2).

To conclude, the researcher was interested in conducting a study on the analysis of character education values in English textbook. This study focused on reading texts in English textbook entitled "Bahasa Inggris SMA/SMK" for the tenth grade students semester 2 because the English textbook is officially textbook of curriculum 2013 which is provided by Education Ministry in both the materials and the exercises. Besides, this book has not been used as the object of another study in analyzing character education values. The reason of focusing on reading texts was that reading texts is an effective medium to embody character education and has much information (Lysa, 2013:2). The researcher analyzed the texts as the limitation of the research based on values in character education provided by Education Ministry (Kementrian Pendidikan Nasional, 2010:32-37). The result of the observation was provided in the form of description since the type of this research is qualitative research.

1.2 Research Problem

Based on the previous review, the implementation of character education needs to be observed deeper since the textbook has important role in the success of implementing character education. Therefore, the researcher formulated the following problem:

1. What are the character education values represented in the English textbook “Bahasa Inggris SMA/SMK” Tenth Grade Semester 2?
2. What values do the writer/author integrates the values in the textbook “Bahasa Inggris SMA/SMK” Tenth Grade Semester 2?

1.3 Research Contribution

This research result gives contribution empirically and practically. The following explanation will explain further.

1.3.1 Empirical contribution

This point is for future researcher since the issue of character education attracts people in many areas. Future researcher is able to know the real content of the English textbook entitled “Bahasa Inggris SMA/SMK” used for Senior High School. Then, he/she can develop a research related to character education from this research. It is good for him/her to know the existence of character education in English textbook especially for different level of students and from different publishers.

1.3.2 Practical contribution

This research is expected to give contribution to the English teacher since he/she is required as the actor of the program. He/she can know the content of the English book along with the weaknesses. Therefore, the English teachers are able to know what they need to do with the textbook in order to implement the values of character education through his/her teaching activities. It is appropriate for the English teacher to improve his/her teaching ability in order to develop the students’ attitude based on the character values provided by Education Ministry.

CHAPTER II

RELATED LITERATURE REVIEW

This chapter presents the theoretical framework, conceptual review; include the explanation of character education values in the textbook, textbook as a medium in instructional activity, and review of previous study. The following parts discussed each point.

2.1 Theoretical Framework

In this point, the researcher provides the explanation about textbook evaluation and curriculum 2013 because those two aspects frame this study in a whole book. According to Hutchinson and Waters in Sholihah (2016:63), evaluation is a matter of judging the fitness of something for a particular purpose. The purposes can be in the form of process of matching the learners' needs and the solution for establishing the suitable textbook. In education, the term of evaluation is used in reference to operations associated with curricula, programs, interventions, methods of teaching and organizational factors (Fatima, 2015:79). It means that many aspects can be done by doing evaluation to know the quality of the system used, including instructional material used in the classroom. Material evaluation can be defined as an attempt to measure the value of materials (Tomlinson, 2011:3). Materials evaluation covers the process of analysis which can be done subjectively. Therefore, the term evaluation can be done in such occasion, including materials which are important to know the quality of the materials itself.

In conducting materials evaluation, some principles are used to make the result of materials evaluation are understood and have fewer mistakes. According to Tomlinson (2014:17), the principles are (1) The starting point of any evaluation should be reflection on the evaluator's practice leading to the evaluation's theory of learning and teaching. (2) The evaluator should make a prediction to the criteria used and make them not bias. (3) The criteria of material evaluation must be valid. Those principles can be used in many kinds of material which are evaluated, including textbook. The criteria used to evaluate the textbook depend on the researcher's decision from any theories or policy. It makes the result objectively.

Textbook evaluation also can be done in some ways depended on the evaluator's perspective. Textbook is one of the instructional materials which used in the classroom. Cunningsworth in Rynanta (2013:2) adds that the purpose of textbook evaluation is to support teacher's development and help teachers in order to gain good and useful insights into the nature of

material. Since the issue of the implementation of character education attracts many parties, it becomes important to know the content of the textbook by observing the character values represented in the textbook. Based on Education Ministry,

“A textbook is compulsory to be used in school which contains learning materials to enhance faith and devotion, manners and personality, capability, science and technology mastery, sensitivity, aesthetic ability, physical potential, and health, in which they are arranged based on the national education standard.” (Regulation of National Education Minister, 2005:1).

The statement above shows that the character values should be implemented through the instructional material in the classroom. Textbook contains much information to bring the students into better human. Character education values are policy based on National Education standard which can be implemented too. Teacher's evaluation on character education values used in the textbook has a role to provide the students to develop their character building.

In evaluating materials, especially textbook, curriculum also has a role as a major system in education. It is a guideline for all the teachers to do a sequence of teaching and learning process. Based on UU no. 20 year 2003, curriculum is a set of planning and setting of the objectives, content, and the material of the teaching and learning process that is used as a guideline in realization of the teaching to achieve the goal of certain education (Darrin, 2014:3). In Indonesia, Curriculum 2013 emphasizes character education in instructional activity which not only teaches cognitive skill but also character education. It is a continual system from the previous curriculum which target in education is to improve the students' creativity (Hadi, 2015:13). It is expected to create the students with a good character beside good skill.

In the application of curriculum 2013, it uses scientific approach. Based on Permendikbud number 81 in 2013, scientific approach is a learning process that is designed to make the students establish the concept and principle through some steps:

(1) observing, deals with the activity of reading or listening to the kind of source information like text or video/recording (2) questioning, deals with the activity to ask question to the teacher related to the topic learnt (3) collecting information, doing some activities related to the task to know the other examples (4) associating, doing group work and discussion and (5) communicating deals with the way of the students present their product (Arbaati, 2015:4).

Each step requires the students to involve themselves during learning activity because every material they learnt in the textbook is provided with those five steps of scientific approach.

In the implementation, curriculum has complete rules dealing with the teaching and learning process in the school. Those rules are required the stakeholders, especially the teachers to follow Educational Ministry's policy. In curriculum, all the materials are provided generally. Then, it breaks into a specific document called syllabus which is important to differ the level of the students and the subject that are delivered. Syllabus contains some elements; core competence, standard competence, indicators, and learning objective which has each role. Learning objective is designed to provide the learning's goals. The goals are required the students to be successful in certain material given by the teacher. To reach the goals, material that is delivered by the teacher can be done in the learning activity which consists of some activities from the beginning until the closing of the subject. Material which is delivered to the students provides some skills that can train the students to be more knowledgeable. That is why the implementation of the materials should follow the requirements from the curriculum.

2.2 Conceptual Review

2.2.1 Character Education Values in the Textbook

Character is someone's personality which appears from his/her behavior. It is consistent and predictable shown by the tendency of behavior (Fahmy, *et.al*, 2015:852). According to Ministry of Education and Culture, a character is an individual's the nature and personality which is derived from various virtues that underlie his or her way of thinking, attitude, and action (Amalia, 2014:1104). Various virtues consist of a number of values, morals, and norms (honesty, trustworthy, and respect for others) (Saidek, *et.al*, 2016:159). It can be seen from his/her living in nation then becoming a national character.

Lickona in Abu, *et.al* (2015:80) state that character consists of the habits of good knowledge, mind, heart, and behavior. It means that character cannot be formed by itself. It is be known by someone's judge. Based on Fahmy, *et.al* (2015:852), they say that a person's character cannot be derived by itself, but it is the result of the judgment of others. If someone declared that he/she has good character, then the community which judge him/her to have bad character. Thus, the right character is from the community because people who can judge the appearance of someone based on her/his attitude. Having good character needs a continuously process of learning, in this case, education. Even human beings who have potential to develop a good character, this potential will not develop properly if it is not

nurtured through education (Hadi, 2015:12). It can be concluded that character must be owned by each human and it should be learned from the beginning of life through education in order to be a habit as well as good judgment from the society or other community.

Character education is a new term in educational system under curriculum 2013. It is a program to teach not only knowledge but also good attitude to students. According to Hadi (2015:12), character education is a type of education that aims to nurture a child's behavior and personality through moral and ethical education. Based on those statements, it can be said that character education is a system which is needed to create good model for the students' behavior in education. In teaching and learning activity, character education is a good way to build the students' attitude. Kementrian Pendidikan Nasional, in Faiziyah & Fachrurrazy (2013:2) defines the aim of character education is to improve the quality of implementation and outcomes of education in forming students' character or moral as a whole, integrated, and balanced. While Fahmy, *et.al* (2015:15) say that character education emphasizes the need to build national character particularly for younger generation by integrating character education in developing the students' knowledge and skills in school educational teaching and learning. Character education is beneficial for the students to develop their positive character and attitude through the curriculum in the schools (Soniawan, 2012:2). Through character education, the students are expected to be individuals who live in line with Indonesian ideology; Pancasila (Faiziyah & Fachrurrazy 2013:2). Therefore, it is expected that the students become good generation in the future because they are taught with moral values through character education under curriculum.

