



**ANALYSIS OF CHARACTER EDUCATION VALUES IN THE
ENGLISH TEXTBOOK FOR THE TWELFTH GRADE
SENIOR HIGH SCHOOL STUDENTS:
*BAHASA INGGRIS SMA/SMK***

THESIS

**Elva Ayu Wardani
150210401032**

**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2019**



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Composed to Fulfill the Requirement to Obtain the Degree of S1 at the English
Education Program, Language and Arts Department, the Faculty of Teacher
Training and Education,
Jember University

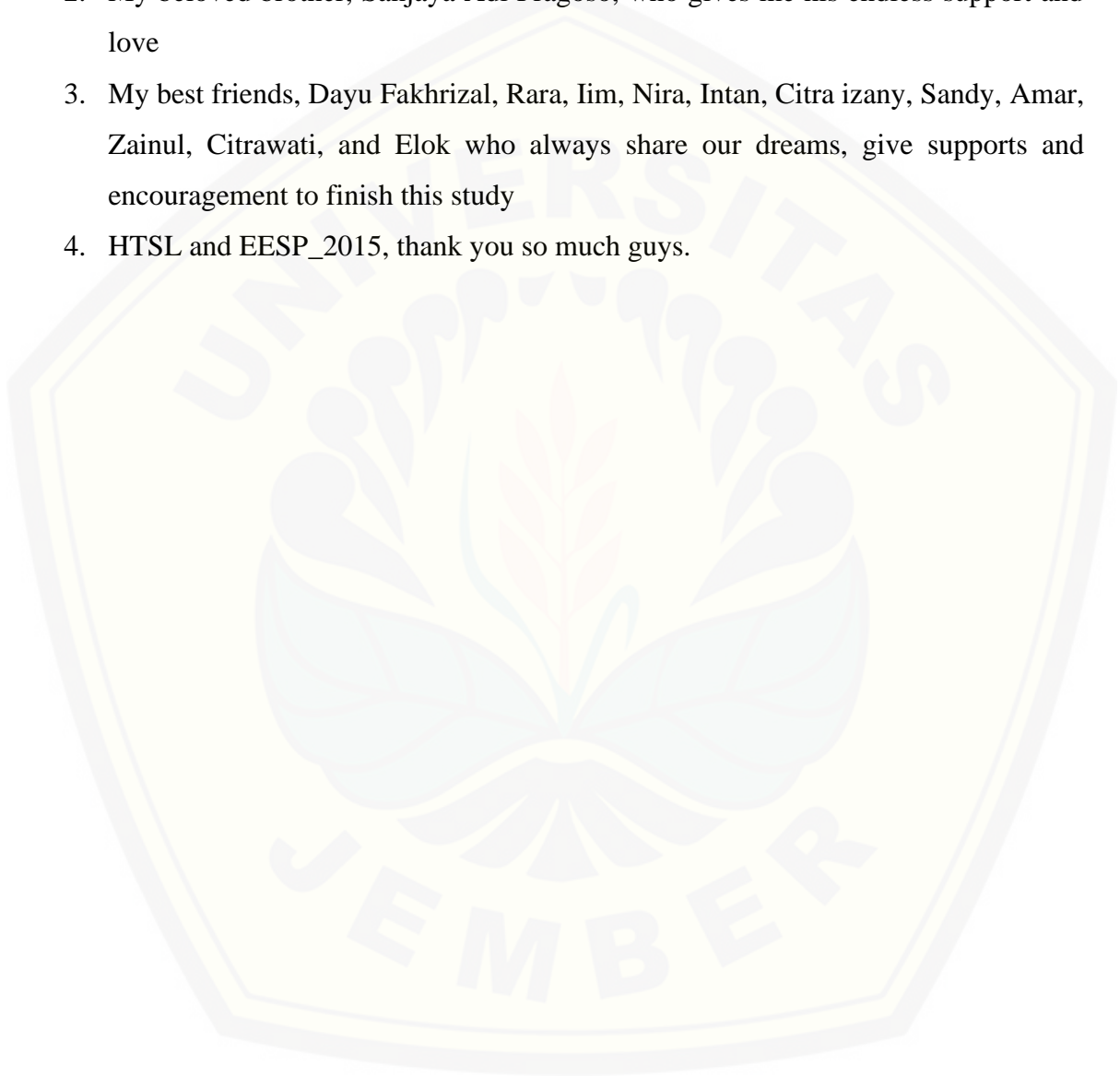
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DEDICATION

The thesis is dedicated to:

1. My beloved parents, my father Kadi and my mother Siti Yulaikha, who always give me motivation, great affection, assistance, and never-ending love.
2. My beloved brother, Sanjaya Adi Pragoso, who gives me his endless support and love
3. My best friends, Dayu Fakhrizal, Rara, Iim, Nira, Intan, Citra izany, Sandy, Amar, Zainul, Citrawati, and Elok who always share our dreams, give supports and encouragement to finish this study
4. HTSL and EESP_2015, thank you so much guys.



MOTTO

“Knowledge will give you power, but good character will give you respect”

(Bruce Lee)



STATEMENT OF THESIS AUTHENTICITY

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

I certify that the content of this thesis is the result 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 other academic award, ethics procedures and guidelines of thesis writing from the University and the faculty have been followed.

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Jember, 29 July 2019

Elva Ayu Wardani
NIM. 150210401032

CONSULTANT' APPROVAL

**ANALYSIS OF CHARACTER EDUCATION VALUE IN THE
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THESIS

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

Name : Elva Ayu Wardani
Identification Number : 150210401032
Level : 2015
Place and Date of Birth : Mojokerto, July 28 1997
Department : Language and Arts Education
Study Program : English Education

Approved by:

Consultant I

Consultant II

Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 198702 2 001

Dra. Wiwik Eko B, M.Pd
NIP. 19561214 198503 2 001

APPROVAL OF THE EXAMINATION COMMITTEE

The thesis entitle, “Analysis of Character Education Values in the English Textbook for The Twelfth Grade Senior High School Students: *Bahasa Inggris SMA/SMK*” has been approved and accepted by the faculty of teacher Training and Education, Jember University on:

Day : Monday

Date: 29 July 2019

Place: The Faculty of Teacher Training and Education

The Examination Committee:

The Chairperson,

The Secretary,

Dra. Zakiyah Tasnim, M.A.

NIP. 19620110 198702 2 001

Dra. Wiwik Eko B, M.Pd

NIP. 19561214 198503 2 001

The Members,

Member I,

Member II,

Siti Masrifatul Fitriyah M.A., Ph.D

NIP. 19770323 200604 2 001

Dr. Annur Rofiq MA., M.Sc.

NIP. 19681025 199903 1 001

Acknowledged by
The Faculty of Teacher Training and Education
The Dean,

Prof. Drs. Dafik, M.Sc., Ph.D

NIP. 19680802 199303 1 004

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Finally, I hope this thesis provides some advantages for the writer as well as the readers. I would be more grateful if there are some positive comments and suggestions from the readers for the improvement of this thesis since it undoubtedly has some drawbacks.

