AN ANALYSIS OF SOCIAL CARE VALUES IN THE ENGLISH TEXTBOOK FOR THE ELEVENTH GRADE STUDENTS OF MAN 2 SUNGAI PENUH ACADEMIC YEAR 2021/2022

A THESIS

BY :

MIFTAHUL JANNAH
NIM.1810203016

STATE ISLAMIC INSTITUTE OF KERINCI
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
ACADEMIC YEAR 2020/2021

AN ANALYSIS OF SOCIAL CARE VALUES IN THE ENGLISH TEXTBOOK FOR THE ELEVENTH GRADE STUDENTS OF MAN 2 SUNGAI PENUH ACADEMIC YEAR 2021/2022

A THESIS

Submitted as a Partial Fulfillment of The Requirements For Undergraduate Degree At English Education Program In Faculty of Education And Teacher Training State Islamic Institute of Kerinci

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MIFTAHUL JANNAH
NIM.1810203016

ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
2020/2021

Dr. DAFLIZAR, S.Pd., M.A.
MUSDIZAL, M.Pd.
LECTURERS OF IAIN KERINCI

Sungai Penuh,   April 2022

To:

The Rector of IAIN Kerinci

At-

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OFFICIAL NOTE

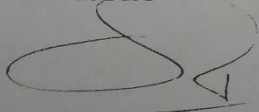*Assalamu'alaikum Warrahmatullahi Wabarakatuh*

      After guiding, analyzing, briefing, and correcting, the writing of Miftahul Jannah's thesis (the student number is 1810203016) entitled: **"An Analysis of Social Care Values In The English Textbook For The Eleventh Grade Students of Man 2 Sungai Penuh Academic Year 2021/2022"**, we are the opinion that thesis has met the qualification as one partial fulfillment of the requirements for the undergraduate degree of English Education Program in Faculty of Education and Teacher Training at State Islamic Institute (IAIN) Kerinci.

      Thus, we proceed with this thesis to the faculty for the immediate administrative process for the final examination.
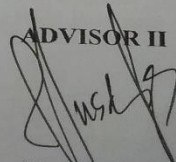
Wassalamu'alaikum Warrahmatullahi Wabarakatuh.

ADVISORS

ADVISOR I

Dr. Daflizar, S.P., M.A.
NIP. 197312262003121001

ADVISOR II

Musdizal, M.Pd
NIP. 200502840
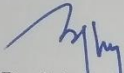
APPROVAL AND ACCEPTANCE

This thesis which entitled of **AN ANALYSIS OF SOCIAL CARE VALUES IN THE TEXTBOOK FOR THE ELEVENTH GRADE STUDENTS OF MAN 2 SUNGAI PENUH ACADEMIC YEAR 2021/2022** by **Miftahul Jannah** with students' number **1810203016** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on May 10th 2022 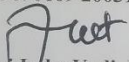This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, 10th May 2022

The Viva Voce

Dr. Suhaimi M.Pd
NIP. 19690609 2003121 002
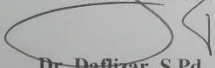
The Chairman

Dr.Toni IndraYadi, M. Pd
NIP. 19770802 200710 1 002

Examiner I

Okti Wilymafidini, S.S. M.Pd
NIDN. 1015078801

Examiner II

Dr. Daflizar, S.Pd., M.A.
NIP. 19770802 200710 1 002

Advisor I

Musdizal M.Pd
NIDN. 200502840

Advisor II

**Dean Faculty of Education
And Teacher Training**

**Head of English
Education Program**

Dr. Hadi Candra, S.Ag., M.Pd
NIP. 19730605 199903 1 004
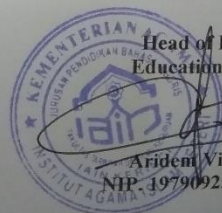
Arident Vintoni, M.Pd
NIP. 19790925 200912 1 003

CERTIFICATE OF ORIGINALITY

The researcher hereby declares the thesis entitled "An Analysis of Social Care Values In English Textbook For The Eleventh Grade Student of MAN 2 Sungai Penuh" is the researcher's work and that, to the best of the researcher's knowledge and 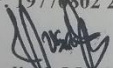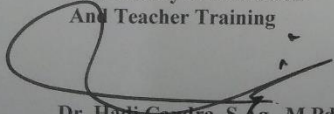belief, it contains no material previously published or written by another person, or material which to a substantial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in this thesis. Any contribution made by the researcher by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's work, except to the extent that assistance from others in the project's design and conception or style, presentation, and linguistic expression is acknowledged.

Sungai Penuh,   April 2022
The Researcher

Miftahul Jannah
1810203016

ABSTRACT

Miftahul Jannah, 2022 An Analysis of Social Care Values In EnglishTextbook For The Eleventh Grade Student of MAN 2 Sungai Penuh.Thesis.English Education Program. State Islamic Institute Of Kerinci. (I) Dr. Daflizar, S.Pd., M.A. (II) Mudizal, M. Pd

This study aims to describe the social values of character education contained in English textbooks entitled Upper English English for High School with the Ministry of Education and Culture of the Republic of Indonesia Revised 2017

The main instrument of this study was the observation of the checklist and validity. In analyzing data, this study uses content analysis techniques by comparing data, making categorization, presenting data tabulation, explaining verbally, and interpreting findings to carry out inference. The research subjects were 7 texts in English textbooks titled Bahasa Inggris for High School with the Ministry of Education and Culture of the Republic of Indonesia Revised 2017. Objects were the social concern described by the Ministry of National Education. This study uses triangulation and reliability.

The results showed that there was a point of findings discussed in this study. Related to the occurrence of characters, the values of social care described by the Ministry of National Education were found in English textbooks entitled English class eleven for high school with the Ministry of Education and Culture of the Republic of Indonesia Revised 2017. The data analysis method used was content analysis. The character of social awareness is the most dominant character found in the ext with 6 data. It implies that the author wants to increase student social awareness about other humans.

ABSTRAK

Miftahul Jannah, 2022 An Analysis of Social Care Values In EnglishTextbook For The Eleventh Grade Student of MAN 2 Sungai Penuh.Thesis.English Education Program. State Islamic Institute Of Kerinci. (I) Dr. Daflizar, S.Pd., M.A. (II) Mudizal, M. Pd

Kata kunci: Peduli sosial, nilai pendidikan karakter,

Penelitian ini bertujuan untuk menggambarkan nilai-nilai pendidikan karakter yang terkandung dalam buku teks bahasa Inggris yang berjudul Bahasa Inggris Inggris kelas atas untuk SMA dengan Kementerian Pendidikan dan Kebudayaan Republik Indonesia Revisi 2017

Instrumen utama dari penelitian ini adalah pengamatan checklis dan validitas. Dalam menganalisis data, penelitian ini menggunakan teknik analisis konten dengan membandingkan data, membuat kategorisasi, menyajikan tabulasi data, menjelaskan secara verbal, dan menafsirkan temuan untuk melakukan inferensi. Subjek penelitian adalah 7 teks dalam buku teks bahasa Inggris berjudul Bahasa Inggris kelas atas untuk SMA dengan Kementerian Pendidikan dan Kebudayaan Republik Indonesia Revisi 2017. Objek adalah kepedulian sosial yang dijelaskan oleh Kemendiknas. Penelitian ini menggunakan tringulasi dan reabilitas.

Hasil penelitian menunjukkan bahwa ada titik temuan yang dibahas dalam penelitian ini. Terkait dengan terjadinya karakter, nilai-nilai perawatan sosial yang dijelaskan oleh kemendiknas ditemukan dalam teks-teks buku teks bahasa Inggris yang berjudul Bahasa Inggris Inggris Kelas Sebelas untuk SMA dengan Kementerian Pendidikan dan Kebudayaan Republik Indonesia Revisi 2017. Metode analisis data yang digunakan adalah analisis konten. Karakter kesadaran sosial adalah karakter yang paling dominan yang ditemukan dalam teks dengan 6 data. Itu menyiratkan bahwa penulis ingin meningkatkan kesadaran sosial siswa tentang manusia lain.

DEDICATION AND MOTTO

DEDICATION

I lovingly dedicate this thesis to:

My beloved Mother and father

Thank you for your endless love, care support, suggestion

and who always encourages me and prays for my success in the future.

For the prospective priests, thank you for everything you do for me

so that I can finish this thesis because no one in this world

knows me better than him.

To all my friends, thank you for giving spirit and for coloring my life

I can't say anything, because the words will never be enough

to express how much I love.

MOTTO

وَلَا تَهِنُوْا وَلَا تَحْزَنُوْا وَاَنْتُمُ الْاَعْلَوْنَ اِنْ كُنْتُمْ مُّؤْمِنِيْنَ ٣٩

Janganlah kamu (merasa) lemah dan jangan (pula) bersedih hati, padahal kamu

paling tinggi (derajatnya) jika kamu orang-orang mukmin.

Do not (feel) weak and do not (also) heart, even though you are the highest

(degree) if you are believers.

