REFLECTION OF CHARACTER VALUES IN ENGLISH TEXTBOOK ENTITLED PATHWAY TO ENGLISH FOR SMA/MA GRADE X

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ABSTRACT

The problems of this research are focused on whether the character values are found in the English textbook or not and how they are reflected. This research analyzes all chapters in the English textbook entitled Pathway to English for SMA/MA Grade X, specifically the reading texts. The approach of this research is qualitative research. In collecting the data, two types of instruments are used which are the researcher herself and the data sheet. The result of this research showed that there are 18 character values reflected in this textbook covering all of them. Appreciation was represented 16 times in the reading texts, being the highest value of all. To reflect appreciation value in teaching and learning process, one of the ways that teachers can do to integrate it is they can motivate the students to produce something useful for themselves as well as society or give rewards to the students who do their jobs well. It can be concluded that this English textbook is ideal as a teaching material for developing character values of students because it contains all 18 character values that the 2013 Curriculum suggests should be included in the textbook. Knowing that the Ministry of Education and Culture requires English textbook for Senior High School to include at least eight values, this book shows that an ideal English textbook exists.

Keywords: Character Values, Textbook Analysis, English textbook, reading texts

INTRODUCTION

Character is important to instill in every human being because it allows them to be good people and contribute to a better society. According to Battistich (2005: 2), character consists of attitudes, behaviors, motivations, and skills. In layman's terms, character is a person who is intelligent, social, emotional, and ethical. To become a good person, one must have a good character. Another expert, Mu'in (2011), recognizes that the term "character" has two meanings. First, it demonstrates how a person behaves. Second, the term "character" is synonymous with "personality". The term personality is also linked to the term character, which is defined as the totality of values that guide a person's life. As a result, it is related to someone's value system.

Character can be instilled in families, societies, and schools. Since the environment is important in the process of a person's growth and development, society also plays a significant role in shaping a person's character. School is another place where a person's character can be formed. To address these issues, students' characters must be developed so that they can avoid undesirable behaviors and act in accordance with norms and values.

According to Arthur (2003), incorporating character values into learning practices can help students avoid negative behavior. Since students spend the majority of their time at school, promoting character values through education is the most strategic way to instill positive character traits in them. Adolescence is a stage of life that everyone goes through between puberty and adulthood. During this stage, students attempt to discover who they truly are.

As part of instructional tools in the curriculum, textbooks and teaching materials take on a significant role. English teachers can help students develop their personalities by incorporating learning activities and materials into the classroom. Furthermore, the learning materials have explicit content to help students develop character values (Arthur, 2003), particularly English, which has multicultural content. As a result, English teachers are given opportunities to select or design learning materials that will help students develop their character as well as their knowledge.

Table 1.
18 Characters and Their Descriptions
(Ministry of Education and Culture, 2010)

CHARACTERS	DESCRIPTIONS
Religiousness	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of their religions, and live in harmony with other religions.

Honesty	Behavior based on an attempt to make oneself as one who can always be trusted in words, action, and employment.
Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
Discipline	Actions indicating orderly and obedient behavior on various rules and regulations.
Hard-working	Behaviors that indicate an earnest effort to overcome barrier in learning and assignments, as well as completing the task as well as possible.
Creativity	Thinking and doing something to generate new method or result of something that has been owned.
Independence	Attitudes and behaviors that are not easy to depend on others to complete tasks.
Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of oneself and others.
Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something one learned, seen, and heard.
Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group.
Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.
Appreciation	Attitudes and actions that encourage one to produce something useful for society, and recognize as well as respect other people's success.
Friendliness/communication	Actions showed pleasure in speaking, associate, and cooperate with others.
Love of peace	Attitudes, words, and actions that make other people feel happy and safe over the presence of one.
Reading interest	Habits to make time to read the various readings that give one the benefit.
Environmental awareness	Attitudes and actions which seeks to prevent damage to surrounding natural environment and develop efforts to repair the environmental damage that has occurred.

| Social awareness | Attitudes and actions that always want to help other people and communities in need. |
| Responsibility | Attitudes and behavior of a person to carry out the duties and obligations one should do, to oneself, society, environment (natural, social, and cultural), the nation, and the Almighty God. |