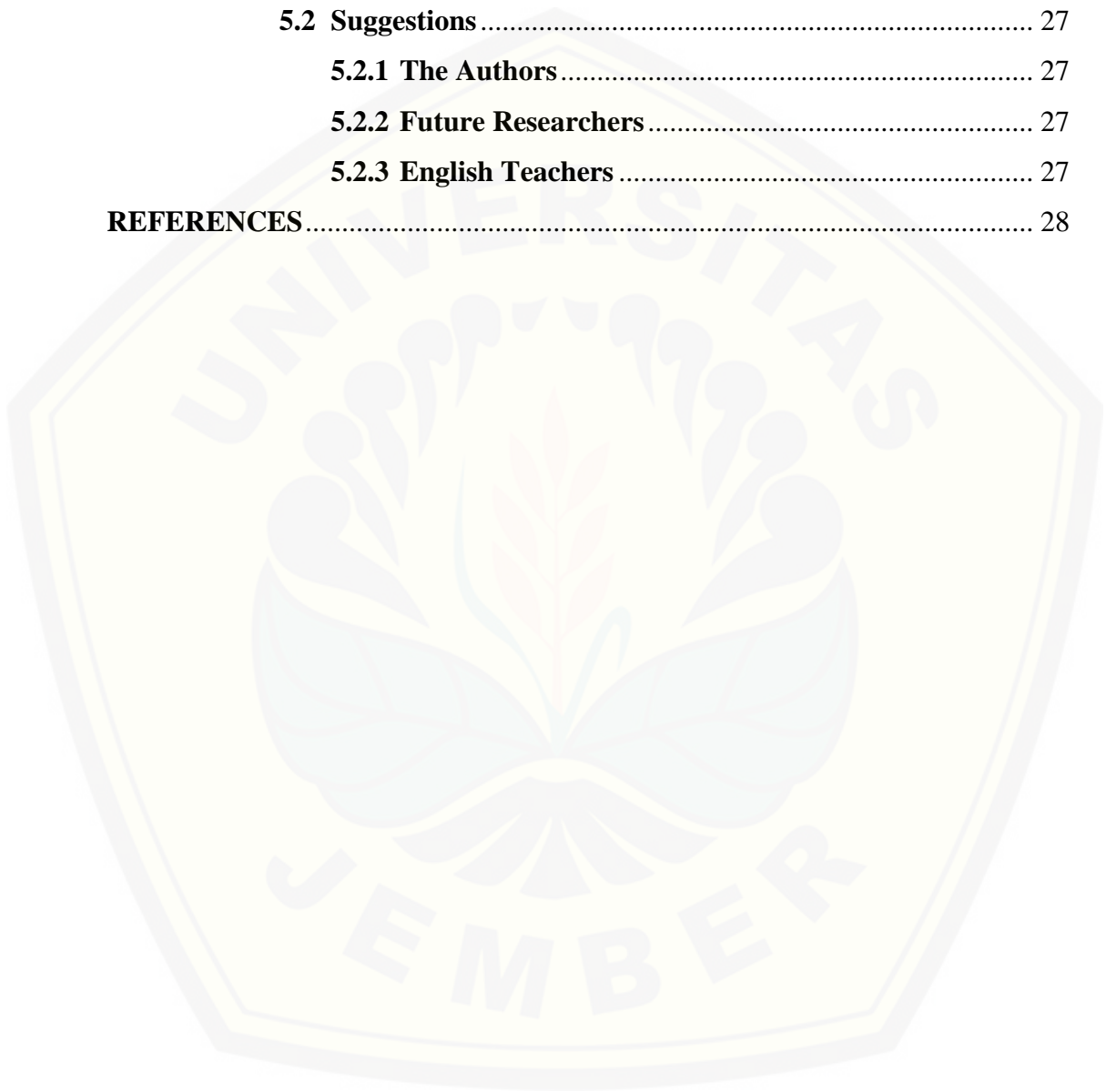
Jember, 29 July 2019

The writer

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SUMMARY

Analysis of Character Education Values in the English the Textbook for the Twelfth Grade Senior High School Students :Bahasa Inggris SMA/SMK ; Elva Ayu Wardani; 150210401032; pages; English Language Study Program, Language and Arts Department, The Faculty of Teacher Trainee and Education, University of Jember.

This study examined the character education values in the English textbook for the twelfth grade senior high school students: *Bahasa Inggris SMA/SMK*. This study was intended to support what the government said that character education values should be included in teaching and learning process including the books use. There are eighteen character education values based on the 2013 Curriculum provided by The Ministry of Education and Culture of Republic Indonesia (2010) covering religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative, communicative, peace loving, fond of reading, environment aware, socially aware and responsible. Lysa (2013) claims that textbooks can be used as a teaching materials to implement character education values to the students. It is expected that textbooks can influence the students' characters because of the information shown. Prismarani (2014) argue most English textbooks do not contain many character education values even when they are presented with color, pictures and quality paper. It can be said that the implementation of character education especially provided in the textbook needs to be continually examined to check its appropriateness and availability.

The present study analyzed the speaking script from the English textbook by using content analysis, for analysing the data the present study applied the instrument that has been been established its validity and reliability. In this research, the establishment of the validity was done by asking the interaters to read and understand the research instrument. In addition the establishment of reliability was done by asking interaters to analyze one speaking script by applying the instrument provided.

The finding showed that there are seventeen character education values presented in the speaking script from the English textbook: *Bahasa Inggris*

SMA/SMK for the Twelfth Grade Senior High School Students covering socially aware, responsible, discipline, communicative, hardworking, creative, environment aware, independent, curious, tolerant, fond of reading, honest, democratic, appreciative, and religious. On the other hand, the values which is not presented in the speaking script is peace loving.



CHAPTER I. INTRODUCTION

This chapter covers four topics related to the research problem. They are the research background, the research question, the research objective, and the research contributions.

1.1 The Research Background

In teaching and learning process, a teacher does not only deliver knowledge but also deliver character education values to the students. Character education is a program which has become the main feature of the 2013 Curriculum which has been socialized by the government since 2010 and since then all schools are requiring to implement this program (Faiziyah and Fachrurazy, 2013). The government instruct teachers to include the character education as values in teaching learning process including the books use. Character education can also be integrated in learning materials; therefore, when the teacher teaches the materials to the students, it is not only the materials itself, but also the character education values.

In education, a textbook has an important role. For students, a textbook is one of the sources of information to increase their knowledge. For teachers, the material presented in textbooks may be use as a consideration in teaching (Lysa, 2013). Speaking script is always a part of a textbook. In this section, students can find much information by reading the speaking script. This condition makes speaking script an effective material to develop character education values. Students will not only get information for their studies, but they can also learn good character values to help stirring them to the right path through their adolescence. Fahmy (2015) states that character education is very important especially for students, because it can be used to develop the knowledge and the students' skill in formal education. For example if the students have the fond of reading value means they are fond to read books to develop their knowledge that can help them more clever.

However, the result of character education is still questionable. The recent phenomena shows people's behaviours such as indiscipline, corruption, and abuse

of power which are happening instead of decreasing (Thresia, 2014). It means that character education in the textbook has not been maximally delivered. In teaching learning process, a textbook can help students' learning progress. By using textbooks, students can learn many things from the materials in the textbook. Moreover, those materials should be evaluated to know the quality of the textbook. Prismarani (2014) argue that most English textbooks do not contain many character education values even when they are presented with color, pictures and quality paper. It can be said that the implementation of character education especially provided in the textbook needs to be continually examined to check its appropriateness and availability.

Some previous related studies on analysing textbook by focusing in reading materials were conducted. Soniawan (2012) conducted a research by analysing character education values in the English textbook especially on reading materials for the eleventh grade senior high school students. His research found that, among the 18 character education values, democratic is absence in the reading materials. Syahbana (2017) analysed a textbook; *Kreatif (Kreasi Belajar Siswa Aktif)* especially in reading materials for the tenth grade students published by *Viva Pakarindo*. His research found that the reading materials in the textbook do not contain religious, democratic, environment aware, creative and fond of reading values. Rohmah (2018) conducted a research by analysing character education values in the textbook entitled "*Buku Bahasa Inggris SMA/SMK*" especially in reading materials for the Tenth Grade students published by The Ministry of Education and Culture of Republic Indonesia. Her research found that the reading materials in the textbook do not include environment aware, independent, democratic and fond of reading.

Each research showed that the textbooks from different publishers that have been evaluated are suitable for the students' needs covering the values of character education provided by the government, but there are not all 18 values covered in the textbook. It means that further research needs to be done. To fill the gap, this research analyzed the speaking script of an English textbook used for Senior High School learners to find out what character education values covered

in it to support what the government has said that the implementation of character education should be applied continually. It is based on “*Panduan Pelaksanaan Pendidikan Karakter*” saying that character education should be implemented at schools explicitly, objectively, honestly, and continuously (Kementrian Pendidikan dan Kebudayaan, 2017:2).

Based on the result of the previous related researches, the researcher was interested in conducting a research on the analysis of character education values in the speaking script of an English textbook entitled *Bahasa Inggris SMA/SMK* by Widiati, et al. (2015). There were two reasons to be considered as the following. Firstly, the English textbook is provided by The Ministry of Education and Culture of Republic Indonesia to support the 2013 Curriculum. Secondly, there was no research to investigate this textbook dealing with character education values until now.

1.2 The Research Question

Based on the background of the research, the research question is formulated as follows, “What are the character education values presented in English textbook for the Twelfth Grade Senior High School Students: *Bahasa Inggris SMA/SMK* especially in the speaking script based on the 2013 Curriculum?”

1.3 The Research Objective

In accordance with the research question, the objective of the research was to know the character education values presented in the English textbook for the Twelfth Grade of Senior High School Students: *Bahasa Inggris SMA/SMK* especially in the speaking script based on the 2013 Curriculum.

1.4 The Research Contributions

The result of this research hopefully can give contribution empirically and practically. Each part is explained further in the following section.

1.4.1 Empirical Contribution

The result of this research hopefully can be useful for future researchers who have similar content analysis research or different research as their references or information to conduct a further research about the analysis of character education values in the textbook suggested by the 2013 Curriculum. For future researchers who have the similar content analysis research can analyse another textbook for different level, but for those who want to conduct a research with different research design, can develop the textbook material which has character education values used to support the 2013 Curriculum.

1.4.2 Practical Contribution

The English teachers are able to know the content of the English textbook along with the weaknesses by reading the article of this research. The result of this study may inform the teachers what they need to do with the textbook in order to implement the values of character education through her/his teaching ability and to develop the students' character education values suggested by the 2013 Curriculum.

CHAPTER II. LITERATURE REVIEW

This chapter reviews some points related to the research topic. The points consist of textbook evaluation, character education values, the 2013 Curriculum, textbooks as teaching materials to develop character education values and some previous studies.

2.1 Textbook Evaluation

A textbook has an important role in education. Sheldon (1987) states that a textbook can be referred to as a published material especially designed to help language learners improve their linguistic and communicative ability. Therefore, it is important to evaluate a textbook to know about the quality of the material itself. Ellis (1997) claims that the process of evaluating textbooks allows the teacher to obtain an important, precise and systematic understanding of the entire nature of the textbook. For the purpose of choosing an efficient and appropriate textbook, evaluation of materials becomes a mandatory process with respect to definite guidelines and criteria.

