



**ENGLISH TEXTBOOK ANALYSIS ON CHARACTER EDUCATION  
AT SENIOR HIGH SCHOOL**

**THESIS**

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JEMBER UNIVERSITY**

**2018**



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Composed to Fulfil One of the Requirements to Obtain the Degree of S1 at the  
English Education Program, Language and Arts Department,  
The Faculty of Teacher Training and Education,  
Jember University

**By:**

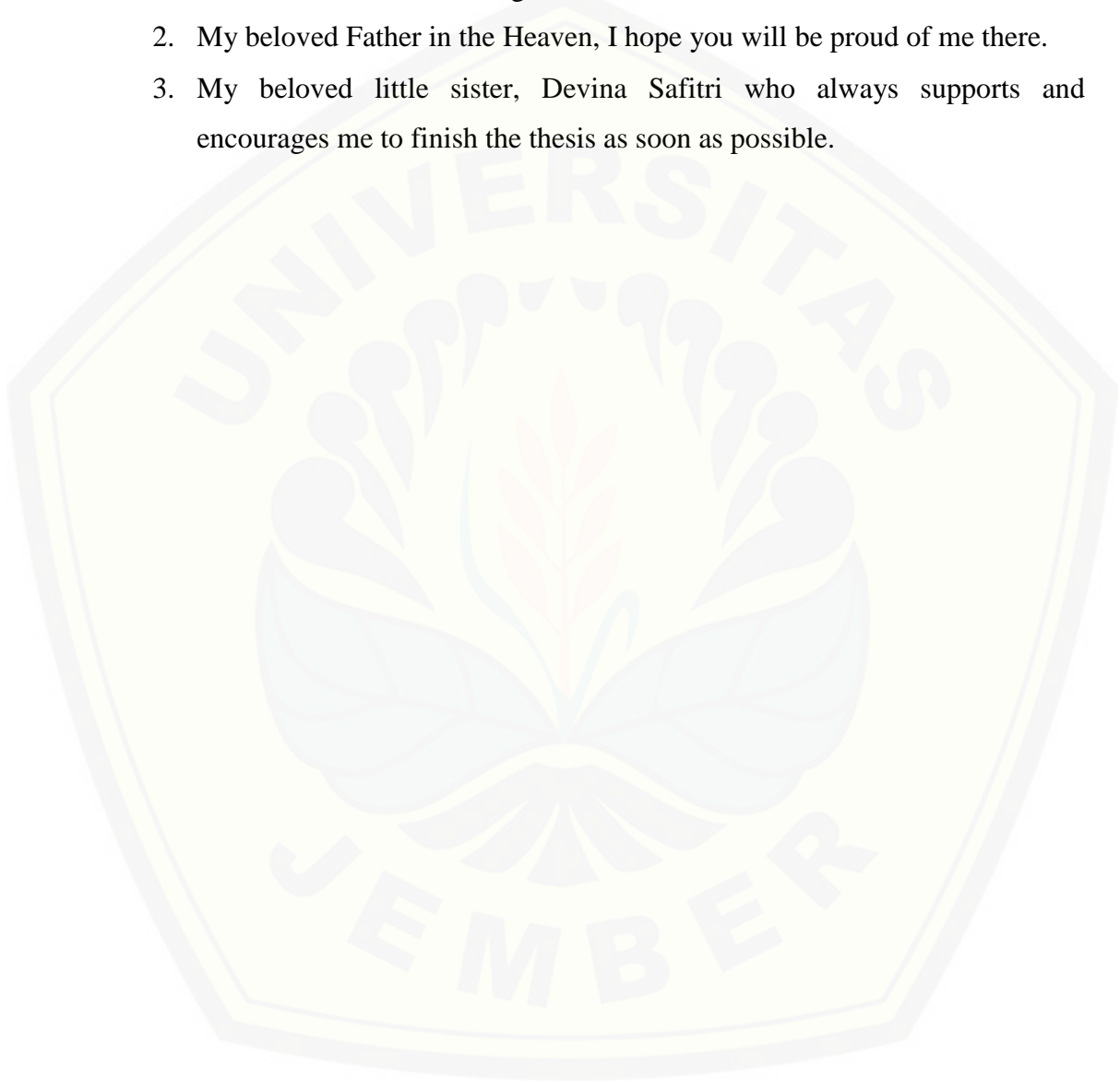
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## DEDICATION

The thesis is dedicated to:

1. My beloved mother who always give me motivation, great affection, assistance and never ending love.
2. My beloved Father in the Heaven, I hope you will be proud of me there.
3. My beloved little sister, Devina Safitri who always supports and encourages me to finish the thesis as soon as possible.



**STATEMENT OF THESIS AUTHENTICITY**

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

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

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**CONSULTANTS' APPROVAL**

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 05<sup>th</sup> November 2018

The writer

## SUMMARY

**English Textbook Analysis on Character Education at Senior High School;** Rizki Kurniawati; 140210401016; 49 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This study discussed about the English textbook analysis on character education in senior high school for tenth grade students published by Ministry of Education and Culture of Indonesia. The textbook entitle '*Bahasa Inggris Kelas X*'. This study aims to know the character education represented in the written text: instructions, reading texts, dialogue texts and quotes of the tenth grade students' English textbook. This study focused on 6 elements of character education in 2013 curriculum; honesty, responsibility, social care, discipline, politeness and responsiveness. This study analysed what kinds of character values were available in written text of the textbook and how the character values promoted in 4 categories of written text.