(Al-Imran)

ACKNOWLEDGMENT

اَلْحَمْدُ لِلَّهِ رَبِّ الْعالَمِينَ

The researcher would like to express the greatest thank to Allah SWT. Who has given blessings, strength, and healthy, so the researcher could finish this thesis. The blessings and greetings are always sent to our belöved Prophet Muhammad SAW. The greatest hero in the world, and the best example for humans to get the happiness ever and ever.

Then, this thesis is one of the requirements to get an undergraduate degree in the English education program of faculty education and teacher training at the State Islamic Institute of Kerinci. As long as accomplish this thesis entitled: " An Analysis of Social Care Values In English Textbook For The Eleventh Grade Student of MAN 2 Sungai Penuh", the researcher got difficulties, but with guidance and support from other parties the researcher would like to express thanks to:

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Sungai Penuh,   April 2022
Researcher

Miftahul Jannah
NIM. 1810203016

TABLE OF CONTENTS

LIST OF APPENDIX

LIST OF TABLE

INSTITUT AGAMA ISLAM NEGERI

KERINCI

CHAPTER 1

INTRODUCTION

A. Background of The Problem

Character Education is education that nurtures and promotes the ethical, intellectual, social, and emotional development of individuals. Character education can be interpreted as an attempt to shape one's personality through education that the results are seen in a person's real action in the form of good behavior, honesty, responsible, respect the others' rights, hard and work, and so on. Character education represents a relationship between knowledge, values, and skills for success in life. (Lickona, 2012)

Character education is one important aspect of the Indonesian education system. It has become an essential part of the national education mission although it is with different emphasis and terms (Murtako, 2015)

There are eighteen character education values based on the 2013 curriculum provided by the Ministry of Education and Culture of the Republic of Indonesia that should be implemented in the teaching and learning process. They are religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative, communicative, peace-loving, fond of reading,

environment, aware, socially aware and, responsible. (Kemendiknas, 2017)

Character as a mental or moral quality, moral strength, name, or reputation. Character refers to a series of attitudes, behaviors, motivations, and skills. Character education is a system of instilling character values to school residents, including components of knowledge, awareness or will, and actions to implement this value both for good almighty, self, others, the environment, and nationality (Musfiroh, 2008).

One of the most important character education of the eighteen is social care character education. Definition, Kemdiknas (2017) defines social care as attitudes, and actions that always want to provide to help others and people in need. Social care character education is held because empathy for others has faded, examples of selfish attitudes, indifference to the condition of friends, student fights, caring please help friend, and so on (Masrukhan, 2016)

This research uses a textbook entitled Bahasa Inggris for the Eleventh Grade of Senior High School. The textbook is designed and published by the Ministry of Education and Culture of Indonesia Revision 2017.

Textbook, as one of the instructional materials, is best seen as a resource for achieving aims and objectives that have already been set in terms of students' needs.

The research study further about Analysis of Character Social Care Values in English Textbook For The Eleventh Grade Students of MAN 2 Sungai Penuh. The problem in this study is that the researcher sees that the world of education is currently often criticized by the community due to several students being involved in criminal acts, theft, sexual deviance, drug abuse, and so on. One of the causes of the education world being less able to produce the expected graduates is because the world of education so far has only fostered intellectual intelligence, insight, and skills, without being balanced with character education.

The researcher chose the Eleventh Grade English Textbook For Senior High School To determine whether character social care values education applies or not in the 2013 curriculum material, the researcher intends to analyze the textbook to find the character education values that represent in the 2013 curriculum English textbook entitle Bahasa Inggris Eleventh Grade For Senior High School by The Ministry Of Education and Culture Of Republic of Indonesia Revision 2017

For those reasons the researcher wants to study *"An Analysis of Social Care Values In English Textbook for The Eleventh Grade Students of MAN 2 Sungai Penuh"*

B. Identification of the problem

Based on the research background, can be identified problems regarding Social Care values contained in the English Textbook For The Eleventh Grade Students Of MAN 2 Sungai Penuh. The researcher choose

the Eleventh Grade English Textbook For Senior High Schoo to determine whether character education applied was or not in the 2013 curriculum material, the researcher intends to analyze the textbook to find the Social Care values that present in the 2013 curriculum English textbook entitled Bahasa Inggris Eleventh Grade For Senior High School by The Ministry Of Education and Culture Of Republic of Indonesia Revision 2017

C. The Focus of The Problems

The focus of the analysis is placed on social care values gleaned from the speaking scrip of an English textbook entitled Bahasa Inggris for eleventh-grade students senior high school by The Ministry Of Education and Culture Of Republic of Indonesia Revision 2017

D. Research Questions

Based on the focus of the problems, the research question in this research are :

" What Social Care values presented in the English textbook entitled Bahasa Inggris Eleventh Grade For Senior High School by The Ministry Of Education and Culture Of Republic of Indonesia Revision 2017?"

E. Purpose of The Research

Based on the research question, the purpose of this research are :

This research aims to examine social care values portrayed in an English textbook entitled " Bahasa Inggris eleventh grade for senior high

school by the Ministry of Education and Culture of Republic Indonesia Revision 2017

F. **Significances of The Research**

1. Theoretically

This research is expected to give theoretical significance in terms of new findings on the integration of character values in English textbooks. Other than that, it is expected that this research can serve as a framework, reference, and guide for future related research studies.

2. Partially

a. For the English teacher, the result of this research is expected to be able to help teachers in choosing the appropriate textbook which contains character values for students and the teaching-learning process. Then, by knowing the character values integrate into the textbook, English teachers can deliver those character values to the students appropriately.

b. For the student of grade XI of senior high school by realizing the character values integrate into the textbook, they can apply good character in their daily life and become a better person.

c. Principals, supervisors, and heads of education, should make a consideration about the textbook being used in school. they also should pay attention to the circulation of textbooks used in schools.

d.   For English textbook writers, this research study hopes to be able to give some insight for textbook writers to take into account the character values in developing the textbooks.

e.   For the government, particularly the Ministry of National Education, this research can be used as a consideration to create such a policy in developing English textbook

f.   For the other researchers who are conducting the relevant study, this research can be us as a source of information for other researchers who are interested in conducting the relevant research.

G. Definition of Key Terms

1. Character Education

    That the character education in curriculum 2013 aimed at improving the quality of processes and outcomes of education, which leads to the formation of students' good character by the standard of competence at any educational institution (Mulyasa, 2013)

2. Textbook

    The textbook is one kind of education book, the textbook contains descriptions of material about the subject or definite field of study, which is arranged systematically and has been selected based on specific objectives, learning orientation, and students' development to be assimilated. (Muslich, 2008)

3. Social Care

Attitudes and actions that always want to provide to help others and people in need. Social care character education is held because empathy for others has faded, examples of selfish attitudes, indifference to the condition of friends, student fights, caring please help friends, and so on (Masrukhan, 2016)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review Related Theory

Some opinions from the experts related to the following research are presented to strengthen the arguments submitted by the researcher.

1. Social Care

a. Definition Social Care

Humans are creatures that cannot possibly separate their life from other humans. Every human being is sure to have interests in one another, who has created the interaction between the two Therefore humans are called social creatures. According to Buchari Alma (2010) social beings, it means that life is alone but most of his life is interdependence, which will ultimately achieve relative balance.

According to the Ministry of National Education (2017), social care is an attitude and action that always wants to assist others and people who need it. According to Mu'in, (2011) concern is the adhesive of the community. The concern is the nature that makes the culprit feel what other people feel, know how it feels to be someone else, sometimes indicated by giving or being involved with others.

Social concern is an action, not only limited to thinking or feelings. The social care action not only knows something wrong and right, but there is a willingness to help others. By having a high social soul,

students will be easier to socialize and will be more appreciated. The formation of social souls can be carried out by teaching and instilling the values of social care through social activities, carrying out social action, and providing facilities to contribute.

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b. **Aspects of social Care**

According to Crandall aspects of social awareness are:

1) Motivation is an encouragement to do something to achieve a purpose. Humans are motivated by social influences and by the struggle toward excellence or success.

2) Cognitive is an understanding of an individual in developing empathy towards others and his eyes emotion (empathy, sympathy) is a positive attitude towards others so that humans can realize what they are working on and the reason for them.

3) Behavior cooperation, contribution to general welfare the way people act on others contribute towards the welfare of mankind.

Humans can be responsible for Fully replying to being who during about the future that affects their current behavior.

2. Character

a. Definition of Character

According to Koesoema (2017), the term 'character' is derived from Greek Karasso, which means 'blueprint', the basic format' or fingerprint'. More clearly, Saptono (2011) mentions this definition as deterministic. Here, the character is understood as a set of mental conditions on ourselves that have been granted or given. It is a fixed person's character that becomes a special mark that distinguishes people from one another.

Bagus in Saptono (2011) states that the term 'character' is derived from Greek harassing, which means 'to make sharp' or 'to make deep'. Ths second notion is non-deterministic or dynamic (Saptono, 2011). Here, the character is understood as a person's level of strength or toughness to overcome the mental condition that has been given. It is a process that is desired by someone to enhance his humanity.

