AN ANALYSIS OF CHARACTER VALUES IN ENGLISH TEXTBOOK

"WHEN ENGLISH RINGS A BELL"

THESIS

Submitted by

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FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
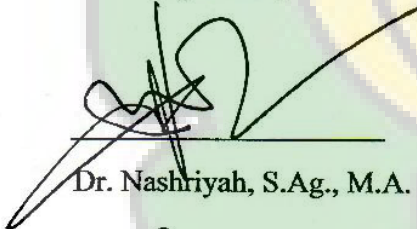2020 M /1441 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
in Partial Fulfillment of the requirements for The Degree
Bachelor of Education in English Langugae Teaching

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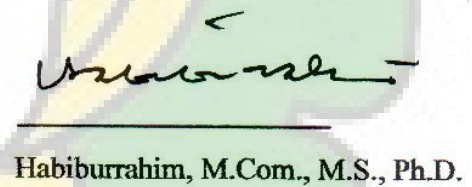Department of English language Education

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It has been defended in *Sidang Munaqasah*
In front of the board of the Examination for the working paper
And has been accepted in partial fulfillment of the requirements
For Bachelor of Education Degree in English Language Teaching

On:

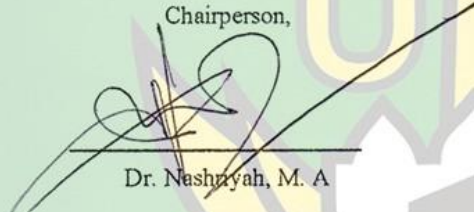Tuesday,   25 August 2020 M
                            06 Muharram 1442 H

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An Analysis of Character Values in English Textbook "When English Rings a Bell"

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 6 Agustus 2020

Saya yang membuat surat pernyataan

Annisa Indah Sari

ACKNOWLEDGMENT

First of all, praise is due to Allah SWT, who always blesses and gives me health to accomplish my thesis. I would like to extend my endless prays to the most amazing man on earth namely, our honuorable Prophet Muhammad SAW Peacese upon him who delivered the truth and direction to our life on this earts and the life here after.

Then, I would like to dedicate my unbounded thanks to my beloved father and my mother for their love, patience, attention, support, and caring who always support me to reach me the highest dream. My heartiest thanks are also directed to my beloved sisters Chantika, Tarindu, and Manja, for their sincere love and support. I also would like to express my sincere and deep gratitude to Miss. Dr.Nashriyah, M. A and Mr. Habiburrahim, M. Com., M.S., Ph.D., as my supervisors, who have spent their valuable time, worthy advises and overall guidance during the writing process in this thesis and have helped me finishing my thesis.

Futhermore, I also express uncountable thanks to all of my Girls Squad's friends: Pedi, Rahmi, nisak, Dian, Armaya, Tria , Fitrah, Sisi, Diana, Maira, Nadia, and also to my beloved Cutpoo, Desri and Amna. Thanks for accepting and being there all along with me and always cheering me to finish my thesis. May Allah bless you always.

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ABSTRACT

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Department   : Department of English Language Education
Title   : An Analysis of Character Values in English Textbook "When English Rings a Bell"
Thickness of Thesis : 116 pages
Supervisor I   : Dr.Nashriyah, M. A
Supervisor II   : Habiburrahim, M. Com., M. S., Ph. D
Keyword   : Character education, Values, Textbook

Character education is an educational concept that is highly emphasized in the current curriculum. The application of character education is a form of government concern for the development of the next generations. The implementation of character education should be applied in all aspects related to education, including in the textbook. It is because the textbook is one of the primary sources in teaching and learning activities in the classroom. By using the textbook that is in accordance with national education standards, the activities of the implementing character education can be more effective and efficient. Therefore, this research is designed to determine what character values are found in the textbook "When English Rings a Bell" for second-grade junior high school. Then, the researcher also conducted an assessment of how the values of character education were represented in the English textbook "When English Rings a Bell". To answer both questions, the researcher used a descriptive qualitative approach and content analysis method in order to obtain answers to these questions. The findings of this research can be concluded that the character education values contained in this textbook consist of 18 points of character education values which are applied with 15 values presented in pictorial data and 17 values presented in the utterance data.

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CHAPTER I

INTRODUCTION

A. Background of Study

The implementation of character education in Indonesia is crucial. It is because Indonesian society becomes the primary motivation in implementing character education in Indonesia. Character education becomes vital in line with an increase in juvenile delinquency cases. There are students brawl, drug abuse, killing, bullying, free sex, and even all criminal acts done by children. Meanwhile, according to National Narcotics Agency or Badan Narkotika Nasional, the results from the survey of drug abuse and illicit trafficking in student groups in 2018 amounted to 3.2% or equivalent to 2,297,492 people out of 15,440,000 people (Indonesia Drugs Report, 2019).

According to Samani and Harianto (2011), there are several facts reflected the deteriorating behaviour of the nation's character carried out by state officials. First, The Ministry of Internal Affairs or Kementerian Dalam Negeri noted that 158 regional governments were involved in corruption during 2004-2001. Second, 42 DPR members were involved in corruption cases during 2008-2011. Third, corruption cases occur in the crucial position of national institutions such as General Election Commissions (Komisi Pemilihan Umum), Judicial Commission, Capital Investment Coordinating Board (Badan Koordinasi Penanaman Modal), Bank Indonesia, and

Directorate General of Taxation. Fourth, 170 judges and 192 prosecutors were given sanctions in 2010. The lastest, as many as 18 Commissioned Officer, 272 non-Commissioned officers, and 4 enlisted officers got the sack by the Republic of Indonesia's Police Service. Meanwhile, cheating and plagiarism are typical behaviour in the education world. Almost 90% of teachers state that most students are cheating (Samani & Hariyanto, 2016). These facts certainly produce a national concern in implementing character education values or character building in every national education element.

As one of the most significant populations globally, Indonesia requires a large number of human resources with good qualities to promote national development programs. There are some solutions and alternatives to reduce social problems in Indonesia, such as strengthening law enforcement and creating regulation. The curriculum becomes the heart of education that gives more attention to national characters and values knowledge. Developing character education is an alternative and solution to produce good societies in the future (Syafitri & Tursina, 2019). According to the National Education System No. 20/2003 chapter 3, the curriculum is a set of programs and regulations about purposes, contents, and teaching materials as guidance to achieve the objective of educations. The implementation of character values is to construct and develop a human character.

The necessity of values education for the future generation looks essential. Values education will help students realize and learn about attitudes, choices, decisions, relationships, visions, and judgments towards their lives and the

surrounding environment (Lakshmi & Paul, 2018). Lakshmi and Paul also state that values education covered two types of values, such as innate and acquired. Innate values are internal values that have developed from their mind and feeling. Examples of innate values are honesty, empathy, and care. Then, acquired values are the external values that have developed from human experiences. The examples of acquired values are habits, tendencies, ambitions, friends, and cultural customs. Therefore, the Indonesian government needs to put character education values to form a generation with good character in the future.

As a developing country, the Indonesian government realizes that education becomes the primary key to national development programs. The Indonesian government also have been trying to expend the educational segment through various policies since 2010 by conducting a national policy of national character development in 2012-2025 (Samani & Hariyanto, 2016). Because of the urgency of implementing character education in Indonesia, National Education Department has developed a standard competence in the teaching and learning process that is the curriculum. Based on PP No 19/2015 about National Education Standards, chapter 1 section 12: a curriculum is a group of program and regulation of goal, learning, content, learning material and learning method used as a guideline for organizing learning programs to achieve the purpose of education. The curriculum can be developed based on the goal of national education programs and learners' needs.

Nowadays, the Indonesian government regards character education as the fundamental point of Curriculum 2013. According to Pusat Kurikulum (2011), The

Ministry of Education and Culture determines that character education or character values should implement in every part of education, especially in English subject. English subjects should not present material about the English language itself. However, every part of English language teaching should input the character values. It is because the most important of using textbooks is as guidelines for the learning process around the classroom. According to Tomlinson (2011), the textbook should serve structural material for language-learning study. Nashriyah and Khairul (2018) also support that the textbook must contain knowledge, derived from the core competencies in the curriculum, compiled by The Ministery of Education and Culture. In short, every material in the textbook should complete the predetermined standards as teaching and learning materials.

English textbooks use in every level of education in Indonesia, such as elementary school, junior high school, and senior high school or vocational high school. Every content material of the textbook must adapt to the curriculum, particularly the syllabus. Then, the content must be compatible with age and students' needs and character values. According to the curriculum centre of the ministry of national education research and development, there are eighteen values of character education values implemented in Indonesia:

a. Religius (Religious)

b. Jujur (Honestly)

c. Toleransi (Tolerance)

d. Disiplin (Discipline)

e. Kerja Keras (Work Hard)

f. Kreatif (Creative)

g. Mandiri (Autonomy)

h. Demokratis (Democratic)

i. Rasa Ingin Tahu (Willingness)

j. Semangat Kebangsaan (National Mentality)

k. Cinta Tanah Air (Love Fatherland)

l. Menghargai Prestasi (Respect with Achievement)

m. Bersahabat/ Komunikatif (Friendly/ Communicative)

n. Cinta Damai (Peaceful)

o. Gemar Membaca (Fond of Reading)

p. Peduli Lingkungan (Cares of The Environment)

q. Peduli Sosial (Social Cares)

r. Tanggung Jawab (Responsible)

Based on the explanation above, the researcher will identify character values implemented in the English textbook for second-grade junior high school. It is because character education is one of the compulsory components contained in the 2013 curriculum. Character education is also a symbol of the Curriculum 2013. Therefore, character values must implement in every element of the Curriculum 2013, especially, English textbook. Then, the reason for this research is almost all of the schools at Banda Aceh and Aceh Besar implemented Curriculum 2013 and used the same English textbook in teaching and learning activities. So, the researcher believes

that this research can help every stakeholder in implementing character education values during the teaching and learning process for improving students' character in the second-grade of junior high school at Banda Aceh and Aceh Besar.

Therefore, character values are essential to know in an English textbook. Then, the availability of eighteen crucial points in character education values expects to reduce lousy behaviour committed by children. The researcher will conduct research entitled "An Analysis of Character Education Values in English textbook "When English Rings a Bell".

B. Research Question

From the discussion above, the research problem of this research is about character values in the English textbook published by Kementerian Pendidikan dan Kebudayaan Indonesia for the second grade of junior high school. Then, the researcher will formulate the research question related to the problem in this research. The questions are:

a. What are the character values found in the English textbook "When English Rings a Bell" for second-grade junior high school?

b. How are character values represented in the English textbook "When English Rings a Bell"?

C. The Aims of The Study

Based on the research problem above, this research aims to solve and answer both research questions. In other words, the purpose of this study divided into two:

a. To explain the character values appear in the English textbook, "When English is Rings a Bell".

b. To find out how character values are applied in the English textbook, "When English Rings a Bell".

D. Significance of The Study

This study focuses on the topic regarding the implementation of character-building values in the English textbook. Therefore, the research provides several uses both for academic and practice fields related.

1. Academically

- The result of this research can use as an additional reference for social study regarding an analysis of character values in the textbook.

- The result of this study expects to give beneficial in understanding character values implemented in the textbook.

- To support teachers who have used this textbook as a leading book in the classroom activity.

2. Practically

- This research can use as a piece of additional information for teachers.

- The result of this research may be useful in trying to apply character values in the English textbook.

- The result of this research can be useful to give teachers' understanding of character values.

E. Terminology

Some words in this research will be the keywords of the study. There are some definitions to give more understanding and perception in this research, as follows:

a. Character Building Values

The character value is the main point of curriculum 2013. It means that the Indonesian government wants to implement students' character above the material. According to Bulach and Butler (2002), character values are called traits and behaviours reflected in an individual. It means that the character relates to human beliefs and actions. It also refers to as a part of human quality included attitudes, behaviours, motivations, and skills. The critical point of the 2013curriculum is to create students' quality of character and belief by implementing character values in the educational area.

b. Textbook

According to Rahimi & Hasani (2012), textbooks are the main component of language programs. Nashriyah et al. (2020) maintain that the length of classroom

tome to use textbooks is around 70-95 %. It means that the textbook is an essential source to achieve students' competence in teaching and learning activities. Based on The Indonesian Minister of Education and Culture Regulations, textbooks are functional and instructional materials used in the academic unit to achieve students' basic competence.

CHAPTER II

LITERATURE REVIEW

A. Theoretical framework

1. Textbook

a. Definition of textbook

A textbook is an essential aspect of any teaching-learning process, including English language teaching (Nashriyah et al., 2020). The textbook can support both teachers and students to get information about learning material around teaching-learning activity. Sadker and Zittleman also find that almost 70-95% learning time use textbook as learning media (Nashriyah et al., 2020). Most teachers use the textbook as the primary source to provide structure and direction in the teaching and learning process. Using the textbook, students will get much information from the textbook and use it as guidance in the learning process. Brown (2001) also supports that textbooks give the most obvious and the most typical material in the learning process. It serves students in exploring and following the topic matter they are going to learn. It also provides a basic concept of learning material that use in the classroom. According to Radic-Bojanic & Tasapov (2016), most teachers feel secure using a textbook as a basis for their lesson plan. Almost all teachers believe that the textbook's tasks and texts in the textbook will give a sense of security in the learning material that should teach in the classroom.

In the language teaching and learning process, the textbook is one of the vital media as resources to help teachers and students to get improvement around the learning classroom. According to Wuttisrisiriporn et al. (2019), the textbook aims to guide the learning process that helps learners to reach the learning process become effective. Textbooks can lead the classroom to the objective of the learning process. Every material that serves by the textbook will help students more comfortable in the understanding of the material. Therefore, the use of textbooks as the primary media in the classroom becomes the most popular media in the educational area. The textbook becomes essential as instructional media to get more information for teachers and learners.

b. The Role of Textbook

A textbook is one of the learning sources that widely used in the learning process. Besides learning material, the textbook also used as a teacher and learner guidance in the classroom. Some learning materials can not teach without a textbook. The essence of the textbook is to provide information and material for learners during the learning process. The textbook contains complete and comprehensive learning material for learners, especially in the form of explanation and practice form. Therefore, the textbook aims are to support the learning process and give a good understanding of students.

According to Cunningsworth's view, as cited in Radic-Bojanic and Tapalov (2016), the roles of the textbooks' roles are identified as:

- A reference source for students

- A syllabus

- A practical resource for self-directed learning and self-study

- A valuable resource for presentation

- A source of ideas and activities for learner practise and communicative interaction

- Support for less experienced teachers to gain confidence and demonstrate new methodologies.

c. Criteria in Selecting and Evaluating Textbook

The most important thing in selecting learning material is, stakeholder determines the quality of learning material, mainly, textbook. There are some criteria of the textbook that proposed by Parel and Jain (2008). Every textbook should contain:

a. The textbook should conform to students

b. The textbook should be according to the purposes of teaching and learning English.

c. The subject should be well in grading.

d. Practical and exercise should give at the end of the material chapter.

e. The textbook must improve and develop students' moral qualities.

f. The textbook should not be expensive

g. The textbook should be qualitative

h. The textbook cover and paper should be attractive and qualitative.

