

**CHARACTER EDUCATION IN THE TEXTBOOK
MATERIALS OF “BAHASA INGGRIS KELAS XI”
PUBLISHED BY THE MINISTRY OF EDUCATION
AND CULTURE IN THE YEAR OF 2017**

THESIS

Submitted in partial fulfillment of the requirement
for the degree of Bachelor of Education
in English Education Department



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2019

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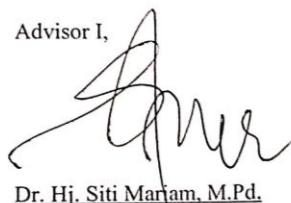
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MOTTO

أَنْتَ تُرِيدُ وَآنَا أُرِيدُ وَهُوَ يُرِيدُ وَاللَّهُ يَفْعَلُ مَا يُرِيدُ

"Anda mau, saya mau, dan dia mau, tetapi Allah menetapkan apa yang Dia mau¹"

لَا تَحْزُنْ إِنَّ اللَّهَ مَعَنَا

"Do not grieve; indeed, Allah is with us²." (QS. At Taubah: 40)

Don't waste your time

Or time will waste you

(Nia Kurnia, July 8th 2019)

¹ Quraish Shihab, *Membumikan Al-Qur'an jilid 2*, (Jakarta: Lentera Hati, 2010).

² Al Qur'an Surat At Taubah Ayat 40.

DEDICATION

I had been waiting for this since many years ago. many tears have felt down, many hopes have almost gone, dream would have never been approached but I know those people fight for me, and cheering me. I am back with a bunch of spirit and future dreams in my hands. Let me dedicate this final paper to:

1. The Greatest Allah SWT, *Alhamdulillah ‘ala kulli hal wanni ‘mah.*
2. My beloved parents, Bapak Munawar and Ibu Sri Waedah.
3. Honorable, Abah Kyai Arif Romli and Ibu Nyai Hanik, K.H. Fadlolan Musyafa’ and Ibu Nyai Hj. Fenty Hidayah who have become my seconds parent’s family in the place I study.
4. My lovely sister and brother who love me so much, Iin Af’idatun, Ahmad Sibawaih, Lina Fuska, and M. Ardan Al Wafa.

Thank you for everything that I would never have been able to pay.

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However, this success would not be achieved without love, support, guidance, advice, help and encouragement from individuals and institution. Therefore, the researcher would like to express the deepest gratitude to:

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2. The Head of English Department, Dr. H. Ikhrom, M.Ag.
3. The advisors Dr. Hj. Siti Mariam, M. Pd and Dr. Siti Tarwiyah, S. S, M. Hum, I would like to thank a million for their time throughout the entire writing process, also for their suggestion and guidance for this graduating paper from beginning until the end.

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10. All of my friends I can't mention wherever you are
who support and pray for me.

Finally, the researcher always expects that
this research may be helpful for all. Amin.

Semarang, July 8th
2019
The researcher

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ABSTRACT

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Writer : Nia Kurnia

Student Number : 1503046046

Character education has become one of the main goals in the Indonesian curriculum as stated in *Undang – Undang Sisdiknas No. 20 Tahun 2003*. Every teaching and learning processes should be integrated with the character education including in the textbook. Therefore, this research discusses about the analysis of character education formulated by the Ministry of National Education in the textbook materials of “*Bahasa Inggris Kelas XI*” published by the Ministry of Education and Culture in the year of 2017. This study aimed to describe the character education which is presented in the textbook materials and explains the integration of character education. This research was descriptive qualitative using content analysis. The data was collected through *Simak* method and analyzed by using six stages of content analysis, those are: utilizing, sampling, recording/coding, reducing, inferring and narrating. The result of this research points out that among the 18-character education, only one character did not represent in the textbook, namely democracy. Each chapter has two until ten-character education emphasized and it has correlation with the theme of each chapter. The integration of character education that are found in the texts consist of two integration, those are: Directly integration of character with the percentage 15,25% and Indirectly integration of character has 84,75%. At this stage, students should be able to think critically and understand the implied meaning. In addition, students have been able to solve the problem logically by involving various related problems.

Keyword: character education, English materials, textbook.

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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, questions of the research, objective of the research, significances of the research and limitations of the research.