Sjaerkawi in koesoema (2007) understands the character from a behavioral point of view that emphasizes the somatopsikis element of the individual since his birth. Here, the term is considered the same as personality. Personality is considered as a characteristic of a person who comes from formations received from the environment, such as family in childhood, and also one's innate from birth.

Koesoema (2007: 79-80) adds that in general, people often associate the term with what is called a temperament. It gives a definition that emphasizes the psychosocial factors associated with educational and environmental context. Philips in Mu'in (2011) also mentions that the character is a collection of values that lead to a system, which underlies the thinking, attitudes, and behaviors that are shown

The definitions above emphasize that the character is something that is given but also a combination of what an individual obtained from the environment. Meanwhile, Winnie in (Mu'in, 2011) understands that the term character has two meanings. First, it shows how a person behaves. Second, the term character is closely related to personality. The term personality is also associated with the term character, which is defined as the totality of values that direct humans in living their life. So, it is related to the value system that is owned by someone (Mu'in, 2011:165). Besides the personality, the term character can also be associated with the term virtue as expressed by Peterson and Seligman in Mu'in (2011: 161) who link directly to the strength of character virtues.

Among all of the above understanding, there is a more complete and realistic understanding of the character. Lickona in Saptono (2011: 18) understands the character as a spiritual condition that is not complete yet. Based on that understanding, then the people who let go of the condition that has been existed, called people who have a weak character. On the other hand, those who do not want to just accept the conditions of the

existing self, but try to overcome them, are called people who have strong or tough character. They constantly strive to improve themselves

b. The Characteristics of Character

To explain more about the character, Mu'in (2011: 161-162) has revealed that the characteristics of a character are as follows

1) Character is what you are when nobody is looking.

2) Character is the result of values and beliefs.

3) Character is a habit that becomes second nature.

4) Character is not reputation or what others think about you.

5) Character is not how much better you are than others.

6) Character is not relative

c. The Pillars of Character

Human beings are very diverse in their habit and environment, so it is obvious that there are many kinds of characters that exist. Then, from those kinds of characters, some main characters should exist in everyone"s self. According to Mu'in (2011: 211-247), the six main characteristics (the pillars of character) in a human being that can be used to measure and assess the nature and behavior of specific things are as follows:

1) Respect

The essence of respect is to show how a person is solemn in others and themselves. Respect can mean being tolerant, open, and accepting of differences. Several characteristics show respect such as tolerance, acceptance, autonomy, privacy, nonviolence, and courtesy.

2) Responsibility

Responsibility requires a person to recognize what he does because he is responsible for his choice as a result. The terms relating to the responsibility are duty, laws, contracts, promises, job descriptions, relationship obligations, universal ethical principles, religious convictions, accountability, diligence, goals achievement, positive outlook, prudence, time management, resource management, teamwork, financial independence, and self-motivation.

3) Citizenship-Civic

DutyCivic values refer to the desired and praiseworthy actions, but it is not a moral mandate. The character that is necessary to build awareness of citizens' inclusivity various actions to realize the creation of a civil society that respects individual rights.

4) Fairness

Fairness is a moral obligation. A person is expected to treat all people fairly. In making a policy or decision, a person is said to be fair if it is based on or considering all the facts, including the views that oppose it, which should be considered before a decision is made. In the theory and philosophy of law, justice is morally ideal truth conditions about something, either about objects or people. Honesty and justice in the viewing and judging something that gives rights to everyone according to their needs and their business is an attitude that is worth being done by anyone.

5) Care

       Care is a nature that makes a person feels what others feel and determines what it is like to be someone else. It is sometimes indicated by the act of giving or engaging with the other person. A similar term with care is solidarity. It is the integration or the degree of integration, shown by a person or group of people with other people.

6) Trustworthiness

       Trustworthiness is something important in a person"s character. It affects how people will treat him. When someone has no trustworthiness, people will not give him any respect. This nature involves some elements of character such as integrity, honesty, promise-keeping, and loyalty

d. Kinds of Characters

       According to Lickona (2012), the substance of good character is a virtue. He states that virtue is a tendency to do a good action by universal moral 23 points of view. Objectively good means that those qualities are recognized and upheld by the religions and communities in every corner of the civilized people around the world. Intrinsically good means that those qualities are the demands of the conscience of civilized people.

       Mu'in (2011) distinguishes a strong character a weak character as follows:

1) First, a strong character is shown by the power. Then, the power is used to do positive work and show a loyal attitude in carrying out the job and roles of a person. A person with high mobility, hard-working, energetic, powerful looks good. The one who is active in activities that require movement and action 24 appears as a person who has a strong character. Meanwhile, the one who is lazy and does nothing appears like a person with a weak character

2) Second, a person who has strong character is the one who is not easily discouraged, has consistent effort to do something and will learn to improve actions and efforts. In contrast, the weak one is easily broken hearts, does not hold trials, and sometimes takes a shortcut to solve the problem.

3) Third, strong character and principles are related to the ability to perceive something that can control someone wisely. Meanwhile, the weak character is very easygoing along, easily tempted, compromises, and usually easily swayed by circumstances.

4) Fourth, a person who has strong character can overcome suffering

5) Fifth, a person with a strong character is the one whose existence gives an impact on other people because he is a strong voice for the spread of ideas. Meanwhile, just being quiet and accepting things will make someone has a weak character

6) Sixth, a person with strong character has the ability and power to do something.

7)　　　Seventh, a person with strong character and skills has the advantage that might be different from other people or other strong people. Those who have a weak character do not have anything and can not do anything about it.

3. Character Education

a. Definition of Character Education

Character education is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others. Character education is any deliberate approach by which school personnel, often in conjunction with parents and community members, help children and youth become caring, principled, and responsible.

Character education is the deliberate effort to develop a good character based on core virtues that are good for the individual and good for society (Lickona, 2012). The character education in curriculum 2013 aimed at improving the quality of processes and outcomes of education, which leads to the formation of students' good character by the standard of competence at any educational institution. In the implementation of the 2013 curriculum, character education can be integrated into all learning in any field of study contained in the curriculum (Mulyasa, 2013).

As for indicators of the achievement, the success of Curriculum 2013 in the form of competence and character in schools can be seen from many everyday behaviors that appear in every activity of students and other residents of schools. Such behaviors are realized in the form of awareness, honesty, sincerity, simplicity, independence, care, freedom of action, accuracy, precision, and commitment.

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

The aims of character education to develop the values that shape the character of the nation that is Pancasila include : (Fali Jalal, 2011)

1) To develop students' potential to be a good-hearted man, have good thoughts, and behave well

2) Build a nation of character Pancasila

3) Developing the potential for citizens to have an attitude of confidence, and pride in their state and nation as well the love of mankind.

The function of Character education is a multicultural nation, build a civilization of intelligent, cultured noble, and capable of contributing to the development of the human race, developing the potential of the base to be good, good thoughts, and good behavior and exemplary good, to build the attitude of the citizens who love peace, creative, independent, and able to coexist with other nations in a harmony. (Fali Jalal, 2011)

c. Components of Character Education

There are some components in character education, they are : (Abourjilie, 2001)

1) Community participation.

Have educators, parents, students, and members of the community invest themselves in a consensus-building process to discover common ground that is essential for long-term success.

2) Character Education Policy

Make character education a part of your philosophy, goal, or mission statement by adopting a formal policy. Don't just say it-put it in writing.

3) Defined traits

Have a meeting with parents. Teachers and community representatives use consensus to get agreement on which character traits to reinforce and what definitions to use. Formally state what your school means by, "courage" or "perseverance" before they are discussed with students. (the suggested traits listed in the student Citizen Act might be a great place to start)

4) Integrated curriculum

Make character education integral to the curriculum at all grade levels. Take the traits you have chosen and connect them to classroom lessons, so students see how a treat might figure into a story or be part

of a science experiment on how it might affect them. Make these traits a part of every class and every subject.

5) Experimental Learning.

Allow your students to see the trait in action, experience it, and express it. Include community-based, real-world experiences in your curriculum that illustrate character traits (e.g., service learning, cooperative learning, and peer mentoring.) and allow time for discussion and reflection.

6) Evaluation.

Evaluate character education from two perspectives :

a) Is the program affecting positive changes in students' behavior, academic achievement, and cognitive understanding of the traits?

b) Is the implementation process providing the tools and support teachers need?

7) Adult Role Models.

Children "learn what they live" it is important that adults demonstrate positive character traits at home, at school, and in the community. If adults do not model the behavior they teach, the entire program will fair

8) Staff development.

Provide development and training time for your staff so that they can create and implement character education on an ongoing basis.

Include time for discussion and understanding of both the process and the programs, as well as for the creation of lesson plans and curricula.

9) Student involvement

Involve the student in age-appropriate activities and allow them to connect character education to their learning, decision-making, and personal goals as you integrate the process into their school.

10) Sustaining the program.