On the other hand, Radic-Bojanic and Topalov (2016) propose four criteria for textbook evaluation. They are:

a. The textbook should be suitable with the aim of the course program and appropriate to students' needs.

b. The textbook should be adapted to support students in using the language effectively for their purposes.

c. The textbook should make students easy in the learning process and comfortable in learning methods.

d. The textbook should become a connector between students and the course's target in the learning process.

In sum, those are included as the essential key to be a success in curriculum 2013. The use of textbooks as s source in teaching and learning activity is essential. Then by using an appropriate textbook, it can be an essential element to success in curriculum 2013.

2. *Character Education*

a. Definition of Character Education

Character is a fundamental aspect of education that needs more intensive attention in National education. Improvement in character development is a significant stronghold in shaping high-quality generations. Character is a trait reflected in each individual that affects how to think, talk, and behave. According to Berkowitz and Bier (2005), a character is a group of psychological constructs. The

character is also known as the core element in the individual personality. Character is a product of human development influenced by the environment, both cultural and social interaction that occurs since childhood. This character is also a group of values that become a habitual life. It is an affected human to do the right or the wrong things, e.g., honest, responsible, social cares, tolerance, creativity, and others.

Counts Coalitions as a project of Joseph Institute of Ethics explains in Kamaruddin (2012), there are six pillars of human characters:

1. Trustworthiness

The trustworthiness is measured based on values. Values become a normative foundation and action, such as honesty, loyalty, and integrity.

2. Fairness

Fairness is the quality in making a judgment. Fairness is a character free from judges, favouritism, discrimination, and unfair. Fairness is the character that focused on the truth.

3. Caring

Caring is a character that shows human sympathy, attitude, concern with others or social care, friendly, and environment cares.

4. Respect

Respect is a character that pays attention to others. This kind of character makes people always feel sympathy and appreciated with others as sn example is respect for achievement.

5. Citizenship

Citizenship is a character that makes humans aware of the laws and cares for the natural environment.

6. Responsibility

Responsibility is the character that makes humans responsible for his duties, discipline, and does everything as pleasant as possible.

Then, based on O'Connor et al. (2014), character education is a process in developing learners understanding to behave by the essence of ethical values. Pala (2011) also explains that character education is a national movement in creating good character through an emphasis on universal values in the education area. This kind of character education is as a guideline in improving the practical and comprehensive character.

Character education is one of the curriculum development programs in the educational area. In Indonesia, character education becomes the primary concern of The Ministery National Education since 2010. The implementation of character education in Indonesia follows the president's speech in The Nyepi Day celebration in 2010. Then, as one of the programs of 100 days, The Ministery of National Education is the adoption of character education in the Indonesian curriculum.

According to Agung (2011), there are three concern points of character education. There are:

1. Character education focuses on teaching values.

Character education includes particular values content and various moral qualities such as honesty, generosity, and others to be learned and understood by

students. The main focus of this character education is about the evolution of students' intellect.

2. Character education focuses on the clarification values.

The clarification values mainly include moral identification and value selection. The main focus in this point f character education is about students' understanding.

3. Character education focuses on Kohlberg's moral development.

The character values that focussed on Kohlberg's moral development are to reflect the value acceptance and motivation, and another relatively stable individual aspect which directs the individual action.

b. The Objectives, Function, and Media of Character Education

According to Pusat Kurikulum (2011), character education is an effort to realize the mandate of Five principles (Pancasila) and the UUD 1945 constitution's opening. Character education used as a foundation for realizing the vision of national development by creating a society that has good attitudes, moral values, the ethical, cultural, and civilized character based on the philosophy of Pancasila. Therefore, character education's objective is to develop national character values covering three main points (Pusat Kurikulum, 2011). There are:

1. To develop students' potential that can be the right person, especially in their heart, mind, and behave.

2. To build a nation that has a suitable character with national ideology (Pancasila).

3. To improve community potential in improving their patriotism and tolerance.

Putry (2018) is also mentioned the aim of character education in Indonesia's national education, as follow:

1. To strengthen and develop the values of life considered essential for students to have a good personality.

2. To correct students' behaviour to fit the character values that have developed in the education system.

3. To establish harmonious connections with families and communities in implementing the role of character education in their life.

Based on the objectives above, character education not only focuses on student character formation but also how students must act, behave, and socialize in every part of life. Then, students expected not only to get good grades but also useful in their behaviour.

Then, the functions of character education based on Pusat Kurikulum (2011) are:

1. To establish multicultural nationalism.

2. To build an intelligent national civilization, noble culture, and ability to contribute to the national development by improving the human potential to be useful in the act, behave and think.

3. To build nationalism that is aware of peace, creativity, autonomy, and the ability to live with the community.

Then to get the aim and the function of character education, it needs a variety of media to support the character education program. There are families, government, civilization, school, and mass media (Pusat Kurikulum, 2011).

c. Benefits of Character Education

Agboola and Tsai (2012) state that the primary purpose of character education is to provide examples of good character. It means that character education should be a model for students in imitating good character as characteristics. By implementing character education in the curriculum, it can be more comfortable for the government to create an excellent future generation. In creating a good character, it is not forming deliberately. It needs time to learn and practice. It also needs a long time to create a good character for students. Therefore, character education should be implemented and developed in the national curriculum as the main focus in every part of the education area.

According to Pala (2011), there are some benefits of implementing character education in the educational system, such as:

1. Character education can help students develop their moral qualities in their life .e.g. respect with others, sympathy, diligence, and others.

2. Character education is not only to create students as good thinkers but also it is good to shape good attitudes and behaviour.

3. Character education also creates a pleasant atmosphere by entrancing students and all of the stakeholders, such as teachers, parents, school staff, and communities.

4. Character education also not only teaches students to understand about ethical values and moral values. It teaches adults to care about ethical values and moral values such as fairness, responsibility, care with others, and the environment as apart of a broader community.

5. Character education creates learning places as a secure place for children. Implementing all of the values in character education will provide a comfortable atmosphere for children to develop their competencies and skills.

6. Character education also teaches us to solve their problems fairly.

7. Character education can create an integrated culture of character that can support learners to be excellent.

d. The Character Values in National Education

The implementation of character values carried out to achieve the goal of national education which is to develop students' potential to be a right person of faith and devotion to god, noble, healthy, knowledgeable, capable, creative, independent, become democratic, and responsible (Kemdiknas, 2010). Character values are a foundation for realizing the vision and mission in national development. Character education does not only teach right and wrong but also more than it. Character values are an effort to instil excellent habituation. The purpose is for students to behave and

act based on the values of character in their personalities, as implemented in Curriculum 2013 (Pusat Kurikulum, 2011).

According to Suyadi (2013), there is a description of the character value and the development of the concept of character value based on Kementerian Pendidikan Nasional:

Table 2.1
The List of Character Education Values

No	Character Value	Description of Character Value	The Consept of Character Value
1	Religious	Religiousness is attitude and behaviour in implementing the religious theory of each person's belief, tolerance with other religions, and life together in different religions.	• Practising the religious teachings that are followed according to the stages of adolescents development • The behaviour of carrying out the teachings of religion and belief. • Respect to religious differences. • Upholding a tolerant attitude towards the practice of other religions and beliefs • Live in harmony and peace with followers of other religions.
2	Honestly	Honestly is an act or behaviour based on efforts to make him/herself as a person who can always trust in words, actions, and works.	• Seek and apply information from the surrounding environment and other sources logically, critically, and creatively. • Be honest in lending and borrowing behaviour. • Expressing attitudes towards the material in the classroom. • Not cheating or plagiarizing in any assignment. • The action wants to talk about every problem in

			accepting friends' opinions.
			• State explicitly the strengths and the weakness of a subject.
			• Expressing feelings of pleasure and displeasure with something.
			• Understand their strength and weakness.
3	Tolerance	Tolerance is attitudes and actions that respect differences in religion, ethnicity, tribe, opinions, attitudes, and actions of others that are different from the other person.	• Respect the diversity of religions, cultures, ethnicities, races, and socio-economic groups in the national scope. • Applying togetherness values in the life of the community, nation, and state for the sake of unity in the unitary state of the Republic of Indonesia. • Appreciate differences of opinion.
4	Discipline	Discipline is actions that indicate orderly behaviour and comply with various rules and regulations.	• An attitude of compliance with the applicable regulations in the environment • Make an effort to be on time.
5	Work Hard	Work hard is actions that show serious effort in overcomes studies, assignments, obstacles, and finishing assignments as good as possible.	• Use time effectively to complete assignments both inside and outside the classroom. • Do the assignment as good as possible. • Do not give up on learning difficulties. • Have an entrepreneurial spirit. • Always focus on the lesson.
6	Creative	Creative is an act that thinks and does something to produce a new way, product, or result from something ready to have.	• Generate a new product or idea. • Creating diverse works. • Shows the ability to think logically, critically, creatively, and innovatively.

7	Autonomy	Autonomy is the attitude and behaviour that do not depend on others in completing tasks.	- Demonstrate the ability to learn independently according to its potential. - Carry out tasks that are their responsibility.
8	Democratic	Democratic is the way how to think, behave, and act to assess the same rights and obligations of himself and others.	- Understand the rights and obligations of oneself and others in society. - Getting used to discussing with friends. - Courage to express opinions. - Show self-confidence.
9	Willingness	Willingness is attitude and action that always strive to know profoundly and extensively from something that is learned, seen, and heard.	- The attitude to ask teachers and friends about the subject matter. - Asking about a phenomenon that occurred. - Ask the teacher about something that they have heard or seen from the environment.
10	National Mentality	The national mentality is the way of thinking, acting, and having the insight that places the nation's interests and the state above themselves and group interests.	- Participate in flag ceremonies and other national day commemoration ceremonies. - Think and behave prioritizing the interest of the nation and state.
11	Love Fatherland	Love fatherland is the way of thinking, acting, and having the insight that shows loyalty, cares, and high appreciation to the language, physical environment, culture, social, economy, and nation's politics.	- Enjoy the geographical advantages and fertility of Indonesia's soil. - Enjoy the diversity of ethnic groups and regional languages of Indonesia. - Admire and enjoy the work of the Indonesian nation.
12	Respect With Achievement	Respect with achievement is attitudes and actions that encourage him/her to produce something useful for the community, and respect other persons' success.	- Appreciate to national arts and cultures. - Appreciate assignments, works, and have the ability to work. - Respect to the traditions and works of the local community. - Respectful to the behaviour towards

			something that has been done by other people.
13	Communicative/Frie ndly	Communicative or friendly is attitudes and actions that show good expression in communicating and work together with others.	• Communicate and interact effectively and politely. • The existence of interaction with other people. • Active in various activities.
14	Peaceful	Peaceful is an act, attitude, and word that makes another person feel interested and save of his come.	• An attitude is applying togetherness in the environment
15	Fond of Reading	Fond of reading is habitual of giving time to read some literature that gives good deeds for his/her self.	• The textbook content demonstrates a penchant for reading and writing simple short scripts. • The textbook content demonstrates skill in listening, speaking reading, and writing in Indonesian and English. • The textbook content shows the habit of reading books, literary, scientific, artistic and reading wall magazines/newspaper • The textbook content shows fondly of visiting the library.
16	Cares of the Environment	Cares of the environment are acts and attitudes that always try to prevent damage to the environment and develop efforts to repair nature damage that bad happened.	• The textbook content shows participating in various activities related to cleanliness and environmental care. • The textbook content shows the implementing of a healthy life, live clean,
17	Social Care	Social care is the attitude and behaviour that always assist the other person and the community in need.	• There has a sense of care and sympathy for others and the environment. • It shows mutual help.
18	Responsible	Responsible is attitude and behaviour to carry out their duties and obligations to their life, environment, community, and god.	• Do a good job. • Carry out the duties and obligations assigned to him.

B.   **Previous Study**

To support this research, the researcher will present some previous studies related to this research. The first one comes from Atik Rahayu in 2017 from The State Institute of Islamic Studies of Ponorogo with the title "Character Education Analysis of English Textbook (When English Rings a Bell) for The Seventh Grade of Junior High school". This research focuses on character education values that represented in the sentence(s) of English textbook "When English Rings a Bell" and the integration of character education value in the material. The result of this study is every chapter in the English textbook representing the different points of character values.

The first chapter presented five character values in the sentences of the English textbook. There are tolerance, hard work, respect to achievement, friendly/communication, and peaceful. The second chapter presented six character values from the sentences of instruction implemented in the textbook and from some dialogues. The character values are hard work, independent, sense of nationalism, respect to achievement, friendly/communication, and fondness of reading. The third chapter presented ten character values. The values are tolerance, discipline, hard work, independence, curiosity, sense of nationalism, patriotism, respect to achievement, friendly/communicative, and fondness of reading. However, the most often value shows in this chapter is independence. It is because almost all of the activities indicate to discipline activity such as about the time. The fourth chapter

presented six character education values such as independent, curiosity, respect to achievement, friendly/communicative, environment awareness, and social care. Every value appears in this chapter based on the dialogue.

The fifth chapter presented eight character values. There are tolerance, discipline, independent, curiosity, respect to achievement, friendly/communicative, environmental awareness, and social care. Then, the sixth chapter presented ten character education values. The values are tolerance, discipline, independent, curiosity, respect to achievement, friendly/communicative, fondness of reading, environmental awareness, social care, and responsibility. The most popular value in this chapter is independent. It is because there are seven independent values that appear in this chapter. The seventh chapter presented seven character values such as honesty, hard work, independent, patriotism, respect to achievement, friendly/communicative, and fondness of reading. Then the last chapter presented three character values. The values are independent, friendly/communication, and social care.

Based on the resarch, there are some conclusions of this research. Firstly, the most often character values appear in this textbook is independence and friendly/communicative. Almost all of the chapters contained these values. Then, the religiosity and honesty contain in learning materials that show in the pictorial data. In this textbook only contains sixteen character education values from the sentences and learning material. However, there are two character education values do not contain in this textbook, such as democracy and creativity.

The second relevance study comes from Nurhaeda Gallea et al. in 2019 with the title "An Analysis of Character Education of English Textbook When English Rings a Bell for Second Grade of Junior High School". This relevance study presented from Journal Edulingua, volume 6, issue 1, and on page 51-56. This study has identified the utterances and pictorial data in the English textbook by using eighteen character education values that represented from the Ministery of Education and Culture. This research used content analysis and researched by using questionnaire as the instrument. The type of questionnaire is open-ended questionnaire. Then the result of the data found, there are eighteen characters implemented in the English textbook. The utterances data show 111 repetitions of character values and 104 values of pictorial data. The most dominant character from this research is friendly/communicative values with 42 data. Then, curiosity and nationalism character become the lowest position.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is categorized as descriptive qualitative research. The researcher used qualitative research, especially textbook content analysis. Descriptive data is a characteristic of qualitative data research that involves data from documents, transcripts, audio-video records, words, and pictures (Nassaji, 2015). The researcher analyzed and described the data from the English textbook by using eighteen character values. According to Cresswel (2014), qualitative research is an approach to conceive and investigate the meaning of things explained through a description or explanation. Then, content analysis is one of the numerous research approaches in analyzing qualitative research. Krippendorff (2004) explains that content analysis is a developing knowledge unit of analysis in a text connected to create the objective of how the language used to reconstruct the knowledge itself. In this case, the researcher analyzed and described an English Textbook *"When English Rings a Bell" for second-grade junior high school* on the character education values and the way of representing the character values.