According to Hutchinson and Waters (1987), cited in Sheldon (1988), textbook evaluation is basically a straightforward, analytical matching processes: matching needs to available solution. It means that textbook evaluation is a process of choosing what textbook to use in a particular course considering the need and the value of teaching. It reveals the strengths and weaknesses of certain textbooks for future adaptations by textbook writers, teachers and administrators (Litz, 2005). Ellis (1997) asserts that textbook evaluation helps teachers to make appropriate judgement and effectiveness of material which they use in their instruction. Sheldon (1988) adds that evaluation of textbook is useful for teacher to have knowledge about the material. Therefore, after evaluating a textbook the teacher will know the strengths and the weaknesses of the material in the textbook being used.

In doing textbook evaluation, there are many aspects that should be concerned, one of them is the material in the textbook. Material evaluation can be defined as an attempt to measure the value of the materials (Tomlinson, 2011:3).

There are some principles to evaluate the material in the tetxbook. According to Tomlinson (2014:17) the principles of evaluating teaching materials 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; and 3) the criteria of material evaluation must be valid.

In Indonesian context, moral degradation has become a greater concern of the society recently, such as drug abuse, sexual harrasment, and other psychological and behavioral disorders. Education plays an important role in addressing the issue with the integration of character building. Since the issue of character education attracts many parties, it becomes very important to know the content of the textbook concerning the character education values presented in the textbook. Therefore, character education values need to be reviewed in the following section.

2.2 Character Education Values

Character education has been implemented in Indonesian schools since the 2013 Curriculum applied. Previously, character education was considered as the responsibility of religion, guidance and counseling teachers. However, following the 2013 Curriculum, all teachers are required to integrate character education into their teaching-learning processes (Hadi, 2015). Ulusoy and Dilmaç (2012) say that character education is a process of transferring and acquiring values to children. It includes many aspects of teaching and learning for personal development such as reasoning, social and emotional learning, moral education, life skill training, community service, health education, prevention of violence, peer mediation and ethics (Demirel, 2009; Durmuş, 2010). Acat and Aslan (2011) state that the purpose of character education is raising children as insightful, caring, optimistic, pious people and individuals who use their best capacity to do their best, and who understand the purpose of life. It also helps children to get to know and desire for the good and engaged in good actions eventually (Karatay, 2011).

The importance of good characters for students is to provide them with necessary skills in order to overcome multiple challenges and issues within their social environment. By having good characters, they are expected to be able to implement and to improve their moral values and the abilities in their daily life (Nurhasanah & Nida, 2016), to be able to make good decisions (Ryan & Bohlin, 1999) and to be good citizens (Çubukçu, 2012; McElmel, 2002). By having good characters, the students will also improve their learning achievements (Nurhasanah & Nida, 2016). Hadi (2015) says that having a good character needs a continuous process of learning implemented in education. Good characters will not be developed properly if they are not nurtured through education. Thus, it can be concluded that characters can be developed by people from the beginning of their life through education. Through the implementation of character building, the students are expected to be individuals who have moral value of Indonesian ideology, *Pancasila*. Character education leads to the establishment of school culture, that underlines the attitudes, traditions, habits, and symbols practiced by students and teachers of the school and its surrounding communities (Kemendiknas, 2010:8). Therefore, character education is expected to support the establishment of Indonesian new generation (Faiziyah and Fachrurrazy, 2013).

2.3 The 2013 Curriculum

Curriculum is needed in conducting education because it is the heart of education (Suparman, 2005). Curriculum has an important role in education to evaluate materials and also a guideline for all the teachers to conduct teaching and learning process. Based on the government decree number 20 (2003), curriculum is a set of planning and setting of the objectives, content, and the material of teaching learning process used as the guideline of teaching to achieve the educational goal (Darrin, 2014).

The current curriculum used in Indonesia for elementary and secondary school levels is called the 2013 Curriculum. It covers two main components: core competencies and basic competencies. Then it is developed into syllabus containing core competencies, standard competencies, indicators and main

materials. Syllabus is then developed into lesson plans. This curriculum emphasizes to teach the students not only cognitive domain but also psychomotor and affective domains which develop the character education values. Therefore, having good cognitive domain and good character values are the focus of the 2013 Curriculum. There are eighteen character education values based on the 2013 Curriculum provided by The Ministry of Education and Culture of Republic Indonesia (2010) that should be implemented in the teaching and learning process. They are religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative, communicative, peace loving, fond of reading, environment aware, socially aware and responsible.

Furthermore, the implementation of the 2013 Curriculum in the teaching learning process suggests teachers to use scientific approach covering the following steps:

(1) Observing, dealing with the activity of reading or listening or observing the kind of source information such as a text or video/recording, (2) questioning, dealing with the activity to ask questions to the teacher related to the topic learnt, (3) collecting information, doing some activities related to the tasks to answer the questions constructed, (4) associating, doing group work and group discussion to enlarge the materials discussed, and the last is (5) communicating, dealing with presenting students' products (Arbaati, 2015:4)

Every material in the textbook provided is expected to support the five steps of scientific approach that must be carried out (Rohmah, 2018).

2.4 Textbooks as Teaching Materials to Develop Character Education Values

According to Yulianti (2011), a textbook is an instructional material which consists of material that is well organized in written form and has a great contribution in the teaching and learning process. A textbook is a kind of material which is mostly used in the classroom because it provides much information. Marsh (1992) notes that textbooks can be used by teachers to motivate their learners to gain the maximum understanding about the topic learnt. Therefore, the use of English textbooks has a prominent role for both teachers and students.

Harmer (2007) states that the most important aspect of textbook use is for teachers to try to engage students with the content they are going to be dealing with. Teachers and students use textbooks as resources that provide the main source of information, guidance and structure (Al-Ghazo, 2013). Lysa (2013) claims that textbooks can be used as a teaching materials to implement character education values to the students. It is expected that textbooks can influence the students' characters because of the information shown.

In presenting the text, the author of the textbooks should think about a message that they want to convey to the students. This is a chance for the author to include the character education values in the teaching learning activities through the materials in the textbooks. Therefore, it is very ideal that a textbook contains character education values either explicitly or implicitly stated.

According to Hadi (2015), character education is a type of education that aims at nurturing a child's behaviour and personality through morality and education. Based on those statements, it can be said that character education is a system which is needed to create a good model for the students' behaviour in education and it is a good way to build students' attitude through teaching and learning activity by using textbooks as the teaching materials contains character education values.

2.5 Previous Studies

Some previous related studies on analysing textbook by focusing in reading materials were conducted. Soniawan (2012) conducted a research by analysing character education values in the English textbook especially on reading materials for the eleventh grade senior high school students. Descriptive research design was used in this research. Observation checklist was used to collect the data and content analysis was used to analyse the data collected. The research found that the reading materials in the textbook have seventeen character education values suggested by the 2013 Curriculum covering religious, honest, tolerant, disciplined, hardworking, creative, independent, curious, nationalistic, patriotic, appreciative, communicative, peace loving, fond of reading, being aware

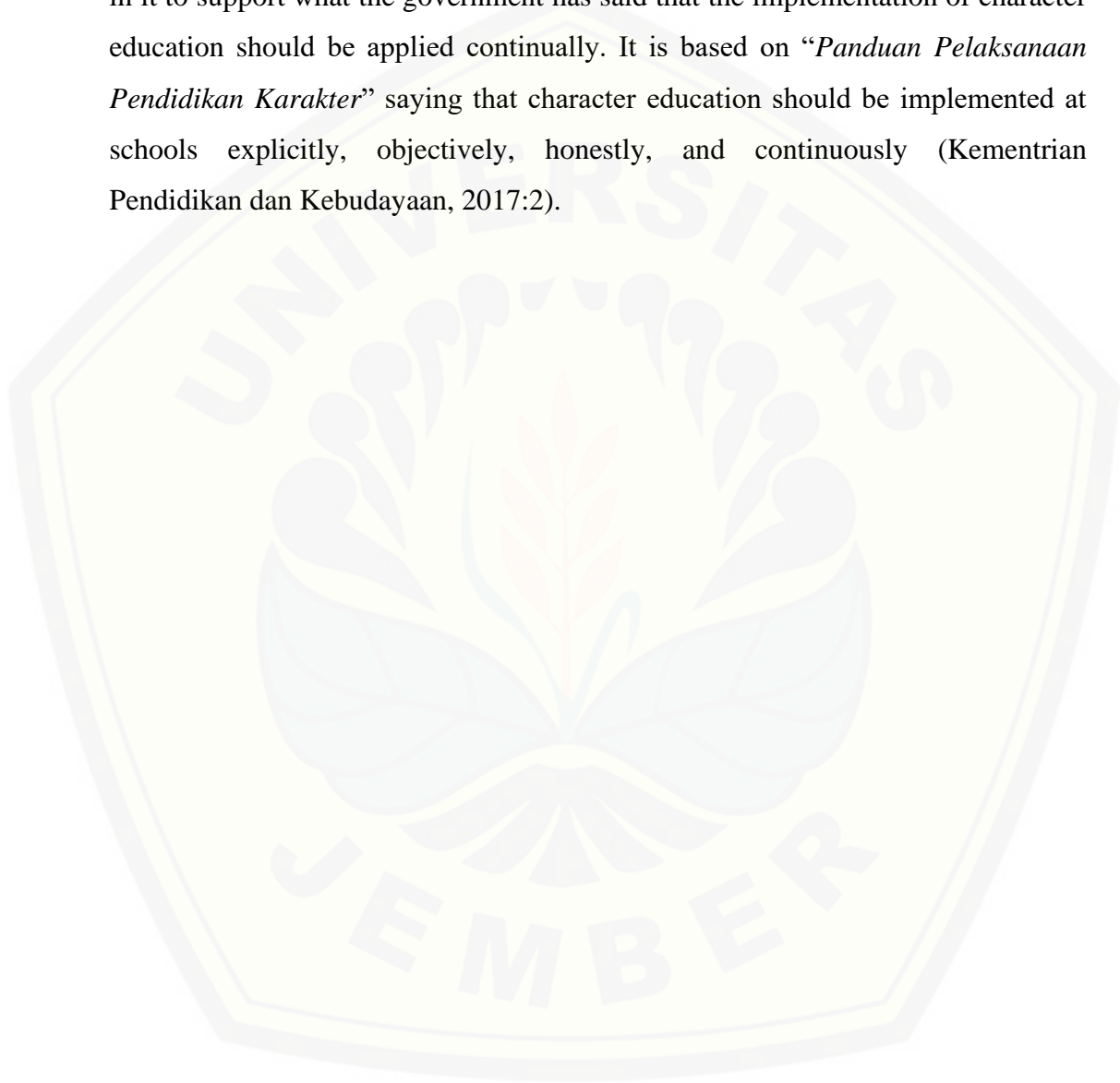
of environment, responsibility, and social awareness. The value that was not inserted in the reading materials is democratic.