A. Background of the Research

Indonesia is one of the countries in the world which has many ethnic group, culture, and local wisdom. In that case, a human's character becomes the main value that emphasizes in the social order. The development of a human's character requires the support of family, society, and condition of the environment especially in the scope of education.

Character education has been taught long ago at the time of prophet Muhammad SAW. All these characters are reflected in the prophet Muhammad personality. As stated in surah Al-Ahzab: 21.

لَقَدْ كَانَ لِكُمْ فِي رَسُولِ اللَّهِ أُنْسُوْةٌ حَسَنَةٌ إِمَّا مَنْ كَانَ يَرْجُو اللَّهَ وَالْيَوْمَ الْآخِرَ وَإِنَّمَا اللَّهَ كَثِيرًا ()

"There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is

in Allah and the Last Day and [who] remembers Allah often” (QS. Al-Ahzab;21)³

Character becomes a part of education that is truly needed to resolve the nation's morality today. Quraish Shihab defines a character formed through a person's life journey created by knowledge, experience, and evaluation of that experience⁴. One of the moral crises that have occurred in Indonesia is the number of corruption cases in the government environment. Because of that, the young generation cannot get their good role model and the impact they do something negative like a brawl between students, bullying, even free sex, and other bad actions. Here, the characters are important, so they do not fall into negative things. Although it may be not directly seen, at least with the integration of the character in a textbook, it can minimize them to do actions they should not do.

The Indonesian government has tried to resolve the character problem by changing some regulations, especially in education. Indonesia has implemented the

³ Guntur Cahyono, Pendidikan Karakter Perspektif Al Qur'an dan Hadits, *AL-ASTAR, Jurnal Ahwal al-Syahsiyah dan Tarbiyah STAI Mempawah*, (Vol.V, No.1, 2017), p. 24.

⁴ Quraish Shihab, *Membumikan Al-Qur'an jilid 2*, (Jakarta: Lentera Hati, 2010), p.714.

2013 curriculum, integrating character educational values into the teaching-learning process become one of the objectives of this curriculum. According to Frye (in Wibowo 2013) Character education is a national movement creating school that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share⁵.

The National Education System in Indonesia always develops and changes in accordance with the globalization era. It is meant for the development of a better education system. The curriculum changed that occurred in 2013 proved that the Indonesian government continued to develop a better-quality education system. The development of the 2013 curriculum is in accordance with government regulation no 32 Tahun 2013 concerning National Standards Education.

Character education is very important to be applied in schools and outside schools in order to prepare the young generation to face the globalization era. The example of character value such as responsibility enables someone to manage attitude and behavior to carry out the

⁵ Agus Wibowo, *Manajemen Pendidikan Karakter di Sekolah*, (Yogyakarta: Pustaka Pelajar, 2013), p. 13.

duties he should do. For example, responsibility helps a student to decide to study instead of going out with friends. When learners practice responsibility they will be able to deal with their duties as a student. Honesty encourages people to be honest with others. Without honesty, the student would plot ways to copy homework answers, to copy quiz answers, to copy test answers, and to copy final exam answers. A lack of honesty could lead to failing grades for every student involved in the act of cheating. It is why character education becomes an important aspect of the learning-teaching process. Moreover, in the learning material that is given by the teacher in the classroom.

Textbook plays an important role in classroom activities. Therefore, English evaluation of textbook is needed. According to Harmer teachers should choose textbooks and identified nine areas which they need to consider: (1) Price, (2) Availability, (3) Layout and design, (4) Methodology, (5) Skills, (6) Syllabus, (7) Topic, (8) stereotyping and (9) Teacher's guide⁶. Because of those reasons, choosing an English textbook from the

⁶ Jeremy Harmer, *How to Teach English: An Introduction to the Practice of English Language Teaching*, (Edinburgh Gate: Longman, 1998), p. 120.

government or the Ministry of Education is better. Usually, the teacher uses a textbook for planning lesson and giving the lesson. A textbook that contains strong character can influence students' awareness in studying. There are components that can be used to integrate the character such as the materials, texts, dialogues, examples, images or photographs, and others. Because of that, teachers should consider well when they choose an English textbook that contains the character for their students.

Textbooks are considered to be the main source of the teaching materials; they have an important role in integrating cultures and character education in the teaching and learning process. When talking about English textbooks, there are many types of English textbooks that can be found on the market today. But the existence of character education based on Undang-*Undang Sisdiknas No. 20 Tahun 2003* contained in the book is still questionable.

