

Character Values: *what are they and how they are integrated in English textbook texts?*

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Abstract. *This study is based on the issue of character value, which has recently spread out as many as social problems in Indonesia, as well as the phenomena around us that many inappropriate textbooks contents. Character values should be incorporated into teaching and learning materials. It is also related to the government regulation that requires the inclusion of the character values proposed by the Ministry of National Education as character building in all elements of education. The aim of this study was to examine the character values found in the texts as well as the strategies used in integrating character values in the texts of Erlangga's English textbook for Senior High School Grade XI. This study applied qualitative research with a content analysis approach. The data source was English textbook Pathway to English, and the data were 19 texts gathered by reading and taking notes on texts in English textbook. The research findings revealed that the character values which are found in the 19 texts of English textbook being analyzed covers 16 character values proposed by the Ministry of National Education and the strategies of delivering character values in the texts consisted of two forms, explicit and implicit strategy.*

Key words: *character values, character values integration, English textbook, texts*

A. INTRODUCTION

Nowadays, there are numerous issues confronting society, one of which is moral decline. Some students in our society also often caught committing some cases of crimes and misbehavior, for instance the acts of disrespect, brawl, and bullying. As reported by Kompaslampung.com (Accessed on September 3, 2019), a student speaks bad word out to the teacher and brawl or affray between students happened in Metro, as a consequence two students were wounded.

A teacher, in teaching and learning process, should both deliver the knowledge and the character education values to the students. Character education not only has now become a central issue often discussed at the level of education but also has been an issue which is emphasized in the teaching and learning of 2013 Curriculum. Character education should be implemented by using comprehensive approach, which means that it should include all aspect of education, academic curriculum, and subjects taught at school (in Lickona, Schaps, and Lewis: 2007) Character education through English language learning can be incorporated into a variety of aspects related to school subjects, such as the syllabus, the lesson plans, the teaching and learning process, the activities, the teaching media, and the teaching and learning materials.

Inserting character values in learning materials is one of the ways in integrating character values. Hence, when the teacher teaches or delivers the material to the students, it should not only the material itself but also the character values within. As stated by Crawford, textbook as the teaching and learning material provides a chance for the students to learn independently and serves as a guide to students' expected behaviors (Richards and Renandya, 2002:80) As a result, it can be seen that textbooks, as one of the sources of teaching and learning materials, should provide students with character values in order to promote positive attitudes in students and enable character education to occur.

These days, there are numerous EFL textbooks available in the markets that are published by various publishers. Because of the big number of the textbooks are printed and published, the teachers' task is to select the appropriate textbook for their students. The evaluation is expected to be able to minimize the incongruity of the content in textbooks because of in the past few years many textbook were withdrawn from market as an example, the book entitled Bahasa Inggris published by Sinar Mulia as reported by Liputan6.com (accessed on September 12, 2019) loaded a picture of an adult movie star, resulting in the withdrawal of the book because the content was claimed to be inappropriate for the students. Another case occurred in 2017, as reported by TribunNews.com (accessed on September 12, 2019) a picture of sickle and hammer is found in a book entitled New Mentor for

senior high schools grade XII in one of its pages without giving further explanations about the symbol to the readers. This communism value was contradicted with religious value and nationalism value mentioned in the curriculum. Furthermore, textbook evaluation is required because character education has now become one of the primary concerns of the Indonesian education system, and incorporating character values in textbooks is an effort to instill character values in education.

The materials provided, tasks completed, dialogues, images or photographs, unit themes, texts, and other elements in a textbook can all be used to integrate character. Character can be incorporated into the theme of the text or the content contained within the text through text. There are many different types of text that can be found in a textbook. Text becomes one of the media that can help students develop their character by identifying and expressing value, either implicitly or explicitly.

There have been some research studies in revealing the character values in the textbook, which is related to the fact stated above. The first is Fajar Soniawan (2012) who analyzed the sentences of the textbook materials. The results showed that there were 17 character values that were identified from the sentences in 5 chapters of the textbook and the only one character value that did not present from the sentences in 5 chapters of the textbook was democracy. Next, Ratna Widya Iswara (2013) who focused on analyzing of 17 narrative texts reveal that there were 301 sentences from 605 sentences found in all the narrative texts which contained the character values. There were 17 characters values found on those sentences with reading interest that was not appear in the narrative texts at all.

Unlike previous studies, this study examined the text in an English textbook based on the 2013 curriculum syllabus. Furthermore, both previous studies only described and stated the character values that existed in the textbook without further examining the strategies for integrating character values, whereas the current study also focused on the strategies for integrating character values in the texts of English textbooks. The textbook being analyzed was Erlangga's English textbook Pathway to English for grade XI. Thus, the objectives of this research were (1) to find out what are the character values embedded in the texts and (2) to find out how the

character values are integrated in the texts of English textbook “Pathway to English for Grade XI of Senior High School”.