The Curriculum 2013 material is divided into genres (text types), short functional text, transactional text, and interpersonal text (Tien, 2009). Senior high school students should learn the following genres (text types): spoof text, analytical exposition text, hortatory exposition text, news item text, explanation text, discussion text, and review text. Genres (text types) is divided into two categories: literary genre and factual genre. Narrative, poetry, and drama are consisted in literary genre. Meanwhile; recount, explanation, discussion, information report, exposition, procedure, and response are consisted in factual genre (Anderson and Anderson, 1997). Furthermore, Gerot and Wignell (1994) divide genres into 13 categories: spoof, recount, report, analytic, news item, anecdote, narrative, procedure, description, hortatory exposition, explanation, discussion, and reviews.

To study the extent of character values in textbooks, the researcher would do an analysis on an English textbook entitled Pathway to English published by Penerbit Erlangga. It is a textbook used by schools in Indonesia, especially in Banjarmasin, for learning process purpose of tenth grade students. The researcher would like to see whether or not character values can be found in the textbook and to analyse how they are reflected.

METHODOLOGY

This research aims to identify the reflection of character values that can be found and to describe the reflection of character values that are represented in English textbook entitled Pathway to English for SMA/MA Grade X. The design of this research uses qualitative research. It allows the researcher to describe and examine the researcher's behavior, experience, belief, and thoughts, and then investigate the subject background into the context (Sukmadinata, 2010). In this research, two types of instruments are used with the researcher as the primary instrument and data sheet as the secondary instrument. To know the research data that are absolutely necessary to answer the research questions, the researcher carefully reads the reading texts in the English textbook mentioned, does in-depth understanding of specific parts related to the research's focus, highlights specific passages in the reading texts that are relevant to the research questions, and creates a data description. The data is analyzed using Krippendorf's content analysis procedure which steps are comparison of the data, categorization of the data, presentation of data tabulation, and stage of inference.

FINDINGS AND DISCUSSIONS

From the analysis of all the reading texts in the English texbook entitled Pathway to English for SMA/MA Grade X, there are 18 character values by Ministry of Education and Culture found and reflected.

Table 2.
The Data Findings of Character Values in English Textbook entitled Pathway to English for SMA/MA Grade X
(Source: Author)

No	Character	Frequency	Percentage
1	Religiousness	5	5%
2	Honesty	8	8%
3	Tolerance	3	3%
4	Discipline	10	11%
5	Hard working	6	6%
6	Creativity	2	2%
7	Independence	6	6%
8	Democracy	1	1%
9	Curiosity	9	9%
10	Nationalism	2	2%
11	Patriotism	5	5%
12	Appreciation	16	17%
13	Friendliness/communication	7	7%
14	Love of peace	1	1%
15	Reading interest	3	3%
16	Environmental awareness	2	2%
17	Social awareness	1	1%
18	Responsibility	8	8%
	Total	95	100%

The reflection of character values represented in the reading texts of English textbook entitled Pathway to English for SMA/MA Grade X are described in this section using the examples from the data.

Table 3.

The Reflection of Character Values Represented in English Textbook Entitled Pathway to English for SMA/MA Grade X
(Source: Author)

No	Character	Text	Idea	Reflection
1	Religiousness	*Chinese temples were built as their places of worship.*	Banjarmasin also has a Chinese temple for people to pray, and it is called Kelenteng Suci Nurani.	Teachers can ask their students to pray before the lesson starts according to their own religions. Another way is through asking the students to read the texts that specifically talk about religions. Those ways can help students to be more aware and know more not only about their own religion, but also others', so that they can live in harmony.
2	Honesty	*At first, I only used it for playing games and doing my homework, but then I realized there are a lot of things that I could do with it.*	He is truthful to himself as well as others because he was finally aware that a computer isn't merely for playing games or doing homework, there are many other things he could do with it such as programming. The value of honesty emerges when he knew he had not explored the usage of a computer enough and was honest about it by telling the reader as it is.	Teachers can embed honesty by telling the students not to cheat during exercise or exam. Another way to embed honesty is by using a play script that represents character implementation in real life that depicts honesty and telling the students to act it out.
3	Tolerance	*Students of Computer*	This shows how tolerant Mr. Ali is	Teachers can be the role model for their students