Indonesian government especially educational ministry also requires the school holders to implement character education values in the teaching and learning activity in order to create good attitude for the students. It is based on "Panduan Pelaksanaan Pendidikan Karakter" which says that character education should be implemented in the school and the classroom transparently, objective, honestly, and continually (Kementrian Pendidikan dan Kebudayaan, 2017:2). Thus, in implementing character education, Education Ministry has released eighteen values to be implemented in the learning process, including the English textbook which is used in the classroom as common medium to teach English. The eighteen values are religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative of achievements, environmentally

aware, friendly or communicative, peace loving, joyful reading, social concerned, and responsible. The description of each value is presented in the appendix B (see table 2.1 page 30). Those values can be implemented in English textbook. Education Ministry states that the implementation of character education values for the students of Senior High School contains eight character values in major. They are friendly or communicative, socially concerned, curious, democratic, independent, hardworking, joyful reading, and disciplined (Kementrian Pendidikan Nasional, 2010:51). Eight values is hoped to be inserted in English material. But this study used eighteen character education values provided by Education Ministry to analyze reading materials in the English textbook “Bahasa Inggris SMA/SMK” in order to know what values are represented beside the major eight values stated by Education Ministry.

2.2.2 Textbook as a Medium of Instructional Activity

In implementing character education values, textbook can be used as the medium to implement character education. Textbook is commonly used in teaching and learning English which is also important in learning a Foreign Language (EFL) classroom. Textbook is one of the sources of information and an effective tool to increase the students’ experiences (Lysa, 2013:2). By using textbook, the students can learn many things from the materials inside the textbook. It can stimulate the students to share their experiences during learning process. It is also supported by Yulianti in Rynanta (2013:1), who says that textbook consists of content and material of the subject that is well organized in written form and has a great contribution in the teaching and learning process. It can be said that textbook is a source material which is commonly used as a tool for the learners to study in formal and informal situation.

Textbook is a kind of material which is mostly used in the classroom. It provides much information following the guideline. According to Al-Ghazo (2013:346), Teachers and students use textbooks as resources that provide the main source of information, guidance and structure. It is expected that the textbook can influence the students’ character because of the information shown. It causes that the textbook has important role to the students. Therefore, the importance of the textbook attracts the researcher to do an analysis to know the content of the textbook whether there are character values represented or not.

Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood (Bloom in Igbaria, 2013:202). Textbook evaluation is a process of choosing what materials to be used in a particular course considering the need and value of teaching (Rynanta, 2013:2). There are three types of materials evaluation; pre-use, whilst- use, and post-use. Based on Tomlinson (2014:23), pre-use evaluation is done before the materials are used, whilst-use is done while the materials are being used, and post-use is done after the materials used. In textbook evaluation, some aspects are analyzed by the evaluator to know the content of the textbook. Pre-use evaluation is done in this research. It focused on the reading materials in the textbook “Bahasa Inggris SMA/SMK” before knowing the implementation of the textbook in the classroom. According to Fatima, *et.al.*, (2015:80), the pre-use analysis served to examine the textbook as it is, with the content and ways of working which they propose and not with what may actually happen in classroom. It means that the book is analyzed before the materials are given to the students or the materials have not been applied in the classroom. So that the textbook evaluation is expected to give more information related to the content of the textbook before applying it in the classroom.

2.2.3 Analysis of Reading Text

As the previous explanation, Tomlinson says that there are three principles in evaluating textbook, one of them is the starting point of any evaluation should be reflection on the evaluator’s practice leading to the evaluation’s theory of learning and teaching. It means that the evaluator, in this case, the researcher has to lead to the theory of analysis reading text. It is meaningful for the process of analysis in order to get the clear result. According to Teun A van Dijk in Fadhli, *et.al.*, (2016,21), there are three steps in analyzing the text:

1. Macro Structure. It refers to the whole meaning of a text which can be seen from the topic of a text.
2. Superstructure. It refers to the framework of a text, how the structure and the element formed in a text.
3. Micro Structure. It refers to the content which can be analyzed by analyzing the words, sentences, preposition, and phrase in a text.

From the three steps above, this study used the third step which focuses on the small part of the text. It consists of the words and the sentences in the text. Besides, it limits any pictures in the text to make the analysis more focus in analyzing the character education values represented in the text only. It is suitable with the principles from Tomlinson who says that the criteria of evaluation must not bias. So that the present study focuses on reading texts in the textbook because reading is one of English skills that used in the textbook beside listening, speaking, writing, vocabulary, grammar, and pronunciation. Reading provides information to the learners so that they can learn some values on the text because the students or the learners are provided the text to be learnt and read. Then, they know and understand the values in the text which become their character or personality in daily life.

2.3 Previous Study Review

Soniawan (2012) conducted a research of analysis character education values in the textbook “Bahasa Inggris” for the eleventh grade, released officially by the government and he found that the textbook (five chapters) contains seventeen values from eighteen values. He analyzed sentences in whole book which consists of five chapters to know whether the sentences represent the values or not. Those are religiosity, honesty, tolerance, discipline, hard work, creativity, independence, curiosity, nationalism, patriotism, achievement orientation, friendship or communication, love of peace, joy of reading, environmental achievement, responsibility, and social care. One value is not available in the textbook is democracy. It means that 95,4% of the textbook provided character values and it is categorized very good. Soniawan suggested the researcher to conduct the same topic in analyzing textbook by using character education values provided by Education Ministry with different limitation to know the values obtained.

Syahbana (2017) conducted a research by analyzing course book; Kreatif (*Kreasi Belajar Siswa Aktif*) for the tenth grade and the publisher is Viva Pakarindo. Based on his research, the course book showed that thirteen values were inserted in the reading texts. They are honesty, tolerance, discipline, independent, curiosity, nationalism, patriotic, respect of achievement, friendly/communicative, responsibility, social care, hard working, and peace loving. The values which are not inserted are religious, creative, democratic, environmental care, and love to read. His research showed that not all values were inserted in the texts with the percentage 72,3% and it is categorized high. Syahbana showed the result of his analyzing in some ways; by providing

of the examples of the values inserted and by showing the place of the values in the texts (monolog and functional texts).

The present study conducted the similar topic, that is, analysis character education values in the English textbook. The researcher used the same publisher with the first previous study but in the lower level (grade X) and focused on the reading texts as the second previous study did. It is expected to give better result because the book is officially recognized by the government as the textbook of curriculum 2013 and the limitation of analysis in reading texts only because reading texts provide information and influence the learners' imagination (Syahbana, 2017:180). Besides, by learning the text, the learners can know the content of the text, understand the text, know the values, learn the values, and internalize the values to be implemented as the learners' character. Thus, the present study needs to be done to know the character values of reading material in the English textbook "Bahasa Inggris SMA/SMK".

CHAPTER III

THE STUDY

This chapter presents the explanation of research study, research context, data collection method, and data analysis method. The following sub points explained further.

3.1 Research Design

The study is qualitative research. The purpose of this study is to analyze in depth the character education values represented in reading texts curriculum 2013 English textbook. According to Boglar and Taylor in Arbaati (2015:6), qualitative research is a research that produces descriptive data as the result in the form of written and oral word from observed people and behavior. The result of the analysis was provided in the form of description. Then, it is called descriptive qualitative research. The researcher analyzed the content of reading texts in English textbook “Bahasa Inggris SMA/SMK kelas X semester 2” by using the values of character education provided by Education Ministry (2010). Reading texts were chosen because reading texts have much information for the learners. The reason of applying this research was that the book is used for schools which apply curriculum 2013. The material of the book is expected to involve the values of character education, especially in reading texts. The procedures of this research were:

1. Choosing the book. In this research, the researcher used English textbook “Bahasa Inggris SMA /SMK KELAS X semester 2”.
2. Selecting the texts to be analyzed. The researcher selected the reading texts in each chapter.
3. Analyzing the texts chosen. The way of analyzing was based on the values of character education from Education Ministry (2010).
4. Concluding the result of analysis. (adapted from Ary, *et.al.*, 2010:32)

3.2 Research Context

The object of this research is English textbook which is expected to have the values of character education. The book is prepared by the government as the implementation of curriculum 2013.

The textbook has nine chapters which consist of vocabulary builder, pronunciation practice, reading comprehension, text structure or grammar, speaking, writing, and listening. Then, this textbook provides some points like warmer (in the beginning of the chapter) to stimulate the students with what topic to be discussed, reflection (in the end of the chapter) to remind the students about what they have learned, and further activities (after reflection) to gain the students' creativity dealing with the topic which has discussed before.

The title of English textbook is Bahasa Inggris SMA/MA/SMK/MAK Kelas X semester 2. This textbook is written by Utami Widiati, Zuliati Rohmah, and Furaidah. Bahasa Inggris textbook is edited by Raden Safrina and Helena I.R Agustien. The textbook consists of 112 pages, 9 chapters, and 96 subchapters. This is the first edition and is published on 2014 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.

The researcher analyzed the English textbook based on some reasons; the textbook is used for the Senior High School which applied curriculum 2013 in its teaching and learning process, the authors of the textbook claimed that the book provides character values in the materials given, and there was no research about textbook analysis especially on "Bahasa Inggris SMA/SMK" for the tenth grade in semester 2. Then, based on those reasons, the researcher showed that the book provides character education values as curriculum 2013 stated in the previous chapter of this research.

3.3 Data Collection Method

This research applied observation checklist to observe English textbook with eighteen values and documentation as the method to collect the data. Observation checklist deals with the values in character education, namely religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative of achievement, friendly/communicative, peace loving, joyful reading, environmentally aware, socially concerned, and responsible (Hadi, 2015:14-15). The documentation came from the English textbook. Creswell says that documentation has an advantage that the documents are ready for analysis without the necessary transcription that is required with observational or interview data (Amalia, 2014:1109). English textbook which is analyzed was reading texts because reading text contains of many information which is meaningful for the learners.