Syahbana (2017) analysed a textbook; *Kreatif (Kreasi Belajar Siswa Aktif)* especially in reading materials for the tenth grade students published by *Viva Pakarindo*. The design of his research was descriptive qualitative. He used an observation checklist to analyze what character education values appeared in the reading materials. Content analysis was used to analyse the collected data. His research found that thirteen character education values suggested by the 2013 Curriculum covering honest, tolerant, disciplined, independent, curious, nationalistic, patriotic, appreciative, communicative, responsible, social awareness, hardworking and peace loving were covered in the reading materials. The values which were not inserted in the reading materials were religious, creative, democratic, being aware of environment, and fond of reading.

Rohmah (2018) conducted a research by analysing character education values in the textbook entitled “*Buku Bahasa Inggris SMA/SMK*” especially in reading materials for the Tenth Grade students published by The Ministry of Education and Culture of Republic Indonesia. Descriptive research design was used in this research. Observation checklist was used to collect the data and content analysis was used to analyse the collected data. The research found that the reading materials in the textbook had fourteen character education values suggested by the 2013 Curriculum covering religious, honest, tolerant, disciplined, hardworking, creative, curious, nationalistic, patriotic, appreciative, communicative, peace loving, socially awareness, and responsible. The values that were not inserted in the reading materials were being aware of environment, independent, democratic and fond of reading.

In conclusion each research showed that the researchers analyzed character education values in the English textbooks especially in the reading text. They analyzed the textbook from different publishers and different levels. The design of their research was descriptive qualitative. They used observation checklist to collect the data and content analysis was used to analyse the collected data. The research result showed that the textbooks that have been evaluated are suitable for

the students' needs covering the values of character education provided by the government. However, not all the values are covered in the textbook. To fill the gap, this research analyzed the speaking script of an English textbook used for Senior High School learners to find out what character education values covered in it to support what the government has said that the implementation of character education should be applied continually. It is based on "*Panduan Pelaksanaan Pendidikan Karakter*" saying that character education should be implemented at schools explicitly, objectively, honestly, and continuously (Kementrian Pendidikan dan Kebudayaan, 2017:2).



CHAPTER III. RESEARCH METHODS

This chapter presents the method used in this research covering research design, research context, data collection method, and data analysis method.

3.1 Research Design

The design of this research was content analysis because the purpose of this research was to analyse the character education values presented in the speaking script of an English textbook. Content analysis is a research method applied to written or visual materials. The materials analyzed can be textbooks, newspapers, web pages, or other types of documents (Ary, 2010). The researcher described the content of the speaking script by referring to the character education values based on the 2013 Curriculum provided by the Ministry of Education and Culture of Republic Indonesia. The result of the analysis was presented in the form of description.

3.2 Research Context

The object of this research was an English textbook which was expected to have the character education values because the book is provided by the Ministry of Education and Culture of Republic Indonesia for the implementation of the 2013 Curriculum. The textbook has 250 pages and sixteen chapters consisting of vocabulary, pronunciation, reading comprehension, structure or grammar, speaking, writing and listening. This research focused on the speaking script because in this section students could find so much information by reading the speaking script. This condition makes speaking script an effective material to develop character education values. Students will not only get information for their studies, but they can also learn good character values. The title of the English textbook is *Bahasa Inggris SMA/SMK* published in 2015 by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud*. This textbook is for the Twelfth Grade Senior High School Students written by Widiati, et al. (2015) and edited by Noorman, et al.

The researcher analyzed the English textbook based on two reasons: the researcher analysed whether this textbook was in line with the 2013 Curriculum stating that character education values should be inserted in teaching learning process including the books used. In addition, there was no research to investigate this textbook dealing with the implementation of character education values so far.

3.3 Data Collection Method

This research applied content analysis (Ary, 2010) to analyse the speaking script from the textbook compared with eighteen character education values based on the 2013 Curriculum provided by the Ministry of Education and Culture as the method to collect the data. The character education values suggested by the Ministry of Education and Culture covering religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative, communicative, peace loving, fond of reading, environment aware, socially aware and responsible (Hadi, 2015).

3.4 Data Analysis Method

In this part, the researcher analyzed the collected data by using content analysis. It is a type of analyzing the material to know the phenomenon by studying certain documents. This type of analysis answers the meaning or the characteristic of the reflected material which consists of written or visual documents (Ary, 2010). This research analyzed the speaking script in the textbook in relation to character education values suggested by the Ministry of Education and Culture of Republic Indonesia. The procedures of analysing the data were based on Ary's steps (2010:458) as the following.

1. Specifying the phenomenon to be investigated (the researcher analyzed the character education values).
2. Selecting the media from which the observations are to be made (the media for the analysis was an English textbook: *Bahasa Inggris SMA/SMK* published by the Ministry of Education and Culture of Indonesia).

3. Formulating exhaustive and mutually exclusive coding categories (the researcher used the instrument to analyze the English textbook. In this case, the researcher developed the instrument, based on the description of the 18 character education values provided by the government by making the indicators for each values).
4. Deciding on the sampling plan to be used (the research focused on the speaking script from the English textbook).
5. Analyzing the data by applying the instrument that has been established its validity and reliability. In this research, the establishment of the validity was done by asking the interaters to read and understand the research instrument. In addition, the establishment of reliability was done by asking the interaters to analyze one speaking script by applying the instrument provided.
6. Explaining the instruments before the researcher asked the interaters to read and understand it. After they read the instrument, the interaters and the researcher discussed the instrument to make the interaters more understand. Then the researcher asked them to analyze one speaking script. After that, they were discussing about their analysis's result.
7. Writing the summary of the interaters' result. The summary of the analysis result from the interaters enclosed in Appendix 4.
8. Drawing the conclusion based on data analysis.

CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions of the research. The conclusion was drawn from the results of the analysis presented in the previous chapter and the suggestions was based on the conclusion and the purpose of the study.

5.1 Conclusion

Based on the result of the analysis in the English textbook entitled *Bahasa Inggris SMA/SMK* for the twelfth grade senior high school students especially in speaking script by using content analysis, it can be reported that there are seventeen character education values presented in this textbook covering socially aware, responsible, discipline, communicative, hardworking, creative, environment aware, independent, curious, tolerant, fond of reading, honest, democratic, appreciative, religious, patriotic and nationalistic. Socially aware is the highest value found from the analysis which is implemented 11 times in 5 speaking scripts. In addition, Communicative, environment aware, indisciplined, tolerant, fond of reading, honest, democratic and religious are the least value found from the analysis which are implemented 1 times in the speaking scripts.. However, the character education value that does not found is peace loving. From the result, it can be concluded that this English textbook is appropriate as the teaching material to develop character education values to the students, because this textbook contains seventeen of eighteen character education values that should be included in the textbook suggested by the 2013 Curriculum. It is better than the regulation of the Ministry of Education and Culture who says that the English textbook for Senior High School should implemented at least eight values in the textbook.

5.2 Suggestions

5.2.1 The Authors

The authors are suggested to insert the unavailable character education values in the English textbook especially for the twelfth grade senior high school students, so that the students can learn all the character education values in the English textbook.

5.2.2 Future Researchers

Future researchers are suggested to conduct a similar study in different English skill such as writing, reading or listening related to the implementation of character education values, because there is still not all values were covered in the English textbook especially in speaking cript. Future researchers can also conduct a research in different English textbook levels such as junior high school to analyse the representation of character education in the English textbook.

5.2.3 English Teachers

English teachers are suggested to implement character education values presented in the English textook for the twelfth grade senior high school students entitled *Bahasa Inggris SMA/SMK* in their teaching activities to develop the students' characters. The teachers can also find other learning sources containing character education values and find other activities in teaching and learning process to develop the implementation of character values which is unavailable in this English textbook.