		Extra-curricular Activity who failed in the Basic Windows Computer Final Examination last month are offered another chance to improve their final test score.	in order to remedy his students' final exam score. The teacher can put his students' score as it is, but being a good teacher that he is, he wanted his students to be and do better by giving those who failed the exam a second chance.	by being kind and friendly without having any favoritism as well as by being appreciative to their students. Another way for tolerance value to be reflected is by going to a charity work to help people in needs.
4	Discipline	*On Saturdays, I usually play golf.*	The word 'usually' also infers that he plays golf routinely every Saturday. It is an action that states orderly behavior, which explains the discipline character.	Teachers can be the role model for their students to follow by being discipline, such as arriving at the class on time. Another way is teachers can also tell the students to finish their works at given time.
5	Hard working	*I like playing soccer, swimming, and snorkeling. I have played in several local tournaments and even won several trophies for individual and team competitions.*	From the sentences themselves, Thomas can be described as a diligent person. He does many sports and wins a lot. This shows that being a hard worker can make you achieve many things.	Teachers can ask the students to do presentation or project work. This way, the hard-working value within the students can be implemented or be triggered.
6	Creativity	*I've made several programs and*	The phrase 'I've made' already shows that he is a	Teachers can use learning activities to trigger the students'

		uploaded them on my site.	creative person. This is when the creativity value emerges because he was able to create some programs, then modifying it by uploading them on his site.	creativity by asking them to make an essay or letter. They can also do the work individually or in a group to implement more ideas.
7	Independence	*I can cook shabu-shabu, tempura, sukiyaki, and other Japanese foods.*	Japanese culture also has entered Indonesia. In Banjarmasin, specifically, it is quite easy to find in Japanese foods. The famous ones are *sushi, ramen, udon, sukiyaki,* and *bento*. The foods are loved by many as I see Japanese restaurants are always packed with customers here.	Teachers can tell the students to do exercises or make an essay individually. Teachers can also tell stories about inspirational people that implement and has a core of independency value within them.
8	Democracy	*There is proverb "birds of a feather flock together". This means that people or nations that have similar characteristics or interests choose, or tend, to associate with each other. In politics, trade, business, or family affairs, this practice*	Their main purpose is to incorporate two or more parties into an agreement, and this is when the democracy value emerges. As a whole, those three can be said as legal agreements that emphasize democracy.	Teachers can tell the students to do a role play that supports democracy value to emerge. Another way is to express the democracy value through group discussion, so that the students can know and be more aware of it.

		applies. They officially or unofficially enter into an agreement called a peace treaty, pact, or memorandum of understanding (MoU).		
9	Curiosity	*Growing up around parents who worked with computers, I became interested in computer, too.*	He shows curiosity through his parents who worked with computers as he grew up in the household. It happened until he also wanted to do the same as his parents did which was working with computers.	Teachers can ask the students to do exercises that trigger their curiosity value to emerge, such as acting out a dialogue or doing an interview to gain new information. It can be used as activities to foster students' curiosity as they ask and answer questions.
10	Nationalism	*Purna Bhakti Pertiwi Museum exhibits evidence of former President Soeharto's service to the country from independence until the national development era.*	As a citizen of Banjarmasin, there is a museum that exhibits evidence of historical objects used by warriors during the physical revolution in South Borneo called Museum Waja Sampai Ka Puting.	Teachers can invite the students to go on a museum trip that exhibits about the nation. Teachers can also encourage the students to participate in activities related to interests of the nation, such as attending ceremonies, joining the Independence Day contest, or organizing celebrations of national holidays.
11	Patriotism	*Tugu Muda is a monument commemorating Indonesia's*	In Kalimantan Selatan, there is also a monument that is similar to Tugu Muda, and it is called Monumen	Teachers can show a picture of specific places or things that later can be used in communication for the students to convey meaning and

