



AN ANALYSIS OF CHARACTER EDUCATION OF ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL” FOR EIGHTH GRADE OF JUNIOR HIGH SCHOOL

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ABSTRACT

The current study is aimed at investigating embedded characters that can be found in the English textbook entitled When English Rings a Bell for Eighth Grade of Junior High School. More specifically, this study is to analyze whether picture and utterance reflect the eighteen character building values. This study was qualitative approach using content analysis. The data used in this study were in the forms of utterances and pictures in the textbook. The primary instrument of the research was the researcher and the questionnaire was also employed as the second instrument. Some steps were undertaken during the data collection: reading utterances and regarding pictures carefully, understanding specific parts related to the research focus intensively, selecting the utterances and pictures related to the research questions, making a description of the data accompanied by a coding process and inserting the data into the table, analyzing the data with eighteen character, and distributing the questionnaire to the rater in order to validate the analysis of each data. The results related to the occurrence of characters, all 18 characters described by Kemendiknas were found in the pictures and utterances of an English textbook entitled When English Rings a Bell for eighth grade of junior high school. Friendliness/ communication character was the most dominant character found in the pictures and utterances with 38 data. It implied that the authors wanted to raise the students' friendliness/ communication.

Keywords: character education, textbook, utterance, picture

INTRODUCTION

Globalization that is happening nowadays might bring Indonesian society

neglect education of our national character. Many social problems happen in Indonesia, for example, immoral case such as killing,

raping, free sex, abortion, drug, an even criminal act that is done by children.

The good character can create a better society, it is important to be embedded in every person. The character can be embedded in the family, society and school. A school is a place where persons can form their character. According to Furkan (2013: 82), Education in schools has a big contribution in forming a person's character through the learning process and habit-forming processes in students. Hence, the government feels the need to embed character through learning activities in the school. It is mentioned in National Education System No. 20/2003 chapter 3 that the function of national education is to develop the ability and build character in order to create an intelligible national life.

One of the important things in teaching learning process is the textbook used. Literally, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges". In a textbook, there are components that can be used to integrate the character such as the tasks performed, materials supplied, texts, dialogues, utterances, images or photographs, the themes per unit.

This research used textbook entitled *When English Rings a Bell* for Eighth Grade of Junior High School. The textbook is designed and published by Ministry of Education and Culture of Indonesia. This textbook is used as main source of learning in Indonesia schools.

The character is understood as a set of mental condition on ourselves that have been granted or given. It is a fixed person's character that becomes a special mark which distinguishes people from one another (Saptono, 2011). Character Education

Character education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share (Abourjilie, 2002).

Ministry of education and culture of Indonesia published the new Curriculum for Indonesia's education. It is called the 2013 Curriculum, which focuses not only on students' academic achievement but also character building.

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 in accordance with the standard of competence at any educational institution (Mulyasa, 2013). The Ministry of National Education (*Kemendiknas*) has established the basis of character education that rooted in 18 values of cultural education and national character. From those 18 characters, schools can provide additional character or reduce it according to the needs of learners. Those 18 characters are described by *Kemendiknas* (2010: 9-10), there are; Religiousness, Honesty, Tolerance, Discipline, Perseverance, Creativity, Independence, Democracy, Curiosity, Nationalism, Patriotism, Appreciation, Friendliness/communication, Love of Peace, Reading Interest, Environmental Awareness, Social Awareness, and Responsibility. Textbook, as one of instructional materials, is best seen as a resource in achieving aims and objectives that have already been set in terms of student's needs (Cunningsworth, 1995).

From the descriptions above, the research question is what are the character educations embedded in the English textbook "*When English Rings a*

Bell” for the eighth grade of junior high school?

RESEARCH METHODOLOGY

1. Research Design

Qualitative approach used content analysis, which are analyzed the data and identified the utterances and pictures in the textbook by using eighteen characteristics in National Character Education described by The Education and Culture Ministry of Indonesia (*Kemendikbud*). Content analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material (Eriyanto, 2011: 47).

2. Instrument

The instrument was questionnaire. The questionnaire which distributed is open-ended questionnaire. Open-ended questionnaire means that the rater can fill the questionnaire with predetermined answers, but add some reasoning toward the answer that will be given. According to Bailey (1994:120) open-ended questionnaire are useful if the possible answers are unknown or the questionnaire is exploratory. the rater would choose from three levels of accuracy. The researcher collected and analyzed the data that has been accumulated from questionnaire in numeric form to know the percentage of the meaning quality based on a certain scale.

3. Data Source

No.	18 Character Education	Pictorial Data	Utterance Data	Total
1	Religiousness	23	-	23
2	Honesty	2	35	37
3	Tolerance	3	2	5
4	Discipline	4	17	21

The data source of this research were utterances and pictures of English textbook “*When English Rings a Bell*” for eighth grade of Junior High School 2017 revised edition.

4. Data Analysis Technique

In analyzing data, the researcher did three steps as proposed by Miles and Huberman (1994: 10), as follows:

1. Data Reduction

In this step, the researcher selects the utterances and pictures guided by eighteen character education described by *Kemendiknas* to find similar data to be classified into a category.

2. Data Display

The selected data displayed on the tables according to the group that had been categorized. In this stage, the data categorization was done to insert the data of each element into the same categorization as a kind of comparative work in order to facilitate the analysis and the accuracy of analysis displayed on the charts.

3. Conclusion

The third is conclusion drawing. After the data is complete to analyze, the researcher combined the findings data and the theories to make a good conclusion.

FINDINGS

No.	18 Character Education	Pictorial Data	Utterance Data	Total
5	Perseverance	2	9	11
6	Creativity	1	3	4
7	Independence	2	2	4
8	Democracy	3	2	5
9	Curiosity	1	2	3
10	Nationalism	2	2	4
11	Patriotism	4	1	5
12	Appreciation	-	11	11
13	Friendliness/ communication	30	8	38
14	Love of peace	5	-	5
15	Reading interest	1	3	4
16	Environmental awareness	7	1	8
17	Social awareness	3	9	12
18	Responsibility	11	3	14
Total		104	111	215

Based on the findings and discussion, there are two data classifies is used to find eighteen character value represented in the selecting textbook. Those are pictorial data and utterance data. The researcher found eighteen character value in the data of the English Textbook “*When English Rings a Bell*” for Eighth Grade of Junior High School. Those characters are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/ communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. From those 18 characters, friendliness/ communication character is the

most dominant character with 42 data that is found. Meanwhile, curiosity and nationalism character in the lowest position with 3 data that is found.

CONCLUSION

There are eighteen character values (formulated by *Kemendiknas*) in the utterances and pictures of the English Textbook “*When English Rings a Bell*” for Eighth Grade of Junior High School. From those 18 characters, friendliness/ communication character is the most dominant character with 42 data that is found. Meanwhile, curiosity and nationalism character in the lowest position with 3 data that is found

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