3.4 Data Analysis Method

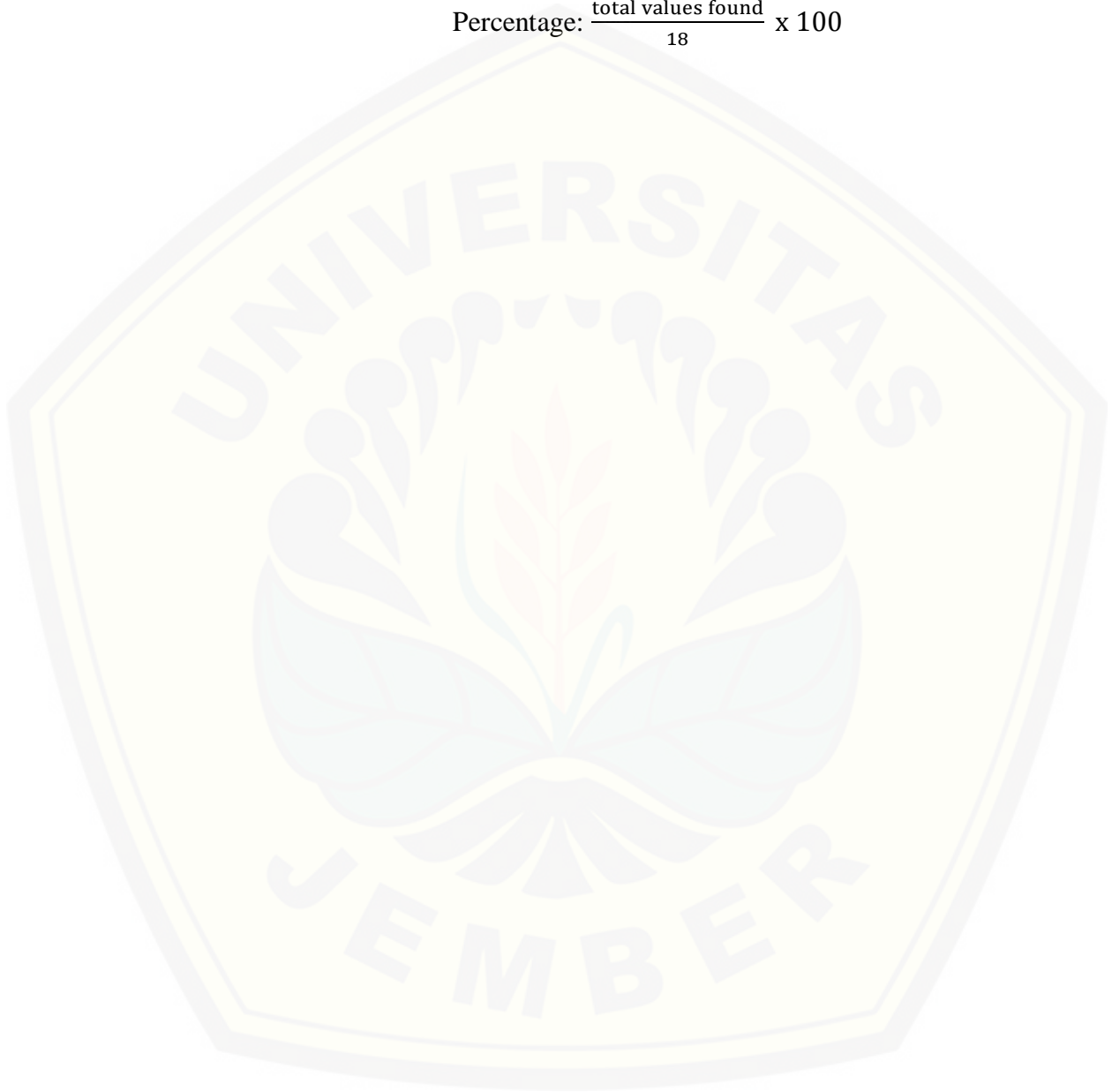
Data analysis method deals with the procedure of analyzing the object of the research. In this research, the researcher conducted content analysis method which is a type of analyzing the material to know the phenomenon by studying certain documents. This type of analysis answers the meaning or the characteristics of the reflected material which consists of written or visual documents (Ary,*et.al.*, 2010:452). The material that can be analyzed is the textbook or other documents. The present study analyzed the textbook which covers the sentences, paragraph, and the whole text in each reading texts. Content analysis has some goals in educational research, one of them is to discover the relative importance, or interest in, or certain topics. It is suitable with the researcher's intention to know the material in the textbook with the recent issue in education, that is, character education values. This analysis method has some advantages. According to Ary,*et.al.*, (2010:459), the presence of the researcher does not influence what is being observed. The researcher does not need to enlist the cooperation of subjects or get permission to do the study. Soniawan (2012:4) also adds that content analysis has benefit; the interpretation can be well understood and the findings could be well informed to the readers. Besides, the researcher collaborated with an English teacher in analyzing the reading texts to make the analysis in this study more objective, valid, and reliable. By conducting those ways, it is expected to give more objective and informative result related to the analysis of English textbook.

In this research, the data were analyzed by some steps below based on Prismarani (2014:2):

1. Reading the book. In this research, the researcher read texts in reading section in each chapter.
2. Finding out the character values based on Education Ministry in reading texts of English textbook by classifying the values into the table of observation checklist.
3. Classifying the data by applying classification column. For example, if the text in chapter 10 contained of disciplined, the researcher gave checklist in the row of disciplined.
4. Describing the data by using classification of score levels. The criteria below was used by Prismarani (2014) to analyze the quality of the textbook which covers the character education values :

- Very high : 81%-100% (15-18 values represented in the textbook)
- High : 61%-80% (11-14 values represented in the textbook)
- Quite high : 41%-60% (8-12 values represented in the textbook)
- Less high : 21%-40% (4-7 values represented in the textbook)
- Very low : 0%-20% (0-3 values represented in the textbook)

$$\text{Percentage: } \frac{\text{total values found}}{18} \times 100$$



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion of the research and suggestions. The conclusion is derived from the result of the analysis presented in the previous chapter. The suggestions are delivered for the future researcher and the English teacher.

5.1 Conclusion

Based on the result of analysis, the English textbook “Bahasa Inggris SMA/SMK” for the tenth grade students semester 2 met the character education values especially in the reading materials. Character education values consist of eighteen values which are officially provided by Education Ministry (2010). In reading materials, there are fourteen character education values in English textbook “Bahasa Inggris SMA/SMK”. The character values found are religious, honest, tolerant, disciplined, hardworking, creative, curious, nationalistic, patriotic, appreciative of achievement, friendly or communicative, peace loving, socially concerned, and responsible. The most value found in the reading material is hardworking. The values which are not represented in the reading material are environmentally aware, independent, democratic, and joyful of reading.

The findings also showed the quality of the textbook which is considered as the guideline for the English teachers. The textbook is categorized high or 77,8% of the textbook contains character education values. This result means that the textbook is recommended for the English teacher and it is a suitable source for learning English to be used as the material and guidance for the tenth grade students of Senior High School, especially the reading materials. The authors of the textbook represented the values into three strategies, namely instruction, text, and exercise, even the number of the values found in each part is not balance. From the analysis result, the values are suitable with local culture that requires the students to have good attitudes not only in the class but also in daily life. It is called as a solution of today’s era that students’ habits are less good. By implementing character education, the students will be trained at least in learning English to be known and practiced as well as become the identity as a characterized student.

5.2 Suggestions

Based on the result of this research, the suggestions are primarily addressed to the English teachers and future researchers who are interested in conducting similar study.

1. For Future Researchers

The result of the present study showed that the textbook contains character education values especially in reading materials. However, further analysis is still needed to confirm the unavailable values in other official curriculum 2013 English textbook which is different grade to know what authors' strategy in representing character education values and the reason of limitation in representing character education values by interviewing the authors. Besides, the future researchers are able to conduct a similar study in different English skills whether or not the materials of the textbook fit the Education Ministry suggestion related to the implementation of character education. The future study should involve other skill, such as listening, writing, or speaking of material in the textbook to know what values are delivered to the learners.

2. For the English Teachers

Since the purpose of releasing character education program is important for the students to have good attitude, the implementation of the character values is needed too especially for the teachers who is as the actor of this program. They are required to be able to implement character education values in teaching activities. Based on the analysis result, the English textbook "Bahasa Inggris SMA/SMK" which met character education values stated by Education Ministry (2010) is recommended to the teacher in teaching activities, especially in teaching reading skill for the tenth grade students of Senior High School. In addition, the teachers can find other learning sources containing character value which was not represented in the English course book "Bahasa Inggris SMA/SMK" tenth grade semester 2. They are also suggested to find other activities in teaching and learning process to develop the implementation of character value which was unavailable.