This study analysed those character education values by using content analysis of Elo and Kyngas (2007) in *The Qualitative Content Analysis Process*. The study used content analysis by coding the text in order to reveal which are the texts in tenth grade students English textbook contained 6 elements of character education values from 2013 curriculum and how do the written texts promote those character.

There are 6 elements of characters education based on second core competence in 2013 curriculum. Honesty, as one of the elements in character education, is found in two categories of textual information or written texts, i.e. instructions and reading texts. Responsibility and Social care, the second and the third elements of character education, are found in all four categories of textual information or written texts, i.e. instructions, reading texts, dialogue texts and quotes. Discipline, as the forth element of character education, is found in instructions, reading texts and quotes as 3 categories in textual information. Politeness, the fifth element of character education, is found in reading texts and



dialogue texts and the last element of character education, responsiveness, is found in the two categories in textual information or written texts, i.e. instructions and dialogue texts.

The result also answered the research questions. The first questions asked ‘which are the written texts in the tenth grade students’ English textbook for senior high school contained the elements of honesty, discipline, responsibility, politeness, social care and responsiveness?’ the researcher concluded that not all the textual information (instructions, reading texts, dialogue texts and quotes) contain 6 elements of character values, but overall the written text contained at least 3 up to 5 elements for each categories. The second question asked ‘how do the aspects of character education in the textbook promote those characters?’ the answer could be seen in the sub chapter 4 about the element of character education promoted in textual information.

On the other hand, there are some values that are not represented in the one of the category. The category is quotes. The values are honest, politeness and responsiveness. The absence of the values comes from the small amount of quotes that presented in the textbooks. There are 11 quotes from 15 chapters in the textbook and only 4 quotes represent the 3 elements of character education. There was one quote from Les Brown in first chapter and it was appear again in the last chapter. We could only find one quotes for each chapter or we couldn’t find any. Each quote has its own value to learn by the students. Usually the students will be interested to read a quote from important/influential person such as president, hero, or his/her favourite famous person, such as singer, football player or actress/actor. The other weakness is in the amount of reading text that represented honesty value. There is only one text entitled ‘*The Legend of Malin Kundang*’ that speaks for honesty as character education value. Therefore, the writers and the teachers have a crucial role to affect the unequal arrangement of character education values. This becomes a recommendation for the writers of the textbook to give an addition of quotes in order to motivate and inspire the students with

their quotes and also the addition in reading text that represented the honesty value.



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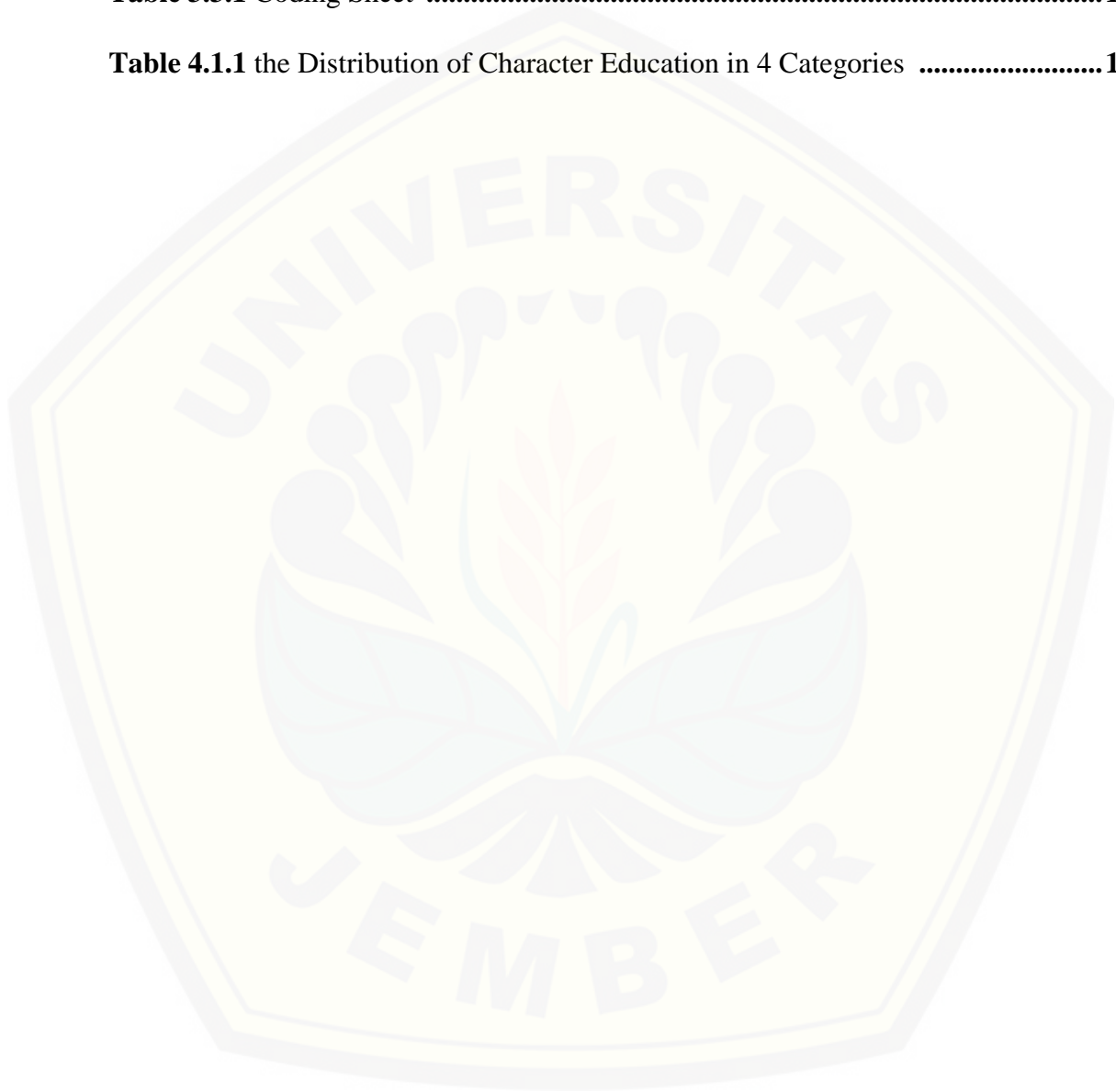
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## CHAPTER 1