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Appendix 1. Research Matrix

Research Matrix

Title	Problem	Variable	Indicators	Data Resource	Research Method
Analysis of Character Education Values in the English Textbook for the Twelfth Grade Senior High School Students <i>Bahasa Inggris SMA/SMK</i>	What are the character education values presented in the English textbook for the Twelfth Grade Senior High School Students: <i>Bahasa Inggris SMA/SMK</i> based on the 2013 Curriculum?	Sepaking script in the English textbook " <i>Bahasa Inggris SMA/SMK</i> " for the Twelfth Grade Students	Character Education Values: 1. Religious 2. Honest 3. Tolerant 4. Discipline 5. Hardworking 6. Creative 7. Independent 8. Democratic 9. Curious 10. Nationalistic 11. Patriotic 12. Appreciative 13. Communicative 14. Peace loving 15. Fond of reading 16. Environment aware 17. Socially aware 18. Responsible	English textbook " <i>Bahasa Inggris SMA/SMK</i> for the Twelfth Grade Students	1. Research design : Content Analysis 2. Research context : Speaking script in English textbook " <i>Bahasa Inggris SMA/SMK</i> " for the Twelfth Grade 3. Data collection method : <ul style="list-style-type: none"> • Document analysis 4. Data analysis <ul style="list-style-type: none"> • Content Analysis

Appendix 2. Description of Character Education Values

No	Character Education Values	The definition of each values based on the 2013 Curriculum provided by the 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 which are different from one's own.
4	Disciplined	Habit and actions that are consistent with all forms of regulations or rules applied.
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 which are better than before.
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 as those of others.
9	Curious	Attitudes and actions that generally seek to discover more about what one learns, observes, and listens.
10	Nationalistic	A way of thinking, acting, and viewing that place 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	Attitudes and actions of encouraging oneself to produce something useful of the society and also acknowledging what others do.
13	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	Fond of reading	The habit to provide time for reading various materials to learn insights and other virtues for oneself.
16	Environment Aware	Attitudes and actions that generally seek to prevent damage in the natural environment and to make efforts to repair the environmental damage that has occurred.
17	Socially Aware	Attitudes and actions that tend to assist other people who need help.
18	Responsible	Attitudes and behaviors of a person in carrying out their duties and obligations, in relation to themselves, social, community, nation, state, and religion.

Source: *Kemendiknas* (2010)

Appendix 3. Definisi dan Indikator Nilai Pendidikan Karakter yang Belum Diuji Validitas dan Reliabilitasnya

No	Nilai Pendidikan Karakter	Definisi	Indikator
1.	Religius	Sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianutnya, toleran terhadap pelaksanaan ibadah agama lain, serta hidup rukun dengan pemeluk agama lain.	<p>Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap yang patuh untuk melaksanakan ajaran agama.</p> <ul style="list-style-type: none"> - Ajakan untuk melakukan ibadah, memberi salam menggunakan kata assalamualaikum, om swastiastu dan sebagainya - Selalu mengingat sang pencipta ketika berada di masa-masa sulit dan senang misalnya dengan cara menyebut nama Tuhan. <p>Di dalam materi pembelajaran khususnya pada “speaking script terdapat kalimat yang menjelaskan tentang sikap toleran terhadap pemeluk agama yang berbeda.</p> <ul style="list-style-type: none"> - Ajakan untuk hidup rukun dan bersahabat dengan pemeluk agama lain, - Menghormati pemeluk agama lain ketika merayakan hari besar keagamaan dan melaksanakan ibadah.
2.	Jujur	Perilaku yang didasarkan pada upaya menjadikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan dan pekerjaan	<p>Di dalam materi pembelajaran khususnya pada “speaking script terdapat kalimat yang menjelaskan tentang perilaku yang dapat dipercaya dalam perkataan, tindakan dan pekerjaan</p> <ul style="list-style-type: none"> - Berbicara sesuai fakta - Mengakui dan meminta maaf ketika berbuat salah - Menepati janji yang sudah dibuat
3.	Toleransi	Sikap dan tindakan yang menghargai perbedaan agama, suku, etnis, pendapat, sikap dan tindakan orang lain berbeda dari dirinya.	<p>Di dalam materi pelajaran khususnya pada “speaking script terdapat kalimat yang menjelaskan tentang perilaku untuk menghargai perbedaan dirinya dan orang lain termasuk dalam konteks agama, suku, etnis, pendapat, sikap dan tindakan.</p> <ul style="list-style-type: none"> - Menghargai pendapat orang lain ketika dia menyampaikan ide/gagasannya dengan menggunakan kalimat “ that’s a good idea atau I think so” - Berbuat baik dan bersahabat dengan orang lain yang memiliki kondisi fisik/psikis, agama, suku, etnis yang berbeda.
4.	Disiplin	Tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan.	<p>Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang tindakan untuk mematuhi peraturan yang berlaku.</p> <ul style="list-style-type: none"> - Mengerjakan dan menyelesaikan tugas serta kewajiban - Tidak melanggar ketentuan yang

			ada
5.	Kerja keras	Perilaku yang menunjukkan upaya sungguh-sungguh dalam mengatasi berbagai hambatan belajar, tugas, dan menyelesaikan tugas dengan sebaik-baiknya.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang upaya sungguh-sungguh dalam melakukan sesuatu. <ul style="list-style-type: none"> - Belajar dengan giat - Berfikir kritis - Menyelesaikan pekerjaan dengan baik - Pantang menyerah
6.	Kreatif	Berfikir sebelum melakukan sesuatu untuk menemukan cara atau hasil yang lebih baik dari sebelumnya.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang tindakan untuk mencari cara baru atau hasil yang lebih baik dari sebelumnya <ul style="list-style-type: none"> - Menyampaikan saran dan ide - Mengimplementasikan sebuah ide dengan cara menciptakan dan memodifikasi sebuah karya
7.	Mandiri	Sikap dan perilaku yang tidak mudah bergantung pada orang lain dalam menyelesaikan tugas-tugas.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap tidak bergantung pada orang lain <ul style="list-style-type: none"> - Mengusahakan segala sesuatu dengan kemampuan sendiri.
8.	Demokratis	Cara berfikir, bersikap dan bertindak yang menilai sama hak dan kewajiban dirinya dan orang lain.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap untuk menilai sama hak dan kewajiban dirinya dan orang lain. <ul style="list-style-type: none"> - Tidak memaksakan kehendak kepada orang lain - Bermusyawarah untuk menentukan sesuatu - Memberikan kesempatan yang sama pada orang lain
9.	Rasa ingin tahu	Sikap dan tindakan yang selalu berupaya untuk mengetahui lebih mendalam dan meluas dari sesuatu yang dipelajari, dilihat, dan didengar.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan tindakan untuk mengetahui sesuatu secara mendalam <ul style="list-style-type: none"> - Selalu bertanya dan mengeksplorasi informasi dari berbagai sumber - Mencoba hal-hal baru
10.	Semangat kebangsaan	Cara berfikir, bertindak, dan berwawasan yang menempatkan kepentingan bangsa dan negara di atas kepentingan diri dan kelompoknya.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap memprioritaskan kepentingan negara <ul style="list-style-type: none"> - Mengikuti kegiatan yang berhubungan dengan kepentingan bangsa contohnya mengikuti upacara, menyelenggarakan peringatan hari-hari besar negara - Mengamalkan nilai-nilai ideologi bangsa
11.	Cinta tanah air	Cara berfikir, bersikap dan berbuat yang menunjukkan kesetiaan, kepedulian dan penghargaan yang tinggi terhadap bahasa, lingkungan, fisik, sosial,	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap peduli dan menghargai negara. <ul style="list-style-type: none"> - Ikut serta dalam kegiatan yang

		budaya, ekonomi dan politik bangsa.	peduli terhadap negara seperti menggunakan produk buatan dalam negeri <ul style="list-style-type: none"> - Mampu berbahasa nasional dengan baik - Membayar pajak - Mengikuti pemilu
12.	Menghargai prestasi	Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, mengakui, dan menghormati keberhasilan orang lain	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan tindakan untuk menghasilkan sesuatu yang berguna bagi masyarakat dan menghormati keberhasilan orang lain <ul style="list-style-type: none"> - Memberi motivasi kepada orang lain dan diri sendiri untuk menghasilkan sesuatu yang berguna bagi dirinya dan masyarakat - Memberikan penghargaan atas keberhasilan seseorang dan diri sendiri
13.	Komunikatif	Tindakan yang memperlihatkan rasa senang berbicara, bergaul dan bekerja sama dengan orang lain	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang tindakan memperlihatkan rasa senang berbicara, bergaul dan bekerja sama dengan orang lain <ul style="list-style-type: none"> - Mampu bertutur kata sesuai konteks dengan Bahasa yang baik dan benar - Mampu menjalin hubungan dan mengerjakan sesuatu dengan orang lain.
14.	Cinta damai	Sikap, perkataan, dan tindakan yang menyebabkan orang lain merasa senang dan aman atas kehadirannya	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap, perkataan, dan tindakan yang menyebabkan orang lain merasa senang dan aman atas kehadirannya <ul style="list-style-type: none"> - Dapat menempatkan diri dalam segala situasi - Tidak memicu permasalahan - Mampu menyelesaikan masalah dengan jalan damai
15.	Gemar membaca	Kebiasaan menyediakan waktu untuk membaca berbagai bacaan yang memberikan manfaat bagi dirinya	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap kebiasaan menyediakan waktu untuk membaca berbagai bacaan yang memberikan manfaat bagi dirinya <ul style="list-style-type: none"> - Gemar mengunjungi perpustakaan dan membaca literatur yang ada disana - Gemar mencari ilmu untuk mengembangkan kemampuan kognitifnya - Meluangkan waktu untuk membaca
16.	Peduli lingkungan	Sikap dan tindakan yang selalu berupaya mencegah kerusakan pada lingkungan alam	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan tindakan