Character Values

Value is often related with beliefs about something which is good or bad that lead to the desirable way of life. Values (Peoples and Bailey, 2012: 32) are people’s beliefs about the way of life which is desirable for themselves and the society which affects on people’s behavior. It can be stated that values are like compass which exist in the society and it provides a guideline for the people about something that they should do or not do. Values both control how people should behave in the society in order to be able to be accepted in the society and act as a direction for the people in the society to live a desirable way of life.

Character is closely related to values. Character (Lapsley and Narvaez, 2006: 250) points to something deeply rooted in personality, to its organizing principle that integrates behavior, attitudes, and values. It can be understood that characters are the combination between someone’s personality and the existing values. Characters are correlated with the expected good personality and behavior to be had by someone. Meanwhile, values are connected with the direction of how people live. Combining both terms, character values can be understood as good characters which should be owned by individuals to be able to live a desirable way of life according to the rules which exist in a society.

Character values (Widodo, 2018: 2) are often termed and understood as moral values. Character values are often defined as positive values and moral values which guide someone to act and behave well. The Ministry of National Education explains that character is good values within individuals which are manifested in their behaviors. Based on this statement, character is recognized as a part of values because it guides people to have a good attitude and behavior. Values are a source of the expected and desirable characters to be carried out by people.

Characters (Berkowitz and Bier, 2008: 415) are the set psychological characteristics that motivate and enable an individual to function as a competent moral agent. In their opinion, character values are related to and put an emphasis on moral value.

This means that human being should act accordingly to the moral values and should follow the moral values that exist in the society.

It can be summed up that values are associated with good characters and moral values. It can also be inferred that values point to the positive character values which should be owned by people in the society to be able to live in desirable way. Character values should be highlighted and raised in society and people should be able to promote moral values and act as agents to uplift those values.

Character Values in Curriculum 2013

The Ministry of National Education has proposed the character education into eighteen values to be fulfilled. These values must be possessed by the students by implementing them from the various aspects curriculum. Suciptoardi utters that the character values are derived from religion values, Pancasila values, cultural values, and the aim of Indonesian national education (cited in Azwar Ananda, 2012). The character values are described below.

Table 1. Character Values by Ministry of National Education

No	Character Values	Description
1	Religiosity	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions.
2	Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment.
3	Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves.
4	Disciplines	Actions indicating orderly and obedient behavior on various rules and regulations.
5	Perseverance	Behaviors that indicate 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 new method or result of something that has been owned.
7	Independence	Attitudes and behaviors that are not easy to depend on others to complete tasks.
8	Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others.

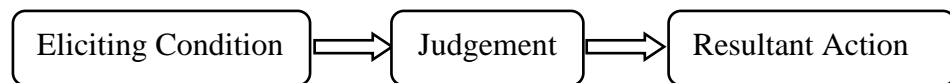
9	Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.
10	Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group.
11	Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.
12	Appreciation	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success.
13	Friendliness/ Communication	Actions showed pleasure in speaking, associate and cooperate with others.
14	Love of Peace	Attitudes, words, and actions that make other people feel happy and safe over 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 care	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.

(Adapted from Kemendiknas, *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya Untuk Membentuk Daya Saing dan Karakter Bangsa: Pengembangan Pendidikan Budaya dan Karakter Bangsa*, 2010, pp. 9-10)

Strategies in Integrating Character Values

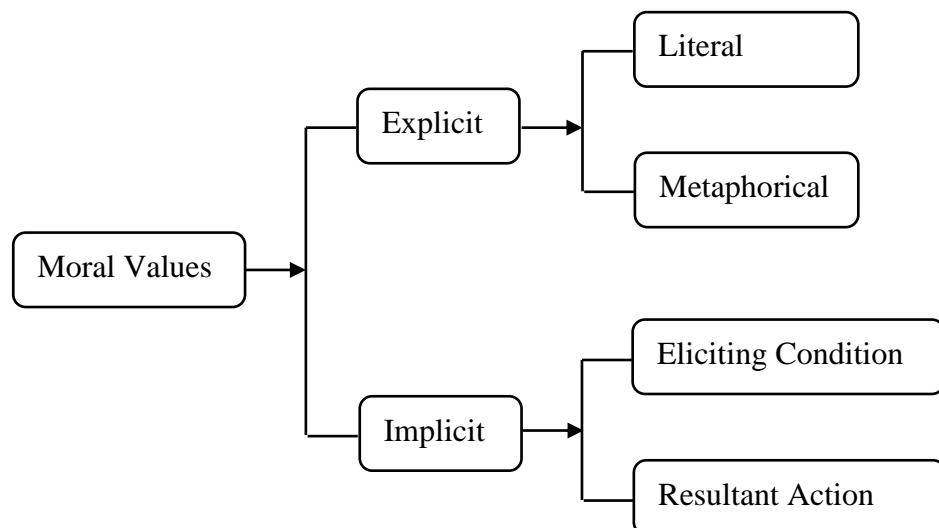
In integrating character values in textbook, there are two strategies which can be used, namely explicit and implicit (Feng, 2017 : 5). This is supported also by other expert related to ways of integrating moral values into English teaching materials who said that there are two patterns of integration that can be adapted; the explicit and the implicit integration (Sudartini, 2019 : 33). Added by her, the values can be integrated both implicitly and explicitly into the teaching materials by using texts and pictures. Additionally, another point of view points out that the presentation of the value in the textbook can be given explicitly and implicitly (Marinković and Erić, 2017: 72-76). Thus, the strategies of integrating character values are categorized into two forms, namely explicit (direct) strategy and implicit (indirect) strategy.