B. Research Subject

This research used English textbooks for second-grade junior high school *"When English Rings a Bell"* published by the Indonesian Ministry of Education and

Culture. The textbook was written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli khatimah. The textbook has thirteen chapters. The first chapter until the sixth chapter is for the first semester. Then, the seventh chapter until the thirteenth chapter is for second semester two. In the textbook, the researcher tried to analyze all of the chapters.

C. The Technique of Data Collection

The collecting data in this research was done systematically. The researcher used documentation. Then during the research process, the researcher tried to collect the data by a document that is an English textbook. After collecting data, the researcher selected the data using relevant criteria between the data and the topic of the research.

The researcher used content analysis in selecting data. Content analysis is a social scientific methodology for making sense of recorded human communication, including news, policy documents, letters, and even video or novels, mainly written text (Neuendorf, 2002). The objective of qualitative content analysis is to systematically transform a large amount of the text into a highly organized and brief summary of the critical result.

According to Erlingson & Brysiewicz (2017), there is a hand-guide to do collecting data in content analysis:

a. Condensation

Condensation is a process of shortening the text while still preserving the core meaning. The data from the textbook have investigated by the researcher. Character education values are the main point of this research to be investigated.

b. Code

A code can be thought of as a label name that almost precisely describes what particular meaning unit is. In these steps, the researcher has given a label for every character's values found in the textbook.

c. Category

A category is formed by grouping together those codes related to each other through their content or context. In other words, codes are organized into eighteen character values.

d. Theme

This process involves the conclusion from the data presented as a category. The data collection was shown in two themes. There are utterance data (saying or expressing something by using words)and pictorial data (every picture found in the textbook).

D. The Technique of Data Analysis

In this data analysis of qualitative research, the researcher starts to analyze the data by using:

a. The researcher did the research from reading comprehension based on the textbook "*Bahasa Inggris: When English Rings a Bell*" published by Indonesia

Ministery of Education and Culture to learn the content of the textbook by looking each chapter.

b. The researcher found the utterances and pictorial data that represented character education values in every chapter.

c. The researcher collected the data of eighteen character values found in each chapter of the textbook.

d. The researcher analyzed the data regarding the completeness of character education values based on the research question.

e. The researcher classified and interpreted the content based on the finding of each character education values.
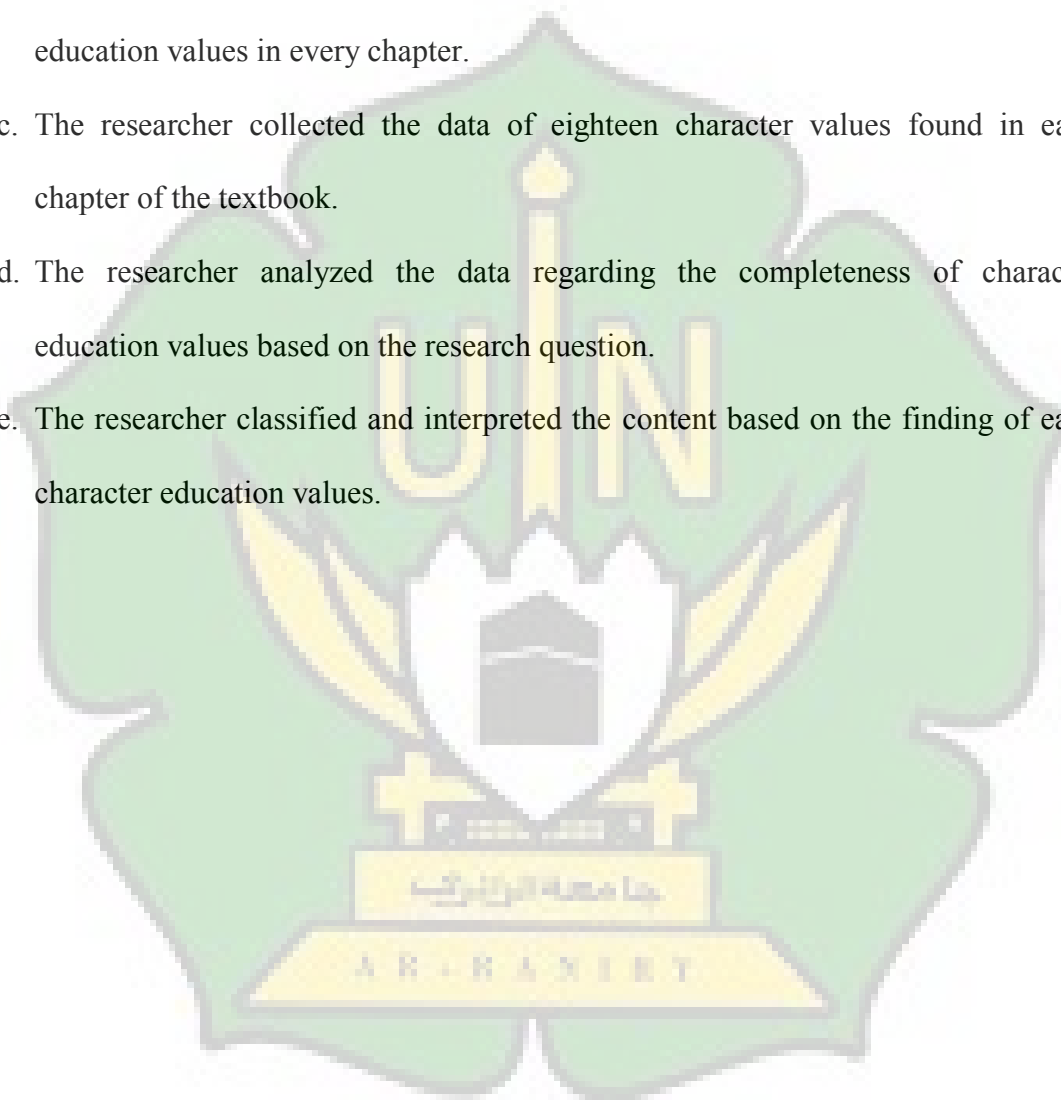
CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings on the values appeared in " Bahasa Inggris; When English Rings a Bell"

In accordance with data analysis, there are two classifications of research findings. There are pictorial and utterance data.The eighteen character values are :

Table 4.1

The Observation Checklist of Character Education Values in Chapter I

No	Character Value	Utterance	Pictorial
1	Religious		3,4,5,9,10,13,15,17
2	Honesty	6,9,10,11,12,13	6
3	Tolerance		3,6,15
4	Discipline	4,5,6,7	
5	Hard Work		
6	Creativity		15,17
7	Autonomy		
8	Democracy	3,4,5,10,11,16	3,11,15
9	Willingness	7,9,10,13,14	5,7,9,10,11,14
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement	10,15,16,17	10,15,16,17
13	Friendly/Communicative	7,9	4,5,6,7,9,10, 11,13,14,15,16,17
14	Peaceful		
15	Fond of Reading		
16	Care of Environment	10	10,14,17
17	Social Care		
18	Responsible		

The first chapter presented seven character values of utterance data and nine character values of pictorial data. The character values of utterance data are honesty, discipline, democracy, willingness, respect to achievement, friendly/communicative, and care of the environment. In pictorial data, the character values are religious,

honesty, creativity, democracy, willingness, respect for achievement, friendly/communicative, and care of the environment. The most popular character value in this chapter is friendly/communicative value.

Table 4.2
The Observation Checklist of Character Education Values in Chapter II

No	Character Value	Utterance	Pictorial
1	Religious		20,21,28
2	Honesty	23,29	
3	Tolerance	23	
4	Discipline		
5	Hard Work	20,21	
6	Creativity		
7	Autonomy		
8	Democracy		
9	Willingness		
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement	23	
13	Friendly/Communicative	21	20,21,27,28
14	Peaceful		
15	Fond of Reading		
16	Care of Environment		
17	Social Care	27,28,29	28
18	Responsible		

The second chapter presented six character values of utterance data and three character values of pictorial data. The character values in the utterance data are honesty, tolerance, hard work, respect to achievement, friendly/communicative, and social care. Then, the character values in the pictorial data are religious, friendly/communicative, and social care. The most popular character value in the second chapter is friendly/communicative value.

Table 4.3
The Observation Checklist of Character Values in Chapter III

No	Character Value	Utterance	Pictorial
1	Religious		20,21,28
2	Honesty		
3	Tolerance		
4	Discipline	40,41	
5	Hard Work		
6	Creativity		
7	Autonomy		
8	Democracy		
9	Willingness		
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative		
14	Peaceful		
15	Fond of Reading		
16	Care of Environment		
17	Social Care	34,35,42	
18	Responsible		

The third chapter presented two character values of utterance data and one character value of pictorial data. The character values in the utterance data are discipline and social care. Then,the pictorial data is religious. The most popular character values in this chapter are religious and social care value

Table 4.4
The Observation Checklist of Character Values in Chapter IV

No	Character Value	Utterance	Pictorial
1	Religious		51,53,58,59,60
2	Honesty	55,58,60,61	
3	Tolerance		51,59
4	Discipline		
5	Hard Work		
6	Creativity		
7	Autonomy		
8	Democracy		
9	Willingness	58	
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement		

13	Friendly/Communicative	47,55	51,53,58,59,60
14	Peaceful	49,51,53	
15	Fond of Reading		
16	Care of Environment		
17	Social Care	60,61	60
18	Responsible		

The fourth chapter presented five character values of utterance data and four character values of pictorial data. The character values in the utterance data are honesty, willingness, friendly/communicative, peaceful, and social care. Then, the character values in the pictorial data are religious, tolerance, friendly/communicative, and social care. The most popular character value in this chapter is friendly/communicative value.

Table 4.5
The Observation Checklist of Character Values in Chapter V

No	Character Value	Utterance	Pictorial
1	Religious		
2	Honesty		
3	Tolerance		
4	Discipline		
5	Hard Work		
6	Creativity		65,67,68,69,70,71
7	Autonomy		
8	Democracy		
9	Willingness		
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative		
14	Peaceful		
15	Fond of Reading		
16	Care of Environment		
17	Social Care		75
18	Responsible		

The fifth chapter presented no character values of utterance data and two character values of pictorial data. The character values in the pictorial data are creativity and social. The most popular value is creativity value.

Table 4.6
The Observation Checklist of Character Values in Chapter VI

No	Character Value	Utterance	Pictorial
1	Religious		76
2	Honesty		
3	Tolerance		76
4	Discipline		
5	Hard Work		83
6	Creativity		
7	Autonomy		
8	Democracy		
9	Willingness		
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative		92
14	Peaceful		
15	Fond of Reading		
16	Care of Environment		
17	Social Care		75
18	Responsible		

The sixth chapter presented no character values of utterance data and four character values of pictorial data. The character values in the pictorial data are religious, tolerance, hard work, friendly/communicative, and social care. There are similiarities in the findings of character values in this chapter.

Table 4.7
The Observation Checklist of Character Values in Chapter VII

No	Character Value	Utterance	Pictorial
1	Religious		
2	Honesty		
3	Tolerance		
4	Discipline	95,96	
5	Hard Work		91,92

No	Character Value	Utterance	Pictorial
6	Creativity		
7	Autonomy	94	92
8	Democracy		99
9	Willingness		
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative		92
14	Peaceful	95,96	86
15	Fond of Reading		
16	Care of Environment		
17	Social Care		92
18	Responsible		91,92

The seventh chapter presented three character values of utterance data and seven character values of pictorial data. The character values in the utterance data are discipline, autonomy, and peaceful. Then, the character values in the pictorial data are hard work, autonomy, democracy, friendly/communicative, peaceful, social care, and responsible. The most popular character value in this chapter is peaceful value.

Table 4.8
The observation checklist of character values in chapter VIII

No	Character Value	Utterance	Pictorial
1	Religious		103,111,112,115
2	Honesty		
3	Tolerance		
4	Discipline		
5	Hard Work		116
6	Creativity		
7	Autonomy	107,111	114,116
8	Democracy		
9	Willingness	108,109,111,112	108
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative		107,108,111, 112,116,117
14	Peaceful	112	114,116
15	Fond of Reading	108	101,115,119
16	Care of Environment		101,103,115,119
17	Social Care		
18	Responsible		103

The eighth chapter presented four character values of utterance data and nine character values of pictorial data. The character values in the utterance data are autonomy, willingness, peaceful, and fond of reading. Then, the character values in the pictorial data are religious, hard work, autonomy, willingness, friendly/communicative, peaceful, fond of reading, care of the environment, and responsible. The most popular character value found in this chapter is friendly/communicative value.

Table 4.9
The Observation Checklist of Character Values in Chapter IX

No	Character Value	Utterance	Pictorial
1	Religious		120
2	Honesty	120,132,133,136	
3	Tolerance		122,123,127,128
4	Discipline		
5	Hard Work	127	
6	Creativity	132	
7	Autonomy		
8	Democracy		121
9	Willingness	120	120
10	National Mentality		
11	Love fatherland	128	121
12	Respect for Achievement		
13	Friendly/Communicative		120
14	Peaceful		
15	Fond of Reading		
16	Care of Environment		
17	Social Care		
18	Responsible		

The ninth chapter presented five character values of utterance data and six character values of pictorial data. The character values in the utterance data are honesty, hard work, creativity, willingness, and love fatherland. Then, the character values in the pictorial data are religious, tolerance, democracy, willingness, love

fatherland, and friendly/communicative. The most popular character values found in this chapter are honesty value and tolerance value.

Table 4.10
The Observation Checklist of Character Values in Chapter X

No	Character Value	Utterance	Pictorial
1	Religious		142,144
2	Honesty	143	
3	Tolerance		122,123,127,128
4	Discipline	144	
5	Hard Work	143	
6	Creativity		
7	Autonomy		
8	Democracy		141,142
9	Willingness	143	
10	National Mentality		144
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative	142	142,143,144
14	Peaceful		142
15	Fond of Reading		
16	Care of Environment		
17	Social Care	143	
18	Responsible		

The tenth chapter presented six character values of utterance data and six character values of pictorial data. The character values in the utterance data are honesty, discipline, hard work, willingness, friendly/communicative, and social care. Then, the character values in the pictorial data are religious, tolerance, democracy, national mentality, friendly/communicative, and peaceful. The most popular character values found in this chapter are tolerance and friendly/communicative values.

Table 4.11
The Observation Checklist of Character Values in Chapter XI

No	Character Value	Utterance	Pictorial

No	Character Value	Utterance	Pictorial
1	Religious		176
2	Honesty		
3	Tolerance		
4	Discipline		
5	Hard Work		167,171,176
6	Creativity	178	
7	Autonomy		
8	Democracy		
9	Willingness		
10	National Mentality		176
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative		171,176
14	Peaceful		
15	Fond of Reading		
16	Care of Environment		
17	Social Care	169,174,183	
18	Responsible		

The eleventh chapter presented two character values of utterance data and four character values of pictorial data. The character values in the utterance data are creativity and social care. Then, the character values in the pictorial data are religious, hard work, national mentality, and friendly/communicative. The most popular character value found in this chapter is hard work.