		disekitarnya dan mnegmbangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi	berupaya mencegah kerusakan pada lingkungan alam disekitarnya dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi. <ul style="list-style-type: none"> - Melakukan tindakan untuk menjaga lingkungan seperti menjaga kebersihan dan menghemat energi - Melakukan tindakan untuk memperbaiki lingkungan seperti reboisasi dan tebang pilih
17.	Peduli sosial	Sikap dan tindakan yang selalu ingin memberi bantuan pada orang lain dan masyarakat yang membutuhkan	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan tindakan yang selalu ingin memberi bantuan pada orang lain dan masyarakat yang membutuhkan. <ul style="list-style-type: none"> - Melakukan kegiatan yang membantu masyarakat seperti baksos untuk orang yang membutuhkan, donor darah dan tutor sebaya
18.	Tanggung jawab	Sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajiban, yang seharusnya dia lakukan, terhadap diri sendiri, masyarakat, lingkungan (alam, sosial dan budaya), negara dan Tuhan Yang Maha Esa	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajiban, yang seharusnya dia lakukan, terhadap diri sendiri, masyarakat, lingkungan (alam, sosial dan budaya), negara dan Tuhan Yang Maha Esa. <ul style="list-style-type: none"> - Mampu menepati janji dan amanah - Menyelesaikan tugas dan kewajiban tepat waktu - Berusaha meminta maaf jika bersalah dan berusaha tidak mengulangi lagi - Berani menanggung resiko atau akibat dari segala yang diperbuat

Sumber : Kemendiknas (2010)

Appendix 4. The Analysis from The First Interater

Chapter	Theme	Data	Analysis	Value
3		Indah : Hey, guys, I think we should finish our biology assignment before Sunday Bagus : You're right! It should be submitted on Monday	The speaker knows that the assignment must be finished before Monday, because it's the deadline of the assignment. The conversation shows the value of Disciplined, because they need to finish their task on time.	Responsible Disciplined
		Lyla : But do you have any idea what we should write about? Lyla : We should make a Poster about underwater life. Bagus : Let's have a look at some references from the internet. Maybe we can get some ideas.	Bagus says that they should find the references before they do their task. He think about the way on solving their problem creatively. In the conversation, one of the speaker shows his curiosity by stating his idea on finding any information from the internet.	Creative Curious
		That's good idea. Yeah, I think so.	The statements shows the attitude of respecting other's opinion	Tolerant
		Indah : look at this one. It's a giant squid. Lyla : have a look at the size. it's very big. Indah : listen, the article says that the size can be 10 meters long. It's abig as a school bus.	on the third statement, the speaker states his idea based on the article. the speaker develop his knowledge by reading the article.	fond of reading

		The fact Bagus : really? Wo! Now, I really think we should make a Poster about it. Lyla : yeah, I think so. Indah : Okays, let's get started.	The fact that the squid giant squid size is 10 meters long, and the speaker says it's based on the fact, shows the value of honesty. In the conversation, The speakers are having a discussion on their tasks. Then, they decide to make a poster to finish their task, which is agreed by all the speakers.	honest. Democratic
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Appendix 5. The Analysis from The Second Interater

Chapter	Theme	Data	Analysis	Value
		Indah : Hey, guys, I think we should finish our biology assignment before Sunday	The speaker knows that the assignment must be finished before Monday, so the speaker has the responsibility to finish it before Monday.	Responsible
		Bagus : You're right! It should be submitted on Monday	The speakers realize that they have to finish the assignment before Monday because the deadline is on Monday	Discipline
		Lyca : But do you have any idea what we should write about? Lyca : We should make a poster about underwater life.	Bagus thinks about something that the other student doesn't think that way, so we can say that Bagus is Creative	Creative
		Bagus : let's have a look at some references from the Internet, maybe we can get some ideas	One of the speakers shows his curiosity that they can find any information from the Internet	Curious
		That's good idea Yeah, I think so	The statements shows that the speaker respects the other's opinion	Tolerant

		Indah : look at this one. it's a giant squid.	On the conversation, the speaker states her idea based on her knowledge by reading	Pond of reading
		Lyca : have a look at the size. It's very big		
		Indah : Listen, the article says that the size can be 10 meters long. It's a big as a school bus.	The fact that the giant squid size can be 10 meters, the speaker states states it is based on the fact	Honest.
		Bagus : really? wow! Now, I really think we should make a poster about it.		
		Lyca : Yeah, I think so.		
		Indah : okay, let's get started	The speakers are having a long discussion before they decide to finish their assignment and write about giant squid.	Democratic.

Appendix 6. The Analysis from The Third Interater

Chapter	Theme	Data	Analysis	Value
3.		Indah: Hey guys, I think we should finish our biology assignment before Sunday. Bagus: You're right! It should be submitted on Monday.	The speakers show the value of responsible. It can be seen from the speakers who know the deadline of the assignment. The speakers are going to finish the assignment on time, it means they show the value of disciplined.	Responsible Disciplined
		Lyla: But do you have any idea what we should write about? Lyla: We should make a poster about under water life. Bagus: Let's have a look at some references from the internet. Maybe we can get some ideas.	The conversation shows act of creative values, since Bagus as one of the speakers says that they can find some references from the internet. It means they try to solve the problem creatively. Since Bagus says that they can find some references from the internet, it means the conversation shows act of curiosity.	Creative Curious.
		That's good idea Yeah, I think so.	Since the conversation shows the act of respecting others opinion, it can be concluded that the conversation refers to act of tolerant values.	Tolerant.

		Indah: look at this one. It's a giant squid. Lyla: Have a look at the size. It's very big. Indah: Listen, the article says that the size can be 10 meters long. It's a big as a school bus.	From the conversation, it can be seen that one of the speaker states her idea after she reads the article. It means she develops her knowledge by reading. The conversation shows act of honesty, since one of the speakers states the fact of the giant squid size.	fact of reading Honest.
		Bagus: really? Wow! Now, I really think we should make a poster about it. Lyla: Yeah, I think so. Indah: Okay, let's get started.	As can be seen on the conversation, Bagus says that they need to make a poster to finish their tasks, and all of the members are agree to do that. It shows act of democratic.	Democratic

Appendix 7. The Summary of the Analysis Result from the interaters

Based on the analysis result from the interaters there are several indicator changes. For example in the speaking script, the speakers discuss about finishing their assignments. It means the conversation contains the first indicator of disciplined value. However, the interaters say that it does not contain disciplined value but it contains responsible value, because the students know that they should finish their assignments from the teacher. So, the indicator of responsible value changes from “*menyelesaikan tugas dan kewajiban tepat waktu*” into “*menyelesaikan tugas dan kewajiban*” because the highlight of the responsible value is finishing duties and obligation whether it is done on time or not it is okay, the most important thing is they want to finish it. In addition the interaters say that the conversation also contains disciplined value because it discusses about the students who know they have to submitt their assignment on Monday. It means they are disciplined. So, the indicator of disciplined value changes from “*mengerjakan tugas dan kewajiban*” into “*mengerjakan dan menyelesaikan tugas serta kewajiban tepat waktu*” because the highlight of the disciplined value is finishing duties and obligation on time.