### INTRODUCTION

This introductory chapter gives readers' information about the research background, the research problems, and the research contributions.

#### 1.1 The Research Background

Currently, in building a great nation involves good government and strong moral values to have by the citizens. Good citizens should not have moral issue such as: drug abuse, corruption, criminal activities, pornography, plagiarism, gang fight, etc. Regarding this, character education is needed to shape good moral values that can lead a peace among people. According to Lickona (2007), education has had two great goals: to help young people become smart and to help them become good. In education system, there are many sources or tools to learn about character education such as from textbook.

The issue of character education has become a trending topic in a large number of both national and international journals articles in the past decade. The topic has been investigated by a number of researchers. There is topic that mentions the character education value in curriculum. The other is concerning the implementation of character education value in lesson plan and the application of character education value in class without setting the class action or analyse the character education value in class naturally. There also has been textbooks analysis on character education based on teachers' perspective. The previous researchers on this topic include Susilana and Asra (2010), Ersoy and Sahin (2012), Ma (2012), Gustems and Calderon (2014), Goss and Holt (2014), Demirel, Özmat, Elgün and Imgehan (2016), Islami (2016), Rosmiati, Mahmud and Talib (2016), and Turan and Ultas (2016). These researches have been mostly situated in Asia (e.g., Indonesia, China), Europe (Barcelona), America, and Middle-East (e.g. Turkey).

Most of the previous research studies applied qualitative method covering descriptive method, research and development method, document analysis method and questioners. While some others previous studies applied case study as quantitative method. The previous research studies about character education which had been conducted in the elementary school until college students in education program or teacher training. In fact, the outcomes of these five previous studies about character education were mostly about curriculum analysis, lesson plan analysis and natural environment analysis, while the four previous studies were about social studies textbooks analysis, English textbook analysis and storybooks analysis. For example, the study by Islami (2016) reported that the researcher analysed natural environment in senior high schools using a case study in order to internalize the character education such as *independence*, *hardworking*, and *curiosity* which appeared in the teaching and learning process experienced by the students; or the study by Turan and Ulutas (2016) revealed the use of storybooks as character education tools. They analysed the storybooks by using descriptive review method which focused on group interview of teachers.

In academic society, textbook in ELT classroom can be used as a source for the teacher as the input knowledge for the students in order to learn English. Textbook also can function as a potential agent for change during the educational innovation. The reason is language learning materials and instructions in textbook contains moral values. According to Kirkgoz (2009), textbook may function as a potential agent for change depends on the appropriateness of the textbook in relation to reach curriculum goals and learner need. A good textbook is a book that is appropriate with the curriculum goals and students need. From the explanation above, we can conclude that a textbook need to contain character education is a crucial issue to be analysed in this research.

On the other hand, 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. The textbook can contribute in providing character education through teaching and learning activity in the classroom.

Indonesian government also develop educational curriculum and published textbooks that provide soft skill to improve moral values called 2013 Curriculum. The main purpose is to shape the individual who are faithful to God, good in character, confident, creative, successful in learning, responsible citizens and positive contributors to civilization (Adapted from *Permendikbud/* Ministry of Education and Culture Regulation number 67, 2013). 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). The moral issues usually can be happened in the transition level that everybody has between puberty and adulthood level. Therefore, the researcher was interesting in conducting a study on the English textbook analysis on character education values at senior high school in Indonesia. It will be examined by using qualitative method in Content Analysis.

## **1.2 The Research Problems**

The research problems were formulated as follows:

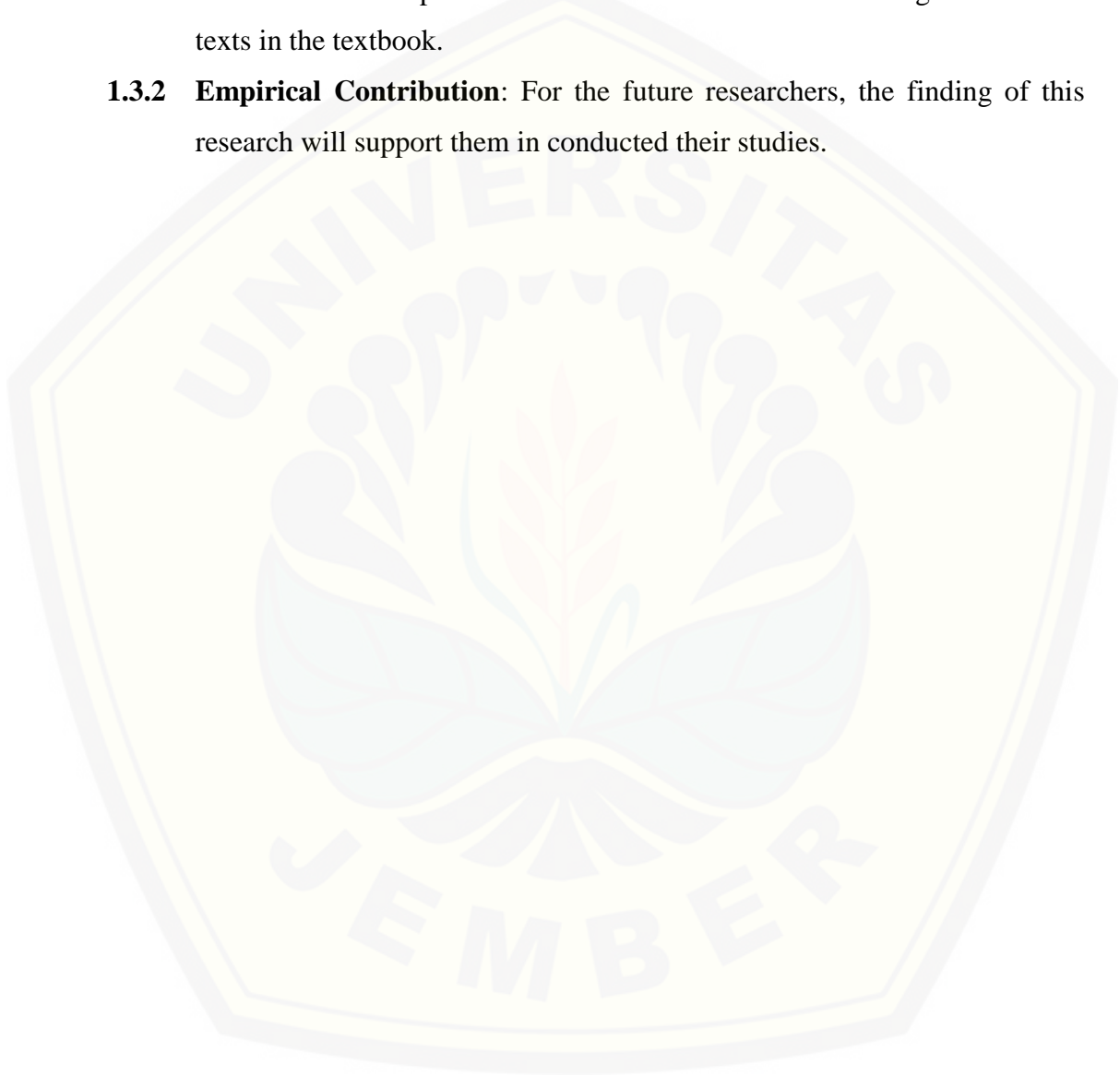
1. Which are the written texts in the tenth grade students' English textbook for senior high school contained the elements of honesty, discipline, responsibility, politeness, social care and responsiveness?
2. How do the elements of character education in the textbook promote those characters?

## **1.3 The Research Contributions**

This study is crucial for several reasons. The finding of this research is expected to be useful for the English teachers, and the future researchers.

**1.3.1 Practical Contribution:** For the English teachers, the result will provide information about the implementation of character education in senior high school 10<sup>th</sup> Grade Students' English textbook. The teachers can select suitable materials that promote character education in textbook. It helps the teachers to shape and teach students moral values through the written texts in the textbook.

**1.3.2 Empirical Contribution:** For the future researchers, the finding of this research will support them in conducted their studies.



## CHAPTER 2

### LITERATURE REVIEW

This literature review gives readers information about the importance of character education in education system, conceptualizing character education on ELT textbooks in Indonesia, and the previous study on Character Education.

#### 2.1 The Importance of Character Education in Education System

*Characters Education* (CE) becomes a popular discussion between parents, teachers, schools and social communities. It can be taught at home by parents or at school by teachers. As teachers, we are not only teaching and transferring subject material to students, but shaping students into respectable generation of society. Since students spend much of their time at school, it is natural to teach and learn moral education as important part in the school.

What is character education? It is an education that focuses on student development such as shaping and teaching good characters to students and dealing with moral values in society. The examples of moral values are honesty, responsibility, discipline and care. This is in line with Berkowitz and Bier (2007) that character education is planned to encourage student development and the aspects of student development are those that enable and motivate the individual to be a moral agent. There are 5 main character education stated by Ministry of Education and Culture professional staff in character building in Indonesia. Those characters are: (1) religious: tolerance and care toward environment; (2) nationalism: respect other people differences, peace loving, and patriotism; (3) Independent: hard work, creativity, discipline, responsibility and bravery; (4) collaboration: teamwork, help each other, social care, and solidarity; (5) Integrity: honesty and politeness.

Why character education is important? It is because character education can also be offered as a solution for several moral issues that appear in academic

society. The cases of moral problem in academic society are drug abuse, thievery, students' radicalism, pornography, students' passive behaviour and gang fight. The moral issues usually can be happened in the transition level that everybody has between puberty and adulthood. For those, Indonesian government develops The National Education System Decree Number 20 of 2003 that the National Character Building is an effort of education program to build the nation's character suitable with the curriculum which is used to achieve the objective of national education and regulation about goals, content, learning material and the way to conduct the teaching learning process. The teachers, as agent of change, expected to develop students' character value through teaching material.