The researcher uses character education in the English textbook “*Bahasa Inggris Kelas XI*” as object of this research. The researcher chose this textbook because it has been developed by the Ministry of Education and Culture as official textbook for 2013 curriculum. Thus,

one of the essential portion of 2013 curriculum is how the curriculum deals with the character education values. This research conducted to see whether the materials of textbook represent the character education or not. The character values are derived from religion, Pancasila, culture, and national education goals⁷. Then, they are formulated again by the Ministry of National Education (*Kemendiknas*) become 18 characters education. Those 18 characters are religiousness, honesty, tolerance, discipline, hard-working, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendship or communication, love of peace, reading interest, environmental awareness, social care, and responsibility. This study expected be of benefits to the educationalist and textbook developers and will help them have a better view of designing the 2013 curriculum textbook.

B. Questions of the Research

Based on the background of the research, the problem can be formulated as follows:

⁷ Sisdiknas. *Undang-Undang Republik Indonesia No.20 Tahun 2003*, <https://kemenag.go.id/file/dokumen/UU2003.pdf>, accessed on 8th January 2019.

1. What character education is presented in the textbook materials of “*Bahasa Inggris Kelas XI*” published by the Ministry of Education and Culture in the year of 2017?
2. How is the character education integrated with the textbook materials of “*Bahasa Inggris Kelas XI*” published by the Ministry of Education and Culture in the year of 2017?

C. Objective of the Research

Regarding the problem above, the objectives of this research are as follows:

1. To describe the character education which is presented in the textbook materials of “*Bahasa Inggris Kelas XI*” published by the Ministry of Education and Culture in the year of 2017.
2. To explain the integration of character education in the textbook materials of “*Bahasa Inggris Kelas XI*” published by the Ministry of Education and Culture in the year of 2017.

D. Significance of the Research

The result of the research is expected to give contributions to the teachers and the students both theoretically and practically.

1. Theoretically: This study is expected to develop English language learning in accordance with the 2013 curriculum textbook.
2. Practically:

- a. For the English teachers

By knowing the character education in the textbook, English teachers can deliver those characters to the students appropriately. They can also be more selective to choose a textbook with attention to character education.

- b. For the students of Grade XI of Senior High Schools

By realizing the character education in the textbook, they can apply good characters in their daily life and become a better person.

- c. For the English textbooks' authors and publishers

The results of this research can be used as additional information in writing or publishing English textbooks based on the 2013 curriculum especially for grade XI of Senior High Schools.

- d. For the other researchers who conducted the relevant study

It can be used as a source of information for other researchers who are interested in conducting advanced research or relevant research.

E. Limitations of the Research

Based on the identification of the problem, the writer limits the problem as follows:

1. The study only focuses on 18-character educational values formulated by the Ministry of National Education (*Kemendiknas*) provided in the materials in the form of texts, dialogues, symbols, examples and photographs.
2. The English textbook used is “*Bahasa Inggris Kelas XI*” 2013 curriculum revised 2017 textbook for the eleventh-grade students of Senior High School published by the Ministry of Education and Culture (*Kemendikbud*) in the year of 2017.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses further about the theoretical frameworks underpinning this research and discusses the previous research. This chapter is divided into two parts: Literature review and previous study.

A. Literature Review

This part deals with the main theory and related theories that the researcher needs in order to guide in analyzing data.

1. Textbook

a. Definitions of Textbook

Talking about the teaching and learning process, it needs media to convey the knowledge and also the character to the students. Of course, textbook is one kind of media that mostly used by a teacher. It has gradually become the most general tool for language instruction. According to the Oxford dictionary, a textbook is a book used as a standard work for the study of a

particular subject⁸. While in Wikipedia, a textbook is described as a comprehensive compilation of content in a branch of study. Textbooks are produced to meet the needs of educators, usually, at educational institutions⁹. A textbook is one of the material references for teaching at the school. It is used to run the learning process. Most teachers used it as the source and guidance of teaching materials¹⁰.

It can be concluded that textbook is a book that contained knowledge for certain subjects and it is intended to be used by students at a particular level of education or as a material for the teaching-learning process.

b. The Role of Textbook

⁸ Oxford living dictionaries, <https://en.oxforddictionaries.com/definition/textbook>, accessed on 23rd January 2019.