Appendix 8. Definisi dan Indikator Nilai Pendidikan Karakter yang Sudah Diuji Validitas dan Reliabilitasnya

No	Nilai Pendidikan Karakter	Definisi	Indikator
1.	Religius	Sikap dan perilaku yang patuh dalam melaksanakan ajaran agama yang dianutnya, toleran terhadap pelaksanaan ibadah agama lain, serta hidup rukun dengan pemeluk agama lain.	<p>Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap yang patuh untuk melaksanakan ajaran agama.</p> <ul style="list-style-type: none"> - Ajakan untuk melakukan ibadah, memberi salam menggunakan kata assalamualaikum, om swastiastu dan sebagainya - Selalu mengingat sang pencipta ketika berada di masa-masa sulit dan senang misalnya dengan cara menyebut nama Tuhan. <p>Di dalam materi pembelajaran khususnya pada “speaking script terdapat kalimat yang menjelaskan tentang sikap toleran terhadap pemeluk agama yang berbeda.</p> <ul style="list-style-type: none"> - Ajakan untuk hidup rukun dan bersahabat dengan pemeluk agama lain, - Menghormati pemeluk agama lain ketika merayakan hari besar keagamaan dan melaksanakan ibadah.
2.	Jujur	Perilaku yang didasarkan pada upaya menjadikan dirinya sebagai orang yang selalu dapat dipercaya dalam perkataan, tindakan dan pekerjaan	<p>Di dalam materi pembelajaran khususnya pada “speaking script terdapat kalimat yang menjelaskan tentang perilaku yang dapat dipercaya dalam perkataan, tindakan dan pekerjaan</p> <ul style="list-style-type: none"> - Berbicara sesuai fakta - Mengakui dan meminta maaf ketika berbuat salah - Menepati janji yang sudah dibuat
3.	Toleransi	Sikap dan tindakan yang menghargai perbedaan agama, suku, etnis, pendapat, sikap dan tindakan orang lain berbeda dari dirinya.	<p>Di dalam materi pelajaran khususnya pada “speaking script terdapat kalimat yang menjelaskan tentang perilaku untuk menghargai perbedaan dirinya dan orang lain termasuk dalam konteks agama, suku, etnis, pendaapat, sikap dan tindakan.</p> <ul style="list-style-type: none"> - Menghargai pendapat orang lain ketika dia menyampaikan ide/gagasannya dengan menggunakan kalimat “ that’s a good idea atau I think so” - Berbuat baik dan bersahabat dengan orang lain yang memiliki kondisi fisik/psikis, agama, suku, etnis yang berbeda.
4.	Disiplin	Tindakan yang menunjukkan perilaku tertib dan patuh pada berbagai ketentuan dan peraturan.	<p>Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang tindakan untuk mematuhi peraturan yang berlaku.</p> <ul style="list-style-type: none"> - Mengerjakan dan menyelesaikan tugas serta kewajiban tepat waktu - Tidak melanggar ketentuan yang

			ada
5.	Kerja keras	Perilaku yang menunjukkan upaya sungguh-sungguh dalam mengatasi berbagai hambatan belajar, tugas, dan menyelesaikan tugas dengan sebaik-baiknya.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang upaya sungguh-sungguh dalam melakukan sesuatu. <ul style="list-style-type: none"> - Belajar dengan giat - Berfikir kritis - Menyelesaikan pekerjaan dengan baik - Pantang menyerah
6.	Kreatif	Berfikir sebelum melakukan sesuatu untuk menemukan cara atau hasil yang lebih baik dari sebelumnya.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang tindakan untuk mencari cara baru atau hasil yang lebih baik dari sebelumnya <ul style="list-style-type: none"> - Menyampaikan saran dan ide - Mengimplementasikan sebuah ide dengan cara menciptakan dan memodifikasi sebuah karya
7.	Mandiri	Sikap dan perilaku yang tidak mudah bergantung pada orang lain dalam menyelesaikan tugas-tugas.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap tidak bergantung pada orang lain <ul style="list-style-type: none"> - Mengusahakan segala sesuatu dengan kemampuan sendiri.
8.	Demokratis	Cara berfikir, bersikap dan bertindak yang menilai sama hak dan kewajiban dirinya dan orang lain.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap untuk menilai sama hak dan kewajiban dirinya dan orang lain. <ul style="list-style-type: none"> - Tidak memaksakan kehendak kepada orang lain - Bermusyawarah untuk menentukan sesuatu - Memberikan kesempatan yang sama pada orang lain
9.	Rasa ingin tahu	Sikap dan tindakan yang selalu berupaya untuk mengetahui lebih mendalam dan meluas dari sesuatu yang dipelajari, dilihat, dan didengar.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan tindakan untuk mengetahui sesuatu secara mendalam <ul style="list-style-type: none"> - Selalu bertanya dan mengeksplorasi informasi dari berbagai sumber - Mencoba hal-hal baru
10.	Semangat kebangsaan	Cara berfikir, bertindak, dan berwawasan yang menempatkan kepentingan bangsa dan negara di atas kepentingan diri dan kelompoknya.	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap memprioritaskan kepentingan negara <ul style="list-style-type: none"> - Mengikuti kegiatan yang berhubungan dengan kepentingan bangsa contohnya mengikuti upacara, menyelenggarakan peringatan hari-hari besar negara - Mengamalkan nilai-nilai ideologi bangsa
11.	Cinta tanah air	Cara berfikir, bersikap dan berbuat yang menunjukkan kesetiaan, kepedulian dan penghargaan yang tinggi terhadap bahasa, lingkungan, fisik, sosial,	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap peduli dan menghargai negara. <ul style="list-style-type: none"> - Ikut serta dalam kegiatan yang

		budaya, ekonomi dan politik bangsa.	peduli terhadap negara seperti menggunakan produk buatan dalam negeri <ul style="list-style-type: none"> - Mampu berbahasa nasional dengan baik - Membayar pajak - Mengikuti pemilu
12.	Menghargai prestasi	Sikap dan tindakan yang mendorong dirinya untuk menghasilkan sesuatu yang berguna bagi masyarakat, mengakui, dan menghormati keberhasilan orang lain	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan tindakan untuk menghasilkan sesuatu yang berguna bagi masyarakat dan menghormati keberhasilan orang lain <ul style="list-style-type: none"> - Memberi motivasi kepada orang lain dan diri sendiri untuk menghasilkan sesuatu yang berguna bagi dirinya dan masyarakat - Memberikan penghargaan atas keberhasilan seseorang dan diri sendiri
13.	Komunikatif	Tindakan yang memperlihatkan rasa senang berbicara, bergaul dan bekerja sama dengan orang lain	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang tindakan memperlihatkan rasa senang berbicara, bergaul dan bekerja sama dengan orang lain <ul style="list-style-type: none"> - Mampu bertutur kata sesuai konteks dengan Bahasa yang baik dan benar - Mampu menjalin hubungan dan mengerjakan sesuatu dengan orang lain.
14.	Cinta damai	Sikap, perkataan, dan tindakan yang menyebabkan orang lain merasa senang dan aman atas kehadirannya	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap perkataan, dan tindakan yang menyebabkan orang lain merasa senang dan aman atas kehadirannya <ul style="list-style-type: none"> - Dapat menempatkan diri dalam segala situasi - Tidak memicu permasalahan - Mampu menyelesaikan masalah dengan jalan damai
15.	Gemar membaca	Kebiasaan menyediakan waktu untuk membaca berbagai bacaan yang memberikan manfaat bagi dirinya	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap kebiasaan menyediakan waktu untuk membaca berbagai bacaan yang memberikan manfaat bagi dirinya <ul style="list-style-type: none"> - Gemar mengunjungi perpustakaan dan membaca literatur yang ada disana - Gemar mencari ilmu untuk mengembangkan kemampuan kognitifnya - Meluangkan waktu untuk membaca
16.	Peduli lingkungan	Sikap dan tindakan yang selalu berupaya mencegah kerusakan pada lingkungan alam	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan tindakan

		disekitarnya dan mnegmbangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi	yang selalu berupaya mencegah kerusakan pada lingkungan alam disekitarnya dan mengembangkan upaya-upaya untuk memperbaiki kerusakan alam yang sudah terjadi. <ul style="list-style-type: none"> - Melakukan tindakan untuk menjaga lingkungan seperti menjaga kebersihan dan menghemat energi - Melakukan tindakan untuk memperbaiki lingkungan seperti reboisasi dan tebang pilih
17.	Peduli sosial	Sikap dan tindakan yang selalu ingin memberi bantuan pada orang lain dan masyarakat yang membutuhkan	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan tindakan yang selalu ingin memberi bantuan pada orang lain dan masyarakat yang membutuhkan. <ul style="list-style-type: none"> - Melakukan kegiatan yang membantu masyarakat seperti baksos untuk orang yang membutuhkan, donor darah dan tutor sebaya
18.	Tanggung jawab	Sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajiban, yang seharusnya dia lakukan, terhadap diri sendiri, masyarakat, lingkungan (alam, sosial dan budaya), negara dan Tuhan Yang Maha Esa	Di dalam materi pelajaran khususnya pada “speaking script” terdapat kalimat yang menjelaskan tentang sikap dan perilaku seseorang untuk melaksanakan tugas dan kewajiban, yang seharusnya dia lakukan, terhadap diri sendiri, masyarakat, lingkungan (alam, sosial dan budaya), negara dan Tuhan Yang Maha Esa. <ul style="list-style-type: none"> - Mampu menepati janji dan amanah - Mengerjakan tugas dan kewajiban - Berusaha meminta maaf jika bersalah dan berusaha tidak mengulangi lagi - Berani menanggung resiko atau akibat dari segala yang diperbuat

Sumber : Kemendiknas (2010)

Appendix 9. The Availability of Character Education Values in Speaking Sricpt in Each Chapter

The Availability of Character Education Values in Speaking Sricpt in Each Chapter