Martin and White (cited in Feng, 2016: 91) utters that moral values are articulated through people's attitudes towards different behaviors based on social standards. This attitude is termed *Judgement* in the Appraisal system. Additionally, there is a three-stage model which is proposed to elucidate how Judgement is constructed which includes Eliciting Condition, the Judgement, and Resultant Action (Feng, 2016: 5) , as illustrated in Picture below



Picture 1. The Three-stage Model of Judgement Proposed by Feng

The Eliciting Condition refers to the behavior that causes the Judgement, the Judgement refers to an inner attitude toward a behavior, and the Resultant Action refers to verbal or nonverbal actions motivated by the Judgement. Among the three stages as shown in the figure above, the second stage is classified as an 'explicit' representation, and the other two as 'implicit' representation. Based on the model, the resources for constructing Judgement are shown in Picture below



Picture 2. The Representation of Moral Values Proposed by Feng

As mentioned previously, there are two ways in integrating character values; explicitly and implicitly. The first one is explicit strategy. As stated by Feng, explicit strategy is done by pointing at the characters in a direct way. It aims at

helping the learners to understand the characters in the English textbook easily and directly. He further explains that the use of explicit strategies in delivering character values in textbooks can be done by taking the character values literally and metaphorically. In literal expressions, character values can be expressed directly by pointing and listing the words, such as honest, responsible, and others as an example 'you are an honest girl' and this example is indicated as the value of honest. The second is using metaphor. Metaphors make language more powerful as an example 'I must work now; work as hard as a bee' and this example is indicated the value of hard work or perseverance.

The second one is implicit strategy. In implicit strategy, the character values are introduced indirectly and the value being delivered is made invisible to the receivers. Its purpose is to train the learners' reasoning ability and their imagination to find and understand the character values inserted in the textbooks. Additionally, Feng states that implicit strategies can be used in delivering character values in textbooks through two sub-categories, namely eliciting condition and resultant action.

According to him, eliciting condition is a behavior which causes Judgement. Eliciting condition can also be said recounting or depicting event that elicit the Judgement. The example of eliciting condition is 'she donated all her money to the orphanage' which represents the eliciting condition that invokes positive Judgement of morality. It implies the value of social care. Other than that, eliciting condition can also be depicted in a visual way through pictures.

Another strategy in implicit strategy is through resultant action. Resultant action can be indicated by saying/doing things that are motivated by the Judgement. In simply, resultant action indicates if we should accept or reject the behavior. Resultant action might include the use of speech acts such as expressive speech act, commissives, directives, and so on which enable the students to connect the values with the appropriate behaviors. The example is 'we should not jump the queue at the bus stop, we should wait in the queue'. The example is indicated the value of

discipline using speech act directive of suggestion. The value is constructed indirectly.

Thereupon, it can be concluded that the strategies in integrating character values in textbook divided into two ways namely explicitly and implicitly. In explicit strategy, the character values are presented by pointing the value in direct way, literally or metaphorically. Meanwhile, implicit strategy is pointing indirectly to the character values which can be noticed by eliciting condition and by examining the resultant action.

To conclude, in this research, the researcher focused on analyzing the character values in learning materials which is textbook. The researcher also only focused on the integration of character values in reading skill. Then, the character values were also examined whether the character values were inserted in an explicit way or implicit way.

B. RESEARCH METHOD

This study applied qualitative research by focusing on content analysis approach. Qualitative research focuses on understanding social phenomena from the perspective of the human participants in natural settings (Ary et.al, 2009: 22). In terms of 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, content analysis involves specialized procedures (Krippendorff, 2003: 18). In short, content analysis is an approach of qualitative research which can be applied in written or visual form that requires particular steps in order to increase insight.