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APPENDICES

Research Matrix

Title	Problem	Variable	Indicators	Data Resource	Research Method
Analysis of Character Education Values in the English Textbook “Bahasa Inggris SMA/SMK”	<p>1. What are the character education values represented in the English textbook “Bahasa Inggris SMA/SMK”?</p> <p>2. What does the writer/author integrate the values in the textbook “Bahasa Inggris SMA/SMK”?</p>	<p>Reading materials in the English textbook “Bahasa Inggris SMA/SMK” Tenth Grade Semester 2.</p>	<p>Character education values:</p> <ol style="list-style-type: none"> 1. Religious 2. Honest 3. Tolerant 4. Disciplined 5. Hardworking 6. Creative 7. Independent 8. Democratic 9. Curious 10. Nationalistic 11. Patriotic 12. Appreciative of achievements 13. Friendly, communicative 14. Peace loving 15. Joyful reading 16. Environmentally aware 17. Social concerned 18. Responsible 	<p>Documentation: English textbook “Bahasa Inggris SMA/SMK” Tenth Grade Semester 2.</p>	<ol style="list-style-type: none"> 1. Research Design: Qualitative research 2. Research context: reading texts in English textbook “Bahasa Inggris SMA/SMK” Tenth Grade Semester 2 3. Data collection method: <ul style="list-style-type: none"> • Observation checklist • Documentation 4. Data analysis <ul style="list-style-type: none"> • Content analysis • Description



Table 2.1. Description of Character Education Values Released by Education Ministry (2010)

1 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.
2 Honest	Attitudes based on one's effort to make oneself a person who is trustworthy in speech, action, and work.
3 Tolerant	Attitudes and actions that respect religions, ethnicity, opinions, attitudes, and actions those are different from one's own.
4 Disciplined	Orderly and conforms actions to all the rules and regulations.
5 Hardworking	A tenacious behavior in overcoming difficulties and in completing learning tasks.
6 Creative	Thinking before doing something to discover new ways or results from what one has at one's disposal.
7 Independent	Attitudes and behaviors that do not depend on other people in completing assignments.
8 Democratic	A way of thinking, behaving, and acting which views one's rights and obligations as equal to those of others.
9 Curious	Attitudes and action that generally seek to discover more about what one learns, observes, and listens.
10 Nationalistic	A way of thinking, acting, and viewing that places national interests higher than personal or communal interests.
11 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.
12 Appreciative of achievements	Attitudes and actions of encouraging oneself to produce something useful of the society while also acknowledging what others do.
13 Friendly, communicative	Actions that demonstrate an eagerness to converse, interact, and cooperate with other people.
14 Peace loving	Attitudes, speech, and actions that cause other people to feel happy and secure due to one's presence.
15 Joyful reading	The habit to provide time for reading various materials to learn insights and other virtues for oneself.
16 Environmentally aware	Attitudes and actions that generally seek to prevent damage in the natural environment and to make efforts to repair environmental damage that has occurred.
17 Social concerned	Attitudes and actions that tend to assist other people who need help.
18 Responsible	Attitudes and behaviors that assume the obligation to finish assignments and tasks and to take care of oneself, the society, the environment, the country, and God.

(Kementrian Pendidikan Nasional, 2010:9-10)

Table 4.2 The Percentage of the Data Analysis of the Availability Character Education Values in Reading Material

No	Chapter	The availability of character education values in every chapter																		Total	Percentage of each chapter
		Rel	Ho	T	Di	Ha	Cr	I	De	Cu	N	Pa	App	Fr	PL	J	EA	So	Res		
1	Chapter 10	-	-	-	-	-	-	-	-	√	-	-	-	√	-	-	-	-	√	3	8,8%
2	Chapter 11	-	√	-	-	√	-	-	-	-	-	-	-	√	√	-	-	-	√	5	14,7%
3	Chapter 12	-	-	-	-	√	√	-	-	-	-	√	√	-	-	-	-	-	-	4	11,8%
4	Chapter 13	-	-	-	√	√	√	-	-	-	√	-	-	-	-	-	-	√	-	5	14,7%
5	Chapter 14	√	-	√	√	√	-	-	-	-	-	-	-	√	-	-	-	-	√	6	17,6%
6	Chapter 15	√	-	-	-	√	-	-	-	-	-	-	√	-	-	-	√	-	-	4	11,8%
7	Chapter 16	-	-	-	-	√	-	-	-	√	-	-	-	-	-	-	-	-	-	2	5,9%
8	Chapter 17	-	-	-	-	-	√	-	-	√	-	-	√	-	-	-	√	√	5	14,7%	
Total		2	1	1	2	6	3	0	0	3	1	1	3	3	1	0	0	3	4	34	
Percentage of each value		6%	2,9%	2,9%	6%	17,7%	8,8%	0%	0%	8,8%	2,9%	2,9%	8,8%	8,8%	2,9%	0%	0%	8,8%	11,8%	100%	
Found on page(s)		49, 65	14	53	38, 49	14,28, 38,51, 64,77	28,40, 91	-	-	3, 76, 90	38	28	28, 64, 90	4, 14, 15, 53	14	-	-	38, 64, 91	4, 14, 15, 91	14 values found in reading material	

Note

Blue : the highest value found from the total values (18 values)

Red : the lowest values found/ the unavailable values

Green : the chapter with the highest values found

Yellow: the chapter with the lowest values found

Table 4.3 Abbreviation of Character Education Values

Character Education Values	Symbol
Religious	Rel
Honest	Ho
Tolerant	T
Disciplinedd	Di
Hardworking	Ha
Creative	Cr
Independent	I
Democratic	De
Curious	Cu
Nationalistic	N
Patriotic	Pa
Appreciative of achievements	App
Friendly, communicative	Fr
Peace loving	PL
Joyful reading	J
Environmentally aware	EA
Socially concerned	So
Responsible	Res

Chapter 10 “Meeting My Idol”

= curious = responsible = friendly/communicative

C PRONUNCIATION PRACTICE

Listen to your teacher reading the following words.
Repeat after him/her.

hit by lightning	: / hɪt baɪ 'laɪtnɪŋ /
a meet-and-greet event	: / ə mi:t ænd gri:t rɪ'vent /
excited	: / ɪk'saɪtəd /
lobby	: / 'lɒbi /
memorabilia	: / ,mem ə rə'bi:liə /
showed up	: / ʃəʊd ʌp /
waved	: / weɪvd /
crowd	: / kraʊd /
sang along	: / sæŋ ə'lɒŋ /
autograph	: / 'ɔ:təgrɑ:f /
speechless	: / 'spi:tʃləs /
unreal	: / ,ʌn'rɪəl /
cool/awesome	: / ku:l / / 'kʊ:s ə m \$ 'ɔ:- /
friendly	: / 'frendli /
nervous	: / 'nɜ:vəs /
amazing	: / ə'meɪzɪŋ /

D READING

Read the following text, and then answer the comprehension questions.

MEETING MY IDOL



Source: <http://www.mataberita.com/profil-dan-foto-afgan-syah-reza.html>
Picture 10.5

Afgan has always been my favourite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

On that bright and sunny Saturday morning, the radio station was full of Afganism (that's how Afgan's fans are called). They sat on the chairs prepared inside the radio station's lobby. Some stood in rows in the front yard of the radio station. A spot inside a lobby was prepared with a mini stage for Afgan's singing performance and a table for Afgan to sign Afganism's memorabilia. Finally, after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. He smiled and waved to all Afganism who had been waiting excitedly saying, "Good morning. How are you all?". The crowd went crazy. The shouts sounded like a mix of "Fine, thank you" and screams of Afgan's name.

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

COMPREHENSION QUESTIONS

1. How did the writer feel when she knew that Afgan was coming to town?
2. Did the writer want to see the concert?
3. When and where was the meet-and-greet event?
4. What is Afganism?
5. How did the fans wait for Afgan?
6. What did Afgan do when he showed up in the lobby?
7. How did the fans react when Afgan sang his hit single?
8. How did the writer feel when she finally got the turn to get Afgan's signature?
9. Did she feel nervous?
10. What is the writer's opinion about the meet-and-greet event?

Chapter 11 “Keeping a Diary”

= hardworking
 = responsible
 = honest
 = peace loving
 = friendly/communicative

Task 1:
Reading Comprehension

The following text is an entry from Didi's diary. Didi is a tenth grade student. Diary is a book in which we write things that happen to us. Read the entry below. What do you think about his experience? Has it ever happened to you?

January 27, 2013
I have mixed feelings about my cousin. Yes, I love him, but his being careless many times gets me annoyed, like this one.

It was Monday afternoon at that time. I was enjoying a TV show when I heard the bell of the ice cream vendor from a distance. That reminded me of something. I jumped from my seat and grabbed my wallet. I opened my wallet, and I was surprised. There were only a few rupiahs in it. Just a week ago, my auntie gave me more than enough for what I did for her. I am good at computer so she asked me to edit some photos from the last vacation.



Source: Dokumen Kemdikbud
Picture 11.2

I tried to remember where I spent my money during the past week. I remembered going to Jatim Park with my cousin, buying two tickets, two bowls of meatball soup, and two glasses of iced lemon tea. That was all. What else did I buy?

While I was busy thinking, my cousin stepped out of the front door and called the ice cream man. He looked at me and said, "Hey, wanna grab some ice cream? It's on me." And I said to myself, "Well it's free, so why not?" We both picked our ice cream and enjoyed it while we were chilling out in the living room. I asked him "It is strange that you actually treated me ice cream". He shrugged his shoulder and said "That's because I got some money in my wallet." "Where did you get it?" I asked him. He replied, "No idea, man. It was just suddenly there." "What? Let me see your wallet!" I shouted. Then, I opened it and learned that the wallet was mine. I just remembered that we had the same wallets and they even had the same color. "This is mine," I told him. "No way! Are you sure?" he asked. I showed him a card from the wallet and said, "Look, this is my student ID card. Just a while ago I was thinking why my money was all gone." "Sorry, man. I didn't know that it wasn't mine. But, don't worry I haven't bought anything with that. Only this ice cream," He explained with an innocent look, I took my wallet and said, "It is okay. I'm sorry you don't have any cash now. Here, take 20 thousands and buy some more ice cream with it. Oh, and here's your wallet." "Cool! Thanks, man!" he replied.