⁹ Wikipedia the Free Encyclopedia, <https://en.wikipedia.org/wiki/Textbook>, accessed on 25th January 2019.

¹⁰ Hanita Masithoh and Sayyidatul Fadlilah, Grammatical Cohesion Found in Recount Texts Of “Pathway to English” X Grade Curriculum 2013 General Program by Erlangga, *Vision: Journal for Language and Foreign Language Learning*, (Vol.6, No.1, 2017), p. 78.

Textbooks give a great contribution to the teaching-learning process both to the teachers and learners. Textbooks are best seen as a resource in achieving aims and objectives that have already been set in terms of learner needs¹¹. According to Cummingsworth, textbooks have many roles for learning and teaching process such as: (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 learners on grammar, vocabulary, pronunciation, etc. (4) A source of stimulation and ideas for classroom language activities, (5) A syllabus (where they reflect learning objectives which have already been determined), (6) A resource for self-directed learning or self-access work, (7) A support for less experienced teachers who have yet to gain in confidence¹².

¹¹ Alan Cummingsworth, *Choosing Your Course book*, (Oxford: Macmillan Education, 1995), p. 7.

¹² Alan Cummingsworth, *Choosing Your Course book...*, p. 7.

For students, a textbook is one of the most important sources to deal with their language. A textbook is a framework or guide that helps students to organize their learning. It is very helpful to involve students in the process of adopting a textbook.

c. Advantages and Disadvantages of Using Textbook

Textbooks can be very beneficial to the teachers and the classroom activities; a textbook is also really helpful for the students. The use of textbooks in teaching give both advantages and disadvantages, depending on how they are used and what the contexts for their use are. Richard describes some advantages of using a textbook as follows¹³:

1. Textbooks provide structure and syllabus for a program

¹³ Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 254-255.

A textbook gives all the plans and lessons needed for students and teachers for the teaching-learning process.

2. Textbooks help to standardize instruction

Textbook in a program can ensure that the students in different classes receive similar content and therefore can be tested in the same way.

3. Textbooks maintain quality

Textbooks always keep the quality of content and provide an appropriate material based on the stage, syllabus, and curriculum.

4. Textbooks provide a variety of learning resources

Textbooks are often completed with some source such as workbooks, CD s and cassettes, videos, CD-ROMs, and comprehensive teaching guides.

5. Textbooks are efficient

Textbooks save teachers' time, enabling teachers to use the time for teaching rather than produce their own material.

6. Textbooks can provide effective language models and input

Textbooks can provide support for the teachers that cannot use another language and who may not be able to produce accurate language input on their own.

7. Textbooks can train teachers

Textbooks are really helpful for the teacher to understand the materials in detail and teach material in an effective way.

8. Textbooks are visually appealing

Commercial textbooks usually have a great design and production that increase the student and teachers' enthusiasm.

Not all of the textbooks give a positive effect, there are some disadvantages that we can meet when used a textbook, those are¹⁴:

1. Textbooks may contain non-authentic language

Textbook sometimes present different used of language in real life and the language is often odd for the students.

2. Textbooks may distort content

¹⁴ Jack C. Richards, *Curriculum Development in Language Teaching*..., p. 255-256.

Textbook often presents an idealized view of the world or fail to represent real issues. It makes pro and contra for some teacher, students and even for the educational institution.

3. Textbooks may not reflect the student's needs

The textbook writer often ignores some criteria to make the textbook appropriate with the students' need.

4. Textbooks can decrease the teacher's productivity

If teachers use a textbook as a primary source, it makes the teacher s less productive in preparing their own materials.

5. Textbooks are expensive

Commercial textbooks represent a financial burden for students in many parts of the world. The price of a textbook is usually higher than other kinds of books such as novels, comics, thriller, and other fiction books.

Textbooks are really useful for students, teacher, schools even for experts. Textbooks

provide all the students and teachers need to build their ability in using language and other knowledge.

d. **Analyzing and Evaluating Textbook**

Many factors need to be taken into account when considering the qualities of a good textbook. A textbook should be selected and evaluated in order to find a suitable textbook. The suitability issue of a textbook ever stated by Cunningsworth that no single textbook or coursebook that been released to market will be completely ideal for a particular group of learners. Instead of looking for the ideal that will be rather hard to find, we should find the best possible fit that fits the potential in adapting and supplementing where its inadequate or unsuitable¹⁵.