Table 4.12
Then Observasion Checklist of Character Values in Chapter XII

No	Character Value	Utterance	Pictorial
1	Religious		
2	Honesty		
3	Tolerance		
4	Discipline		
5	Hard Work		
6	Creativity		
7	Autonomy		
8	Democracy		
9	Willingness		
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative	208	
14	Peaceful		
15	Fond of Reading		212,213,214

16	Care of Environment		
17	Social Care		
18	Responsible		

The twelfth chapter presented one character value of utterance data and one character value of pictorial data. The character value in the utterance data is friendly/communicative. Then, the character value in the pictorial data is fond of reading. The most popular character value found in this chapter is fond of reading value.

Table 4.13
The Observation Checklist of Character Values in Chapter XIII

No	Character Value	Utterance	Pictorial
1	Religious		
2	Honesty		
3	Tolerance		217
4	Discipline		
5	Hard Work		
6	Creativity		
7	Autonomy		
8	Democracy		
9	Willingness		
10	National Mentality		
11	Love fatherland		
12	Respect for Achievement		
13	Friendly/Communicative		
14	Peaceful		
15	Fond of Reading		
16	Care of Environment		
17	Social Care		
18	Responsible		

The thirteenth chapter presented no character values of utterance data and one character value of pictorial data. The character value in the utterance data is tolerance.

Table 4.14
The Conclusion of The Observasion Checklist

No	Character Value	Utterance	Pictorial	Total
1	Religious	0	25	25
2	Honesty	17	1	18

3	Tolerance	1	11	12
4	Discipline	8	0	8
5	Hard Work	4	7	11
6	Creativity	2	7	9
7	Autonomy	4	3	7
8	Democracy	6	9	15
9	Willingness	11	8	19
10	National Mentality	0	2	2
11	Love fatherland	1	1	2
12	Respect for Achievement	4	3	7
13	Friendly/Communicative	8	34	42
14	Peaceful	8	4	12
15	Fond of Reading	2	6	8
16	Care of Environment	1	7	8
17	Social Care	12	4	16
18	Responsible	0	4	4
		89	136	225

In conclusion, all of the chapter in English textbook "When English Rings a Bell" contains 15 character values of utterance data and 17 character values of pictorial data. The most popular character value is friendly/communicative, which has applied up to 34 pages in the English textbook.

B. Findings on how character values represented in English textbook "When English Rings a Bell"

Based on data analysis, there are two classifications of research findings. There are pictorial data and utterance data. The eighteen character values are:

a. Religious

Religiousness is attitude and behaviour in implementing the religious theory of each person's belief, tolerance with other religions, and life together in different religions.

- Pictorial data

There are seven pages from 25 pages of pictorial data in religious value (look at appendix B number 1). The pages are page 3, 9, 15,103, 120, 142, and 144. Every value appears in this English textbook showed the implementing of their religious theory in their life. There is a muslimah girl using a veil in every situation.

(Page 3)	(Page 9)	(Page 15)
(Page 120)	(Page 142)	(Page 144)

Picture 4.1   *Character Value of Religious*

- Utterance data

  There is no utterance data found.

b. Honesty

Honesty is an act or behaviour based on efforts to make him/herself as a person who can always trust in words, actions, and works.

- Pictorial data

Honesty value appeared on page 6. There is a picture visualized a teacher who gives a warning to a student who does not pay attention to the learning activity.
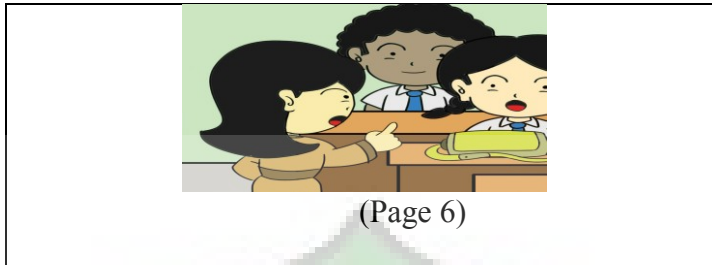
(Page 6)

Picture 4.2   *Character Value of Honesty*

- Utterance data

There are 4 pages from 17 pages of honestly value appeared in the textbook (look at appendix B number 2). The pages are page 6, 9, 10, and 58.

Teacher   : "Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?"
Dayu   : " I am sorry, Ma'am. Yes ,I am."
 (Page 6)

The utterance on page 6 can be seen from Dina's word 'I am sorry'. It indicated that Dina needs to ask forgiveness of his fault to his teacher.

Lina   : "Udin, do you think Edo is angry with me?"
Udin   : "I don't think so. Look, he's smilling."

Lina   : "Guys, I think Udin will like this notebook."
Siti   : "What? I don't think so. Udin doesn't like bright colours."
(Page 9)

Teacher: "Udin, what do you think about your classroom?"
Udin   : "It's very dirty, Ma'am. Some people don't care."

Siti   : "Do you think he remembers the story he has to tell? He hasn't said a word."
Lina   : "I don't think so. I know he didn't prepare well."
(Page 10)

On page 9 and 10, both pages showed the utterances of honesty value from the answer of the second speaker that is about their opinion.

> Teacher: "Hey, Udin. What are you doing there?"
> Udin   : "May I wash my hands, Ma'am?"
>
> Teacher: "Beni, have a seat. Go back to your group."
> Beni   : "Sorry, Ma'am. Please excuse me. I will return this dictionary to the library."
>
> Teacher: "That's wrong Siti."
> Siti   : "Sorry, Ma'am. May I ask my group to help me to do it?"
>
> Teacher: "What are you doing there, Edo?"
> Edo   : "May I open the window, Ma'am?
> (Page 58)

c. Tolerance

Tolerance is attitudes and actions that respect differences in religion, ethnicity, tribe, opinions, attitudes, and actions of others that are different from the other person.

- Pictorial data

There are 3 pages from 10 pages of tolerance value in pictorial data found in this textbook (look at appendix B number 3). The pages are page 3, 59, and 123. In each page, the data visualized mutual respect for differences and adapted to each other's differences, such as in ethnicity and skin colour.
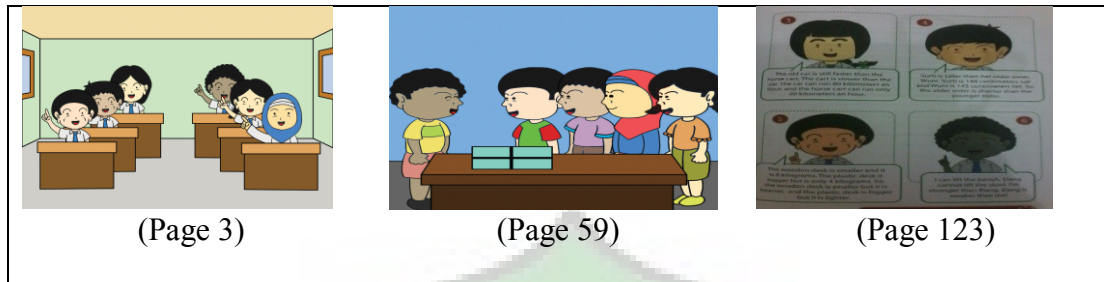
Picture 4.3   *Character Value of Tolerance*

- Utterance data

The utterance data was found on page 23. This page presented suggestions for learning together to finish their job. It is showed in the sentence "But you can work together".

> Mrs. Gracia: "The text is long and there are many new words in it. It is not easy to read. But you can work together. If you do it together, I'm sure you can understand it easily."
> (Page 23)

d. Discipline

Discipline is actions that indicate orderly behaviour and comply with various rules and regulations.

- Pictorial data

There is no pictorial data.

- Utterance data

There are 3 pages of utterance data from 8 pages of discipline values in utterance data (Look at appendix B number 4). The pages are page 4, 5, and 6. Each page describes the students who are obedient to the commands or words of his/her teacher.

> Teacher   : "Every body, may I have your attention, please?

Students	: " Yes, Ma'am. Yes, Ma'am."
Teacher	: "From now on we will use English in our English class. OK? We will use English in our class. Siti, what did I say?"
Siti	:"We will use English in our class."
(Page 4)	

Teacher	: "Attention, please! Attention, please!"
Students	: "Yes, Ma'am. Yes, Ma'am."
(Page 5)	

Teacher	: "Attention, please. Now let's say it together. "Yes, we are ready. We will use English in the English class."
Students	:"Yes, we are ready. We will use English in the English class."
Teacher	: "Hey Dayu, stop doing dhat, please. What do you think? Are you ready to use English in the English class?
Dayu	:"I'm so sorry, Ma'am. Yes, I am."
(Page 6)	

e. Hard work

Work hard is actions that show serious effort in overcomes studies, assignments, obstacles, and finishing assignments as good as possible.

- Pictorial data

There are 3 pages from 7 pages appeared in the pictorial data of the hard work value (look at appendix B number 5). The pages are 85, 91, and 167. Every picture in this value visualized some people working on complete their task as good as possible. In page 85, and page 91 showed zookeepers completing their job. Then, page 167 showed some people completing their activity in making garden benches.

(Page 85)　　　　　(Page 91)　　　　　(Page 167)
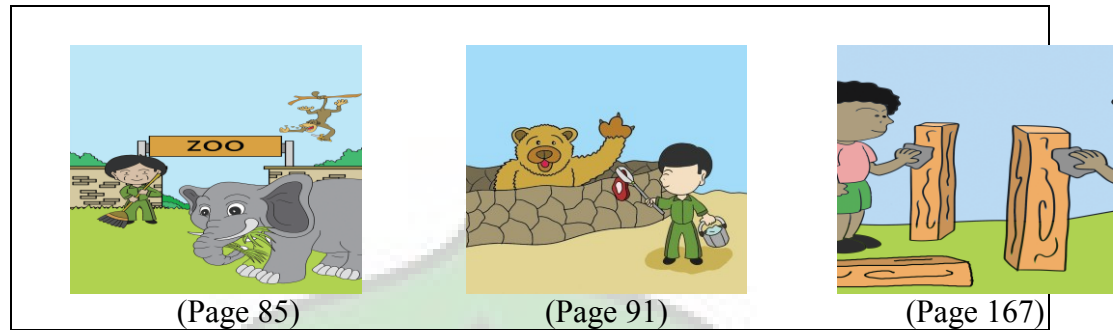
Picture 4.4　*Character Value of Hard Work*

- Utterance data

There are 4 utterances data from hard work value. The pages are page 20, 21, 127, and 143. Based on page 20 and 21 show the effort to do the work given to them. Then, page 127 and 143 show efforts to complete the task as good as possible.

> Udin　:"Beni, can you write the message in English?"
> Beni　:"I don't think I can, but I will try."
>
> Edo　:"Siti, I think you can ask m e the question in English."
> Siti　:"I'm not sure, but I will try."
> (Page 20)
>
> Udin　:"Will you sing an english song in Miss Nani's birthday? I know you can."
> Lina　:"Ok, I will. But, why not you? You can sing, too, can't you?"
> (Page 21)
>
> Beni　:"I got 90 in english and 65 in History. For me, English is easier than History. History is more difficult than English."
> (Page 127)
>
> Edo　:"Hey, look! They are playing marbles. It was my favorite game in primary school. I played marbles every day. But now I never play marbles anymore. I have so many things to do at home and at school. Di you play marbles too?
>
> Dayu　:"Yes, I did. But I did not do it very well. I always lost the game."
> (Page 143)

f. Creativity

Creative is an act that thinks and does something to produce a new way, product, or result from something ready to have.

- Pictorial data

The pictorial data from creativity value showed 3 pages of pictorial data from 7 pages that found in the textbook (look at appendix B number 6). The pages are in page 15, 17, 60, 65, 67, and 69. Page 65, 67, and 69 visualized the examples of invitation that could be guidance for the students.

(Page 15)   (Page 17)   (Page 60)

(Page 65)   (Page 67)   (Page 69)
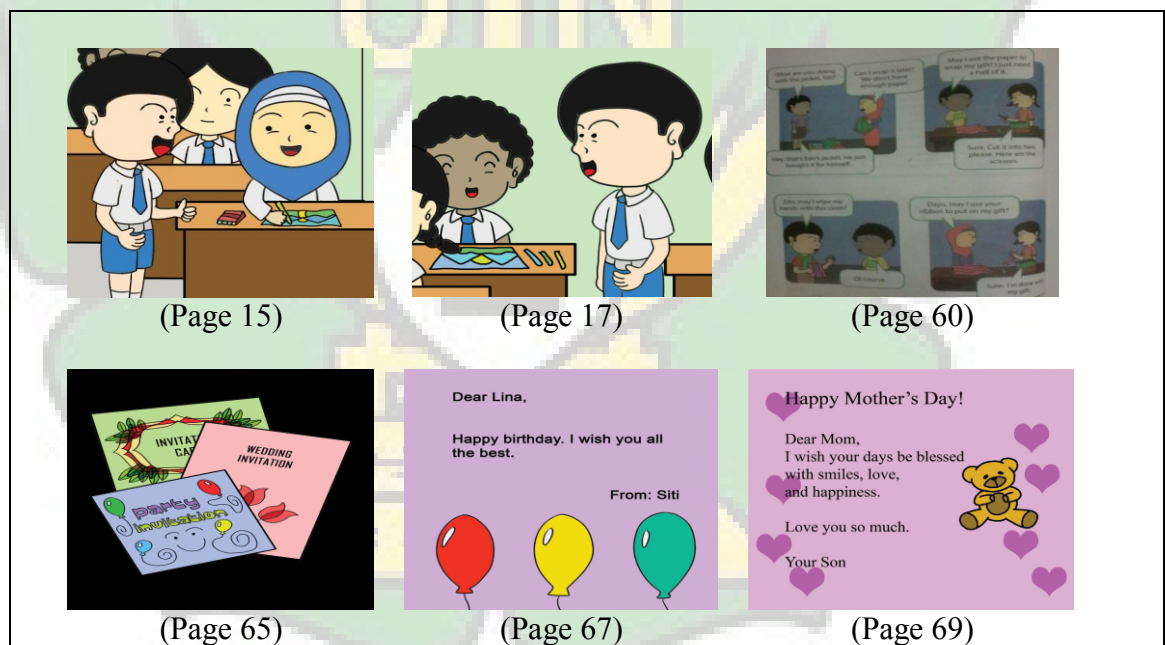
Picture 4.5   *Character Value of Creativity*

- Utterance data

The utterance data from crativity value appears in page 132 and 178. These page showed an effort to think creatively and to produce a new product.