Yes, I hate his being careless. Fortunately, he is honest. Well, perhaps that's why I love him.

Task 2:
Comprehension questions

Answer the following questions briefly.

1. When did the story happen?
2. Where did it happen?
3. What was Didi doing at that time?
4. What was he looking for?
5. Why was he confused?
6. What did his cousin do while he was confused?
7. What did they enjoy together?
8. What made Didi realize about his money?
9. What fact about their wallet did Didi remember?
10. Was his cousin sad when he knew the fact about his wallet? Why do you think so?
11. What do you think about Didi's cousin?
12. What suggestion can you give to Didi so that he will not get the same problem again in the future?
13. Why do people write a diary?

POINTS TO PONDER

Discuss with your friends the positive characters that the two boys have. How important are those characters for you?

Chapter 12 “Talking about an Idol”



= hardworking

= appreciative of achievement

= patriotic

= creative

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

agriculturist	: / ,ægrɪ'kʌltʃ ə rɪstə /
descent	: / dɪ'sent /
reacquainted	: / rɪ'kwɛɪntəd /
wage	: / weɪdʒ /
aerodynamics	: / ,eə'rəʊdaɪ'næmɪk /
announced	: / ə'naʊnsəd /
resignation	: / ,rezɪg'neɪʃ ə n /
chaos	: / 'keɪ-ɒs /
relinquishing	: / rɪ'lɪŋkwɪʃɪŋ /

D READING COMPREHENSION

B.J. HABIBIE



Source: <http://peperonity.com/go/sites/mview/effendy/26817732/26817810>
Picture 12.2

Bacharuddin Jusuf Habibie known as B.J. Habibie was born on 25 June 1936. He was the Third President of the Republic of Indonesia (1998–1999). Habibie was born in Parepare, South Sulawesi Province to Alwi Abdul Jalil Habibie and R.A. Tuti Marini Puspowardojo. His father was an agriculturist from Gorontalo of Bugis descent and his mother was a Javanese noblewoman from Yogyakarta. His parents met while studying in Bogor. When he was 14 years old, Habibie's father died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in engineering in Germany, giving him the title *Diplom-Ingenieur*.

He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut für Leichtbau, RWTH Aachen to conduct research for his doctoral degree.

In 1962, Habibie returned to Indonesia for three months on sick leave. During this time, he was reacquainted with Hasri Ainun, the daughter of R. Mohamad Besari. The two married on 12 May 1962, returning to Germany shortly afterwards. Habibie and his wife settled in Aachen for a short period before moving to Oberforstbach. In May 1963 they had their first son, Ilham Akbar Habibie, and later another son, Thareq Kemal Habibie.

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.

Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmitt on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's drive to develop the country. Habibie initially served as a special assistant to Ibnu Sutowo, the CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made Chief Executive Officer of the new state-owned enterprise Industri Pesawat Terbang Nusantara (IPTN). In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998. On 21 May 1998, Suharto publicly announced his resignation and Habibie was immediately sworn in as president. Habibie's government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto's presidency.

Since relinquishing the presidency, Habibie has spent more time in Germany than in Indonesia. However, he has also been active as a presidential adviser during Susilo Bambang Yudoyono's presidency. In September 2006, he released a book called *Detik-Detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi* (Decisive Moments: Indonesia's Long Road Towards Democracy). The book recalled the events of May 1998.

(Adapted from: http://en.wikipedia.org/wiki/B._J._Habibie)

Task 1: Form Completion

Fill in the blanks with information about B.J. Habibie mentioned in the reading text.

Short Bio

Name : B.J. Habibie

Place of birth : _____

Date of birth : _____

Parents and Origins: _____

Education : _____

Marriage date : _____

Name of wife : _____

Name of sons : _____

Work Experience : _____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

_____ (____ - ____)

Task 2: Comprehension Questions

Answer the following questions by referring to the reading text about B.J. Habibie.

1. When did Habibie's father die?
2. Why did Habibie move to Germany?
3. When did Habibie receive a degree in engineering in Germany?
4. Why did Habibie remain in Germany after getting a degree?

5. What happened to Habibie in 1962?
6. Had Habibie met Ainun before meeting her in 1962?
7. Where did the new couple settle in after getting married in May 1962?
8. What was Habibie's role in Talbot?
9. What theory was developed by Habibie?
10. What was Habibie's first position when he returned to Indonesia?
11. When was Habibie appointed CEO of IPTN?
12. What had happened before Habibie was sworn in as a president?

POINTS TO PONDER

- Mention the good points that you can learn from Habibie.
- Which good points do you want to imitate?
- What steps will you take to develop the good points?

E VOCABULARY EXERCISE

Complete the following sentences using the words in the box.

resignation	relinquishing	sick leave
descent	respectively	release
settled in	retirement	sworn in
reacquainted		

1. He traces his _____ from Yogya palace.
2. She is coming here on a _____. She will come back to the company when she is recovered.
3. They were classmates when they were in senior high school. Now, after ten years of separation, they are now _____ in Bandung.
4. After getting married, the young couple _____ Minneapolis.
5. English and Arabic courses are held in Room 10 and 11 _____.
6. After his _____, the company faces a complicated problem.
7. He was only seventeen when he was _____ as King of Marcalaca.

Chapter 13 “Somebody I Admire”

= nationalistic
 = social concerned
 = disciplined
 =hardworking
 = creative

evacuate	: / ɪ'vækjuət /
reclaim	: / rɪ'kleɪm /
declare	: / dɪ'kleər /
surrender	: / sə'rendər /
betray	: / br'treɪ /
assault	: / ə'sɔ:lt /
treason	: / 'tri:z ə n /
shed tears	: / fed tɹəz /
martyred	: / 'mɑ:rtərd /
resist	: / rɪ'zɪst /
exile	: / 'egzɪl /

D READING

CUT NYAK DHIEEN

Cut Nyak Dhien was a leader of the Acehese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Ulèë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.



Source: <http://tranquility-hel.com>

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palace in 1874.

In 1875, Cut Nyak Dhien and her baby, along with other mothers, were evacuated to a safer location while her husband Ibrahim Lamnga fought to reclaim VI mukim. Lamnga died in action on June 29, 1878. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch.

Some time later, Teuku Umar proposed to marry her. Learning that Teuku Umar would allow her to fight, she accepted his proposal. They were married in 1880. This greatly boosted the morale of Aceh armies in their fight against Dutch. Teuku Umar and Cut Nyak Dhien had a daughter, Cut Gambang.

The war continued, and the Acehese declared Holy War against the Dutch, and were engaged in guerrilla warfare. Undersupplied, Teuku Umar surrendered to the Dutch forces on September 30, 1893 along with 250 of his men. The Dutch army welcomed him and appointed him as a commander, giving him the title of Teuku Umar Johan Pahlawan. However, Teuku Umar secretly planned to betray the Dutch. Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehese. This is recorded in Dutch history as “Het verraad van Teukoe Oemar” (the treason of Teuku Umar).

The Dutch general Johannes Benedictus van Heutsz sent a spy to Aceh. Teuku Umar was killed during a battle when the Dutch launched a surprise attack on him in Meulaboh. When Cut Gambang cried over his death, Cut Nyak Dhien slapped her and then she hugged her and said: “As Acehese women, we may not shed tears for those who have been martyred.”

After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh. Furthermore, Cut Nyak Dhien suffered from nearsightedness and arthritis as she got older. The number of her troops was also decreasing and they suffered from lack of supplies.

One of her troops, Pang Laot, told the Dutch the location of her headquarters in Beutong Le Sageu. The Dutch attacked, catching Dhien and her troops by surprise. Despite desperately fighting back, Dhien was captured. Her daughter, Cut Gambang, escaped and continued the resistance. Dhien was brought to Banda Aceh and her myopia and arthritis slowly healed, but in the end she was exiled to Sumedang, West Java because the Dutch were afraid she would mobilize the resistance of Aceh people. She died on 6 November 1908.

(Adapted from: http://en.wikipedia.org/wiki/Cut_Nyak_Dhien)

Task 1: Form Completion

Fill in the blanks with information about Cut Nyak Dhien mentioned in the reading text.

Short Bio

Name : Cut Nyak Dhien
 Place of birth : _____
 Date of birth : _____
 Place of death : _____
 Date of death : _____
 Parents and Origins : _____
 Names of husband : _____
 Name of daughter : _____
 Important Dates on War : _____
 : _____
 : _____
 : _____

Task 2: Comprehension Questions

Answer the following questions by referring to the reading text about Cut Nyak Dhien!

1. When was Cut Nyak Dhien awarded the title of Indonesian National Hero?
2. Tell your friends about Cut Nyak Dhien's parents!
3. What education did she receive when she was young?
4. Who was Teuku Cik Ibrahim Lamnga?
5. When did the Aceh war start?
6. What happened in Aceh in 1874?
7. Why did Cut Nyak Dhien swear to destroy the Dutch?
8. What was the effect of Cut Nyak Dhien's marriage to Teuku Umar on the Aceh armies?
9. Why did Teuku Umar surrender to the Dutch in 1893?
10. How was Teuku Umar killed?