Textbook analysis and evaluation are useful for teacher's development and help teachers to get a better understanding of the nature of the material. There are some guidelines

¹⁵ Alan Cunningsworth, *Choosing Your Course book...*, p. 5.

for textbook evaluation according to Cummingsworth, as follows¹⁶:

1. Textbooks should correspond to learners' needs. Textbooks should appropriate for the goals of the language-learning program.
2. Textbooks should reflect the uses (present and future) which learners will make of the language. Select textbooks which will help students to get the effective language.
3. Textbooks should be considered to the students' needs as learners and facilitated their learning activities, without forcing them with methods.
4. Textbooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Regarding those guidelines, teachers should select good textbook as an important aspect in the teaching and learning process. The teachers have to determine whether the textbook appropriate for their students or not.

¹⁶ Alan Cummingsworth, *Choosing Your Course book...*, p. 15-17.

e. English Textbook “*Bahasa Inggris Kelas XI*”

The English textbook “*Bahasa Inggris Kelas XI*” is an English textbook published by the Ministry of Education and Culture (*Kemendikbud*)¹⁷. This book is a student book prepared by the Government for the 2013 Curriculum implementation.

“*Bahasa Inggris Kelas XI*” is published by the Ministry of Education and Culture in order to support 2013 Curriculum for Senior High School students. It consists of 170 pages with eight chapters and an Enrichment inside entitled ‘Offers & Suggestions’, ‘Opinions & Thoughts’, ‘Party time’, ‘National Disaster-An Exposition’, ‘Letter Writing’, ‘Cause & Effect’, ‘Meaning through Music’ and ‘Explain this!’. The focus of this book is to develop students’ ability in using language, to develop students’ critical thinking, creativity, and communication both verbal and written skill such as writing an invitation letter, writing

¹⁷ Mahrukh Bashir, *Bahasa Inggris*, (Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2017).

a song and poetry, writing report, asking and expressing opinion and writing an exposition text.

This book is presented systematically so students can be easier to understand the contents and the materials in the book. This book is also compiled based on core competencies and basic competencies contained in the 2013 Curriculum established by the Ministry of Education and Culture. This book is student-centered, where students are expected as the center of activity; in other words, students are more active in practicing and exploring, while teachers are more to be a facilitator, guide, or counselor. This book is completed by the Teachers' Book (a guide book for the teachers).

2. Materials in the Textbook

According to Oxford dictionaries material is Information or ideas for use in creating a book or

other work¹⁸. There are three forms of materials according to Richards (a) printed materials such as books, workbook, worksheet, or readers; (b) nonprint materials such as cassette or audio materials, videos, or computer-based materials; (c) materials that comprise both print and nonprint sources such as self-access materials and materials on the internet¹⁹.

The material becomes the main aspect should be evaluated in the textbook. Materials provide the basis for the content of lessons, the balance of skills taught, and the kinds of language practice students take part in. In another situation, materials serve primarily to supplement the teacher's instruction²⁰. Cunningsworth stated that materials evaluation is a complex matter, as there are many criteria that affect the success or failure of course books when they are in use. However, it is important to limit the number of criteria used, the number

¹⁸ Oxford living dictionaries,
<https://en.oxforddictionaries.com/definition/material>, accessed on
27th February 2019.

¹⁹ Jack C. Richards, *Curriculum Development in Language Teaching*..., p. 251.

²⁰ Jack C. Richards, *Curriculum Development in Language Teaching*..., p. 252.

question asked, to manageable proportions. This is why it is important to prioritize the criteria that we are going to use, using those which are most relevant to the context in which the material will be used²¹.

The purpose of the material evaluation is to develop the quality of the book. Therefore, it's important to develop materials for the textbook. Richard describes the advantages and disadvantages of the materials development as follows²²:

The advantages of materials development for education include:

- a. Relevance: materials produced help students to get relevant material that they really need and the materials show local content, issue, and concerns.
- b. Develop expertise: developing materials give a chance to the teacher, staff and material developer to get a better understanding in developing the effective materials for students.

²¹ Alan Cummingsworth, *Choosing Your Course Book...*, p. 5.

²² Jack C. Richards, *Curriculum Development in Language Teaching...*, p. 261-262.