The character education program is sustained and renewed through the implementation of the first nine elements, with particular attention to a high level of commitment from the top, adequate funding support for district coordination staff, high quality and ongoing professional development, and a networking and support system for teachers who are implementing the program.

d. Implementing character education in school

1) Virtue Value

In the context of ancient Greece, for example, the virtue value appears in the physical and moral strength. Physical strength here means excellence, strength, tenacity, and generosity. Meanwhile, moral strength means being brave to take risk In life choices, consistent, and faithful.

2) Value of beauty

In the past, the value of beauty is interpreted mainly as physical beauty; a work of art, sculptures, buildings, literature, and others. The value at beauty in a higher level touches the dimension of human interiority itself that determines the quality of him as a human being. Nowadays, the development of the values of beauty is not just a production process; in the sense of generating an art object, but also the development of the dimension of human interiority as a human being who has a strong religious consciousness. These aesthetic and religious values should be an important part of character education in our country.

3) Value of work

Being the main man is being a human who works. For that, it takes patience, perseverance, and perseverance. If the educational institutions do not add this value of work, the individuals involved in it will not be able to develop the characters well. A culture of cheating, dishonest, looking for leaks buying replicates answer keys, etc., are contrary to the appreciation of the value of this work

4) Patriotic value (patriotism)

Although our society becomes increasingly global, love for the homeland is still needed, because the homeland is a precious

place for individuals culturally and historically. Character education that instills the values of deep patriotism is still relevant.

5) Value of democracy

Values of democracy include the willingness to discuss, negotiate, agree, and resolve problems and conflicts by peaceful means, not by force, but through dialogue for the creation of a better social order. Therefore, the values of democracy should be the basic agenda of educational values in terms of character education. reedom of thought and expression leads to a critical attitude. 28 Critical attitude maintains the dynamics of the society to remain stable and effective in achieving its goals.

6) Value of unity

In the context of the nation and state of Indonesia, the value of unity is the basis for the founding of this country. What is written in the third precepts of Pancasila, the Indonesian Unity, will not be maintained if each individual who became an Indonesian citizen can not respect the difference and plurality that exists in our society

7) Moral support

This value is what Socrates referred to as care for the soul. The soul determines whether a person is good or not as an individual. Thus, these moral values are vitally important to character education.

8) Humanitarian values

The values of humanity presuppose openness to other cultures, including the culture of different religions and beliefs. These human values become very relevant to apply in character education because our society has become a global society. Therefore, the spirit of nationality that wants to be embedded in character education is not sufficient if only by the boundaries of local, state, which is a narrow patriotism. It should help each individual to be able to live competently as demanded by the global community. (Koesoema, 2007)

e. Character Education in Curriculum 2013

The Ministry of National Education (Kemendiknas) has established the basis of character education that is rooted in 18 values of cultural education and national character. From that 18 characters, schools can provide additional characters or reduce them according to the needs of learners. Those 18 character education are described by Kemendiknas (2017) in Abidin (2012) the following:

1) Religiosity

Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and living in harmony with other religions

2) Honesty

Behavior is based on an attempt to make himself one who can always be trusted in words, actions, and employment.

3) Tolerance

Attitudes and actions that respect the differences of religions, races, ethnicities, opinions, attitudes, and actions of others who are different from themselves.

4) Discipline

Action indicating orderly and obedient behavior on various rules and regulations

5) Hardworking

Behavior that indicates an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible.

6) Creativity

Thinking and doing something to generate a new method or result of something that has been owned

7) Independence

Attitudes and doing something to generate a new method or result of something that has been owned

8) Democracy

Way of thinking, behavior acting which assesses the same right and obligation of himself

9) Curiosity

Attitudes and actions that are always working to find out more in-depth and extend from something be learned, seen, and heard

10) Nationalism

Way of thinking acting and knowing that puts the interests of the nation above self-interest and group

11) Patriotism

Ways of thinking and doing that show loyalty, caring, and high appreciation of achievement of the language, environmental, physical, social, cultural, economic, and political nation.

12) Appreciation of Achievement

Attitudes and actions that encourage him to produce something useful for society, and to recognize and respect other people's success

13) Friendship/Communication

Actions showed pleasure in speaking, associate and cooperate in speaking, associate and cooperate with others

14) Love of peace

Attitudes, words, and actions that make other people feel happy and safe in the presence of him

15) Reading Interest

       Habits to take time to read the various readings that give him the benefit

16) Environmental Awareness

       Attitudes and actions which seek to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred

17) Social Awareness

       Attitudes and actions that always want to help other people and communities in need

18) Responsibility

       Attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment, (natural, social, and cultural) the nation, and the almighty god. (Kemendiknas, 2017)

f. **Techniques of Integrating Character**

       Characters can be integrated directly or indirectly. Thus, the techniques of integrating character education are categorized into two forms, namely the explicit (direct) technique, and the implicit (indirect) technique. The explicitly integrating technique aims to make learners more easily understand characters contained in the texts of English textbooks, while the implicitly integrating technique aims to train

learners" logical reason and imagination in to find and understand the messages in of the characters contained in the texts of English textbook.

There are many ways or techniques to integrate the characters into their teaching included in textbooks. These methods include

1) expressing the characters that exist in the learning material,

2) integrating the characters to become an integral part of the learning material

3) using imagery and making comparisons with similar events in the lives of the students,

4) changing the negative things into positive,

5) expressing the characters through discussion and brainstorming,

6) using stories to bring the characters,

7) telling the life stories of great men,

8) using songs and music to integrate the characters,

9) using drama to portray the events that contain characters,

10) using a variety of activities such as services, practice field through clubs or group activities to bring the character of humanity

4. Content Analysis

Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. He adds that as a technique, 34 content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher. As a reserch technique, the content analysis

provides new insights, increases a researcher‟s understanding of particular phenomena, or informs practical actions.

Holsti (1969) in Eriyanto (2011: 47-56) suggests a content analysis approach as follows

a. Descriptive

Content analysis is a descriptive analysis of the contents which are intended to describe in detail a message, or a particular text. Content analysis solely describes the aspects and characteristics of a message.

b. Explanative

Content analysis is an explanatory content analysis in which there is a particular hypothesis testing. The analysis is not only limited to describing the descriptive content of a message, but also tries to find the relationship between the content of a message and other variables.

c. Predictive

The predictive content analysis seeks to predict the outcome as captured in the content analysis with other variables. Here, the researchers not only use other variables outside content analysis but also must use the results with other methods - such as surveys and experiments.

In addition, Eriyanto (2011: 57) mentions some stages of content analysis as below.

a. Formulation of the analysis purpose: what would be known through content analysis, what matters are the problems to be answered through research and content analysis

b. Conceptualization and operationalization: formulate the concept of research and perform the operation so that the concept can be measured.

c. Coding sheet: inserting operationalization into the coding sheet. The Coding sheet inserts things you want to see and how to measure.

d. Population and sample: researchers need to formulate population and sample content analysis.

e. Training coder and reliability and validity testing: researchers provide training to the coder who will read and judge the content. Researchers tested reliability. If the reliability is not qualified, do change the coding sheet to figure high reliability.

f. The process of coding: Encodes all news content into the coding sheet that has been compiled.

g. Calculation of the final reliability: Researchers calculated the reliability of the results of coding by using the formula/formulas available h. Input data and analysis: Perform data input from coding sheets and data analysis.

5. **Textbook**

   a. **Definition of Textbook**

   The presence of a textbook is necessary to support the teaching-learning process. Millions of copies are sold every year and numerous aid projects have been set up to produce those in (various) countries. The textbook is the most used and overused source for determining the students should learn. The textbook is an important resource for teachers in assisting students to learn. (Islam, 2000)

   From the explanation above, it can be concluded that a textbook is an instrument of school instruction and the primary source of information for teachers and students.

   b. **The Use Of Textbook**

   The key to the successful 2013 Curriculum it as follows :

   1) School leadership

   2) The Creativity of the teachers

   3) Activities of the teachers

   4) Socialization of curriculum 2013

   5) Facilities and learning resources

   6) An environment of conducive academic

   7) Participation in the school community. (Mulyasa, 2013)

   In the fifth point (e), facilities and learning resources included in the curriculum are one of the keys to the success of the 2013 Curriculum. This means that the presence of textbooks as a learning

resource is also an important element to consider in achieving the success of the 2013 Curriculum. It should be realized that until now, the textbook is still a very important source of learning for the students, although there are still many who do not have it, especially in schools that are out of town, in the countryside, and in remote areas.

With the implementation of Curriculum 2013, the government had already prepared most of the books that are required to be learned by students, including teachers' books and guidance of learners. Therefore, the selection of textbooks should prioritize primary textbooks, which are directly related to the achievement books and should be remain guided by the recommendation or endorsement of the education, and other considerations that do not burden the elderly (Mulyasa, pengembangan dan implementasi kurikulum, 2013).

Harmer writes that the benefits and restrictions of textbook use can be easily summarized as follows :

1) The Benefit

Good textbooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes, and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links. They provide teachers under pressure with the reassurance that, even when they are forced to plan at the last moment, they will be using material that they can have confidence in.