		independence struggle.	17 Mei 1949. It keeps the story of South Kalimantan's people's struggle together with Brigadier General H. Hasan Basry, a Governor of the Indonesian Navy Division IV Defense of Kalimantan.	describe. Teachers can also tell the students to read descriptive texts that implement patriotism value.
12	Appreciation	*Subsequently, Dr. Fleming was awarded a Nobel Prize in 1945 for this discovery.*	Dr. Fleming was being appreciated for his invention of penicillin. The appreciation value emerges when Dr. Fleming was awarded a Nobel Prize.	Teachers can be the role model for their students by implying the value during school, such as motivating the students to produce something useful for themselves as well as society or giving rewards to the students who do their jobs well. Another way to integrate it is by doing a role play, asking the students to act it out.
13	Friendliness/communication	*Thank you. I spent the whole afternoon preparing all of these. I tried to do my best, of course.*	The person is able to communicate with the other party politely, using correct language and in context.	Teachers can do a lot of exercises that include dialogue or role play. It is important to choose the dialogue or role play that promotes friendliness/communication value, so it can be a good example for the students and that the value can be implemented within them.
14	Love of peace	*A peace treaty is an agreement made between two parties*	It indicates the love of peace value well, mainly because of the sentence 'A peace	Teachers can tell the students to use a play script that represents character implementation in real life that depicts

		(commonly governments or countries) with the same interests. A peace treaty is usually made to end a war, but does not entail giving up arms. If it is used to stop a fight temporarily, it is called a cease fire or a truce.	treaty is usually made to end a war'. Problem exists, so does a way to solve it. In this text, peace treaty exists to be an agreement between two parties. It is important to promote more of the love you have for peace, so that people can continue living their lives peacefully without a disagreement or worse, fight and/or war.	love of peace, then act it out. Teachers can also use analogy from daily life to embed love of peace, then demonstrate it.
15	Reading interest	*I like reading detective novels very much.*	Tyas likes to read detective novels and emphasizes her hobby by saying 'very much', making her to have a high interest in reading.	Teachers can ask the students to read reading texts. Since reading can be boring to some students, teachers can also ask the students to read books that they like or enjoy reading, then present the summary of what they have read afterwards.
16	Environmental awareness	*No, it's actually a mess. I haven't got enough time to look after it.*	The person said that their garden is a mess and that they haven't gotten the time to take care of it, this means that they are aware of the mess and that they have to look after it any time soon.	Teachers can encourage the students to throw the trash at the bin where it belongs. Teachers can also invite the students to do a volunteer work that promotes environmental awareness value.
17	Social awareness	*During the First World War, a British*	Dr. Fleming is a socially aware person because he	Teachers can invite the students to do charity works for the

		Army doctor, Dr. Alexander Fleming, looked for ways to treat infections caused by dangerous bacteria entering soldiers' wounds.	stepped up to help the wounded soldiers despite the tool limitations during that period of time.	community, such as blood donors, peer tutors, and social services for people in need. Those activities can help the students to be more socially aware of their surroundings.
18	Responsibility	*On behalf of the management and staff at Everwood Resorts, I wish you all the best in your future career and life endeavors, whatever they may be.*	• The words 'on behalf' specifically indicates that she is responsible to represent her company in the letter.	During project work, teachers can tell the students to make a group with roles, such as leader, secretary, etc. This way, they will have a sense of responsibility of what they will do. Another way is to express the responsibility value in class through analogy from the students' lives.

In conclusion, to guarantee the emergence of character values is being represented, both the teacher and students should collaborate to apply them in their daily lives. In fact, one of the opportunities to provide learning material in order to support character values could be through the inclusion of character values in textbooks. In this state, the teacher must be aware of character values in textbooks because they contain information and activities that can be used to improve students' character. This is accomplished by considering the values that will be taught to the students, the appropriate material, and the activities that can support the implementation of character values.

CONCLUSION

Based on the data result and discussion, it can be concluded that:

1. In relation to the first objective of this study, it can be concluded that there are 18 character values reflected in this textbook covering all of them. In this research, the researcher found that appreciation was represented 16 times in the reading texts, being the highest value of

all. Furthermore, democracy, love of peace, and social awareness are the least values found which were only represented 1 time.

2. This study also described the reflection of character values that are represented in the English textbook mentioned. Being the most mentioned value of all, appreciation is defined as attitudes and behaviors that encourage one to create something useful for society and recognize as well as respect the success of others.

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