- c. Reputation: institutionally develop materials may enhance the reputation of the institution demonstrating its commitment to providing materials developed specifically for its students.
- d. Flexibility: materials produced within the institution can be revised or adapted as students needed. it can improve students' interest and enthusiasm in the materials.

Disadvantages also to be considered before developing materials:

- a. Cost: quality materials can be produced and adequate staff time, as well as resources, needs to be prepared for such a project.
- b. Quality: teacher-made materials will not normally have the same standard of design and production as commercial materials and hence may not present the same image as commercial materials.
- c. Training: to prepare teachers for the materials writing project, adequate training should be provided. The teacher should prepare well to train their skill before taking the project.

From the above explanation, the teacher has to select the materials in the textbook that are

suitable for the students' need. the teacher should consider the content of the materials and of course that there is a big deal between the hidden materials content of the textbook that giving positive values or in contrast that inappropriate content will give change in making students negative character values.

3. Character Education

a. Definitions of Character Education

A character is the complex set of psychological characteristics that enable an individual to act as a moral agent²³. According to John Dewey (in Althof 2006)²⁴ defined character as the ‘interpenetration of habits’ and the effect of consequences of actions upon such habits. This behavioral orientation has an important legacy for the development of the field. Hasan adds that character is a person's behavior, moral, or personality which is formed from the results of internalizing various virtues that are believed and

²³ Marvin W. Berkowitz and Melinda C. Bier, “Research Based Character Education”, *The Annals of the American Academy of Political and Social Science*, (Vol. 591, 2004), p. 79.

²⁴ Wolfgang Althof and Marvin W. Berkowitz, “Moral Education and Character Education: Their Relationship and Roles in Citizenship Education”, *Journal of Moral Education*, (Vol. 35, No. 4, 2006), p. 497.

used as a basis for perspective, thinking, and acting²⁵. Character reflects our personality, who we are and what we supposed to be. Every person has their own character that makes different from others. A character can be changed to be good or bad based on the education that we have received.

Lockwood (in Nucci 2008) stated that character education as a school-based activity that seeks to systematically shape the behavior of students as she says: ‘Character education is defined as any school-instituted program, designed in cooperation with other community institutions, to shape directly and systematically the behavior of young people by influencing explicitly the non-relativistic values believed directly to bring about that behavior²⁶. Moreover, Lockwood details three central propositions: first, that the goals of moral education can be pursued, not simply left to an uncontrolled hidden

²⁵ Said Hamid Hasan, dkk., *Bahan Pelatihan Pengembangan Pendidikan Budaya dan Karakter Bangsa*, (Jakarta: Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum, 2010), p. 3.

²⁶ Larry P. Nucci and Darcia Narvaez, *Handbook of Moral and Character Education*, (New York: Routledge, 2008), p. 90.

curriculum and that these goals should have a fair degree of public support and consensus; second, those behavioral goals are part of character education; third, that antisocial behavior on the part of children is a result of an absence of values. There is of course a presumed relationship here with values and behavior²⁷.

Additionally, Nucci explained that character education is ultimately about what kind of person a child will grow up to be. Character education is not the same as behavior control, discipline, training, or indoctrination; it is much broader in scope and has much more ambitious goals²⁸.

Based on that understanding above, character education is not only taught either right or wrong. Furthermore, character education is an effort to adapt good habit so that students are able to behave and act on values that have become their personality. On the other hand, character

²⁷ Larry P. Nucci and Darcia Narvaez, *Handbook of Moral and Character Education*..., p. 90.

²⁸ Larry P. Nucci and Darcia Narvaez, *Handbook of Moral and Character Education*..., p. 80.

education has to implicate moral knowing, moral feeling, and moral action to create students' good behavior and attitude.

b. Character Education in the Textbook

According to David Elkind & Freddy Sweet (in Zubaedi 2011) character education is the deliberate effort to help people understand, care about and acts upon core ethical value²⁹. Nowadays, character education is not only taught orally through student's activities in school but also characters education has taught integrated with the subject in the school especially in the textbook.