They come with a detailed teacher's guide who not only provides procedures for the lesson in the student's book but also offers suggestions and alternatives, extra activities, and resources. Students like textbooks too since they foster the perception of progress as units and then books are completed. The textbook also provides material that students can look back at for revision, and at their best, their visual and topic appeal can have a powerfully engaging effect.

2) The Restrictions

Units and lessons often follow an unrelenting format so that students and teachers eventually become demotivated by the sameness of it all. And in their choice of topics textbooks can sometimes be bland or culturally inappropriate.

c. The Role of Textbook

Textbooks have multiple roles in English teaching :

1) A resource for presentation material (spoken and written)

2) A source of activities for learner practice and communicative interaction

3) A reference source for the earners on grammar, vocabulary, pronunciation, etc

4) A source of stimulations and ideas for classroom language activities

5) A syllabus (where the learning objectives have already been determined)

6) A resource for self-directed learning or self-access work (Cunningsworth, 1995)

d. Criteria In Selecting And Evaluating Textbooks

Proposes four criteria for evaluating textbooks, particularly coursebooks. They are :

1) They should correspond to learners' needs. They should match the aims and objectives of the language-learning program

2) They should reflect the uses (present and future) which learners will make of the language. Textbook should be chosen that will help equip students to use language effectively for their purposes

3) They should take account of students' needs as learners and should facilitate their learning processes by dogmatically imposing a rigid method

4) They should have a clear role as a support for learning like teachers, they mediate between the target language and the learner (Cunningsworth, 1995)

e. Selecting Textbook

A guide to choosing teaching materials, in general, has been outlined by the Department of National Education (Depdiknas). Depdiknas in Abidin (2012: 49- 50) explains that there are some principles in selecting instructional materials to be aware of the teacher. Those principles include:

1) The principle of relevance

This means that learning materials should have relevance to the achievement of standards and basic competencies.

2) The principle of consistency

This means that there is a constancy between teaching materials with the basic competencies that must be mastered by students. For example, if four different basic competencies must be mastered by students, then teaching materials to be taught should also include four kinds.

3) The principle of adequacy

This means that the material should be adequate in helping students to master the basic competencies. There should not be too many materials. If it is too little, the teaching materials will be helpless to achieve standards of competence and basic competencies. Conversely, if it is too many, it will be a waste of time and energy that does not need to learn.

B. Review of Related Studies

The research has been conducted by Fitriana Sulistiyaningrum, Universitas Negeri Yogyakarta 2015. She conducted research entitled " An Analysis of Character In Education Of An English textbook entitled contextual English for grade XI of Senior High School Regular program".

The objectives of this research are to identify embedded characters that can be found in the text of an English textbook entitled Contextual English for Grade XI of Senior High Schools Regular Program and to

describe the techniques of integrating characters in the texts of an English textbook entitled contextual English for grade XI of senior high schools regular program.

The study was a descriptive-qualitative approach using content analysis. The data used in this study were in the form of texts in the textbook. The primary instrument of the research was the researcher and the datasheet was also employed as the second instrument. In analyzing data, the study used the content analysis technique by comparing the data, making categorization, presenting data tabulation, describing verbally, and interpreting the findings to do the inference. The subjects were 33 texts in English textbooks entitled Contextual English for Grade XI of Senior High Schools Regular Program. The objects were the 18 characters described by Kemendiknas. This research used credibility, dependability, and conformability to check the trustworthiness of the data.

The results showed that there were two points of findings discussed in this research. First, related to the occurrence of characters, all 18 characters described by Kemendiknas were found in the texts of an English textbook entitled Contextual English for Grade XI of Senior High Schools Regular Program. The social awareness character was the most dominant character found in the texts with 13 data or 15%. It implied that the author wanted to raise the students' social awareness of other humans. Second, related to the techniques of integrating characters, there were two techniques found in the texts, namely explicit and implicit techniques. The

implicit technique was more dominant in the texts with 92 data or 82.9%. This result showed that the author seemed to pay attention to the cognitive and affective aspects of the students in which at their age, they have been able to think critically and understand the implied meaning. (Sulistiayaningrum, 2015)

The research has been conducted by M Nur Bayu Hidayat University Sulthan Thaha Saifuddin Jambi 2020. He conducted research entitled " An Analysis of Character Values in English Textbook "When English Rings a Bell" for the First Grade Students of Junior High School"

The purpose of this research is to analyze the 18 character values represented in an English textbook "When English Rings a Bell" for the first-grade students of Junior High School. The design of this research was the descriptive qualitative method. The technique of collecting the data used in this research were techniques adapted from Creswell (2008) consisting of four stages, reading carefully, understanding specific parts, marking certain parts, and making a description of the data. The findings of this research indicated the 18 character values in the English textbook "When English Rings a Bell" were founded, in a text, picture, and task instruction from this English textbook and also the 18 character values in this English textbook represented in form explicitly or implicitly but, represented in form explicitly more dominant in this English textbook "When English Rings a Bell. (Hidayat, 2020)

The similarity between this research and other research is that the object of the research is to analyze the educational character of the textbook and the method used is content analysis. The difference between this research and other research is that the researcher focuses more on the analysis of speaking script text.

Studies in analyzing characters in textbooks have been conducted by some researchers. Rizqi Adnamazida in the thesis entitled Character Building Values in Reading Text of English Textbooks for Students of Senior High School analyzed characters in reading texts of English textbooks for students of Senior 36 High School. He chose English Textbooks entitled Look Ahead from grades X to XII.

There were 23 reading texts in the English textbook, Look Ahead, grade X. There were seventeen characters. Those characters are religious, honest, tolerant, disciplined, hard-working, creative, democratic, curious, nationalistic, patriotic, appreciative, inclusive/ communicative, peace-loving, studious, caring and compassionate, empathetic, and responsible. Meanwhile, the reading texts in grade XI were 25 texts. There were fourteen characters found in the reading texts which are religious, honest, tolerant, disciplined, hard-working, creative, curious, appreciative, inclusive/communicative, peace-loving, studious, caring and compassionate, empathetic, and responsible.

The last was 20 texts in grade XII. There were nine characters found which are honest, hard-working, independent, curious, appreciative,

inclusive/communicative, caring and compassionate, empathetic, and responsible. There are other characteristics proposed by the government found in the English textbooks, Look Ahead, those characters were humble, faithful, and economical. (Rizqi, 2013)

C. Conceptual Framework

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┌─────────────────────────────┐
│  English Language Teaching  │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│          Materials          │
└─────────────────────────────┘
              │
              ▼
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│          Texbooks           │
└─────────────────────────────┘
              │
              ▼
┌──────────────────────────────────────────┐
│  BAHASA INGGRIS (STOP BULLYING NOW)       │
│  SMA/SMK/MAN/MAK KELAS XI                  │
└──────────────────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│          Texbooks           │
└─────────────────────────────┘
         │               │
         ▼               ▼
┌──────────────────┐  ┌──────────────────┐
│ 1. Character     │  │ 2. Focus         │
│    Value         │  │    Analysis      │
└──────────────────┘  └──────────────────┘
         │               │
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┌──────────────────┐  ┌──────────────────┐
│   Social Care    │  │ Speaking Script  │
│                  │  │     Texts        │
└──────────────────┘  └──────────────────┘
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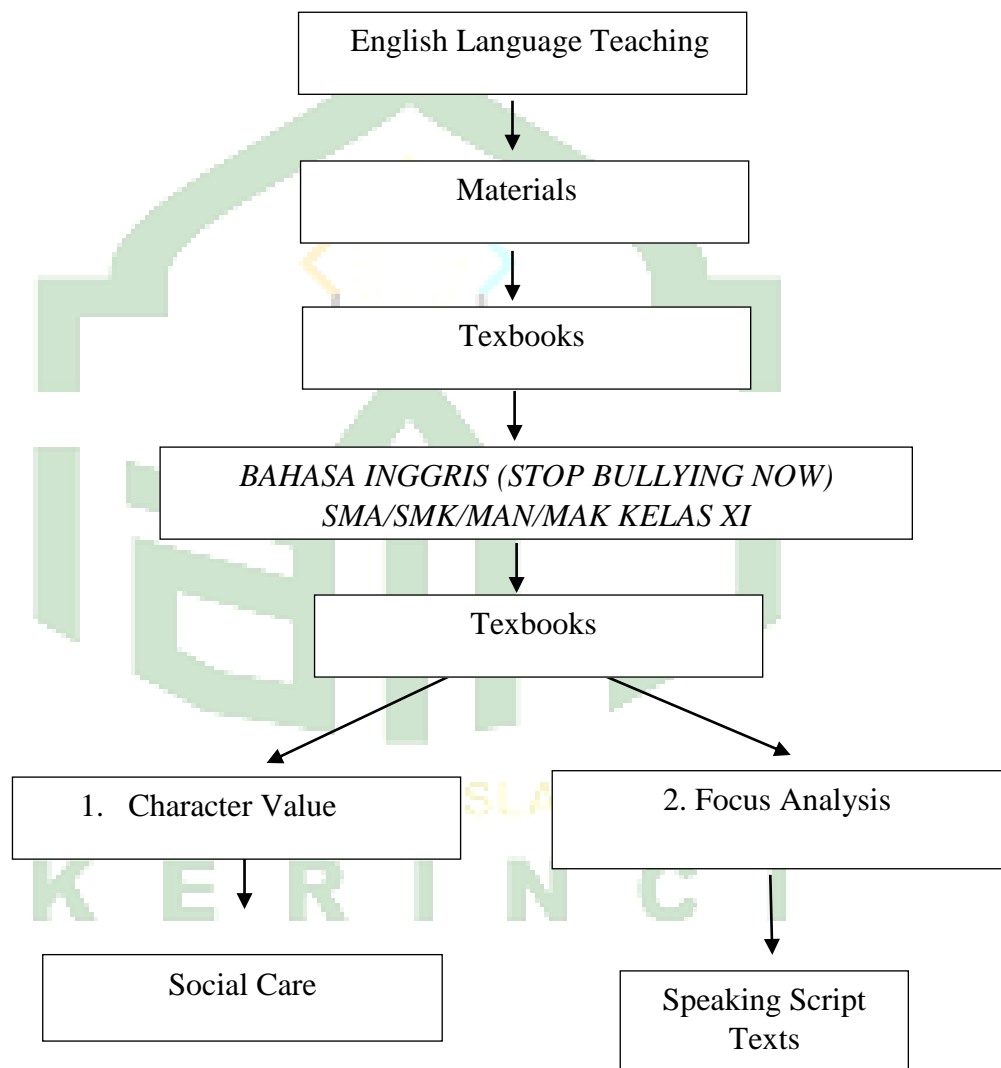
CHAPTER III