As explained previously, content analysis can be applied to written or visual material. Thus, one of the materials is textbook. In this research, the textbook had been analyzed was Pathway to English for grade XI of senior high school which was composed by Theresia Sudarwati and Eudia Grace. The researcher purposively selected the object of this research because purposive sampling is appropriate for qualitative content analysis (Zhang and Wildemuth, 2017: 309). Moreover, the

researcher selected textbook *Pathway to English* for grade XI of senior high school which was composed by Theresia Sudarwati and Eudia Grace.

In qualitative research, the primary instrument was the researcher herself because as explained by Bogdan and Biklen (2007: 40) this research is categorized as content analysis research which employed a human instrument in which the researcher acted as the key instrument. Supported by Ary (2009: 25), he said that the researcher is primary data collection tool. Additionally, human or the researcher is the key instrument for gathering and analyzing of data (Ary, 2009: 424). As the first instrument, the researcher maintained the data starting from the data collection until the data report. Then, she also was the researcher who designs, collect, analyze, interpret the data, and report the results of the research.

The secondary instrument was used in this research. It was the data sheet. There were the data sheet used by the researcher. The first data sheet was made to help the researcher in identifying and analyzing the data related to character values and strategies in integrating character values. The second data sheet was for the result findings of character values. The last data sheet was made for the result findings of the strategies in integrating character values. The data sheets developed in the form of table.

The process of qualitative content analysis, stated by Zang and Wildemuth (2007: 320), begins during the early stages of data collection. Furthermore, the procedure used in this research was procedure of analysis content proposed by Krippendorff as the following

1. Unitizing

The first step in content analysis is determining the unit of analysis. In this research, the way the researcher used in determining the units was syntactical. Syntactical distinctions are relatively natural to data media grammar (Krippendorff, 2003: 105). In simply, syntactical units rely on words symbol. In this research, the researcher focused on analyzing paragraph, quotation, and sentence in the texts.

2. *Sampling*

Determining sample was done by limiting the data being analyzed. Sampling allows the researcher to cut down on research efforts by limiting the observation (Krippendorff, 2003: 84). Thus, the sample in this research was the texts in English textbook Pathway to English.

3. *Recording/Coding*

Recording takes place when the researcher interpret what they see, read, or find and then state their experiences in formal terms of an analysis (Krippendorff, 2003: 126). In recording stage, the researcher did some steps such as reading carefully the texts, understanding the specific parts related to the focus of the research, taking notes the data, and transferring the data into the table has been created in the instrument. In addition, this research also used coding on data that has been collected. Coding, stated by Krippendorff, is the term content analyst used when this process is carried out according to observer-independent rules (Krippendorff, 2003: 84). In this process, the researcher had marked unit from recording stage. The coding used is the initials of the intended text and page and how to integrate them either explicitly or implicitly.

4. *Reducing*

Reducing data serves researcher's need for efficient representations, especially of large volumes of data (Krippendorff, 2003: 84). The stage of data reduction is carried out during the data analysis process to eliminate things that are previously considered data, but after further review it is found irrelevant data and is not in accordance with the indicators specified in the research, so that the analysis is carried out in accordance with the research questions.

5. *Inferring*

Inference is a major part of content analysis research. As stated by Krippendorff (2003: 84), inferring stage bridges the gap between texts and what the researcher means. This research is focused on examining the character values and the strategies in integrating character values contained in the texts in a textbook. Therefore, it is necessary to make inferences with these data. To make justification for this inference, an analytic construct had been made. The

analytical construct is constructed from the context of data and theory. In other words, analytical construct are built from the context of data and theory.

6. *Narrating*

Narrating is the last step in content analysis. This stage was done after doing the inference stage. Narrating can be understood as explaining the findings (Krippendorff, 2003: 84). Narrating is written based on the conclusions of the data that had obtained. In addition, the description of the research findings is also accompanied by theories that support the discussion, so the results of the study are not subjective because they are only based on the understanding of the researcher.

C. FINDINGS AND DISCUSSION

Findings

The results of data analysis are presented and discussed in this section to answer the questions of this study. It is about the availability the character values in the texts of English textbook and the strategies used in integrating those values.

The Character Values' Existence in the Texts

In this textbook, there were 13 texts being analyzed. The existence of character values in the texts of English textbook are recapitulated into the table below

Table 2. The Data Findings of Character Values in the Texts of English Textbook Pathway to English for Senior High School Grade XI

No	Main Value	Character Values	Frequency	Available
1	Character values in relation to God	Religiosity	3	Text 5 and 6
2	Character values in relation to one's self	Discipline	1	Text 9
		Perseverance	1	Text 7
		Independence	-	-
		Interest in reading	1	Text 2
		Curiosity	2	Text 1
		Responsibility	1	Text 3
		Creativity	2	Text 3 and 5
3	Character values in relation to other people	Honesty	2	Text 4
		Communicative/ Friendliness	1	Text 8
		Appreciative	1	Text 1

		Love of peace	1	Text 5
		Democracy	-	-
4	Character values in relation to environment	Social care	6	Text 1, 2, 3, and 10
		Environmental awareness	2	Text 11 and 13
5	Character values in relation to nation	Tolerance	1	Text 12
		Patriotism	-	-
		Nationalism	-	-

Then, below is the example of character values found in the texts as presented in form of table above

1. *Character Values in Relation to God*

a. *Religiosity*

The value of religiosity is described as showing attitudes and behaviours which are based on the religion. The value of religiosity can be learnt from text 5 (9/C5/P85-88) entitled *Hansel and Gretel*. The following are the examples of the value of religiosity.