11. According to the text, how should an Acehnese woman respond to the death of her family member in a war?
12. What did Cut Nyak Dhien suffer from when she was old?
13. What was done by Cut Gambang after Cut Nyak Dhien was captured?
14. When Cut Nyak Dhien was brought to Banda Aceh, was her nearsightedness getting better?
15. Why did the Dutch put her into exile in to Sumedang?
16. Had you lived close to Cut Nyak Dhien, what would you have done to support her efforts in fighting against the Dutch colonialization?

POINTS TO PONDER

- Imagine that you had lived in Cut Nyak Dhien's era. What would you have done? Why?
- Can you imagine what would have happened without the presence of people like Cut Nyak Dhien?
- Do you feel thankful to her and her people? How will you express your thankfulness?

E VOCABULARY EXERCISES

Complete the following sentences using the words in the box. If needed, you may change the parts of speech.

guerrilla army	aristocratic	renown
evacuate	reclaim	declare
holy war	surrender	betray
assault	treason	tears
resist	exile	martyr

1. A man who was arrested in Belarus on May 31 is being charged with _____, but the government officials have not explained the charges.
2. Bali is _____ for its beauty. It is called the Goddess Island.

Chapter 14 “Issumboshi”

= disciplined
 = religious
 = hardworking
 = responsible
 = friendly/communicative
 = tolerant

respectable : / rɪˈspektəb ə l /
 anchor : / ˈæŋkər /
 retainer : / rɪˈteɪnər /
 stab : / stæb /
 worship : / ˈwɜːʃɪp /
 demon : / ˈdiːmən /

D READING

Task 1:
Read the text carefully.

Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest. "Please give us a child," they asked God everyday.

One day, from the household Shinto altar, they heard a cute cry, "Waa! Waa!"



Source: Dokumen Kemdikbud
Picture 14.2

They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"

"We will call this child 'Issumboshi'," they said.

They raised Issumboshi with much care, but Issumboshi never grew bigger.

"Hey, Issumboshi, do you want to be eaten by a frog?" Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.

Grandmother would make some big rice balls and encourage him. "Eat a lot, and grow up quickly," Grandmother said.

One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back." Grandfather and Grandmother were worried about him, but Issumboshi's mind would not be changed. At once they began to prepare for his trip.

Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits.

"I'm going now," Issumboshi said.

"Is he safe? With such a small body?" Grandfather and Grandmother asked as they saw him off.

Issumboshi went on the trip with a big wish in a small body.

.....

At last Issumboshi reached the capital city and anchored under the bridge. Then he climbed up to the railing and viewed the town.

"There is a fine palace over there. I shall ask them at once."

At long last Issumboshi arrived at the palace.

"Excuse me, but I want to meet the feudal lord."

The lord came to the door, "What? Who's there?"

"Here I am, at your feet."

"Oh. How small! Why do you want to meet me?"

"Please let me be your retainer."

"I wonder if your very small body can do anything."

"I'll stay in your pocket and guard you from all harm." When Issumboshi said so, a bee came buzzing by. "Yhaa!" Issumboshi yelled, stabbing the bee.

"Bravo! I employ you. It would be good if you became the Princess's man."



Source: Dokumen Kemdikbud
Picture 14.3

"Oh! What a cute fellow he is!" said the Princess, putting Issumboshi on her palm.

"I will defend you upon my life," said Issumboshi.
The Princess liked Issumboshi, and she taught him reading, writing, and various studies. Further, Issumboshi practiced fencing very hard in order to be strong.

One day the Princess went out to worship at the Kiyomizu Temple. Suddenly there was a strong wind, and some demons appeared. The leader of the demons tried to grab the Princess. "Help me!" she screamed. Issumboshi tried to help her, but the demon caught him and threw him into his mouth. Issumboshi, who was swallowed, jabbed and jabbed the demon's stomach. The demon rolled over and spat out Issumboshi.

Issumboshi jumped at the demon and stabbed his eyes. The remaining demons were frightened. They ran away in great haste, but one demon, who was left behind, trembled while holding the magic hammer.

"Do you want me to stab your eyes, too?" Issumboshi asked.

"Please, don't. This is the magic hammer that will grant you a wish. I give it to you, so please spare me." And saying this, he ran off in a hurry.

"Thank you, Issumboshi. You have saved my life," the Princess said.

"Princess, please wave this magic hammer and make a wish that I may become big," said Issumboshi. The Princess waved it and asked, "May Issumboshi become big!"

And then, strangely, before her eyes, Issumboshi began to grow. He grew into a nice young man. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.

The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after.

(Adapted from Japanese Fairy Tales, 1987)



Doing Verbs	Thinking Verbs
lived	(must) be

Task 4:

Create as many questions as you can based on the story. Use questions words such as Who, When, Where, Why, How. Then, exchange your questions with a friend sitting next to you. Discuss them together.

Example:

1. Once upon a time there was an old couple who didn't have a child. They lived in a small house near the village forest.
Where did the old couple live?
2. One day, from the household Shinto altar, they heard a cute cry.
"Waa! Waa!"
What did they hear from the household Shinto altar?
3. Issumboshi was always being bullied by the children of the village and often went home feeling unhappy.
How did Issumboshi feel when he was bullied?

POINTS TO PONDER

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

Chapter 15 “THE LEGEND OF MALIN KUNDANG”

= hardworking
 = social concerned
 = appreciative of achievement
 = religious

Read the following text, and then answer the following questions.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town; “Malin Kundang has become rich and now he is here”.

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her “Enough, old woman! I have never had a mother like you, a dirty and ugly woman!” After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

Taken with adaptation from: <http://understandtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>

COMPREHENSION QUESTIONS

1. Why did Malin Kundang and his mother have to live hard?
2. Give an example that Malin Kundang was a healthy, diligent, and strong boy!
3. How did the merchant allow Malin Kundang to join him in the sail?
4. What happened many years after Malin Kundang join the sail?
5. How did the local people react when they saw Malin Kundang landing on the coast?
6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?
7. What made Malin Kundang's mother sad and angry?
8. What did she do when Malin Kundang denied that she was his mother?
9. How did the curse happen?
10. What is the moral of the story?

POINTS TO PONDER

- How should children behave to parents?
- Is there any religious teaching regarding this?


E VOCABULARY EXERCISES

Complete the sentence using the words from the box, you may need to use more than one word for one sentence.

live hard	raided	pirate
bravery	defeat	wealthy
recognize	merchant	denie
pleaded	cursed	wrecked

1. Indonesian football team succeeded in AFCU-19 Championship. Our team _____ South Korean team.
2. In our national flag, white means purity and red means _____

Chapter 16 “Interviewing the Wright Brothers”

 = curious

 = hardworking

DIALOG

Task 1:
Read the following conversation.

INTERVIEW WITH THE WRIGHT BROTHERS

In 1905, there was a TV talkshow that interview great inventors at that time. Below is a script of interview with The Wright brothers.

Host : Hello and welcome to our talkshow tonight, Great Inventors! Today we have very special guests, Orville and Wilbur Wright. We are going to ask them about their revolutionary inventions. What do you call your invention?

Orville : We invented airplane.

Host : Airplane? What is the tool for?

Wilbur : It's a tool that will help human being to fly!

Host : Oohhh, is it like a flying car? How did you get the inspiration?

Orville : Our dad gave us a toy helicopter that flew with the help of rubber bands. We've been interested in the idea since then.

Wilbur : Orville has always liked to build kites, so, we have experimented with making our own helicopters for a while now.

Host : But that was only a toy, what about the actual plane?

Wilbur : Orville made the first flight with our first plane at Kitty Hawk on December 14, 1903.

Host : Why did you choose Kitty Hawk?

Orville : Kitty Hawk had a hill, good breezes, and was sandy. The condition would help soften the landings in case of a crash. The first flight lasted 12 seconds and they flew for 120 feet.

Wilbur : We have worked and experimented with gliders to perfect the wing design and controls since then.

Host : I see. So you've had the newest version of your airplane?

Wilbur : Yes. Recently, I took a newly designed airplane that we called the Flyer II for the first flight lasting over 5 minutes.

Host : How amazing! I think this invention will be a big thing soon.

Wilbur : Our father has asked us not to fly together. He said it's for the safety reason.

Orville : Yes, we will continue making more experiment so that airplane will be available for everyone soon.

Host : Okay, we wish you good luck with the next experiments.

...

Made with materials from:

http://www.ducksters.com/biography/wright_brothers.php

Task 2:
Supply the dialog with the correct expressions based on the conversation above.

1.

How did you get the inspiration?

Host



Wilbur Wright

2.

Did you have any other interest that inspired you?

Host



Orville Wright

Chapter 17 “Strong Wind”

 = appreciative of achievement = curious = responsible = social concerned = creative

C PRONUNCIATION PRACTICE

Listen to your teacher reading these words. Repeat after him/her.

wind	: / wɪnd /
a warrior	: / ə 'wɔ:riər /
a sled	: / ə sled /
invisible	: / ɪn'vɪzəb ə l /
a rope	: / ə roup /
gentle	: / 'dʒenti /
jealous	: / 'dʒeləs /
rag	: / ræg /
coal	: / koul /
remain	: / rɪ'meɪn /
bow	: / bau /
burn	: / bɜ:rn /
bowstring	: / baʊstrɪŋ /
turn into	: / tɜ:rn 'ɪntu: /
tremble	: / 'treɪm b ə l /
fear	: / fiə /
meanness	: / mi:nəs /

D READING COMPREHENSION

Task 1:

Read the story and fill in the blanks with the following words: *tremble, lying, jealous, bow, long, fine, invisible, rope, gentle, rags.*

STRONG WIND

Once there was a great warrior named Strong Wind. He lived with his sister in a tent by the sea. Strong Wind was able to make himself _____ (1). His sister could see him, but no one else could. He had said he would marry the first woman who could see him as he came at the end of the day.