RESEARCH METHOD

A. Research Design

This research was qualitative. Qualitative research was a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. The process of research involves emerging questions and procedures, collecting data in the participants setting, analyzing the data inductively, building from particulars to general themes, and making interpretations of the meaning of data (Creswell, 2012).

The purpose of this research was to analyze the values present in the speaking script of an English Textbook entitled Bahasa Inggris Eleventh Grade Students for senior high school by the Ministry of Education and Culture of Republic Indonesia Revision 2017. This research was qualitative. The results were presented in the form of a description.

B. The Object of The Research

The Object of this research was an English Textbook entitled *Bahasa Inggris Eleventh Grade Students for Senior High School* by The Ministry of Education and Culture of Republic of Indonesia Revision 2017 that was used at MAN 2 Sungai Penuh.

C. Instrument of The Research

The instrument of the research is a tool used to collect the data. In this research, two instruments were used, i.e. Observation Checklist (Widodo, 2018) and the Validity Check.

1. Checklist

Tabel 3.1: **Observation Checklist Sheet of the Character Values In English Textbook Entitled "*Bahasa Inggris Eleventh Grade For Senior High School by The Ministry Of Education and Culture Of Republic of Indonesia Revision 2017*"**

No	Unit	existence		Thema	Sampel Visual Artefact	Description	Page	Social Care values
		Yes	No					
1.								

2. validity Check

Tabel 3.2: **Validity Cheklis of Social care values in the scrip text of**

an English Textbook entitled Bahasa Inggris Eleventh Grade Students

for Senior High School by The Ministry of Education and Culture of

Republic Indonesia Revision 2017

No	Research Variable	Sub Research Variable	Indicator
1	English textbook for the eleventh-grade students of MAN 2 Sungai Penuh	The implementation of Eighteen character Vales by the government in English Textbook for the eleventh-grade students of MAN 2 Sungai Penuh	as a guide or reference by the government

D. Collection data

1. Observation Checklist

The checklist is a method with two ways of recording, namely opening and closing. This method has a high degree of selectivity because the observed behavior is very selective, it also has a high degree of inference because the observer only focuses on the specified behavioral categories. (Reza, 2021)

In this research the data collecting of observation checklist to observe English Textbook with Social Care values and documentation as

the method to collect the data. The observation checklist deals with the values in character education, namely religious, honest, tolerant, disciplined, hardworking, creative, independent, democratic, curious, nationalistic, patriotic, appreciative, of achievement, friendly/communicative, peace-loving, joyful reading, environmentally aware, social; concern, and responsible,

2. Validity Check

Validity and reliability are key aspects of all research. Meticulous attention to these two aspects can make the difference between good research and poor research and can help to assure that fellow scientists accept findings as credible and trustworthy. This is particularly vital in qualitative work, where the researcher's subjectivity can so readily cloud the interpretation of the data, and where research findings are often questioned or viewed with skepticism by the scientific community. So for that, after the researcher collect the data that had been analyzed, the researcher ask for help from a lecturer who was already a master to check the validity of the data before the researcher conclude the results of the analysis.

E. Data Analysis

After collecting the data from the textbook as a document in this research, the data were analyzed qualitatively. In analyzing the data, the researcher uses content analysis as a technique. The data are then taken from the data source and it could be well understood by the readers as a

findings interpretation. As Bungin stated that content analysis technically includes the efforts, to classify the symbols used in communication, use some criteria in classification, and use a particular technique in making a prediction (Bunging, 2008). Here, the researcher will analyze the data based on Ary et al.about analysis procedures. The stages are:

1. Organizing and Familiarizing

    In this step, the researcher organizes the data chapter by chapter to become familiar with the data and put them into a form to analyze, the researcher then clusters the same character values in every figure as familiarizing step.

2. Coding and Reducting

    After familiarizing and organizing the data to be easily retrieved, the researcher begins to do coding and reducing processes. Here, the researcher needs to code and reduce based on the character education lists and can limit as an objective of the research.

3. Interpreting and Presenting

    Interpreting involves reflecting on the words, and acts and gives a meaningful understanding. In this step, the researcher will bring out the meaning, tell the story, provide an explanation, and developing plausible explanations and present the description related to the data. (Ary, 2010)

F. Trustworthiness

1. Tringulation

Tringulation is when information obtained from several sources is cross-checked between interview data and documents. As well as examining data from various informants. According to Moleong Tringulation is a technique of checking the validity of the data that can take advantage of the other sources than the data for checking purposes or as a comparison to the data obtained from data collection techniques. (Sugiyono, 2021)

The type of tringulation that was used by the researcher in this research is Source Tringulation, where the researcher checked the validity of the data by comparing the results of the data with key informants who are selected by the researcher. The key informants were Teacher

2. Member Checking

Member checking is testing the possibility of different conjectures and developing tests to check the analysis, by applying them to the data, and by asking questions about the data. The purpose of a member check is to determine the suitability of the data provided by the data source. (Anggraeni, 2013)

Member check was checked carried out after a period of data collection was complete, or after getting a conclusion. The way the data researcher was to the data provider is the teacher. after the data is mutually agreed. then the data were given and asked to sign, to be more authentic.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two parts. They are findings and discussions. Findings and discussion are presented based on the research question that was related to the occurrence of character values, in this case, social care in the texts of an English textbook entitled *Bahasa Inggris Eleventh Grade Students for senior high school* by the Ministry of Education and Culture of Republic Indonesia Revision 2017.

The data gained were presented in the form of tables in the finding section. Meanwhile, the complete data is presented in the appendices. Furthermore, to clarify the results of the study, the data described in the form of were analyzed expected to be a description of the occurrence of characters and techniques of integrating them in the texts of an English textbook entitled *Bahasa Inggris Eleventh Grade Students for senior high school* by the Ministry of Education and Culture of Republic Indonesia Revision 2017.

A. Findings

Based on the data analysis employing content analysis, it was found that the speaking scripts of the textbook entitled *Bahasa Inggris Eleventh Grade Students for Senior High School by The Ministry of Education and Culture of Republic Indonesia Revision 2017.* contain social care values, as presented as follows:

1) **Giving help to** others

   a. **Conversation** 1 (Chapter 1, Page 3)

    Siti: Hello, Jane

    Jane: Hi, Siti

    Siti: You look tired, what is going on ?

    Jane: I am working on my project paper, it is due tomorrow. I don't

       think I will be able to finish it.

    Siti: **would you like any help?**

    Jane: Yes, please. I would really appreciate it.

    Siti: Tell me what I can do and I will start right away.