Indonesian government also develop educational curriculum that provide soft skill to improve moral values called 2013 Curriculum. The main purpose is to shape the individual who are faithful to God, good in character, confident, creative, successful in learning, responsible citizens and positive contributors to civilization (Permendikbud/ Ministry of Education and Culture Regulation number 67, 2013). According to Ministry of Education and Culture Regulation number 70 of 2013 about basic framework and curriculum structure in senior high school and vocational high school, 2013 curriculum develops students' second core competences especially in character values: 1) *honesty*, 2) *discipline*, 3) *responsibility*, 4) *social care (collaboration, tolerance and peace loving)*, 5) *politeness*, and 6) *responsiveness*.

## **2.2 Characters Education on ELT Textbooks in Indonesia**

Textbooks in ELT classroom can be used as a source for the teacher as the input knowledge for the students in order to learn English. Textbooks also can function as a potential agent for change during the educational innovation. The reason is textbooks materials contain some moral values. As teachers, we need to select the materials that are used in textbook to make sure that they are suitable with the curriculum used in the school. Kirkgoz (2009) said 'the extent to which textbooks may function as a potential agent for change may depend largely on the

appropriateness of the textbook in relation to meeting curriculum goals and objectives and learner needs’.

As we know, Indonesian government creates the latest curriculum, 2013 curriculum, to develops students’ competences especially in character values. There are 6 character educations in core competency number 2 in English subject for senior high school, those characters and the definition can be seen in the following table:

**Table 2.2.1** the Character Education in the Second Core Competence in the 2013 Curriculum.

No	Character Education in K-13 Curriculum	Definition	Example
1.	Honesty	The quality of being honest to make himself as a person who always trustworthy in word, action, and jobs.	Provide a warning sign of ‘Do not Cheating in Exam’ in each class or provide a place for the lost item.
2.	Responsibility	The quality of being responsible to carry out his duties, he should do, to ourselves, community, environment (natural, social and cultural), country and God Almighty.	Students are responsible to attend a ceremony every Monday.
3.	Social Care	Attitudes and actions have always wanted to help other people and communities in need. <i>Collaboration, tolerance and peace loving</i> include in this character education.	All of the school’s members in every Friday clean the area of the school or Indonesian people recognised as ‘ <i>Jumat Bersih</i> ’  And also care toward friends that are sick.
4.	Discipline	Behaving in very controlled way, even in difficult situation and obeying rules	Obeying the school rules such as the students should wear a uniform neatly.

5.	Politeness	Behaving in a way that is socially correct and shows understanding of and care for other people's feelings.	Knock the door before enter the room, or greet each other politely.
6.	Responsiveness	Making a positive and quick reaction to something or someone	Complimenting other people when they do a good thing or success in their assignment.

(Adapted from Permendikbud, 2013:86 and Kemendiknas, 2011)

Indonesian government also produces textbooks. They recommend using the textbooks in teaching and learning process in the school. But, we do not know, whether or not the textbooks contain character education in written materials suitable with K-13 curriculum. Because Kaur (2015) in role of curriculum in moral education of the child stated what has been learnt must be meaningful in the context of students' personal objectives and they must be able to connect the learning content with their prior knowledge. Therefore, this research will analyse character education on English textbook that is produced by the Indonesian government for 10<sup>th</sup> grade senior high school students.

### 2.3 Previous Studies on Character Education

From nine articles about character education only four articles talk about textbook evaluation on character education. The others are implementation of character education in class, in curriculum or from the teachers' point of view. Therefore, the findings of nine previous studies are informed in the following.

Susilana and Asra (2010) revealed about the development of quality system in culture and character education in primary education in Indonesia using R and D method (Research and Development method) in qualitative research with 16 participants randomly taken from three levels' students. The three levels are the third grade of Elementary School, the sixth grade and the ninth grade from primary school. The result about this research is socially acceptable because

elementary students' ability to understand completely towards the idea, design and implementation of culture and nation character education are good.

In 2012, there was research conducted by Ersoy and Sahin that examined of social studies textbooks in order to approach values education using document analysis method. It consists of three social studies textbooks from sixth grade and five textbooks of social studies from seventh grade. The textbooks have been approved by Turkey Ministry. The data are examined suitable with Schedule of Event Criteria or SEC. The result shows values analysis and suggestions are given in the textbooks but not for moral reasoning, explanation value and observation through modelling.

There is another study that focused on textbook analysis. Ma (2012) conducted the research about shaping student in emotion and attitude domain in new English curriculum in China through EFL textbook using case study. In China, it is believed that the textbooks as the major source can provide an initial preview of shaping the affective domain at meso-level, of curriculum development. Meso-level is middle range level of interaction between groups of people such as group activities in class through role plays or games. This study also hopes for further research in the differences between the curriculum and the textbook and also between the intended curriculum and the implementation. The shaping here changes not only the written policy and guidelines in new English curriculum but also the effort of the authority, the writers and teacher in exchanging view especially in tolerant, democratic, and harmonious atmosphere.

There were two researches in 2014; first, Gustems and Calderon, they viewed character education strengths and psychological wellbeing among students of teacher educations using means and standard deviation in qualitative variables. They provided the students of teacher training and education with questionnaire in Barcelona. Unfortunately, this research was only conducted in one university with only female students as a participant. Although, in the end there was a clear explanation about relationship between character strengths and psychological wellbeing used to develop character education.