First Paragraph

.... Then he went back and said to Gretel: “Be comforted, my dear little sister, and go to sleep: God will not desert us”, and he lay down in bed again.

(5/C5/P85-88)

Sixth Paragraph

.... But he consoled his little sister, and said: “Don’t cry, Gretel, and sleep peacefully, for God is sure to help us.”

(5/C5/P85-88)

Based on what Hansel said to Gretel in the underlying sentence in the first paragraph above, it indicated that Hansel believes that God will not leave them. While, from the underlying sentence in sixth paragraph above, Hansel is sure that God will help them. This means that Hansel believes that God will never leave and will assist them in any situation they face.

2. *Character Values in Relation to One’s Self*

a. *Discipline*

The value of discipline can be learnt from text 9 (9/C9/P156). The, the value of discipline can be known from below paragraph

Third Paragraph

I think the police should conduct traffic operations twice a month. Law enforcement officers should ensure that traffic rules are obeyed by road users. The national police should be in cooperation with local governments to conduct public traffic education.

(9/C9/P156)

The above paragraph indicated the value of discipline. The paragraph is about suggestion from the author to the police, law enforcement, and government. The police should make sure that the road rules are obeyed by the road users. In this case, the road users also should know what the traffic rules are and should obey it. Being discipline in following the rules will not make the traffic condition crowded and the road users will be safety.

b. Perseverance

Perseverance means having attitudes and behaviors indicating hard-work and efforts. The value of perseverance can be learnt from text 7 (7/C5/P98-99) entitled *The Nightingale and the Red Rose*. The value of perseverance can be known from paragraph below

Sixth Paragraph

She flew away to an island to find a red rose, but she failed. She asked yellow roses where she could find the red one. They told her that in front of student's room there was a beautiful rose. They added that the rose would have blossomed if a bird had sacrificed its life by stabbing the rose's thorn into its hearth while singing a beautiful love song until the bird died. The nightingale felt sad, but he dared to sacrifice her life for the sake of love.

(7/C5/P98-99)

'She' in above paragraph in the first sentence refers to the bird. The value of perseverance can be known from the effort of the bird. The bird showed that she had an effort to find the red rose. This is shown even the bird did not find the red rose in an island, but the bird was still endeavor to get the red rose as the example by asking the yellow rose. The bird's effort indicated the value of perseverance. The value of perseverance is also needed by the students in order the students will never give up in doing the task or other exercises.

c. *Reading Interest*

The value of interest in reading is marked by one's habits and interest in reading which could bring advantages and benefits. The existence of this value is found in the following paragraph which is in text 2 (2/C5/P74-76) entitled *A Little Hero*.

First Paragraph

"Oh dear! I wish I could be of them," said Tom to himself. He had been reading a book about knight and heroes, who rode through the wood slaying and setting beautiful princess free. "Wouldn't it have been so fun to wear helmet and armor, carrying a long lance, and ride a splendid horse? But there are no dragon nowadays, and knight wear black coat like other men. I wish I had lived a long ago!"

(2/C5/P74-76)

Reading interest means having time to read. Then, the underlying sentence above is indicated as the value of reading interest. Tom had been reading a book about knight and heroes. It indicated that Tom had a spare time to read.

d. *Curiosity*

The value of curiosity is taken from the text 1 (1/C2/P32). Shortly, the text is about the old man's broken clock.

Second Paragraph

One night, however, he woke up hearing the clock striking the hours! It was one o'clock, but the bell struck thirteen times. He took a flashlight and went to see what was going on with the clock.

Third Paragraph

"What are you doing, Jose?" asked the old man.

(1/C2/P32)

Curiosity can be meant having interest in something such as desire to learn, investigate, or know. The underlying sentence in second paragraph can be indicated as the value of curiosity. This is shown that the old man was investigating what happened with the clock because he heard the clock striking the hours. So, the old man decided to take a flashlight and went to see what happened actually. The next underlying sentence above is indicated the value of curiosity. The old man's utterance indicated that he went to know what did by Jose.

e. Responsibility

The example of the value responsibility is shown in the following paragraph in the text 3 (3/C5/P76-77) entitled *The Model Millionaire*.