    Jane: thank you! you are an Angel

From chapter 1 page 3 it can be found that there are social care values with indicators giving help to others. The speaking script discusses a woman who helps a friend to do her project paper. It aims to form the students that they should help each other who needs help. From the Siti's statement *"Would you like any help ?"* Siti shows the action that tends to assist other people who need help. It means that siti's statements contain social care value and also represent one of the indicators of social care

   b. Conversation 2 (Chapter 1, Page 12)

    She: Good evening. **Can I help you***?*

    He: Good evening, yes, please. I would like a rook for the night

From chapter 1 page 3 it can be found that there are social care values with indicators giving help others. The speaking script discusses a woman who helps a man to help find a room. The aim is to foster the habit of helping when a human beings aware of other people who experience distress. As good human being, humans are educated to comply with regulations in living their lives. One of the things that are always taught to most people since childhood is the habit of helping others. This habit will be embedded in humans and will appear automatically when they see others in need. In addition, humans need the ability to work together and help each other when faced with one problem. Because as human beings we cannot stand alone if there is no help from others. From she's the statement "can I help you?" she shows the action that tends to assist other people who need help. It means that she's statements contain social care value and also represent one of the indicators of social care

c. Conversation 3 (Chapter 1, Page 13)

*She: Hi there, **how can I help you**?*

He: I would like to return this shirt for a refund

From chapter 1 page 13 it can be found that there are social care values with indicators giving help to others. the speaking script discusseses a woman who helps a man to return that shirt for a refund. it aims to form the students to Get used to helping others sincerely, to build a positive self -character. Helping and sharing will help hone

social care and a sense of sensitivity of students. From she's the statement *" How can i help you? "*. she's shows the action that tends to assist other people who need help. it means that she's statements contain social care values and also represent one of the indicators of social care value and also represent one of the indicators of social care.

2) **Tolerance**

   a. Conversation 1 (Chapter 1 Page 2)

   Jane : Hi, John

   John : Hi, Jane. What are you doing ?

   Jane : Nothing much. Would you like to go movies ?

   John : I would love to, but not right now

   Jane : How about in afternoon

   Jhon : Great ! What movie do you want to watch ?

   Jane : Let's watch "Ring"

   Jhon : **I would rather not. I am not much into horror movies. How**
   about Peanuts

   Jane : Ok. Let's go. When do you want to go ?

   Jhon : 4 o'clok show

   Jane : It sounds good. Okay, see you thrn !

   Jhon : okey, see you !

   Tolerance is an attitude of respecting the opinions or actions of others, with this attitude students are expected to be able to respect their

friends and people around them. With mutual respect, there will be a high level of peace and will rarely clash in differences.

From chapter 1 page 2 it can be found that there are social care values with indicator tolerance   the speaking script that discusses jane invites jhon to watch horror movies, but jhon doesn't like horror movies. And jhon asked to change the film. And jane has no problem. It aims to form the students   that they must attitude of tolerance . From jane statement *'' lets's watch ring''* , but jhon refused, with jhon's statement "I wild rather not. Much into horror movies. How about peanuts". Then answered by jane with her statement: *"okay. Lets go. When do you want to go?"*. Jane's shows the action that tends to tolerance.

conversation in the textbook explains how to respond to what people do to us, no matter how bad what happens we have to respect it so that no other bad things happen like fighting between fellow human beings. The example teaches how it is important to respect others even if anything happens to us so that it does not make matters wo it means. That jane statements contain social care value and also represent one of the indicators of social care value that is doing activities for tolerance

b. **Conversation 2 (Chapter 2, Page 20)**

He : I like Harry poter movies because the magic seems so real

She : I don't agree with you. Harry Potter movies are jusy overrated.

He : I like playing tag because it is so much fun

She : I dont't like playing tag because people end up fighting. My opinion, the goverement should provide means of sustenance for under privileged people instead for building tall tower

He : I agree with you are saying but have ever thought that buidling tall towers provides work for unemployed people ?

From chapter 2 page 20 it can be found that there are social care values with indicator tolerance. The speaking script that discusses Men and women who have different opinions about films. Even if they have different opinions, they are conveyed in polite language without hurting anyone. from here students can learn that in some ways we will have income differences and not be something to be afraid of and hope to strengthen unity. It aims to form the studentS that they must attitude of tolerance .

The conversation in the textbook explains how we can accept differences of opinion, so that we can strengthen friendsn and avoid quarrels

3) Sosial Action

a. Conversation 1 (Chapter 6 Page 75)

Jane : Hi Ray! What are yiu doing?

Ray : Hey Jane! I am reading an article on smoking.

Jane : For presentation in Science Class

Jane : So tell me what you lernt about smoking.

Ray : Did you Know that the Smiking is one of the main causes of sickness in smokers? For example :

1. *Smoking weakens the lungs due to which there is s build up of poisonous subtances*

2. *Smoking causes heart attacks, strokes, ulces.*

Jane : Really? It sounds scary

Ray : **It is! If we do not education people about the effects of smoking, there will be a lot of people suffering from these diseases.**

Jane : You are right. We have to do it.

Social action is an attempt to bring about change or prevention of practices in social situations that already exist in society through education, propaganda, persuasion or exchange through goals considered good by social action planners.

From Chapter 6 Page 75 the speaking script it can be found that there are social care values with indicatot social action that discusses rey who explained to jane that he was going to give a presentation about the dangers of smoking to health. From the statement *"It is! If we do not the educate people about the effects of smoking, there will be a lot of people suffering from these diseases."*

From these conversations students can learn Rey's actions by wanting to educate the public about the very good language of smoking. from there

students can be motivated to take similar actions. and it can be concluded that the above conversation is a form of social care institute with indicators of social action.

1. Observation Checklist

   Tabel 4.1**: Observation Checklist Sheet of the Character Values In English Textbook Entitled "***Bahasa Inggris Eleventh Grade For Senior High School by The Ministry Of Education and Culture Of Republic of Indonesia Revision 2017***"**
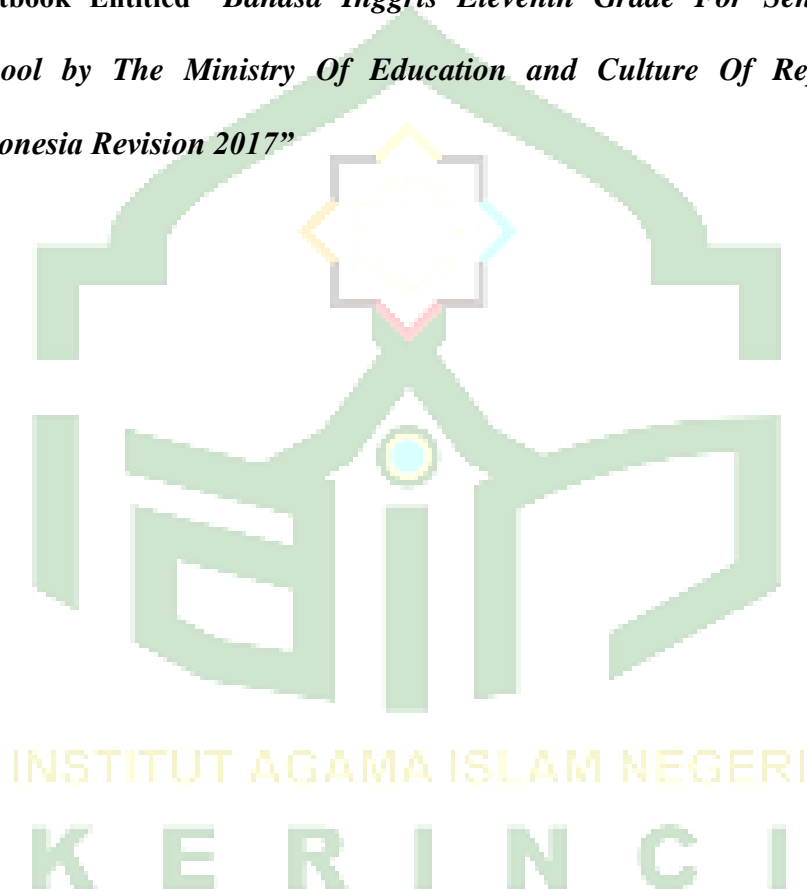
No	Unit	Existence		Thema	Description	Page	Social Care (Indicator)
		Yes	No				
1.	**Chapter 1**	✓		Offers & Suggestions	jane invites jhon to watch horror movies, but jhon doesn't like horror movies. and jhon asked to change the film. and jane has no problem with it	2	Tolerance (Mutual respect)
2.	**Chapter 1**	✓		Offers & Suggestions	Siti helps Jane to do her project paper	3	Giving helps to other
3.	**Chapter 1**	✓		Offers & Suggestions	offer to help find a room	12	Giving helps to othe
4.	**Chapter 1**	✓		Offers & Suggestions	offer help to return that shirt for a refund	13	Giving helps to othe

5.	**Chapter 2**	✓		Opinions & Thoughts	Man and Woman who have different opinions about movies	20	Tolerance (mutual respect)
6.	**Chapter 6**	✓		Cause and Effect	rey will make a presentation about education about the dangers of drugs	75	Sosial Action

B. Discussions

The result of analysis showed that there are 6 conversations in the English language textbook entitled *Bahasa Inggris Eleventh Grade Students for Senior High School* that contain social care values. In the conversations, 3 social care values indicators were identified, they are 'helping others' was found in 3 conversations, 'tolerance' was found in 2 conversations, and 'social action' was found in 1 conversation.

According to the Ministry of National Education (Kemendiknas, 2017), social care is an attitude and action that always want to provide assistance to others and people who need it.

Syahbana's study (Syahbana, 2017) revealed that the textbook he analyzed also contains social care values, which were presented in reading materials. This may indicate that the government has an expectation for

these values which can give influence the students to help each other. Thus, it is important for them to own this value and to get good attitudes. The students are expected to implement this value in their daily lives such as: helping poor people and caring for society.