Many women came up to his tent to watch for him. When his sister saw him coming, she would ask, “Do you see him?”

Each girl would answer, “Oh, yes! I see him!”

Then Strong Wind’s sister would ask, “What is he pulling his sled with?”

And then the girls would answer, “with a _____ (2)” or “with a wooden pole.”

Then Strong Wind’s sister would know that they were lying, because their guesses were wrong.

A chief lived in a village. His wife had died, and he had three daughters. One was much younger than the other two. She was gentle, kind and beautiful, but her sisters were _____ (3) of her and treated her badly. They cut off her long black hair and they made her wear rags. They also burned her face with coals so that she would be ugly. They lied to their father that she did these things to herself. But she remained calm and _____ (4).

The two older sisters also went to try and see Strong Wind. When he was coming, Strong Wind’s sister asked them, “Do you see him?”

“Oh, yes! I see him!” Each of them answered.

“What is his bow made out of?” asked Strong Wind’s sister.

“Out of iron,” answered one. “Out of wood,” answered the other.

“You have not see him,” said Strong Wind’s sister.

Strong Wind himself heard them and knew that they had lied. They went into the tent, but still they could not see him. They went home very sad.

One day the youngest daughter went to try and see Strong Wind. She was wearing _____ (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind’s tent she waited.



Source: Dokumen Kemdikbud
Picture 17.3

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

“No,” the girl answered. “I don’t see him.”

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

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

“What is his _____ (6) made of?” asked Strong Wind’s sister.

Show next page (Right Arrow)

"The rainbow," answered the girl.
 "And what is the bowstring made of?" asked Strong Wind's sister.

"Of Stars," answered the girl.

Then Strong Wind's sister knew that the girl could really see him. He had let her see him because she had told the truth.

"You really have seen him," said Strong Wind's sister. Then the sister washed the girl, and all the burns went away. Her hair grew _____ (7) and black again. The sister dressed the girl in _____ (8) clothes. Strong Wind came and the girl became his wife.

The girl's two older sisters were very anery, but Strong Wind turned them into aspen trees. Ever since that day, the leaves of the aspen tree always _____ (9) with fear wherever he comes near, because they know he remembers their _____ (10) and meanness.

(taken from 'Using Folktales' by Eric K. Taylor).

Task 2:

Answer the following questions:

1. Who is Strong Wind?
2. What was Strong Wind's special capability?
3. How would Strong Wind's sister know that the girls were lying?
4. Who burned the chief's youngest daughter?
5. Who could see Strong Wind and how could she do that?
6. How did the chief's youngest daughter regain her old face?
7. What did Strong Wind change into an aspen tree?
8. Did Strong Wind know that the chief elder daughters were rude to their youngest sister? Justify your answer.
9. Why did Strong Wind decide to have the chief youngest daughter as his wife?
10. If you were in the story, which role would you play? Why?

E VOCABULARY EXERCISE

Complete the following sentences using the words in the box. If needed, you may change the parts of speech.

wind	warrior	sled
invisible	rope	gentle
jealous	rags	coals
remain	mean	bowstring
seated	tremble	fear

1. The poor peasants wear _____ every day.
2. You may not _____ of somebody else's wealth.
3. Coming home, her _____ body made us anxious to know what had happened.
4. Remain _____ although your name is called for hundred times.
5. She is always _____ to me. I don't know why.
6. The _____ is elastic. It can stretch as long as 60 centimetres.
7. She _____ to speak in her father's presence.
8. The great, fearless _____ fight for his beloved country.
9. They used _____ to pull the carts.
10. The _____ blew the young man's hat.
11. The _____ hand help her solve the chronic problem.
12. The _____ was pulled by two dogs.
13. The girl is _____ and beautiful.

Table 4.3. The Availability of Character Education Values in Reading Materials in Each Chapter

Chapter 14

1.	Chapter 14 “Issumboshi”	Disciplined	Instruction: read the text carefully.	Disciplined is orderly and conforms actions to all the rules and regulations. The statement asked the students to read the text orderly to make them understood what they read. So the authors wanted the students to obey the instruction and implement the value “disciplined”
		Religious	This child must be a gift from God. Thanks to God!	Religious is an obedient attitude and behavior in applying religious teachings. Feeling thankful was one of religious teaching and the character in the story said it to show his happiness.
		Hardworking	I will go to the capital to study and become a respectable person. Then I will come back. Further, Issumboshi practiced fencing very hard in order to be strong.	The statement was a promise which is spoken by Issumboshi when he wanted to reach his dream. He did it by himself. That was the representation of hardworking value. Issumboshi practiced himself because he wanted to be other men; big and masculine and married with Princess. So he should do

			exercises to get it. That is called hardworking.
	Responsible	“It would be good if you became the Princess’s man”. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.	Princess ever said that she would marry with Issumboshi if he became big and she fulfilled her promise. That is the representation of “responsible” value.
	Friendly /communicative	Task 4: exchange your questions with a friend sitting next to you. Discuss them together.	The authors asked the students to have interaction with their friends. It indicated that the value “friendly” is represented in this exercise.
	Tolerant	Points to Ponder: if you have a friend with disadvantaged physical or psychological conditions, would you not be friend with him/her? Would you laugh at him/her? What should you do? Why?	Tolerant means attitudes and actions that respect attitudes and actions those are different from one’s own. The questions needed the students to have a good relation to others even they were different with us.

Chapter 16

2	Chapter 16 “Interviewing the Wright Brothers”	Curious	But that was only a toy, what about the actual plane?	This was the statement from the interviewer. As we know that the job of an interviewer was to know information deeply from the informant. The statement was delivered to the informants after they talked about airplane toy then the interviewer wanted to know about the real airplane as their invention.
		Hardworking	Yes, we will continue making more experiment so that airplane will be available for everyone soon.	The informant wanted to develop their project. It indicated that the informant wanted to create more airplanes and they seem have more spirit to finish it. The statement represented hardworking value to the students.

Table 4.4. The Availability of Character Education Values in Reading Materials in Each Chapter

Chapter 10

No	Chapter	Value	Evidence	Explanation
1	Chapter 10 “Meeting My Idol”	Curious	Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him.	The way of the writer’s expression when she wanted to meet Afgan so much indicated that she was curious of how Afgan was. Curious is attitude and action that generally seek to discover more about what one learns, observes, and listens. The writer thought of her favorite singer continuously because she would have a chance to meet him at the concert.
		Responsible	<ul style="list-style-type: none"> • A spot inside a lobby and a table for Afgan to sign Afganism’s memorabilia. Finally after about 40 or 50 minutes wait, Afgan showed up from inside the radio station. • When he was finished with the song, the host announced that it was time for autographing the 	From the two statements, it can be said that Afgan fulfilled his duty to take an opportunity for his fans because he used autographing time for memorabilia in a spot which was provided by the crew. It can be seen that the writer wants to represent responsible value from a famous man who can be imitated by the readers or the learners.

			memorabilia.	
		Friendly, communicative	He smiled and waved to all Afganism who had been waiting excitedly saying, “Good Morning. How are you all?”. The shouts sounded like a mix of “Fine, thank you” and screams of Afgan’s name. Then, he started the event by singing his hit single “Dia Dia Dia”. Afganism went even crazier; they sang along with him throughout the song.	Friendly, communicative is actions that demonstrate an eagerness to converse, interact, and cooperate with other people. Afgan met the value of communicative which was represented by the writer with the way he serviced his audience in the concert. There was an interaction between Afgan and the audience. The audience was very excited to Afgan. They answered his question and followed Afgan to sing together.

Chapter 11

2	Chapter 11 “Keeping a Diary”	Hardworking	Just a week ago, my auntie gave me more than enough for what I (Didi) did for her. I am (Didi) good at computer so she asked me to edit some photos from the last vacation.	Having a talent and getting a fee from the effort indicated that the writer (Didi) was hardworking. He can complete the duty given from his auntie by utilizing his ability in computer.
		Friendly, communicative	Points to Ponder: Discuss with your friends the positive characters that the two boys have.	Friendly, communicative is actions that demonstrate an eagerness to converse, interact, and cooperate with other people. The word “discuss” indicated that the author wanted the students to have an interaction with their friends. So, it belonged to values “friendly or communicative”
		Responsible	Then, I (Didi) opened it and learned that the wallet was mine. I just remember that we had the same wallets and they even had the same color. I showed him a card from the wallet and said, “Look, this is my student ID card. Just a while ago I was thinking why my money was all	Didi wanted to prove that the wallet was his by showing the ID card inside the wallet. It showed that the writer wanted to represent responsible value because we cannot say anything without the fact.

			gone.”	
		Honest	“Sorry, man. I didn’t know that it wasn’t mine. But, don’t worry I haven’t bought anything with that. Only this ice cream,” He explained with an innocent look.	Didi’s cousin explained his mistake and said the truth to Didi based on the evidence after Didi’s ID card was on him. It indicated that the writer wanted to represent “honest” value to the readers through direct sentence or dialog.
		Peace Loving	I (Didi) took my wallet and said, “It is okay. I’m sorry you (cousin) don’t have any cash now. Here, take 20 thousands and buy some more ice cream with it. Oh, and here’s your wallet.”	The character in the story, Didi, showed the value “peace loving” because he cared the other. He accepted the way of his cousin did but he did not let his cousin has no money so he gave him money.