Fifth Paragraph

The next morning while Hughie was having his breakfast, a messenger from Baron Hausberg came and handed a letter from the Baron to Hughie. Hughie wondered what was inside the envelope. He opened the envelope with a pounding hearth.

(3/C5/P76-77)

The value of responsibility can be learnt from a messenger. A messenger did the job to deliver the letter from the Baron to Hughie which means a messenger was responsible towards the duty. In this point, we can learn that whatever the job we take, we should responsible to do it.

f. Creativity

The value of creativity is characterized by the ability to create and produce something new. The value of creativity is found in the text 3 (3/C5/P76-77) entitled *The Model Millionaire*. The value is shown below

Third Paragraph

One morning Hughie visited her friend, Alan Trevor. Trevor was a famous painter. At that time Alan was finishing a full-sized picture of a beggar man. The beggar was standing on a stage in a corner of the room.

(3/C5/P76-77)

From the underlying sentences in the paragraph above, it showed that Alan Trevor was a painter. A painter is a person who creates something related to art. At that time, Trevor was finishing a painter. What Trevor did was something related to artistic achievement.

g. Honesty

The value of honesty can be found in the text 4 (4/C5/P80-82) entitled *The Necklace*.

“Yes, I’ve had some hard times since I saw you last; and many sorrows... and all on your account. You remember the diamond necklace you lent me for the ball at the Ministry? Well, I lost it. I brought you another one just like it. And for the last ten years we have been paying for it.”

(4/C5/P80-82)

Honesty can be defined speaking or telling the truth. Then, the value of honesty can be known from the underlying sentences in paragraph above. The underlying sentences can be indicated that Madam Loisel told the truth that she lost the necklace. What Madam Loisel did is a good thing because she had a willing to tell what actually happened.

3. Character Values in Relation to Other People

a. Communicative/Friendliness

The value of being communicative can be defined as maintaining communication with other people. The value of being communicative can be learnt from text 8 (8/C8/P151) entitled *The Example of Customer Service*.

Fourth Paragraph

The company policy should be informed clearly before a purchase to avoid misunderstanding between customers and producers. Once a problem arises, being honest will maintain the customer's trust in the sellers or producers.

(8/C8/P151)

The value of being communication can be learnt from the underlying sentences above. The text gives a suggestion or recommendation to inform any information clearly between customers and producers to avoid misunderstanding. This teaches us how important communication is. In this point, people can learn that it is important to have and maintain good communication with others.

b. Appreciative

Being appreciative means that the character which emphasizes on the attitudes, behaviors, and actions that show respect to other people's success, works, and positive things that they do. This value is very prominent in keeping a good relationship with other people as it shows respect to other people's success, strengths, and positive things that they have. The value of appreciative can be seen from text 1 (1/C2/P32). The sentence below is the example of the value of appreciative.

"It's OK. You did a good job!"

(1/C2/P32)

This sentence above indicated the value of being appreciative. Then from the sentence above, the value of being appreciative is shown from the old man's utterance to Jose. The old man gave an appreciation to what had been worked by Jose. This means an old man appreciates Jose's work.

c. Love of Peace

The value of love of peace is known from the text 5 (5/C5/P85-88) entitled *Hansel and Gretel*. The value is shown in the following paragraph

Second Paragraph

The children, too, had not been able to sleep for hunger, and had heard what their step-mother had said to their father. Gretel wept bitterly and spoke to Hansel: "Now it's all up with us." "No, no, Gretel," said Hansel, "don't fret yourself; I'll be able to find a way to escape, no fear."

(5/C5/P85-88)

The value of love of peace can be said as showing attitudes, words, and actions that make other people feel happy and safe over the presence of other people. Then, from what Hansel said to Gretel, it indicated that Hansel had its value. Hansel tried to make Gretel felt safe by saying "*don't fret yourself; I'll be able to find a way to escape, no fear.*" Hansel would try to find a way to escape from their stepmother's plan to leave Hansel and Gretel in the jungle.

4. Character Values in Relation to Environment

a. Social Care

The value of social care, as defined by the Ministry of National Education, is seen as any attitudes of behaviors that show the willingness to help other people. The value of social care can be found in the text3 (3/C5/P76-77) entitled *The Model Millionaire*.

Third Paragraph

.... The beggar looked so miserable that Hughie felt sorry for him. When Alan went out of the room, Hughie gave the beggar a sovereign, the only thing he had in his pocket. Then he said goodbye to Alan.

(3/C5/P76-77)

The value presented in the underlying sentence is social care. This can be seen from what Hughie did. Hughie gave something to the beggar man that he thought the beggar man was someone who in need. This indicated that Hughie had social care value.

b. Environmental Awareness

The value of environmental awareness is very important to be had because this value can make people to care about the environment. People who have this value are said to have attitudes that attempt to prevent the damage to the environment and also put efforts to repair the environment. The value of environmental awareness can be known from the text 11 (11/C9/P159) entitled *Pavement Are for Pedestrians, Not for Food Stalls*.