Second, Goss and Holt (2014) investigated the impact of character education in Midwest rural middle school in America with students in grade 5-8 that focused on students' attendance, discipline and academics using case study. The result showed that character education had positive impact to students especially in discipline. This study supported that character education could successfully be implemented in the curriculum.

Later in 2016, there are four researches about character education. Demirel, Özmat, Elgün and Imgehan conducted a research to know about teachers' perception on character education in primary school using general scanning model within the scope of descriptive research. There were 60 participants from teachers with different genders, degree and experience in teaching. This study said that character education is needed in order to change negative characteristic on students such as cheating and lying.

The next is Islami (2016); his research revealed about internalization of character values in Teaching and Learning English class. Islami conducted the research in senior high school in Indonesia using case study. The research focused to analyse the implementation of character education without manipulating the setting or the natural environment in class. The result showed character values such as independence, hardworking, ethos, reading interest, curiosity, democratic attitude and communicative manner appeared in TLP possessed by the student.

The two other researches in 2016 are Rosmiati, Mahmud and Talib; and Turan and Ulutas. Rosmiati, Mahmud and Talib revealed their study aimed to determine the effectiveness of basic learning model with *character-based through learning* in 'Universitas Muslim' Indonesia. It examined the character values in discipline, curiosity and responsibility. They used five phases as the type of development research; 1) Preliminary investigation, 2) the design, 3) construction phase, 4) the evaluation and revision, and 5) implementation. The result discovered the connection between character-based learning with behavioural approach met the criteria for effectiveness. The other research conducted by Turan and Ulutas has shown the use of storybooks as a character education tools using



descriptive review method that focused on groups' interview. For these reason data took from two study groups, first pre-school teachers (N=245 people) and other voluntary teachers (N=24 people). Based on the result, enhancement of book that supports character education in children' literature and course aimed at character education in preschool can be suggested.

Most of the previous research studies applied qualitative method covering descriptive method, research and development method, document analysis method and questioners, while some others applied case study as quantitative method. The previous research studies about character education which had been conducted in the elementary school until college students in education program or teacher training. In fact, the outcomes of these journals about character education were mostly (five studies from the nine previous studies) about curriculum analysis, lesson plan analysis and natural environment analysis, while some others (four previous studies) were about social studies textbooks analysis, English textbook analysis and storybooks analysis. In the previous studies, the researchers rarely analysed textbooks in Indonesia. They have not been investigated whether the textbooks in Indonesia are suitable with the latest curriculum where the focus is on character values for students or not. Therefore, in this research, I will analyse about English textbook on character education at senior high school. It will be examined by using qualitative method in content analysis.

## CHAPTER 3

### THE STUDY

This chapter explains the methodology applied for analysing character education in EFL textbook. The first part discusses data of the study, giving information about the categories of written text to be analysed. The second part explains about the method of textbook analysis, informing about the tool used in the analysis. The third part talks about procedures of analysis, giving information step-by-step activities to do the analysis.

#### 3.1 The Data of the Study

The focus of this study is analysing English textbook on character education used by the 10<sup>th</sup> grade senior high school students. Thus, document review is used as data collection method as a way to collecting data by reviewing existing document. The document is in the form of English textbook. The textbook published by the Ministry of Education and Culture entitled *Bahasa Inggris Kelas X* (English for 10<sup>th</sup> grade). The textbooks is written based on K-13 and contains 15 chapters, 220 pages. Learning materials (Instructions, reading texts, dialogue texts, and quotes), learning task and visual images are provided in the textbook. The main reason for analysing this textbook is because it is published by Ministry of Education and Culture in Indonesia. This textbook is assumed to reflect the target of English 2013 curriculum, especially in main core competence about character education: 1) *honesty*, 2) *discipline*, 3) *responsibility*, 4) *social care (collaboration, tolerance and peace loving)*, 5) *politeness*, and 6) *responsiveness*.

This research limited the categories of data analysis merely on the written texts or textual information of learning materials in the textbook. The written texts consist of instructions, reading texts, dialogue texts and quotes. Based on online *Cambridge Dictionary* (1999), instructions can be described as orders, advices or information that tell you how to do or use something, often written in a book or on

the side of container. Meanwhile, reading texts can be described as texts that provide information from books. Dialogue texts can be described as conversations that are written for book, play or film. The last, quotes can be described as repeated words that someone else has said or written.

There are several reason the researcher only selects the textual information in the textbook rather than the visual one. First, it is because the written texts have a wider coverage than picture. It can be seen by the large amount of written text in the textbook. Second, the pictures or visual information have limited interpretation. The written texts can explain broader rather than the visual, because pictures can be misunderstood. It is because every people have their own opinion even if they looking at the same images. Meanwhile, the written text can provide the detail information in order to avoid ambiguity or misunderstanding.

The researcher provides two examples on how the honesty value and responsibility value in character education are actualized in the instruction. First example comes from honesty value. Honesty value can be seen in the word '*Ask yourself*'. The word can be found in instructions. From the instruction, the students were required to be honest to themselves. It could be about what have they learn or how far they understand the lesson. Second, the example of responsibility value can be seen in the phrase '*Listen to your teacher explanation*'. It can be found in instruction. From the instruction, the students had a responsibility to pay attention to the teachers' explanation and to listen carefully.

### **3.2 The Method of Analysis**

Various research designs were considered when initially designing this study, but in the end, this study used content analysis as the way to analyse character education in the textbook is used in senior high school. Content analysis may be used with either qualitative or quantitative data; therefore, this research used qualitative content analysis. Weber (1990) explains content analysis is a research method that uses a set of procedures to make valid inferences from text.