Siti : "A T-shirt with a picture on it is good. But, I think a T-shirt without picture is better. I like plain T-shirt."
(Page 132)

Edo : "My brother, Rizal, and I made the garden benches after my father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had an idea. We told dad we wanted to make garden benches. He agreed and he would help us. Then, he sawed the trunk into three pieces. 25 cm in diameter, and 25 cm in height. After that, Rizal and I rubbed them with sandpaper to make them smooth. After that, we dried them in the sun for one week. When they were dry, we painted them, one green, one red, and one blue. Finally, we dried them in the sun again for three days."
(Page 178)

g. Autonomy

Autonomy is the attitude and behavior that do not depend on others in completing tasks

- Pictorial data

The pictorial data from autonomy value appears in page 92, 114, and 116. Each pictures shows someone trying to finish their work without someone else's help.
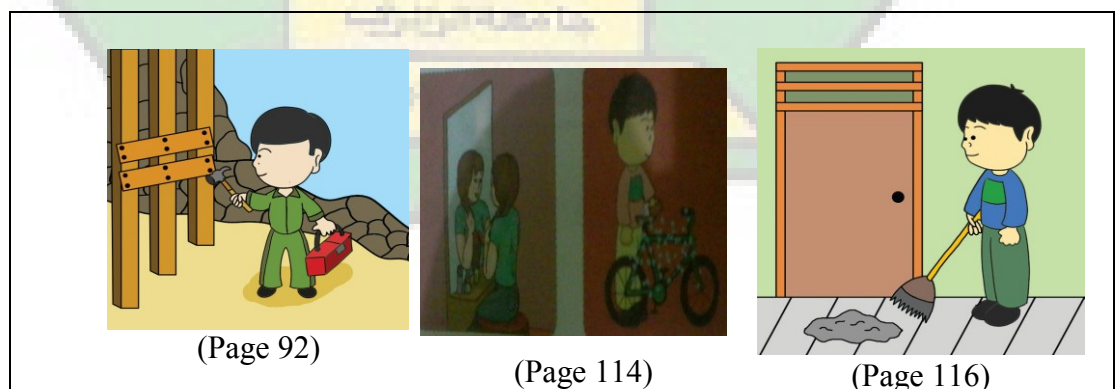
(Page 92)   (Page 114)   (Page 116)

Picture 4.6   *Character Value of Autonomy*

- Utterance data

The utterance data of autonomy value appears in page 94, 95, 107, and 111. In page 94, there is a monologue that describes the daily activities of Dayu and her sister while they are at home. Then, page 95 shows a little boy and his sister helping their parents to clean the dishes.

> Dayu :"My sister and I wake up early every day. We make the beds and clean the house. We also help mother to prepare the breakfast for the family. But before that, we never forget to do some exercise.
> Dayu :"We are like other people. We take care our home. When we get home, we do the housework ourselves. We wash the dishes. We also clean the bathroom. We water the plans too.
> (Page 94)

> Edo:"Both my mom and my dad are very good cooks. My father often makes fried rice for breakfast, with lots of vegetable and egg or chicken. My sister and I make the table and clean the dishes after the meals."
> (Page 95)

In page 107, the character value of autonomy appears in word " I'am doing my Math home work for tomorrow". It shows an independent attitude that is reflected in the behaviour of udin. Then in page 111, the character appears in word " She's studying for the Math test". It also reflected the attitude of autonomy value to prepare the exam that will be carried out.

> Edo   : "what are you doing, Udin?"
> Udin   : "I'm doing my Math homework for tomorrow."
> (Page 107)

> Dayu   : "Is she studying for the English test?"
> Lina   : "No, she is not. She's studying for the Math test."
> (Page 111)

h. Democratic

Democratic is the way how to think, behave, and act to assess the same rights and obligations of himself and others.

- Pictorial data

There are 4 pages of pictorial data from 9 pages of democratic value appeared in the textbook (look at appendix B number 7). There are page 3, page 11, page 15, page 59, page 99, and page 117. The picture in. page 3 shows all of students raise their hand to introduce their self. Then, page 11 and 15 show the situation that the teacher is teaching in the classroom. Then, in page 59 and page 117 visualized some students make a group discussion. Then, page 99 visualized a students presenting their assignment in front of the class.

| (Page 3) | (Page 11) | (Page 15) |
| (Page 59) | (Page 99) | (Page 117) |
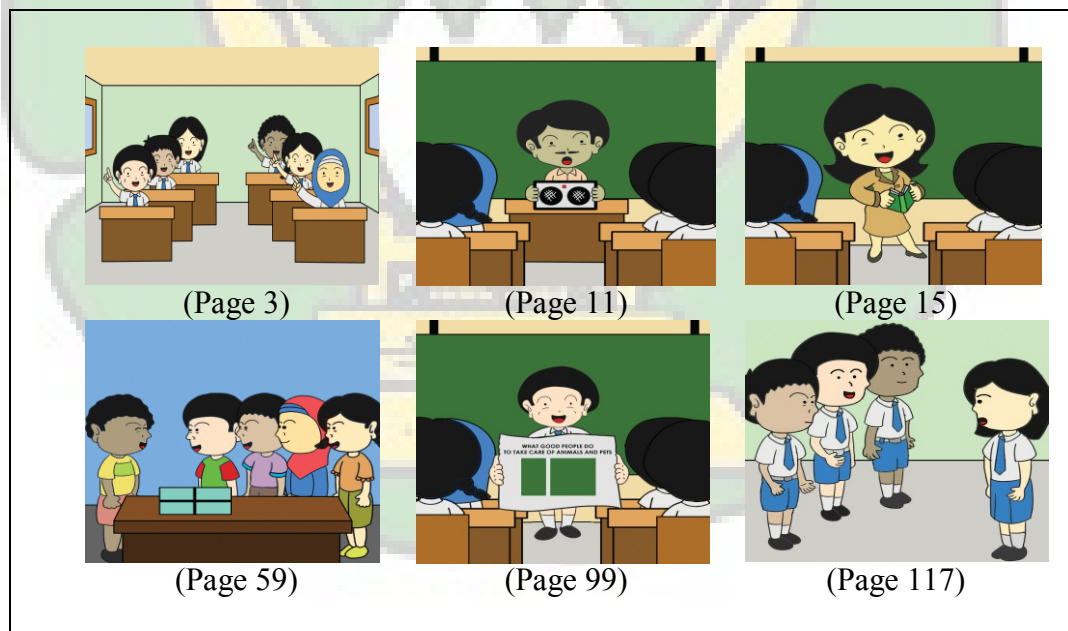
Picture 4.7   *Character Value of Democratic*

- Utterance data

The utterance data from democratic value appears in page 3, 4, 5, 10, 11, and 16. Page 3 shows

Udin   : "May I introduce myself? My name is Udin."
Beni   : "I'm Beni."
Lina   : "I'am Lina."
Siti   : "I'm Siti."
Dayu : "I'm dayu."
Edo   : "I'm Edo."
(Page 3)

In page 4, page 5, page 10, and page 11 show the attitude of mutual respect, obedience to orders or directives, and reflects the attitude that implements rights and obligations in learning activities. Then, page 4, 5, 10, and 11 showed an attitude that braves to give their opinion and comply with obligations.

Teacher: "Everybody, may I have your attention, please?"
Udin   : "Yes, Ma'am."
Lina   : "Yes, Ma'am."
(Page 4)

Teacher : "Right. From now on we will use English in the English class. everybody, what do you think? Are you ready?"
Siti   : "Yes, Ma'am."

Teacher: "What do you think, Edo? Are you ready?"
Edo   : "Yes, Ma'am. I'm ready."

Teacher : "Attention, please! Attetion, please!"
Students: "Yes, Ma'am. Yes, Ma'am."
(Page 5)

Teacher: "Udin, what do you think of your classroom?"
Udin   : "It's very dirty, Ma'am. Some people don't care."
(Page 10)

Teacher : "Hello, excusme. Listen everybody. I think you need to read chapter I, too."
Students: "Yes, Sir."

Teacher : "What do you think of the story?"
Students: "It's very interesting, Sir."

(Page 11)

In page 16 of democracy value shows two dialogues that some some students make a conversation about asking and giving opinion.

Lina : "I think noodle is too salty."
Dayu : "I don't think so. It's nice."

Udin : "Beni, do you think English is easy or difficult?"
Beni : "I think it's easy. I love English."
(Page 16)

i. Willingness

Willingness is attitude and action that always strive to know profoundly and extensively from something that is learned, seen, and heard.

- Pictorial data

There are 3 pages from 10 pages of pictorial data in the willingness value that appeared in the textbook (look at appendix B number 8). The pages are page 7, page 9, and page 11.. Every picture visualized the activities from student to student and student to the teacher about asking something.

| (Page 7) | (Page 9) | (Page 11) |
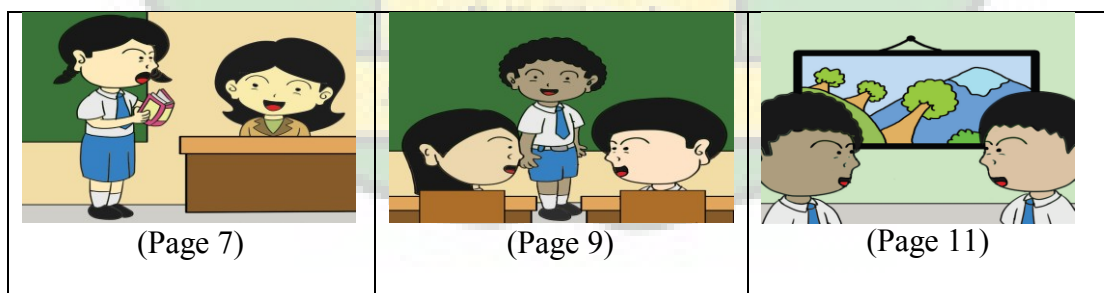
Picture 4.8   *Character Value of Willingness*

- Utterance data

There are 4 pages from 11 pages of utterance data in the willingness value (look appendix B number 8). The pages are page 7, 9, 10, and 13. It is because there are some question that visualized the need information about something.

> Dayu　 : "Excusme, Ma'am. What's 'attention' in Bahasa Indonesia?"
> Teacher: "Attention is /perhatian/."
> (Page 7)
>
> Lina　 : "Udin, do you think Edo is angry with me?"
> Udin　 : "I don't think so. Look, he's smiling."
> (Page 9)
>
> Siti　 : "Do you think he remembers the story he has to tell? He hasn't said a word."
> Lina　 : "I don't think so. I know he didn't prepare well."
> (Page 10)
>
> Lina　 : "Siti, do you understand the story?"
> Siti　 : "Not rally. She speaks very fast."
>
> Teacher: "Do you know what I mean?"
> Students: "Yes, Sir."
> (Page 13)

j.   National mentality

The national mentality is the way of thinking, acting, and having the insight that places the nation's interests and the state above themselves and group interests.

- Pictorial data

The pictorial data from National Mentality value appears in page 144 and 176. Both of pages visualize flag ceremony activities as a form of embodying a sense of nationalism.
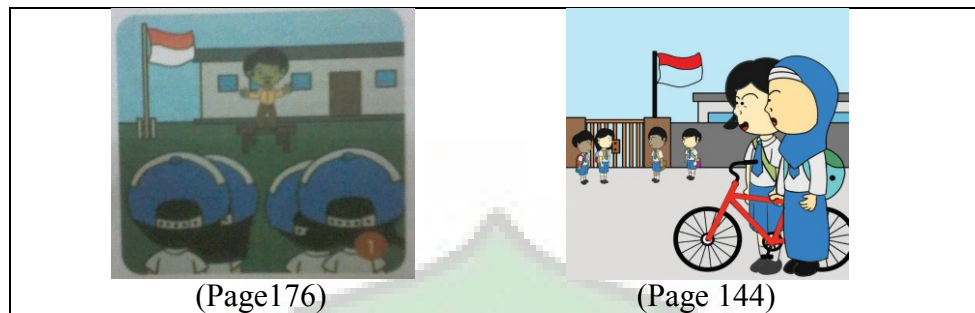
| (Page176) | (Page 144) |

Picture 4.9   *Character Value of National Mentality*

- Utterance data

  There is no uteerance data

k. Love fatherland

Love fatherland is the way of thinking, acting, and having the insight that shows loyalty, cares, and high appreciation to the language, physical environment, culture, social, economy, and nation's politics.

- Pictorial data

Love fatherland value appears in page 121. The picture visualizes the high appreciation of the physical environtment or natural environment of the Indonesian nation.
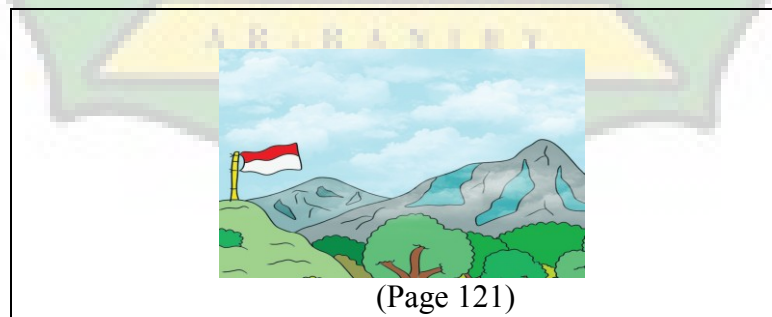
(Page 121)

Picture 4. 10   *Character Value of Love Fathetland*

- Utterance data

The utterance data from this value can be seen in page 128 that is Edo's Interest in local story "Malin Kundang". It shows the high respect with national literature.

> Edo : "I saw Malin Kundang on TV last night. I think the book is more interesting than film."
> (Page 128)

l. Respect to achievement

Respect with achievement is attitudes and actions that encourage him/her to produce something useful for the community, and respect other persons' success.

- Pictorial data

In this textbook, respect to achievement value appeared in page 15, 16, and 17 (Look at appendix B number 9).In each picture shows an expression of admiration for a work that is shown by using body language.

| (Page 15) | (Page 15) | (Page 16) |
| (Page 17) | (Page 17) | (Page 17) |

Picture 4.11   *Character Value of Respect to Achievement*

- Utterance data

In this textbook, the respect of achievement value appears in page 10, 15, 16, and 17.

> Teacher: "Thank you, Lina. Your story is very interesting. I like it."
> Lina   : "Thank you, Ma'am."
> (Page 10)
>
> Udin   : "It's beautiful."
> Siti   : "Do you think so, Udin? Thanks."
>
> Lina   : "Your handwriting is clear and beautiful, Edo."
> Edo   : "Thanks."
>
> Udin   : "What do you think of the picture? Beni did it well, didn't he?"
> Edo   : "Yes, he did. It is very beautiful."
> (Page 15)
>
> Teacher 1: "He's a dilligent student. Don't you think so?"
> Teacher 2: "Yes, he is. He is dilligent and smart too."
>
> Teacher: "Great! I think that is a beautiful invitation card. I like it."
> Edo   : "Thank you."
> (Page 16)
>
> Siti   : "Your picture is beautiful. I like the color."
> Dayu   : "Thanks."
>
> Teacher: "Excellent! That's my girl!"
> Lina   : "Thank you, Ma'am."
>
> Udin   : "What a wonderful picture!"
> Edo   : "Thank you."
> (Page 17)

The value can be seen from each sentence that indicates someone attitude in respect with other achievement. It also can be seen from the praise word such as beautiful and excellent.

m. Friendly/communication

Communicative or friendly is attitudes and actions that show good expression in communicating and work together with others.

- Pictorial data

There are 4 pages of pictorial data from 34 pages of friendly or communicative value found this textbook (look at appendix number 10). The pages are page 9, 10, 11 and 53. All of pictures on each page visualizes an attitude or behaviour that shows good expression in communicating, discussing, and working together.