Third Paragraph

It is time for the pavements to be reclaimed for walkers. Pavements are for pedestrians. Food stalls should not stand on the pavements. The city authorities should impose a regulation against the use of sidewalks for food stalls. I think it is not an acceptable thing to take advantage of pavements for business purposes.

(11/C9/P159)

The paragraph above is about suggestion or recommendation by the author to the city authorities related to the use of pavement. The previous paragraphs tell that beside the existence of food stalls on pavement give any advantages which provided nice and cheap food, the food stalls on pavement spoil the view of the city, and also the waste from the food is dumped into gutters that caused the problem related to environment. Related to advantage and disadvantages of the use of pavement, the author gives some recommendation to the city authorities in order the pavement is used properly such as for sidewalk not for food stall.

7. Character Values in Relation to Nation

a. Tolerance

One of the values which are emphasized to be taught in Indonesian curriculum by the government is the value of tolerance. The value of tolerance means the value that shows respect to differences. This value is very important because

Indonesia is a multicultural country which consists of people who come from different regions, tribes, ethnicities, cultures, and religions. Therefore the value of tolerance is needed. The value of tolerance can be learnt from the text 12 (12/C9/P161).

First Paragraph

Indonesia is a country with culture diversity. People with different religions and provincial cultures now live side by side. One of the biggest questions faced by Indonesia at this moment is how to deal with peoples with culture diversity and promote unity among them.

Second Paragraph

Therefore, Indonesians should appreciate the differences in cultures for the following reasons. First, Indonesia is vulnerable to separatism because of its geography and cultural diversity. Secondly, Indonesians must realize that every culture has its own customs and beliefs. Thirdly, implementing nationalism is one way to maintain the integrity of the nation.

(12/C9/P161)

From the first and the second paragraph above, the value of tolerance can be learnt. In the first paragraph, the author explains that Indonesia is a country with culture diversity. It is signed that people in different religion and culture are live side by side. Then the second paragraph, the author explains that Indonesian should appreciate the difference for some reasons. The value of tolerance should be had by everyone because nowadays Indonesia is in crisis about tolerance. For the students and the reader, having tolerance value is needed. Everyone who has the value of tolerance can embrace the difference among people who come from different such as ethnicities and language.

The Integration of Character Values

The strategy in delivering character values in the textbook through two kinds of strategy which are explicitly and implicitly. By analyzing each text, strategy of integrating characters were presented in table 3 as follows

Table 3. The Data Findings of Character Values in the Texts of English Textbook Pathway to English for Senior High School Grade XI

No	Strategies in Integrating Character Values	Frequency	Character Values	Available
1	Explicit	1	Creativity	Text 3
2	Implicit	24	Religiosity	Text 5 and 6
			Discipline	Text 9
			Perseverance	Text 7
			Interest in reading	Text 2
			Curiosity	Text 1
			Responsibility	Text 3
			Creativity	Text 3 and 5
			Honesty	Text 4
			Communicative/ Friendliness	Text 8
			Appreciative	Text 1
			Love of peace	Text 5
			Social care	Text 1, 2, 3, and 10
			Environmental awareness	Text 11 and 13
Tolerance	Text 12			

The table above showed that character values in the text of English textbook were mostly delivered implicitly. The researcher describes how the character values are integrated as follow

1. *Explicit Strategy*

The use of explicit strategy means that the character values are pointed directly in the text of English textbook. The ways in integrating character values explicitly can be by pointing and listing the words, such as kind, generous, and others and through defining and explaining. The finding of the research reveals that the use of explicit strategy in integrating character values in the text was very limited.

The use of explicit strategy in integrating character values can be found from text 3 (3/C5/P76-77) entitled *The Model Millionaire*

Third Paragraph

One morning Hughie visited her friend, Alan Trevor. Trevor was a famous painter. At that time Alan was finishing a full-sized picture of a beggar man. The beggar was standing on a stage in a corner of the room.

(3/C5/P76-77)

From the underlying sentences in the paragraph above showed that Alan Trevor was a painter. A painter is a person who creates something related to art or creativity. Then, the character value embedded in these underlying sentences is the value of creativity. The value is presented by using explicit strategy because the value is presented directly by pointing that Trevor was a painter. Then at that time, Trevor was finishing a painter. What Trevor did was something related to artistic achievement.