Cole (1988) states content analysis is method of analysing written, verbal or visual communication messages. It also known as a method of analysing documents that allows the researcher to test an issue to develop understanding of the data (Elo and Kyngas 2007). It includes the careful examination of human interaction; the analysis of character portrayals in TV commercial, films, and novels; and so much more (Neuendorf 2002). Since the aim of this study is to make a conclusion or judgement whether there is character education in the 10<sup>th</sup> grade English textbook suitable with the K-13 curriculum, especially in *honesty, discipline, responsibility, politeness, social care* and *responsiveness* or not, the information will come from the written materials in the textbook. It could be in explicit or implicit messages about character education. Those textual data are analysed in the textbook in a form of learning materials (instructions, dialogue texts, reading texts and quotes).

### **3.3 The Procedures of Analysis**

As the researcher intends to do in revealing several characters education in English textbook, a number of steps were taken. According to Elo and Kyngas (2007) in *The Qualitative Content Analysis Process*, there are three main phases in conducting qualitative content analysis. First, preparation phase: (a) selects the unit of analysis, in this research, written text in form of learning materials: instructions, dialogue texts, reading texts and quotes were selected as the unit of analysis; (b) attempts make senses of the data and learn ‘what is going on’ in those text. The aim was to become engross in the data, which was why the written materials were read through several times.

Second, organizing phase: this phase includes open coding and creating categories. The identified texts were coded by open coding. It means that notes and heading were written in the text while reading it. After that the notes and heading were collected on to coding sheets. Here the coding sheet used in this research:

Table 3.3.1 Coding Sheet

No	Chapter / Learning materials / Page	The sentences	The Elements of characters education						Description
			1	2	3	4	5	6	

The researcher put the check symbol (√) in the appropriate column of the character education suitable with the coding of the sentences. The categories based on the 6 elements of characters education in 2013 Curriculum second core competence [1) *honesty*, 2) *discipline*, 3) *responsibility*, 4) *social care (collaboration, tolerance and peace loving)*, 5) *politeness*, and 6) *responsiveness*].

Third, reporting phase: described and concluded the result. The results were described contents of the categories suitable with the outcome of the coding sheet. The conclusion was taken from the description, whether the 10<sup>th</sup> grade English textbook contains the categories in characters education or not.

## CHAPTER 5

### CONCLUSION AND SUGGESTIONS

This chapter contains conclusion and suggestions.

#### 5.1 Conclusion

The present study analysed which textual information or written text in the tenth grade students' English textbook for senior high school contain character education in the 2013 Curriculum and how those character education values are represented in the textbook. The finding shows that six elements of character education values represented in the textbook through textual information with the limitation in categories, i.e. instructions, reading texts, dialogue texts, and quotes. Those 6 character education values are honesty, responsibility, social care, discipline, politeness and responsiveness. Honesty, as one of the elements in character education, is found in two categories of textual information or written texts, i.e. instructions and reading texts. Responsibility and Social care, the second and the third elements of character education, are found in all four categories of textual information or written texts, i.e. instructions, reading texts, dialogue texts and quotes. Discipline, as the fourth element of character education, is found in instructions, reading texts and quotes as 3 categories in textual information. Politeness, the fifth element of character education, is found in reading texts and dialogue texts and the last element of character education, responsiveness, is found in the two categories in textual information or written texts, i.e. instructions and dialogue texts.

The result also answered the research questions. The first questions asked 'which are the written texts in the tenth grade students' English textbook for senior high school contained the elements of honesty, discipline, responsibility, politeness, social care and responsiveness?' From table 4.1.1, the researcher concluded that not all the textual information (instructions, reading texts, dialogue texts and quotes) contain 6 elements of character values, but overall the written text contained at least 3 up to 5 elements for each categories. The second question