(Page 9) (Page 10) (Page 11)

(Page 10) (Page 10) (Page 53)
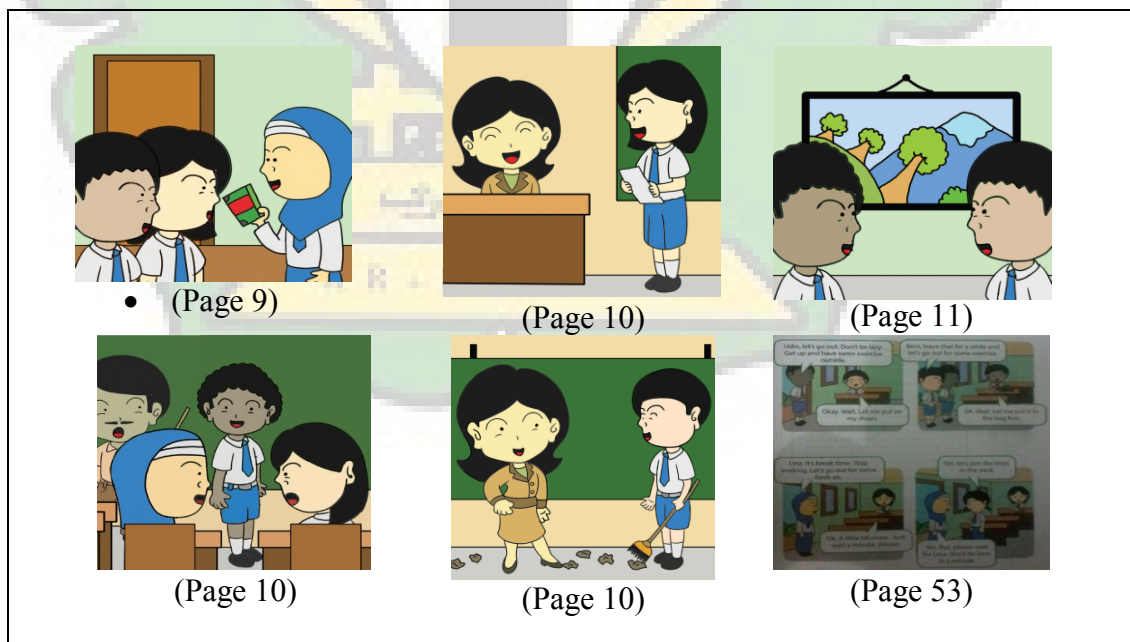
Picture 4.12   *Character Value of Friendly/Communicative*

- Utterance Data

There are 3 pages of the utterance data from 8 pages of friendly or communicative value appeared in the textbook (look at appendix B number 10). There are in page 7, 9, and 21. The utterance in page 7 shows good communication in the friendship. Then in page 9 shows discussion activitiy to give the best gift for their friends. Then in the utterance of page 21 also shows discussing activities.

> Edo : "Hey, guys. Are you coming with me?"
> Udin : "Sure. Let's go."
> (Page 7)
>
> Lina : "Guys, I think Udin will like this notebook."
> Siti : "What? I don't think so. Udin doesn't like bright colours."
> (Page 9)
>
> Udin : "Will you sing an English song in Miss Nani's birthday? I know you can."
> Lina : "Ok, I will. But, why not you? You can sing too, can't you?"
> (Page 21)

n. Peaceful

Peaceful is an act, attitude, and word that makes another person feel interested and save of his come

- Pictorial data

Peaceful value in this textbook apprears in picture on page 53, page 86, page 114, and page 116.
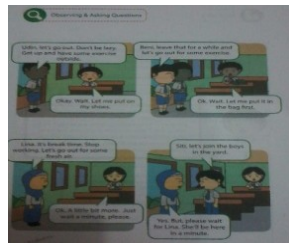
(Page 53)   (Page 83)   (Page 114)   (Page 116)

Picture 4.13   *Character Value of Peaceful*

In page 53, it shows that there is a good relationship and interest in doing activities together. Then, page 83 illustrates the attitude or behavior that makes people and animals around the zoo feel comfortable and interested in the peace that is created there. Page 114 and page 116 showed peaceful value in the family.

- Utterance data

There are 3 pages from 8 pages of theutterance data in peaceful value (look at appendix B number 11). The pages are 51, 53 and 95. In each page, it showed some dialogues that indicated peaceful value.

Dayu : "Open it, please. There's something in it."
Lina : "Dayu, thanks for the pursue. I like it."

Edo : "Open it now, Lina. I hope you like it."
Lina : "Sure. Alright. Let me open it now."

Lina : "Edo, this cup is really beautiful. Thanks."
Edo : "I'am happy you like it. Remember, never put hot water in it, ok?"

Beni : "Siti, Dayu, let's sing Lina's favorite song together."
Siti : "Sure."
Dayu : "Sure."
(Page 51)

In page 51, all of dialogues indicate peaceful value. It is because the context of the dialogues are someone giving a gift for another one. Then, the responses in these dialogues also visualize happiness and comfort in them.

Edo   : "Udin, let's go out. Don't be lazy. Get up ad have some exercise outside."
Udin   : "Okay. Wait. Let me put on my shoes."

Udin   : " Beni, leave that for a while and let's go out for some exercise."
Beni   : "Ok. Wait. Let me put it in the bag first,"

Siti   :"Lina. It's break time. Stop working. Let's go out for some fresh air"
Lina   : "Ok. A little bit more. Just wait a minute, please."

Dayu   : "Siti, let's join the boys in the yard."
Siti   : "Yes. But, please wait for Lina. She'll be here in a minute."
(Page 53)

In this utterance, the value appears in every sentences that ask his/her friend to join the activities in the rest time and the response from another one.

Edo   : "There is nobody at home most of the day. Both my mother and my father go to work, and the children go to school. But we usually have breakfast and dinner together. We do not only eat, but we also talk, chat, and tell jokes.
 (Page 95)

In page 95, the utterance is in the sentences " But we usually have breakfast together. We donot only eat, but we also talk, chat, and tell jokes". The sentences visualizes the behavior or attitude that makes the family feel very comfortable with the activities.

o. Fond of reading

Fond of reading is habitual of giving time to read some literature that gives good deeds for his/her self.

- Pictorial data

There are 3 pages from 6 pages of pictorial data in fond of reading value (look at appendix B number). There are page 101, page 115, and page 119.

(Page 214)   (Page 115)   (Page 119)

Picture 4.14   *Character Value of Fond of Reading*

In page 115, it visualized a girl in the library to borrow a book. Then, page 119 showed the activities from students habit of giving time to read ang love of reading. Then, page 214 showed short notices that the function is to make students care about every writing around them.

- Utterance data

The utterance data from this value showed in page 108 and 128 . each picture visualizes some students love of reading the book.

> Udin   : "What is Siti Reading?"
> Lina   : "She's reading Goldilocks."
> (page 108)

Edo : "I saw Malin Kundang on TV last night. I think the book is more interesting than film."
(Page 128)

p. Care of environtment

Cares of environment are acts and attitudes that always try to prevent damage to the environment and develop efforts to repair nature damage that bad happened.

- Pictorial data

In this textbook, there are 5 pages from 7 pages of the implementation environment care values that appeared in the pictorial data (look at appendix B number 13). The pages are on page 10, page 14, page 17, page 103, and page 115.

In page 10, page14 and page 103 show some students cleanning their classroom. They keep their classroom clean and comfortable while their in it. The students really care with their environtment. Therefore, these pictures are visualize as care of the envirnment value.
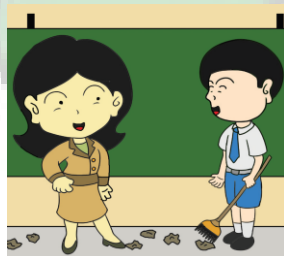
(Page 10) (Page 14) (Page 17)

(Page 103) (Page 115)

Picture 4.15   *Character Values of Care of Environment*

In page 17 and 115, the pictures show a women and a student watering plans. Both of these picture are visualize the attitude that develops efforts to prevent damage to nature such as keeping the environment to be clean and preserving plants to keep them alive and well-developed. Therefore, the pictures present care of environment value in everyday life that can be emulated by students.

- Utterance data

The environment care value is found in page 10. In this page, the environment care indicates when the teacher asks her student about his classroom. Then, the student describes if his classroom is dirty.

> Teacher: "What do you think of your classroom?"
> Udin   :"It's ver dirty, Ma'am. Some people don't care."
> (Page 10)

q. Social care

Social care is the attitude and behavior that always assist the other person and the community in need.

- Pictorial data

In this textbook, the value appears in 4 pages of pictorial data (look appendix B number 14). The pictures are on page 28, page 60, page 75, and page 92.
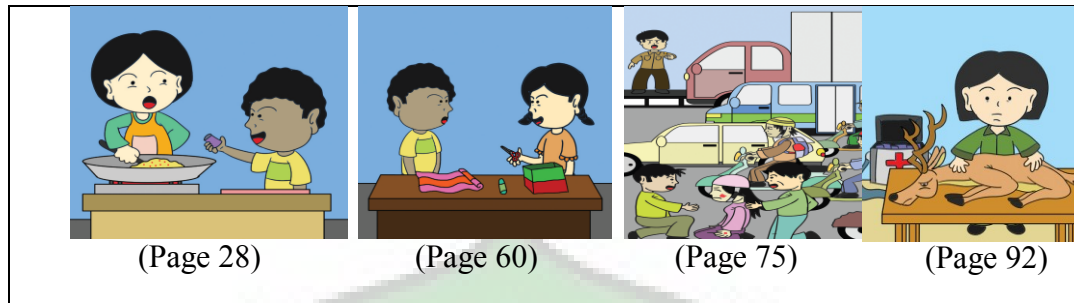
Picture 4.16   *Character Value of Social Care*

In page 28, there is a picture indicated as social care value that showed a little boy helping his mother on cooking time. The same values also appeared in page 60. In this page, the picture visualized a girl lent her scissor to her friend. Then, page 75 showed some people helping an accident on the road. In page 92, there is a zookeeper give some treatments for a sick deer.

- Utterance data

There are 6 pages from 12 pages that indicated the utterance data of social value (look at appendix B number 14). Every page found in page 27, 28, 34, 42, 183, and 183.

> Edo   : "Siti, can you return the book to the library for me, please?"
> Siti   : "Certainly. I can, and I will."
> (Page 21)
>
> Edo   : "Udin, will you help me to bring this book?"
> Udin   : "Sure."
>
> Lina   : "Dayu, you pass by Udin's house, don't you? Will you give this note to him, please?"
> Dayu   : "Of course, I will."
> (Page 27)
>
> Dayu   : "Siti, I have to see the principal now. Will you buy me iced tea, please?"

Siti   : "Sure. With sugar or without sugar?"

Father :"Beni, will you close the window, please?"
Beni   : "Certainly, Sir."

Mother: "Edo, will you do this for me, please? I'll make the table."
Edo   : "Yes, Mum. I will."
(Page 28)

The utterances above indicate social care value that his father tried to give his

busy time to collect his son's report. Then, the second is someone offering help for

another one.

Teacher 1: "we will use more English now. You should greet me and your friends in English. You should ask questions in English. You should answer questions in English. You should take leave in English, too. But don't worry, when you need, I'll help you."

Teacher 2: "I am sure you are all ready to use English with me and your friends. You should not be ashamed to speak and write to each other in English. You should be sure that you can do it because I always help you."

(page 34)

The page above shows social care values by the sentences of the spoken

language. For the first page, social care indicates in "But don't worry, when you

need, I'll help you".

Udin: "We can learn if the class is not noisy. My friends and I know very well that we must not be noisy. We must respect our friends who are working seriously. We must not chat and talk very loudly in class. we must keep our voice low. We must not play around. We must work at our desks most of the time."

(Page 42)

In this page, there is a student who says that every student must care with another student who are working seriously. As he said that "We must respect our friends who are working seriously".

> Beni : "You look tired and sleepy. Why?"
> Udin : "I only slept for three hours last night. At ten, we heard a cry from Mrs. Wayan home. She is our next-door neighbour. She's 70 years old and very weak. She lives alone. We went there quickly, and we found her on the floor. She just fell. She could not move her hands and her legs. At 10.30, my parents and I took Mrs. Wayan to hospital. My father and I sat in the front seats. In the back seats, my mum was holding Mrs. Wayan. In the emergency room, a doctor examined her. Then he said Mrs. Wayan had to stay in the hospital. When she was already in the ward, we went home. It was 2 a.m."
>
> (Page 183)

Page 183 also reflected social care value. The value shows from the actions taken by Udin's family towards their next-door neighbour Mrs. Wayan who requires help. Then, the value shows from the word "you look tired and sleepy. Why?". It shows a caring attitude towards Udin's condition.

r. Responsible

Responsible is attitude and behavior to carry out their duties and obligations to their life, environment, community, and god.

- Pictorial data

In this textbook, the value appears in the picture on page 85, page 91, page 92, and page 103.In page 91 and page 92, the pictures show the zookeepers doing their responsibility as a zookeeper. They try to complete their duties as pleasant as possible. Page 91 shows two pictures that visualize the activity of

zookeeper. In the first picture, the boy is on his duty to feed a bear in a cage. The second picture on page 91 is a girl who is preparing foods and drinks for animals in the zoo. Then, on page 92 also presents four pictures that visualize zookeeper activities, such as cleaning the cage, washing the elephant, taking care of sick animals, and repairing the animals' cages regularly. Both of these pages describe the zoo keeper's activity that reflects the responsible value.
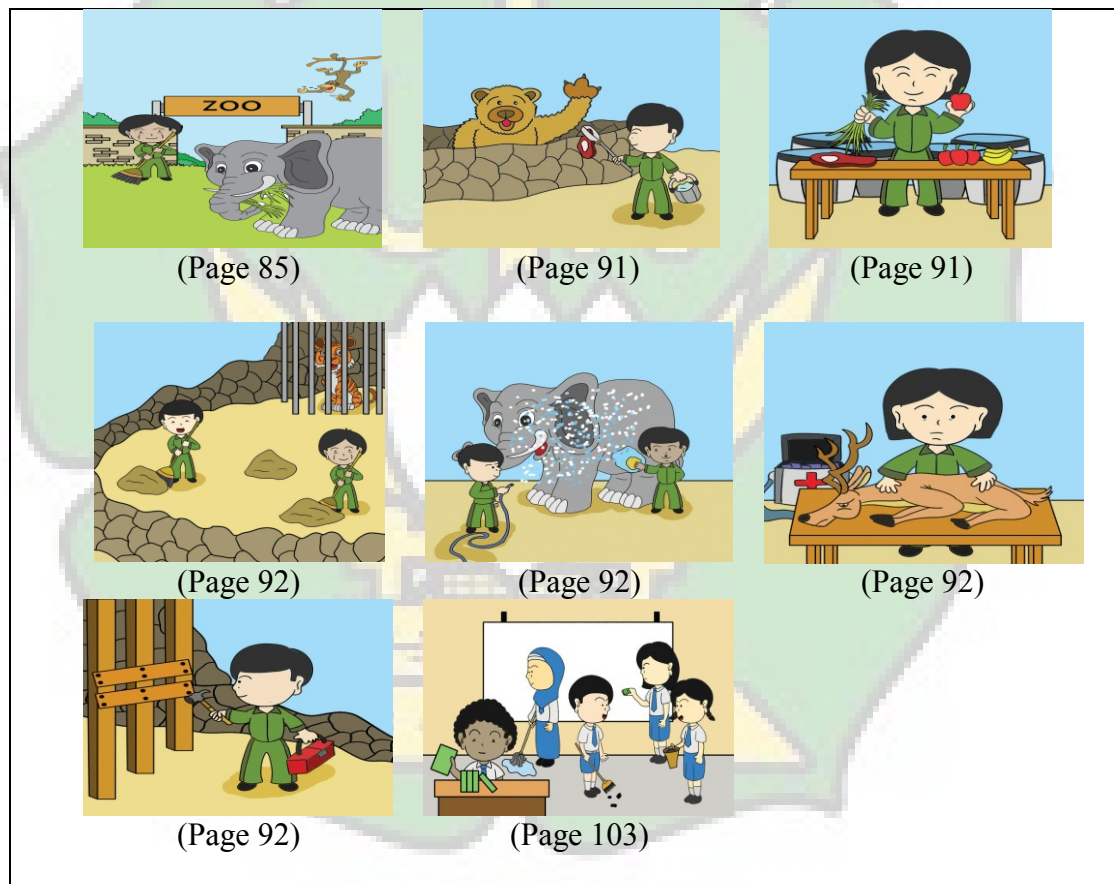
Picture 4.17   *Character Value of Responsible*

Another value was appeared on page 103 that the picture visualizes some students are busy cleaning up the classroom. Lina is cleaning the whiteboard. Dayu is

taking the rubbish to the rubbish bin outside the classroom. Udin is sweeping the floor. Siti is mopping the floor. Then, Edo manages the books back into the shelf.