Character education is a new term in educational system under curriculum 2013. It is a program to teach not only knowledge but also good attitude to students. Character education must be owned by each human and it should be learned from the beginning of life through education especially in the textbook. Many

²⁹ Zubaedi, *Desain Pendidikan Karakter: Konsepsi dan Aplikasinya dalam Lembaga Pendidikan*, (Jakarta: Kencana Prenada Media Group, 2011), p. 15.

publishers try to provide textbooks in order to support teachers and students in teaching and learning process. In reality, not all textbooks published are suitable with the learners` need with character education included. So, the Ministry of Education and Culture releases a textbook that accordance with character education with expected other publishers do the same.

c. Character Education in 2013 Curriculum

Character education has become one of the main goals in the Indonesian curriculum as stated in *Undang – Undang Sisdiknas No. 20 Tahun 2003*. All of the people in the educational field should prepare how to build the student's character well. Based on the policy of the National Education of Indonesia year 2003, the purpose of education is developing student's intelligence, creativity, independent, religiosity, have good character and responsibility³⁰. Therefore, the process of building character

³⁰ Said Hamid Hasan, dkk., *Bahan Pelatihan Pengembangan Pendidikan Budaya dan Karakter Bangsa...*, p. 2.

cannot be taught separately as an independent subject at school but integrated with the pedagogical aspect.

The 2013 curriculum emphasizes the character education in every teaching-learning process and includes competency of attitude, knowledge, and skills integrated. Therefore, the design of the curriculum is also changed from teacher-centered to student-centered.

The Ministry of National Education (*Kemendiknas*) has established the basis of character education that rooted in 18 values of cultural education and national character. Those 18 characters are described by *Kemendiknas*³¹.

Table 2.1: 18 Character Education Values and the Descriptions.

CHARACTERS	DESCRIPTIONS
Religiousness	Attitudes and submissive behavior in carrying out the

³¹ Said Hamid Hasan, dkk., *Bahan Pelatihan Pengembangan Pendidikan Budaya dan Karakter Bangsa...*, p. 9-10.

	teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions
Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, actions, 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 barriers in learning and assignments, as well as completing the task as well as possible
creativity	Thinking and doing something to generate a 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	The way of thinking, behaving, acting, which assesses the same

	rights and obligations of himself and others
Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.
Nationalism	The 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 him to produce something useful for society, and recognize and respect another 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 him.
Reading interest	Habits to take time to read the various readings that give him the benefit.

Environmental awareness	Attitudes and actions which seeks to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred.
Social care	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 he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God.

Schools and teachers can add or reduce these values according to the students need. Nevertheless, there are 5 values that are expected to be the minimum values developed in each school, which are comfortable, honest, caring, intelligent, and hard-working³².

d. The Integration of Character Education

³² Said Hamid Hasan, dkk., *Bahan Pelatihan Pengembangan Pendidikan Budaya dan Karakter Bangsa*..., p. 10.

According to the Ministry of National Education, there are many ways or method 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 be 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 a group activities to bring the character of humanity³³.

From the above description, methods number (1) and (2) imply that the characters in the textbook expressed directly. Methods number

³³ Kemendiknas, *Desain Induk Pendidikan Karakter*, (Jakarta: Kemendiknas, 2010), p.21.

(3) - (10) are the indirect integration of character education. The direct integration of character education aims to make learners more easily to understand characters contained in the texts of English textbook, while indirectly integration of character education aims to train learners' logical reason and imagination in order to find and understand the messages in of the characters contained in the materials of an English textbook. Besides the integrating of character, the teacher should consider the subject matter and the level of cognitive development of learners.

B. Previous Researches

In this section, the researcher discusses the previous studies which are relevant to this study. Nowadays, conducting research in character education is not something new. There are many researchers who conducted research on character education which sources from textbook, movie, and classroom. The researcher chooses the following previous studies due to the similar research area.

1. The first research was done by Fajar Soniawan and Nur Chakim. *Character Education Analysis of 2013*

*Curriculum English Textbook Entitled “Bahasa Inggris” for Eleventh Graders of Senior High School*³⁴. This research analyzed the character education values that are spread out from the sentence(s) of 2013 curriculum English textbook entitled “Bahasa Inggris” for eleventh graders on semester one. The analysis focused on 18-character education values that are emphasized by the government. This research used qualitative study and identifies the data based on each chapter of the textbook. The research identified the sentence(s) of the textbook that related with the limitation of the study and classified 18-character education values in every chapter and put it on the observation checklist to make the reader easy on understanding the data. The result of this study contained 17-character education values religiosity, honesty, tolerance, discipline, hard work, creativity, independence, curiosity, sense of nationalism, patriotism, achievement orientation, friendship or