Chapter	Theme	Data	Analysis	Value
1	Let's Visit Seattle!	Anita: May I help you? (socially aware)	From the conversation it can be concluded that it contains socially aware value, because one of the speakers offer a help for the other speaker who needs it.	Socially aware
		Fatah: Yes, please. I need a book entitled "Visiting Seattle" . (fond of reading)	From the conversation it can be concluded that it contain fond of reading value, because one of the speakers visiting the library to find a book and read it.	Fond of reading
		Anita: Sure, we have one copy left. I'll get it for you. (responsible)	From the conversation it can be concluded that it contains responsible value, because Anita as one of the speakers does her duties as the librarian to help visitors to find a book.	Responsible
		Fatah: Thanks (communicative)	From the conversation it can be concluded that it contains communicative value, because Fatah are communicating with a good language.	Communicative
		Made: We have to submit the report of our visit to Lake Toba tomorrow (discipline) but I think there are still a lot of problems with the grammar, spelling, and so on. (honest)	In the conversation, the speakers say that they have to submit their assignments tomorrow (the next day). That statement shows the action to follow the rules from the teacher and it represents responsible value.	Responsible
		Hilda : What if I take half of it and I'll edit the rest after I finish this one.	From the conversation it contains disciplined value because the speakers are disciplined to submit their assignments on time.	Discipline
		Made : That's very thoughtful of you. Thanks a lot. (communicative)	From the conversation it can be concluded that it contains honest value because one the speakers are telling the truth that their assignmens still have lots of problems.	Honest
			From the conversation it can be concluded that it contains communicative value, because the speakers cooperate in doing their assignment. It also represents one of the inficator of communicativevalue, that is, cooperate in doing something with others.	Communicative
		Father: Exam is around the corner. It's about time to go back to your study. (responsible)	The speakers talk about the exam that is around the corner, and father (one of the speakers) says that his son must go back to his study and his son says " okay dad". From the conversation it can be concluded that	Responsible
		Son : Okay, Dad. (communicative)		

			those statements are representing responsible value because he (the son) is responsible in doing his obligation as a student to study.	
			From the conversation it can be concluded that it contains communicative value, because the son are communicating with a good language.	Communicative
		Father: If you want to pass the exam , you have to study harder . (hardworking) Son: Thanks, Dad. (communicative)	From the conversation it can be understood that it contains hardworking value, because one of the speakers suggests to his son that if he wants to pass the exam, he must study harder.	Hardworking
			From the conversation it can be concluded that it contains communicative value, because the son are communicating with a good language.	Communicative
		Mr. Lukman : If you want to be a chair of OSIS, offer a good program to improve school environment (democratic, creative and environment aware). Nyoman : Sure, I will.	From the conversation it can be concluded that it contains creative value because Mr.Lukman gives a suggestion or idea to Nyoman to offer a good program if he wants to become a chair of OSIS.	Creative
			The conversation also contains environment aware value because Mr.Nyoman idea's is usefull for the school environment. And that idea represents one of the indicators of environment aware value that is the effort for keeping the environment clean.	Environment aware
			From the conversation it can be concluded that it contains democratic value, because the speakers are discussing first before making decision.	Democratic
		Joko : If I am elected president, I will waive taxes for poor people Edwin : I wish you all the best	From the conversation it can be concluded that it contains socially aware value because one of the speakers wants to help the poor people. And that statement also represents the indicators of socially aware value that is doing something to help others or community.	Socially Aware
2	What Does it Mean?	-	-	-

3	Have A Look At Life Underwater!	<p>Indah :Hey, guys, I think we should finish our Biology assignment before Sunday. (responsible) Bagus :You're right! It should be submitted on Monday. (discipline)</p>	<p>From the conversation it contains responsible value because the speakers are disciplined to finish their assignments from the teacher on time. It also represents one of the indicators of disciplined value, that is, to finish duties and obligation on time.</p>	Disciplined
			<p>In the conversation, the speakers say that they have to finish their assignment before Sunday because it should be submitted on Monday. That statement shows that the students are responsible to do and submit their assignments from the teacher.</p>	Responsible
		<p>Lyla : But do you have any idea what we should write about? Lyla :We should make a poster about underwater life. Bagus: Let's have a look at some references from the internet. Maybe we can get some ideas. (creative, curious and independent)</p>	<p>In the conversation, the speakers say about their assignment to make a poster about underwater life and one of them says that before making a poster they should have a look at some references from the internet that could give them some ideas. That action shows that one of the speakers represents creative value because he thinks a new ways (looking at the references in the internet) before doing something (making a poster.)</p>	Creative
			<p>From the conversation it can be concluded that it contains curious value, because the students are exploring the information from any resources in this case from the internet.</p>	Curious
			<p>From the conversation it can be concluded that it contains independent value because the students are trying to finish their assignment without asking helps from the teacher. It also represents one of the indicators of independent value that is trying to do everything with their own abilities.</p>	Independent
		<p>That's good idea! (tolerant) Yeah, I think so</p>	<p>From the statements “ that's a good idea and yeah I think so” they are representing tolerant value because those statements refer to attitudes that respect others'</p>	Tolerant

			opinions	
		<p>Indah : look at this one. It's a giant squid Lyla : have a look at the size. It's very big! Indah : listen, the article says that the size can be 10 meters long. It's a big as a school bus! (fond of reading)</p>	<p>From the statement "listen the article says that the size can be 10 meters long" it can be concluded that it contains fond of reading value because the speakers like to read the information to develop their knowledge in this case the information which can help them in doing their assignment.</p>	Fond of reading
		<p>Bagus : really? Wo! Now, I really think we should make a poster about it. Lyla: yeah I think so Indah : okay, let's get started (democratic and communicative)</p>	<p>In the conversation, the speakers discuss about their assignment. After a long discussion they decide to make a poster about underwater life. From the conversation it can be concluded that it contains democratic value because before they decide to do something they discuss it first to make a decision.</p>	Democratic
			<p>From the conversation it can be concluded that it contain communicative value, because the speakers are communicating with good language.</p>	Communicative
4	I Can't Believe it!	<p>Zahra : have you heard the latest news about our school? Raisa : No. What about it? Zahra : It got A from the National Accreditation Body. Raisa :Wow! That's terrific, we should be very proud. (appreciative) Zahra :It means that our school is of good quality. (appreciative)</p>	<p>From the conversation it can be concluded that it contains appreciative value, because the speakers feel so proud of their school success. It means they are appreciating the success of their school for getting A from the National Accreditation Body.</p>	Appreciative
		<p>Toni : Mum is planning to buy us each a study desk. Nina :.....? we don't need to share then. Thank God. Toni : Yes. I wanted a bigger study desk for a long time. (religious)</p>	<p>From the conversation it can be concluded that it contains religious value because the speakers are happy for getting new desk and one of them say " Thank God" it means they remember God when they are happy.</p>	Religious
		<p>Are you alright? I am sorry to hear that You have to see the doctor soon</p>	<p>From the conversation it can be concluded that it contains socially aware value, because those statements show the attitudes and actions for caring and helping</p>	Socially aware

		Get well soon (socially aware)	people who need help.	
		Are you okay? Have you seen the dentist? You have to leave early and go to the dentist. Hope you feel better. Take care (socially aware)	From the conversation it can be concluded that it contains socially aware value, because those statements show the attitudes and actions for caring and helping people who need help.	Socially aware
		No, not really, I have tootache No, I'am not, I can not go to school (honest)	From the conversation it can be concluded that it contains honest value because the speakers are telling the turth about their condition.	Honest
		Luki : Have you seen the dentist? Farah : Not yet. Many things to do in the office (disciplined and responsible)	From the conversation it can be concluded that it contains discipline value because as the employee of the company, she is following the rules to do her duties and obligation first before seeing the doctor.	Discipline
			From the conversation it can be concluded that it contains responsible value, because as the employee of the company she is doing her duties and obligation although she has a toothache and needs to see a dentist.	Responsible
5	Do You Know How to Apply for a Job?	-	-	-
6	What Do They Look Like?	-	-	-
7	Read The Nature	-	-	-
8	Students Don't Bully	-	-	-
9	Do You Know How Potteries are Made?	Beny :Hai Ana, I heard you visited ceramic village in Bethek last week. Is it true? Anything interesting? Do they have any association? Do you know how to make ceramic product? Ikhsan : What are the materials? What's next? (curious)	From the conversation it can be concluded that it contains curious value because the speakers are asking and exploring the information from their friends about ceramic village in Bethek. It means they are curious with the ceramic village.	Curious
		Ana: They have a good potentials actually. Their products show a high level of creativity. (appreciative)	From the conversation it can be understood that it contains appreciative value, because the speakers acknowledge and respect what others do (the people who make ceramic in Bethek). It means the speaker is appreciating their products.	Appreciative

		<p>Ana : I think the government needs to help them improve their quality by setting up an association for the producers and the artists. (patriotic)</p> <p>Beny : The association can also help them market their products to other places (patriotic)</p> <p>Ana: They might even sell their products to overseas. (nationalistic)</p> <p>Beny: alright, let's think of how we can help them. (socially aware)</p>	<p>From the conversation it can be concluded that it contains socially aware value, because the speakers are thinking about what they need to do to help Bethek people improve the quality of their products.</p> <p>From the conversation it can be concluded that it contains patriotic value, because the speakers are thinking for helping the domestic products to increase their quality.</p> <p>From the conversation it can be concluded that it contains nationalistic value, because the speakers are thinking about their country in this case the product of Bethek people.</p>	<p>Socially aware</p> <p>Patriotic</p> <p>Nationalistic</p>
10	What Can We Learn from Baduy People?	-	-	-
11	Who Was Involved?	-	-	-
12	What's The News?	-	-	-
13	It's Garbage in Art Works out	-	-	-
14	Tell Me How...	-	-	-
15	Do it Carefully	-	-	-
16	Let's Make a Better World for All	-	-	-