- Utterance data

    There is no utterance data in this value.

C. Discussion

The character values found in the textbook are highlighted and discussed below. This discussion section is also provided to answer the research questions of this study which is about the analysis of character values in English textbook *When English Rings a Bell*. The first question is " what are character values found in English textbook *When English Rings a Bell*?". After the researcher conducted the result from analysis the textbook, there are 18 character values found in the textbook.

This research has a similarity to the relevance study that comes from Nurhaeda Gallea, Syahriza Syahrizal, Yusti Fargianti, Shela Mutiara Perdana. However, there are some differences in the data findings with the previous study. In the previous study, the data findings found 104 utterance data from 16 points of character values and 111 pictorial data from 17 points of character values. Then, this research used the open-ended questionnaire as the instrument of collecting data and content analysis to analyze the data. In this study, the data displayed only showed the information about the number of character education that found in the textbook.

However, it did not display the form of the data and the data location in the textbook. Therefore, this research has not fulfilled the needs of educators in order to understand and to know the implementation of character education in this English textbook.

However, this research is different with the previous study from Nurheda galea et al. The result from this findings found 89 pages indicated as utterance data from 15 character values and 136 pages as pictorial data from 17 character values which implemented in the English textbook. The reason for the differences in finding data are the use of the different concept of interpretation in the data analysis. The researcher made the concept of interpretation based on *Panduan Pendidikan Karakter di Sekolah Menengah Pertama* which published by the Ministery of Education and Culture. Then, the data findings in this research not only showed the number of character values, but also the location of character values applied in the textbook. It is because the function of this research is to help teachers in understanding and implementing the values of character education in each material that taught in the textbook more easily.

Then, the results found in this research are also in line with the five main characters that serve as the priority characters in the development of character education. The character values are religious, nationalism, autonomy, mutual cooperation, and integrity. For the religious value, every picture showed the implementation of practicing the religious theory of each person's belief . The implementation could be seen from the use of hijab at a young girl. This is because the use of hijab is a symbol of islamic values. Then, the content of the textbook

showed the attitude of mutual respect for another people that have different religions by continuing to socialize with each other.

The results found from honesty value showed from every pictures that visualized honest behavior towards action. Then, the utterance data from this value showed the behavior and attitude towards in words and deeds. Some examples of honesty value are most of dialogues dare to express their opinions based on the facts. One of them is a dialogue in page 6 that showed a dialogue about a teacher reminding her student to pay attention to the teacher's explanation. Then, the student said "I am sorry" to the teacher. It means that the students showed the honesty value from the word and her action to pay attention to the teacher's explanation.

Then, the third value is tolerance value. In this value, the pictorial data showed attitudes and behaviours that respect to the diversity of religions, cultures, ethnicities, races, and social grous in implementing the value of togetherness. An example is on page 3, which showed the activity of appreciating diversity by learning together and respecting each other's differences. Then, in the utterance data from tolerance value showed a suggestion to work together in completing tasks on page 23.The fourth values is discipline. In this value, the pictorial data visualized that two students are trying to be on time to the flag ceremonial. In utterance data, there are some statements trying to obey with the classroom rules , namely by using English language when learning English.

Then, the fifth value is hard work value. In this value, the pictorial data visualized some activities that showed the use of time effectively to complete their

job as good as possible. Then, the pictorial data also showed the zookeepers and some people that carried out the task carefully and neatly. In the utterance data, there are some dialogues that showed the enthusiasm and willingness to try to do something.The sixth character value is creative. The pictorial data in this value showed the existence of efforts to produce a product. Besides that, the content of this textbook also displayed several examples of invitation images that can be used as a reference for students' ideas to produce the creation of invitations.

The seventh character is autonomy. In the implementation of autonomy value is the formation of attitudes and behaviours that reflected in the hard work, professionalism, creative, and enthusiastic in learning. The data example is the activity carried out by zookeepers and three children as a form of responsibility for their work. They do their job professionally and as well as possible. Then, the autonomy also showed at the utterance data that some dialoges indicated the autonomy value by done their work whithout someone help.The eighth character value is democracy. The data in democracy value showed a confident attitude and dared to express their opinions. The data from this value also showed an attitude of understanding the rights and obligations. For the example is teacher activities to teach in front of classroom.

The next value is willingness. Based on the data, most of data showed an attitude of curiousity by asking teachers, friends, or other people about everyting that they have seen. The tenth value is national mentality. In this value, the data displayed two pictures that indicated as the implementation of nationalism value for students.

the eleventh value is love fatherland. The result from this value showed an attitude of admiration for the natural conditions of Indonesia.

The twelfth character is respect to achievement. The content of this value showed from the gesture that gives high appreciation to the product of the creativity. The dialogues also showed the high appreciation from the utterances. The thirteenth character value is friendly or communiative. The content of this value showed the interaction between student to student, student to teacher, and student to environment. The content of this poin taught the important of social interaction such as to build friendship and relationship for the studnts. In short, this value showed the importance of the implementation social interaction with others.

The next value is peaceful. This value visualized the value of togetherness in every situation. Based on this value, students will be taught about the attitude that can make people interest with them. The goal of this value is to implement of mutual care and belonging in social life through the pictorial and utterance data in this value. Then fond of reading value, the students are taught to love about the world of literacy. Students are accustomed to develop skills in listening, speaking, reading and writing. This is very important given the lack of literacy in Indonesia. This is very important to practice reading and writing in various fields. Through this process, students will be trained to love literacy.

The sixteenth character value is care of environment. Based on the result of this research, the care of environment value was showed by various activities such as cleaning the classroom, mutual cooperation, and watering the plants. This behaviour

is a form of caring for the environment. The utterance data in this research also showed a caring attitude towards class cleanliness.

The seventeenth character value is social care. The behaviors instilled in this value is sympathy and empathy for the surrounding environment, such as the behavior of helping each other and the environment. The last character value is responsibility. Data obtained from responsibility is in the form of pictorial data. From the pictorial data visualized the attitude or behavior of responsibility towards the task given to him.

For the second research question is "how are character values represnted in the English texbook *When English Rings a Bell*?". Based on the research finding, the character value that the researcher found in this textbook was showed two types of data . the first is pictorial data. This data is found from every picture or image that have implemented in the textbook. The second data is utterance data. it is because data is displayed through the words that contained in each conversation in the English textbook. Inshort based on result finding in this research, this research have answered all of research questions that contained in this research. The results obtained are presented based on facts or data found in 222 pages.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Character education is one of the main focuses on the implementation of the 2013 Curriculum. This application is a form of government attention to the next generation in the future. The importance of character education is something that must be implemented in every field of education, including an English language textbook.

Based on the research conducted, the application of character education values in the English language textbook "When English Rings a Bell" showed that in the textbook there are 18 character values implemented into two different types. First is the utterance data and pictorial data. In the uttrenace data, there are 15 character education values which are overall on 89 pages. These values are honesty, tolerance, discipline, hard work, autonomy, democracy, willingness, love fatherland, respect to achievement, friendly/communicative, peaceful, fond of reading, care of the environment, and social care. In this research, there are no religious, national mentality, and responsibility values implemented in the utterance data. In the pictorial data, there are 17 character education values which are totally on 136 pages. These values are religious, honesty, tolerance, hard work, autonomy, democracy, willingness, national mentality, love fatherland, respect to achievement,

friendly/communicative, peaceful, fond of reading, care of the environment, social care, and resposible. Then, there is no discipline value in the pictorial data.

These findings are undoubtedly different from the previous study. In the previous study, there are no religious and peaceful values in the utterance data, and no respect to achievement value implemented in the pictorial data. Then, the last study from Nurhaeda Galea et al. only mentioned the number of the data without shows the form and the location of the data. However, this research included the location and the form of the data.

B.   **Suggestion**

After conducted the result, there are some suggestions based on the research.

1.   For the teachers, they must be selective in choosing the textbook as primary source in the classroom. They must be selected the texbook based on the national regulation and the goal of curriculum.

2.   For writers, they should focuse on the grammar less in the textbook. Then, it could be better to introduce grammar to develop students analytical skill.

3.   For the next researcher, they should know the limitiation of the research and input more previous studies. Then, they can be careful in the ambiguity of the research.

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1. Religious
   - Pictorial Data

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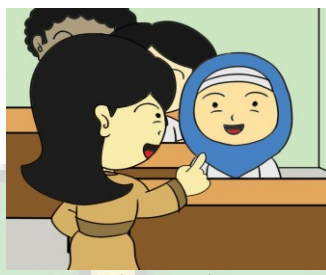
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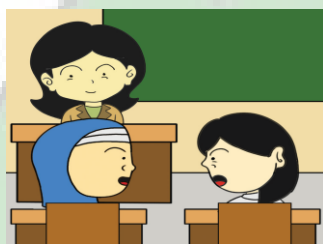
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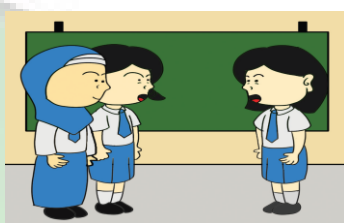
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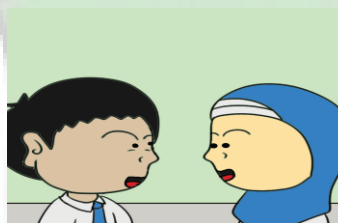
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(Page 120)

(Page 144)

(Page 176)

2. Honesty
   • Utterance data

   Edo   : "Beni, what do you think of this picture?"
   Beni   : "I think it doesn't look natural."
   (Page 11)

   Sita   : "What do you think of our classroom/"
   Teacher: "I think it is a bit dirty, but it is big and tidy."

Udin   : "What do you think of Sita?"
Teacher: "I think she's smart, but she is a bit talkative."
(Page 12)

Lina   : "Siti, do you understand the story?
Siti   : "Not really. She speaks very fast."
(Page 13)

Mr. adnan: "It is usually not easy to speak English loudly and clearly.
                  But, I'm happy that many of you can do it well. Adi
                  still makes mistakes, but he can read his story loudly."

Denata : "Fatima always speaks softly, but when she sings, she can
            sing very loudly."

Widi   : "My nephew, Anton, is only two years old. But he is smart.
            He can go up the stairs himself. He can also go down easily,
            too."
(Page 23)

Diah   : "My brother loves sport. He thinks that exercise is the best
            way to be healthy. For his health, he will walk 2 kilometers to
            his office everyday."
Mrs.Wulandari: "The little boy is very spoilt. He will not stop crying
            before his mother buys him the toys he wants."
(Page 29)

Udin   : "For your health, do not eat too much instant noodles. Eat
            more vegetables or fresh fruits."
 (Page 55)

Beni   : "What are you doing with the jacket, siti?"
Siti   : "Can I wrap it later? We don't have enough paper."
Beni   : "Hey, that's Edo's jacket. He just bought it for himself."
(Page 60)

Beni   : "Can I used newspaper to wrap my gift?"
Dayu   : "Come on, Beni. Don't use my paper. I have some left."
(Page 61)

Siti   : "I think Bono will win the race!"
Lina   : "I think so too. Bono is thinner than Ghani. Ghani is bigger
            but weaker than Bono."

Dayu : "Are Dini and Dani really twins? They don't look like twins."
Siti : "Yes, they are twins. But you'are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner."
(Page 120)

Edo : "This is a plastic bag. It is good. But the cotton bag is better. It is more expensive."

Dayu : "Fatimah got a B in Math. But she got a better mark in English. She got an A."

Udin : "My shoes are good. I bought them for seventy thousand rupiahs. But my father's shoes are better. He bought them for two hundred thousand rupiahs."

Lina :"My handwriting is good and clear. But my mother handwriting is better and clearer."

Ratna : "Getting a bad mark is bad. Bud cheating is worse. It is not honest."

Mariska: "These oranges are bad. They do not look fresh. But these mangos are worse. They are rotten. You can not it them."

Thomas: "Smoking is bad. But smoking in public is worse."

Firman: "This small comic is bad for children. But, the big one is worse, because there are many bad words in it."

Andi : "The road was bad. And after the flood, it certainly became worse."
(Page 132)

Max :"I have 10 books. My teacher has 20 books. My teacher has more books than me. I have fewer books than my teacher."
Yuni :"Usually, there are 10 students in the library in the morning. In the afternoon, usually there are only 5 students. There are more students in the morning and fewer in the afternoon."
Zulfikar: "My uncle is richer than my father. He has more money than my father. My father has less money than my uncle."

Ani: "These are 5 pockets on my bag, and 8 pockets on Andri's bag. My bag has fewer pockets, and Andri's bag has more pockets."

Agus: "Bread is not very sweet. Banana cake is very sweet. There is more sugar in banana cake, and there is less sugar in bread."

(Page 133)

Balkis:"I think real flowers are more beautiful than paper flowers. Paper flowers are more beautiful than plastic flowers. So, real flowers are the most beautiful of all flowers."

Putu: "Heni is 165 centimeters tall. Susi is 158 centimeters tall. Ita is150 centimeters tall. Heni is taller than Susi. Susi is taller than Ita. So, Heni is the tallest, and Ita is the smallest."

Tasia :"According to my sister, a big bus is more comfortable than a small bus. A mini bus is more comfortable than a micro bus. So, a big bus is the most comfortable."

Hendrik:"The snake is longer than the eel. The eel is longer than the earth worm. So, the snake is the longets,a nd the earth worm is the shortest."

Bayu:"My father always says that fresh fruit is more delicious than fruit juice. Fruit juice is more delicious than canned fruit. So, fresh fruit is the most delicious of all."

Hasim: "The hospital is 3 kilometers from here, the bank is 4 kilometers from here, and the post office is 5 kilometers from here. The hospital is nearer than the bank, the bank is nearer than the post office. So, the hospital is the nearest and the post office is the farthest."