2. *Implicit Strategy*

The use implicit strategy in the text of the textbook means the values are delivered indirectly. The ways in integrating character values explicitly are by showing behaviors, and attitudes which imply that someone has good characters and showing behaviors or the examples of behaviors that someone should possess good characters. The use of implicit strategy is found quite a lot in the text of English textbook. The following are the example of the integration of character values by using implicit strategy

The text which shows the implicit strategy in delivering character values can be found in the text 2 (2/C5/P74-76) entitled *A Little Hero*

First Paragraph

“Oh dear! I wish I could be of them,” said Tom to himself. He had been reading a book about knight and heroes, who rode through the wood slaying and setting beautiful princess free.

Sixth Paragraph

The horse was coming closer. If it were not stopped, it would knock down the little girl and there was no body to help her, except Tom. Without waiting a moment, the brave lad rode on at full speed. It was race now between run-away horse and brave boy; and the boy won. For just at the horse’s hoofs were coming down upon the little girl, Tom leaped off his bicycle, and pushed himself in front of her.

Eight Paragraph

“It was nothing at all, Mother,” said Tom when he reached home. “I couldn’t let the girl be trampled by a run-away horse, could I? Besides, there was nobody else.”

Ninth Paragraph

Tom did not get a medal for his brave actions and there was not a word about it in the newspaper that every evening, however, his father took the bicycle to the village to be mended. As Tom's mother rubbed his stiff shoulder, and smeared some ointment on his scratched cheeks, she looked at him with wet eyes. But Tom thought there was a smile not far behind the tears. Then she smoothed his rough hair with her soft hand, kissed him, and called him her own dear little hero.

(2/C5/P74-76)

The underlying sentences in the text above are other examples of integrating character values by using implicit strategy. The underlying sentence in the first paragraph is indicated the value of reading interest. The value is presented implicitly by explaining or recounting what has been done by Tom. In this case, Tom had spare time to read.

The underlying sentences in the sixth paragraph is indicated the value of social care. The value of social care is presented implicitly. The value is presented implicitly by explaining or recounting what did by Tom in helping the little girl.

Then, the underlying sentence in the eight paragraph is also indicated the value of social care. The value is stated implicitly. The value is presented by recounting what is said by Tom to his mother.

The underlying sentence in the ninth paragraph above is also indicated the value of social care. The value of social care is known from both what Tom's father did and Tom's mother's caring to Tom. The value is provided implicitly by recounting some actions related to caring and giving help as what Tom's father and Tom's mother did.

Discussion

The findings and descriptions of the values found in the texts in the textbook above showed that the texts in English textbook examined in this study have not yet embodied the 18 character values proposed by the government. The result of this research revealed that there were 16 character values found in the texts of English textbook. The 16 character values proposed by the Ministry of National Education were religiosity, discipline, perseverance, reading interest, curiosity, responsibility,

creativity, honesty, communicative, appreciative, love of peace, social care, environmental awareness, tolerance, patriotism, and nationalism. In contrast, the value of independence and democracy were not found in the texts in textbook particularly genre of text being analyzed.

Through this research, there was an interesting finding that there were several values which dominated more than the other values in the text of English textbook. The author made the domination of social care value and discipline value. Furthermore, the value of democracy seems to be difficult to find in the texts of English textbook.

In terms of strategy used in integrating character values, the use of implicit strategy is found more often than explicit strategy. This might be due to the students' level in learning as the students of senior high school have developed their thinking skills. The use of implicit strategy, stated by Feng, is crucial for the students to act appropriately after they recognize the values. The students are expected to be able to infer and make conclusion of what values are integrated even though they are implicitly integrated. Therefore, it implied that the use of implicit strategy is important and it has been reflected in the textbook analyzed in this research.

Even though the use explicit strategy is limited and less in number than the use of implicit strategy, it can be inferred that the text in the textbook have considered the use explicit strategy to deliver the values. Hence, it can be said that the text of English textbook have considered the use of implicit and explicit strategy in constructing the values although the number of explicit strategy used is very limited.

D. CONCLUSION AND SUGGESTION

Conclusion

Related to the objective of this study, character values that are represented in the reading text of English textbook "Pathway to English for XI" cover 16 values based on five different classifications. The text in English textbook promotes character

values in relation to God, one's self, others, the environment, and the nation. The character values found are religiosity, discipline, perseverance, reading interest, curiosity, responsibility, creativity, honesty, communicative/friendliness, appreciative, love of peace, social care, environmental awareness, tolerance, patriotism, and nationalism.

Furthermore, the researcher also found out the strategies in integrating those values. There are two strategies used in integrating character values into the texts of English textbook analyzed in this research, namely explicit and implicit strategy. Implicit strategy is mostly used to integrate character values than explicit strategy.

Suggestion

Regarding this study's result and conclusion, the researcher would like to suggest to the writer to take into account the character values in developing the textbooks, to the teacher to the government to create such a policy in developing English textbook, to the other researchers who want to conduct relevant research can analyze other textbooks for the same or different grades and also analyze the implementation of the characters in the teaching learning process.

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