Character education is very important to be embedded in every person because by having good character, they can be good people and create a better society. The character can be embedded in the family, society, and school. Family, especially parents play an important role in educating their children about the character they should have. The Society also plays a big role in forming a person's character because the environment is very important in the process of growth and development of a person. School is another place where a person can form his character. Education in schools also has a big contribution in forming a person's character through the learning process and habit-forming processes in students

According to Prawiyata, (Prawiyata, 2017) suggest that 'character education aims to improve quality educational processes and results that lead to character formation and noble morals students are intact, integrated, and balanced accordingly with graduate competency standards at each education unit.

According to Zuchdi (Zuchdi, 2008) characters can be integrated directly or indirectly. Thus, the techniques of integrating character education are categorized into two forms, namely the explicit (direct)

technique, and the implicit (indirect) technique. The explicitly integrating technique aims to make learners more easily understand characters contained in the texts of English textbooks, while implicitly integrating technique aims to train learners" logical reason and imagination in order to find and understand the messages in of the characters contained in the texts an English textbook.

According to the Ministry of National Education (Kemendiknas, 2017) there are many ways or techniques to integrate the characters into the teaching included in textbooks. These methods include expressing the characters that exist in the learning material, integrating the characters to become an integral part of the learning material using imagery and making comparisons with similar events in the lives of the students, changing the negative things into positive, expressing the characters through discussion and brainstorming, using stories to bring the characters, telling the life stories of great men, using songs and music to integrate the characters, using drama to portray the events that contain characters, (10) using a variety of activities such as services, practice field through clubs or group activities to bring the character of humanity

CHAPTER V

CONCLUSIOS AND SUGGESTIONS

A. Conclusion

The purpose of the present study was to identify whether social care character values are present in the officially endorsed English textbook entitled *Bahasa Inggris Eleventh Grade Students for Senior High School* by The Ministry of Education and Culture of Republic Indonesia Revision 2017. The findings revealed that social care values have been included in the textbook, which was presented in 6 different conversations. Based on the analysis, it was found that there are 3 indicators of social care values present in the textbook, they are helping others, tolerance, and social action.

B. Suggestions

There are some suggestions that can be undertaken based on the research.

1. For Teachers

The teachers should be selective in selecting the textbooks and checking or analyzing whether the textbook contained character values or not. In addition, the teacher must have more knowledge about character and skills to apply in the learning process.

2. For Book Authors

Authors and Publishers of the textbook should consider 18 character values that are proposed by the government to be ideally in the

Textbook. The textbook more focus on character values that are in line with graduate competency standards.

3. For Researchers

The results of the present study demonstrated that the textbook contains social care character values. Future research they to know exactly how to conduct this research, and also they have to explain more detail about the data found it's to avoid mistakes in presenting the data was found.
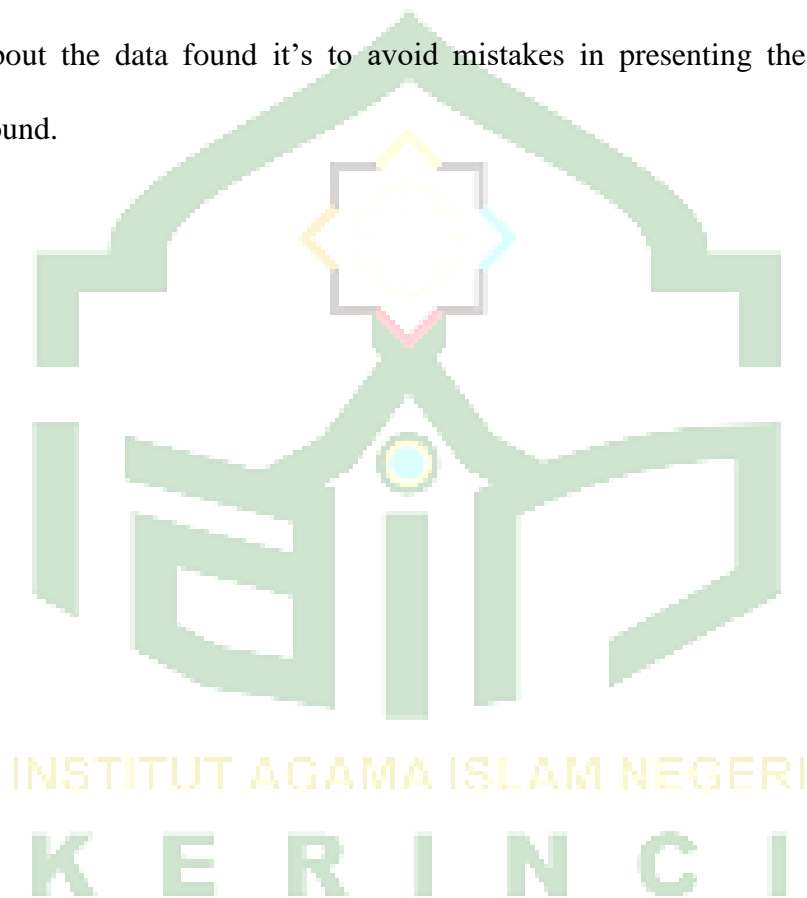
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APPENDIXS

APPENDIX   I : COVER OF THE TEXTBOOK

APPENDIX 2 : CONVERSATION 1

APPENDIX 3: CONVERSATION 2

Conversation 2
With a partner, read the conversation given below.

Hello, Jane.

Hi, Siti.

You look tired. What is going on?

I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.

Would you like any help?

Yes, please. I would really appreciate it.

Tell me what I can do and I will start right away.

Thank you! You are an angel.

What kind of interpersonal transaction is going on in the conversation given above? Write down your answer here.

Bahasa Inggris 3

APPENDIX 4: CONVERSATION 3

3. What Movie Should We Watch?
This is a conversation between two friends.

- Let's watch a movie.
- What kind of movie?
- Romantic movie.
- I don't like romantic movies; Let's watch something else.
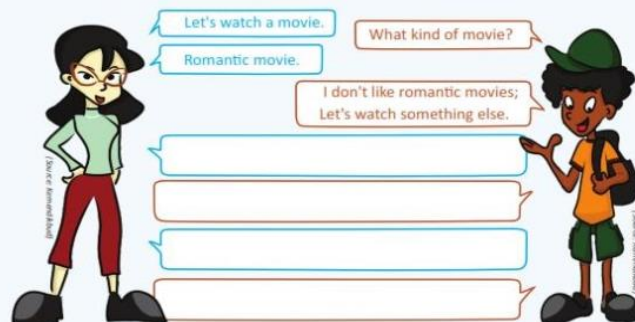
4. At a Store
This conversation is between a store attendant and a customer.

- Hi there, how can I help you?
- I would like to return this shirt for a refund.
- What is the problem with the shirt?

Bahasa Inggris 13
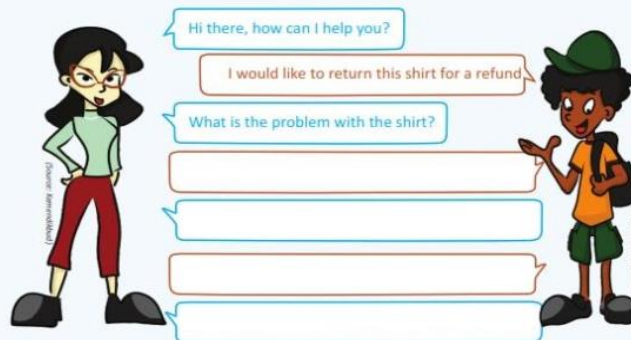
APPENDIX 6 : CONVERSATION 4

A Pre-Activity

With a partner, read the conversational text given.

Why are you looking so sad?

I was reading an opinion article on bullying. It made me extremely sad.

Ah! People like to exaggerate things, bullying as such is no big deal.

No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

I don't agree with you. Little bit teasing here and there is acceptable.

I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Hey! Stop! You are getting too serious!

Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.

Siti

Jane

Discuss these questions with your partner.

1. What is happening between Siti and Jane?
2. What kind of conversation are they having?
3. Whom do you agree with, Jane or Siti? Why?
4. Have you witnessed bullying? Describe how you felt.

Bahasa Inggris 19

APPENDIX 6 : CONVERSATION 5

APPENDIX 7: CONVERSATION 6

CURRICULUME VITAE

Name   : **Miftahul Jannah**

Student Number   : **1810203016**

Place/Date Of birhday   : **Koto Panap, December th 1999**

Sex   : **Female**

Religion   : **Islam**

Address   : **Koto Panap, District of Tanah Kampung,**
                              sungai Penuh Town, Jambi, province

Education Background

No	Name of school	Address	Year Of Graduation
1.	SDN 061/XI Koto Panap	Desa Koto Panap	2007-2013
2.	SMPN 11 Sungai Penuh	Desa Koto Baru	2013-2016
3.	SMAN 1 Sungai Penuh	Desa Gedang	2016-2018
4.	IAIN Kerinci	Sungai Liuk	2018-2022