(Page 136)

Udin : "You did not like Math in primary school?"

Edo : "No, I did not like Math because the teacher did not explain it clearly. But now it is my favorite subject because Mrs. Sihombing explains clearly."
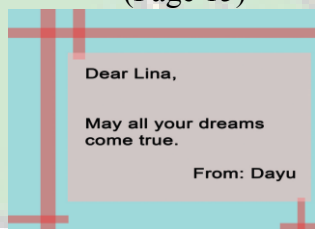
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3. Tolerence
   - Pictorial data

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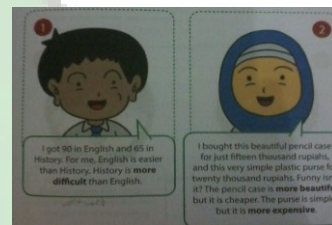
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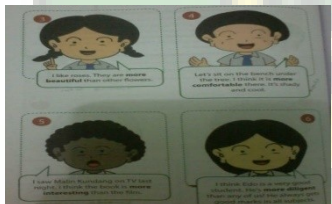
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4. Discipline

- Utterance Data

(Page 7)

Siti: "We must wear a uniform every day. From Monday to Thursday we must wear the batik shirt. The girls must wear a black skirt, and the boys must wear a pair or black pants. On Friday we must wear the Scout uniform. We must wear proper shoes. We must not wear sandals, a T-shirt, or a csual wear at any place and at any time during the school hours."

(Page 40)

Dayu: "We must not be late to school. We must come on time to class and to the flg ceremony. If we are late, we must wait outside

the gate. We must not come in until the security guard gives us permission. We must sign a paper befor we come to class. if we cannot come on time for any reason, we must hand in a notice from our parents to the principal."

Edo: "We can learn well if the classroom is clean and tidy. So, we must keep our classroom clean and tidy. We must not litter. We must put the garbage in the garbage bin. We must not write and draw anything o the desks and on the walls. We must sweep the floor and dust the teacher's desk and the shelf everyday."

(Page 41)

Udin:"Dayu, Linas, and Siti are never late to class. They walk to school, but they always get to school on time. They rarely take public transport. They look healthy and happy all the time."

(Page 95)

Lina   : "Are you going to eat your lunch now?"
Siti   :" No! It is my breakfast. I did not have breakfast before I went to school this morning. I woke up at six because I went to bed very late last nigth. I did my homework until ten."

(Page 144)

5. Hard work
    • Pictorial Data

(Page 91)

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(Page 116)

(Page 171) (Page 176)

6. Creativity
   - Pictorial data

(Page 15) (Page 16) (Page 17)

Dear Lina,

May all your dreams come true.

From: Dayu

(Page 67)

Dear Lina,
Congratulations on your birthday!

From: Edo

(Page 67)

Dear Lina,

Best wishes for you!

From: Beni

(Page 67)

Thanks for being there through the tears, laughters and dirty diapers.

Happy Father's Day !

(Page 68)

My Dear Teacher,

I found discipline, guidance, friendship, and love, all at once in one person – that is you!

Happy teacher's day!
Wish you all the best.

Athan

(Page 69)

Dear Aunty Melvin,

Congratulations for the new baby!
I cannot wait to play football with him!

Your nephew,
Kiki

(Page 69)

The countdown has done.
It's time to welcome the New Year with a fresh mind and clear heart!

Happy New Year, my friend!
May your dreams come true!

Adnan

(Page 70)

To Uncle Ipan and Aunty Rike,

I wish you a happy Wedding Day.
Welcome to the family!
Don't forget to come to our monthly Family Gathering!

Your Nephew,
Shilmi

(Page 70)

To Meysiska,

I'm praying for your quick recovery.
Get better soon.

Your friend,
Yayang

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7. Democratic
   - Pictorial Data

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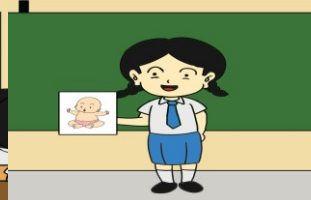
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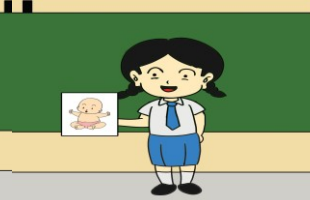
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8. Willingness
   - Pictorial Data

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(Page 120)

(Page 120)

- Utterance Data
Edo   : "Beni, what do you think of this picture?"
Beni   : "I think it doesn't look natural."
(Page 11)

Beni   : "Only both of us will clean the classroom."
Udin   : "What? What do you mean? Whatabout the others?"

Teacher: "Do you understand my question?"
Stdents: "No, Ma'am. Sorry. Say that again, please."
(Page 14)

Edo   : "What are they doing?"
Beni   : "They're Playing Congklak."

Udin   : "What is Siti reading?"
Lina   : "She's reading Goldilocks."
(Page 108)

Student 1: "What is rina doing?"
Student 2: "She's returning a book to the library."
Student 1: "What is Rini doing?"
Student 2: "She's finishing the math homework."
Student 1: "Where are they studying?"
Student 2: "They are studying in the library."
Student 1: "What is he doing?"
Student 2: "He's having his lunch in the canteen."
Student 1: "What are teachers doing?"
Student 2: "They're having a meeting in the teacher room."
Student 1: "What is Sinta doing?"

Student 2: "She's meeting the principal."
Student 1: "What are they talking about?"
Student 2: "They are talking about the football match."
Student 1: "What is gani doing?"
Student 2: "He is buying something in the school co-op."
Student 1: "What are you doing there?"
Student 2: "We're practicing English."
(Page 109)

Dayu　: "Is she studying for the English test?"
Lina　 : "no, she is not. She's studying for the Math test."
(Page 111)

Beni　: "Are you telling them funny story?"
Udin　: "Yes, I am."

Bima　: "Are they talking about us?"
Siti　 : "No, I don't think so."
(Page 112)

Dayu　: "Are Dini and Dani really twins? They don't look like twins."
Siti　 : "Yes, they are twins. But you are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner."
(Page 120)

9. Respect to achievement
   - Pictorial data

(Page 15)

(Page 16)

10. Friendly/communication
    - Pictorial Data

(Page 4)

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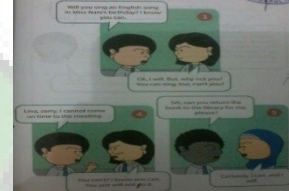

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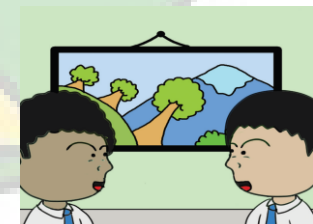
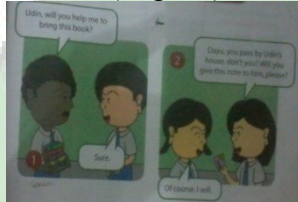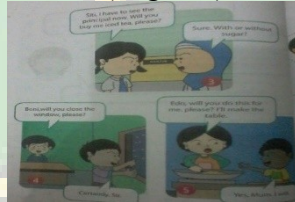(Page 11)
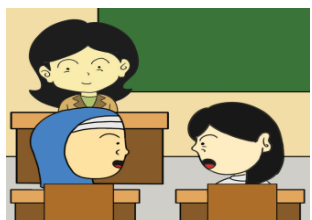
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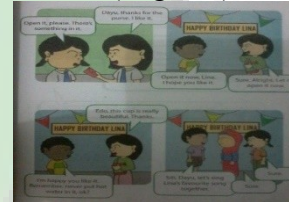(Page 13)
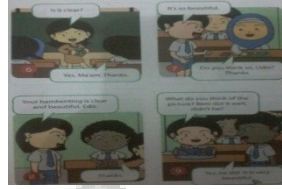
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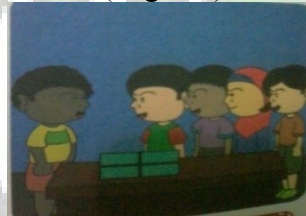
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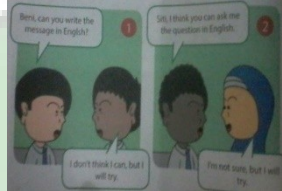
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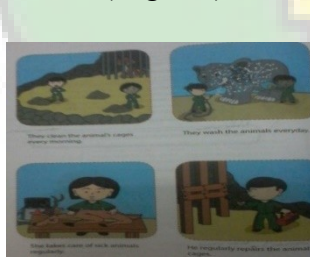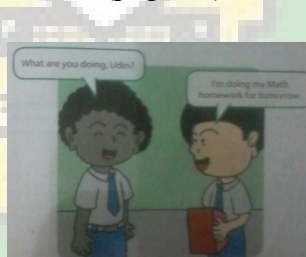
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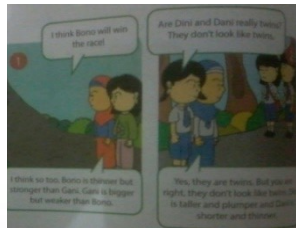
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- Utterance Data

Beni   : "Hello, good morning. This is Beni."
Lina   : "Oh, hi Beni. Good morning. How are you?"
Beni   ; "Fine. I just got your invitation card to your birthdat party."
Lina   : "you are coming. Aren't you?"
Beni   : "Yes, I am. Thanks for inviting me."
Lina   : "Of course. You are one of my best friend. Don't forget to wear a T-shirt, ok?"
Beni   : "are you sure we should wear a T-shirt to your birthday party?"
Lina   : "Yeah. There will be some outdoor games."
Beni   : "Wow, that must be fun. Okay. See you then."
Lina   : "Alright, see you soon."
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Dayu says, "Siti and Lina, let's play football tomorrow afternoon."

Siti says," You can wear a batik shirt or a formal shirt. But please doen't wear a T-shirt."

Lina says, "For exercise, please run, walk, or ride a bicycle. Don't use expensive tools."

Mr. Adnan says, "Please paint the walls or furnish the desks. But please don't spill the paint on the floor."

Mrs. Ina says, "Everybody, please bring your sewing kits with you on Monday. We will learn to sew. Don't forget to bring some cloth too."
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Siti: "This is me and this is Rani in grade VII. We were not close friends at that time. We did not study together. We never played together. Now we are best friends. We study together, play together, and cry together, too."
(Page 142)

Edo   :"Udin, we have a lot of assignments for tomorrow. Let's work together at my house. Beni and Lina are coming too."
Udin   : "Sure. What time will we start?"
Edo   : "At 3 pm. Don't forget to bring calculator, ok?
Udin   : "Ok. See you then."
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11. Peaceful

- Utterance data

Teacher : "What do you think of the story?"
Students: "It's very interesting, Sir."
(Page 11)

Edo   : "Hello, Beni. This Edo. How are you?"
Beni   : "I'm fine"
Edo   : "Beni, are you coming to Lina's birthday party?"
Beni   : "Yes. You are coming too, aren't you?"
Edo   : "Of course. Let's walk together to her house."
Beni   : "Ok. Don't forget to wear a T-shirt. We will play outdoor games there.

Edo : "Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's Party, right? Wait for me near the bridge."

Beni : "Certainly. See you then. Thanks."

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Siti : "Udin, Edo, and Beni are always together. They play together. They also exercise together. I like seeing them so close to each other. Lina, Dayu, and I are their close friends, too."

Siti :"The six of us often do our homework together. We practice English together. We help each other and we learn from each other. We also know each other's family very closely.

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Edo : "Are you telling them the funny story?"

Beni : "yes, I am."

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12. Fond of reading

(Page 101) (Page 213)

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13. Care of environtment
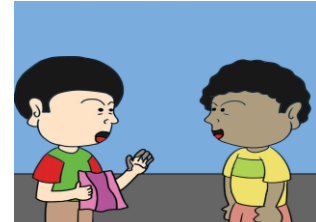

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14. Social care

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- Utterance Data

Edo   : "Siti, can you return the book to the library for me, please?"
Siti   : "Certainly. I can, and I will."
(Page 21)
Adnan : "My mum is out of town today. My dad is also very busy. But he will come to my school to collect my report."

Puspita : "If you need any help with your laundry, please let me know. I will come to your house to help you."
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Teacher 1: "you should listen to more English songs. You should sing more English songs. More importantly, you should understand the lyrics. You should read more stories from around Indonesia and the world in English. I'm sure you can if you try harder."
     (page 35)
Edo   : "May I use the paper to wrap my gift? I just need a half of it.:
Dayu   : "Sure. Cut it into two, please. Here are the scissors."

Udin   : "Edo, may I wipe my hands with this cloth?"
Edo   : "Of course."

Siti   : "Dayu, may I use your ribbon to put on my gift?.
Dayu   : " Sure, I'm done with my gift."
(Page 60)

Lina   : "Can I use your pen?"
Dayu : "Sure, take the green one."

Udin   : "Is this seat taken? Can I sit here?"
Edo   : "No, One leg is loose. Please take the one over there."

Siti   : "Let's wrap the gift for Lina. Beni, can we do it here?"
Beni   : "Please do, but don't make a mess."

Udin   : "It's very cold. Can I wear your jacket?"
Edo   : "Of course, I have two jackets. I hope it is not too big for you."

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Udin   : "What are you carrying?"
Beni   : "They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I'm going to give them to Ucok, my younger cousin."

Udin   : "Let's work together to plan our texts to tell our experience?"
Edo   : "Okay, I'll tell how my brothers and I made the garden benches."
Udin   : "I'll tell how we won the First Prize of the Classroom Competition. What about you, Lina?
Lina   : "I'll tell my sister's funny experience last Saturday. She went to school on Saturday!"
Udin: "Let's start with Edo's story. First, how did you and your brother have the idea of making garden benches?"
Edo   : "My father cut down the old mango tree behind our house three weeks ago. We saw a big piece of wood. Then we had the idea."
Lina   : "What did you do?"
Edo   : "We told dad that we wanted to make garden benches from the wood. He agreed, and he would help us."
Udin   : "What did your father do to help you?"
Edo   : "He sawed the wood into three pieces. 25 cm in diameter and 25 cm in height."
Lina   : "And after that?"
Edo   : "After that, we rubbed them with sandpaper to make them smooth. Then, we dried them in the sun for a week."
Udin   : "When they are dry, what did you do?"

Edo   : "We painted them, one green, one red, and one blue. Then, we dried them again in the sun for three days."

Lina: "Okay, Now let's help Edo write his experience in a good order."

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Udin   : "I want to tell how our class won the First Prize of the Classroom Competition."

Lina   :"Let's guide Udin to tell how our class won the First Prize of Classroom Competition. How did you know the Classroom Competition?"

Udin   : "The principal announced the Classroom Competition on Monday in the flag ceremony."

Edo   : "Okay, What did you do then?"

Udin   : "When we were back to the classroom, we realised that many desks and chairs are old and dirty. Some had loose legs."

Lina   : "And then?"

Udin   : "In the afternoon, we talked and agreed to come on Saturday to fix them."

Edo   : "What did we bring to work on Saturday?"

Udin   : "Some of us washed the desks and the chairs. Some furnished therm. Some fixed the legs."

Lina   : "So, we won the competition?"

Udin   : "Yes, now our desk and chairs are clean and strong. And we won the First Prize of the Classroom Competition."

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