Chapter 12

3	Chapter 12 “Talking about an Idol”	Hardworking	<ul style="list-style-type: none"> • He remained in Germany as a research assistant under Hans Ebner at the Lehrstuhl und Institut for Leichtbau, RWTH Aachen to conduct research for his doctoral degree. • There, he found employment with the Automotive Marke Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn • Habibie’s government stabilized the economy in the face of the Asian financial crisis and the chaos of the last few months of Suharto’s presidency. 	<ul style="list-style-type: none"> • Habibie wanted to get doctoral degree so he did the requirement which is conducting a research. This represented the value “hardworking” because he did something to get what he wanted to. • Doing two duties in one time seems difficult. But the writer wanted to show that anything can be done well as Habibie did. Besides, he got fund from his job means that he did the job well. He can fix his duties by himself. Based on the statement, the writer represented hardworking value. • The Habibie’s effort showed that he had responsibility as the president to solve the problem which came from the condition in Indonesia. It showed that Habibie worked hard for the stabilization of the government.
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		Appreciative of achievement	In 1978, he was appointed as Minister of Research and Technology. Habibie was elected vice president in March 1998.	Achievement can be given to someone who has done with his/her duty, including Habibie. He contributed himself to Indonesia and he got a reward becoming a vice president in Indonesia.
		Patriotic	In September 2006, he released a book called <i>Detik-detik Yang Menentukan: Jalan Panjang Indonesia Menuju Demokrasi</i> (decisive moments: Indonesia's long road towards democracy)	Patriotic is 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. Not only smart and clever in technology and politics, Habibie also produced something to be enjoyed by others. This work showed that Habibie had respect to his homeland, Indonesia, by releasing a book.
		Creative	Points to Ponder: which good points do you want to imitate? What steps will you take to develop the good points?	The question asked the students to reflect themselves. It can stimulate them to answer the questions based on their thought. They can share many steps which came from their opinion. This activity made them to have a value of creative.

Chapter 13

4	Chapter 13 "Somebody I Admire"	Nationalistic	<ul style="list-style-type: none"> • She led guerilla actions against the Dutch for 25 years • Lamnga died in action on June 29, 1978. Hearing this, Cut Nyak Dhien was enraged and swore to destroy the Dutch. 	<ul style="list-style-type: none"> • Nationalistic is a way of thinking, acting, and viewing that places national interests higher than personal or communal interests. Cut Nyak Dhien was faithful to assist her community; Acehnese from the colonialism. It represented patriotic value from the statement wrote by the writer. • Cut Nyak Dhien is one of Indonesian heroes. She assisted homeland from the colonialism. It means that Dhien's action represented "nationalistic" value.
		Hardworking	After her husband died, Cut Nyak Dhien continued to resist the Dutch with her small army until its destruction in 1901, as the Dutch adapted their tactics to the situation in Aceh.	Her attitude was great. She wanted to attack the Dutch even her husband was died. She worked hard for it even the army was small. From the statement, the writers represented "hardworking" value from Dhien's attitude.

		<p>Socially concerned</p>	<p>Two years later Teuku Umar set out to assault Aceh, but he instead deserted with his troops taking with them heavy equipment, weapons, and ammunition, using these supplies to help the Acehnese.</p>	<p>Socially concerned is attitudes and actions that tend to assist other people who need help. This statement was a strategy of Teuku Umar to betray the Dutch. He became a commander with many troops but the supplies were for Acehnese. He wanted to help them to fight the Dutch. This statement showed the implementation of “Socially concerned” value.</p>
		<p>Discipline</p>	<p>When Cut Nyak Gambang cried over his death (Teuku Umar), Cut Nyak Dhien slapped her and she hugged her and said: “As Acehnese women, we may not shed tears for those who have been martyred.”</p>	<p>Dhien said not to cry because it was the rule from Acehnese and she applied it to her daughter. It means that she followed the rule not only for herself but also her daughter.</p>
		<p>Creative</p>	<p>Points to Ponder:</p> <ul style="list-style-type: none"> • Imagine that you had lived in Cut Nyak Dhien’s era. What would you have done? Why? 	<p>This instruction asked the students to reflect themselves. It can stimulate the students to answer the questions especially in the word “imagine” based on their thought. So the value “creative” was represented in this exercise.</p>

Chapter 14

5	Chapter 14 "Issumboshi"	Disciplined	Instruction: read the text carefully.	Disciplined is orderly and conforms actions to all the rules and regulations. The statement asked the students to read the text orderly to make them understood what they read. So the authors wanted the students to obey the instruction and implement the value "disciplined"
		Religious	This child must be a gift from God. Thanks to God!	Religious is an obedient attitude and behavior in applying religious teachings. Feeling thankful was one of religious teaching and the character in the story said it to show his happiness.
		Hardworking	I will go to the capital to study and become a respectable person. Then I will come back. Further, Issumboshi practiced fencing very hard in order to be strong.	The statement was a promise which is spoken by Issumboshi when he wanted to reach his dream. He did it by himself. That was the representation of hardworking value. Issumboshi practiced himself because he wanted to be other men; big and masculine and married with Princess. So he should do exercises to get it. That is called

			hardworking.
	Responsible	“It would be good if you became the Princess’s man”. They went back to the palace, and the Princess asked the King to let her marry Issumboshi.	Princess ever said that she would marry with Issumboshi if he became big and she fulfilled her promise. That is the representation of “responsible” value.
	Friendly /communicative	Task 4: exchange your questions with a friend sitting next to you. Discuss them together.	The authors asked the students to have interaction with their friends. It indicated that the value “friendly” is represented in this exercise.
	Tolerant	Points to Ponder: if you have a friend with disadvantaged physical or psychological conditions, would you not be friend with him/her? Would you laugh at him/her? What should you do? Why?	Tolerant means attitudes and actions that respect attitudes and actions those are different from one’s own. The questions needed the students to have a good relation to others even they were different with us.

Chapter 15

6	Chapter 15 “THE LEGEND OF MALIN KUNDANG”	Hardworking	He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.	Malin Kundang did those activities by himself because he wanted to help her mother who lived in poor life. It showed that Malin worked hard for their life.
		Socially concerned	With his bravery, Malin Kundang helped the merchant defeat the pirates.	Malin helped other man because he needed a help. This action indicated that the writer wanted to represent socially concerned value to the reader.
		Religious	Points to Ponder: how should children behave to parents?	From this question, the students were expected to answer good things, like helping the parents and obeying the rule given by the parents as well as not being arrogant to them because they have kept us from the beginning of our life. It indicated that the author wanted the students to have religious character to parents.
		Appreciative of achievement	To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life.	Malin has helped the merchant and he asked Malin to sail together. This showed that after we did a kindness, there will be something as an award like the merchant did. He wanted to appreciate the kindness.

Chapter 16

7	Chapter 16 “Interviewing the Wright Brothers”	Curious	But that was only a toy, what about the actual plane?	This was the statement from the interviewer. As we know that the job of an interviewer was to know information deeply from the informant. The statement was delivered to the informants after they talked about airplane toy then the interviewer wanted to know about the real airplane as their invention.
		Hardworking	Yes, we will continue making more experiment so that airplane will be available for everyone soon.	The informant wanted to develop their project. It indicated that the informant wanted to create more airplanes and they seem have more spirit to finish it. The statement represented hardworking value to the students.

Chapter 17

8	Chapter 17 “Strong Wind”	Appreciative of achievement	“yes,” answered the girl. “now, I do see him. He is very wonderful.”	The girl answered the questions from Strong Wind’s sister. And the sister was surprised because the answer was true. It means that the girl really knowed Strong Wind and she admired Strong Wind with saying “wonderful” which indicated the girl appreciated Strong Wind.
		Creative	10. If you were in the story, which role would you play? Why?	The question wanted the students to invite themselves to be what they wanted to. It indicated that they will use and stimulate their mind to answer the question. This question represented value of creative.
		Curious	“what is his bow made of?” asked Strong Wind’s sister	After knowing the girl was honest, she wanted to know more about the honesty of the girl. This attitude showed the value of curious.
		Responsible	<ul style="list-style-type: none"> Then Strong Wind’s sister knew that the girl could really see him. He had let her see him because she had told the truth. 	<ul style="list-style-type: none"> The girl has answered the question honestly. She was able to get the right from Strong Wind to see him. It represented the values of responsible

			<ul style="list-style-type: none"> The girl's two older sisters were very angry, but Strong Wind turned them into aspen trees. 	<p>because Strong Wind fulfilled his promise that he will let himself because she told the truth.</p> <ul style="list-style-type: none"> The two sisters were jealous to the girl and they wanted to hit her. But, Strong Wind did not want her wife was hurt so he protected the girl after knowing that she was the woman that he will marry with. This statement showed the representation of responsible value.
		<p>Socially concerned</p>	<p>Then the sister washed the girl, and all the burns went away. Her hair grew long and black again. The sister dressed the girl in fine clothes</p>	<p>The girl was in bad condition after her two sisters treated her badly. Then, Strong Wind's sister helped her and made her up. This represented the values of socially concerned because the sister assisted other people who needed help.</p>