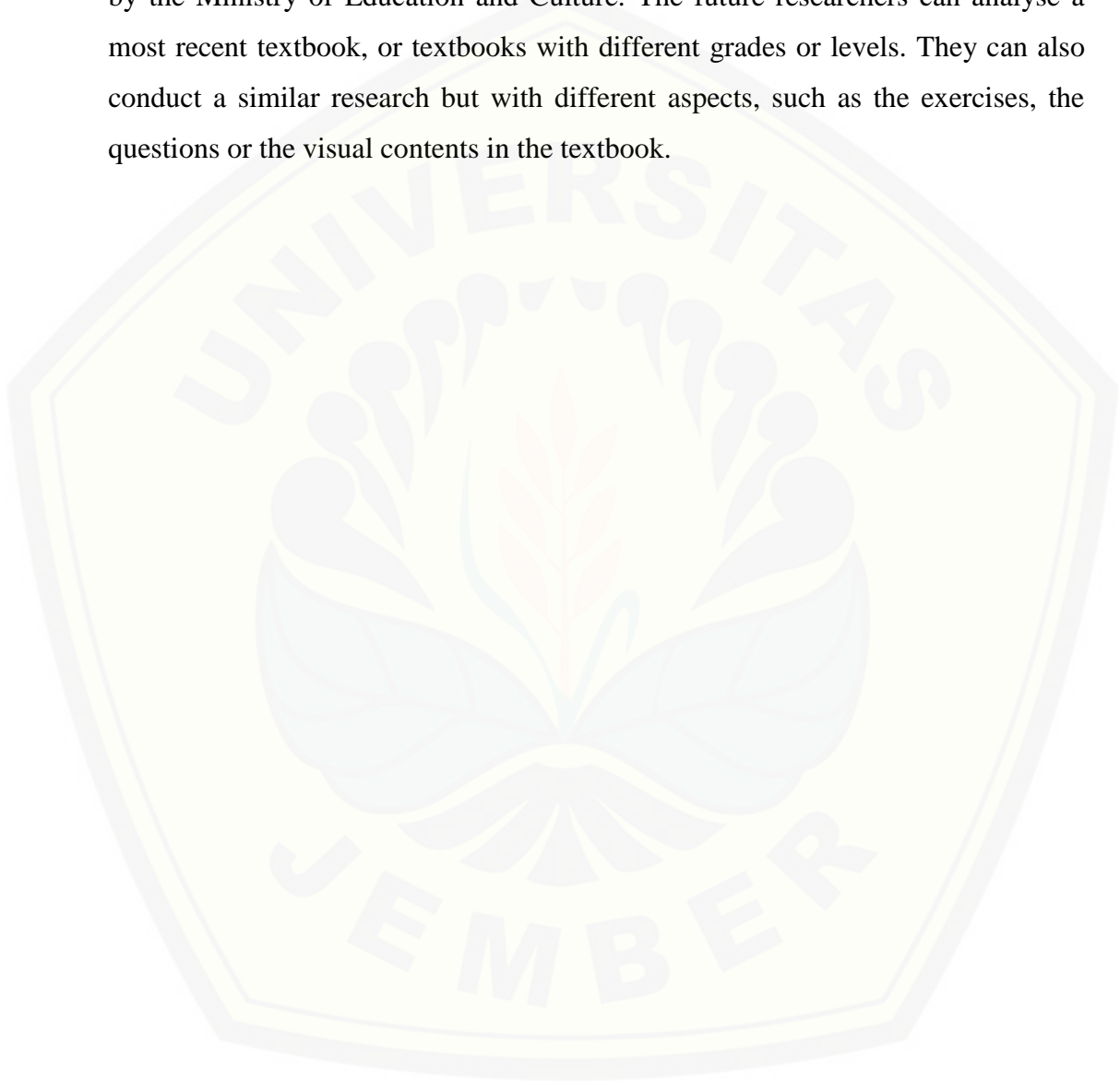
asked ‘how do the aspects of character education in the textbook promote those characters?’ The answer could be seen in the sub chapter 4 about the element of character education promoted in textual information.

On the other hand, there are some values that are not represented in the one of the category. The category is quotes. The values are honest, politeness and responsiveness. The absence of the values comes from the small amount of quotes that presented in the textbooks. There are 11 quotes from 15 chapters in the textbook and only 4 quotes represent the 3 elements of character education. There was one quote from Les Brown in first chapter and it was appear again in the last chapter. We could only find one quotes for each chapter or we couldn’t find any. Each quote has its own value to learn by the students. Usually the students will be interested to read a quote from important/influential person such as president, hero, or his/her favourite famous person, such as singer, football player or actress/actor. The other weakness is in the amount of reading text that represented honesty value. There is only one text entitled ‘*The Legend of Malin Kundang*’ that speaks for honesty as character education value. Therefore, the writers and the teachers have a crucial role to affect the unequal arrangement of character education values. This becomes a recommendation for the writers of the textbook to give an addition of quotes in order to motivate and inspire the students with their quotes and also the addition in reading text that represented the honesty value.

## 5.2 Suggestions

Based on the result of this research, the English textbook should provide more materials that contain a large number of character education values that suitable with the curriculum used. English teachers should also consider in find other learning sources containing character education values which were not represented in the English textbook “*Bahasa Inggris*” for the tenth grade students published in 2017. The teachers also need to become an active role in providing additional activities in teaching and learning process to develop the implementation of character education that was not exist.

For the future researchers, the result of this study showed that the textbook contain character education values particularly in 4 categories, i.e. instructions, reading texts, dialogue texts, and quotes. However, further analysis is still needed to confirm the implementation of character education in other textbook published by the Ministry of Education and Culture. The future researchers can analyse a most recent textbook, or textbooks with different grades or levels. They can also conduct a similar research but with different aspects, such as the exercises, the questions or the visual contents in the textbook.





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Appendix 1

## RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	RESEARCH METHODOLOGY
English Textbook Analysis on Character Education at Senior High School	<p>1. Which are the written texts in the tenth grade students' English textbook for senior high school contained the elements of honesty, discipline, responsibility, politeness, social care and responsiveness?</p> <p>2. How do the elements of character education in the textbook promote those characters?</p>	<p>In the form of written text:</p> <ol style="list-style-type: none"> <li>1. Instructions</li> <li>2. Reading texts</li> <li>3. Dialogue texts</li> <li>4. Quotes</li> </ol>	<p>The Elements of Character Education:</p> <ol style="list-style-type: none"> <li>1. Honesty</li> <li>2. Responsibility</li> <li>3. Social care</li> <li>4. Discipline</li> <li>5. Politeness</li> <li>6. Responsiveness</li> </ol>	<p><b>1. Research Design</b> Qualitative Research</p> <p><b>2. Data Resource</b> Documentation Data in English Textbook “Bahasa Inggris SMA/SMK” Tenth Grade Students</p> <p><b>3. Data Collection Method</b> Document Review</p> <p><b>4. Data Analysis Method:</b> Content Analysis</p>