³⁴ Fajar soniawan and Nur Chakim, Character Education Analysis of 2013 Curriculum English Textbook Entitled “Bahasa Inggris” for Eleventh Graders of Senior High School, *Journal UNESA*, (Vol. 01 No. 01, 2012)

communication, love of peace, fondness for reading, environmental awareness, social care and responsibility. The only one-character education value that did not present from the sentence(s) in 5 chapter of the textbook is democracy. My current study differed from this previous study in having kinds of the method of analyzing data. This research used qualitative data analysis in general while my research used descriptive-qualitative by using content analysis. Besides those difference, this previous study has similarity with my research in analyzing the character education in the textbook for the eleventh grade of Senior High School.

2. Second, the research from Pratama Lysa Hapsari. *Character Education Values in Reading Section of English Textbook for Senior High School Students Grade XI*³⁵. This research tried to find out what character values are integrated in reading section of the English e-book of Senior High School and in which part of the English e-book of Senior High

³⁵ Pratama Lysa Hapsari, Character Education Values in Reading Section of Eenglish Textbook for Senior High School Students Grade XI, *English Language Teaching Forum*, (Vol. 2, No. 1, 2013).

School the character values are realized. From the eighteen-character values formulated by The Indonesian Ministry of National Education, there are only seventeen of them covered in reading section of the e-book. These seventeen values are honesty, tolerance, democracy, hard work, creativity, environmental caring, social caring, discipline, patriotism, nationalism, respect achievement, loving peace, reading habit, independence, religious, curiosity, and friendly/communicative. One-character value that is not covered in reading sections is responsibility. My current study differed from this previous study in having the data focus. This study uses only the reading section to be analyzed in the textbook while my study focuses on the textbook materials in the form of texts, dialogues, symbols, examples and photographs. There is a point of similarity between this study and my study is in having focus in analyzing the 18-character education formulated by *Kemendiknas* in the English textbook of Eleventh Grade of senior High School.

3. Third, the research was conducted by Maria Simanjuntak, Tiur Asi Siburian, and Daulat Saragi.

*An Analysis of Character Education Values in Non-Fiction Novel “Habibie Dan Ainun” Created by Bacharuddin Jusuf Habibie and its Advantages as Literature Reading for Senior High School in Medan, Indonesia*³⁶. This study was aimed to determine the character education values in the novel Habibie dan Ainun by Bacharudin Jusuf Habibie and its advantages as a literature reading material in senior high school. This study used a novel as the object of the research. The values of character education related to the novel of Habibie dan Ainun are divine values, these values are the basis of Habibie and Ainun in working, building a happy family and making them exemplary families. Furthermore, the value of human relationships with itself, such as respecting honesty, discipline, reading, and others this needs to be done because the good must start from the self. My current study differed from this study in having research object. This study deals with the analysis of Non-Fiction Novel

³⁶ Maria Simanjuntak, Tiur Asi Siburian, and Daulat Saragi, An Analysis of Character Education Values in Non-Fiction Novel “Habibie Dan Ainun” Created by Bacharuddin Jusuf Habibie and its Advantages as Literature Reading for Senior High School in Medan, Indonesia, *British Journal of Education*, (Vol. 5, No. 11, 2017).

“Habibie Dan Ainun while in my study examine an English textbook. But have similarity in the used of character educational values as the guide to analyze the data.

4. Fourth, the research was done by Akbar Syahbana and Mochammad Rizqi Adhi Pratama. *The Analysis of English Reading Texts Based on National Character and Cultural Education on Course Book for the Tenth Grade at the State of Senior High School in Pamekasan*³⁷. This research was purposed to analyze the values of national character and cultural education existed in reading texts and how reading texts had reflected the values. Furthermore, this study used descriptive qualitative to analyze the findings. Based on the result, the author found 13 values which were inserted in 17 reading texts, but the rests were not; besides, there were several ways of reading texts to reflect values. The values from friendly/communicative values to religious, creative, democratic, love to read, and environmental care is

³⁷ Akbar Syahbana and Mochammad Rizqi Adhi Pratama, The Analysis of English Reading Texts Based on National Character and Cultural Education on Course Book for the Tenth Grade at the State of Senior High School in Pamekasan, *OKARA: Jurnal Bahasa dan Sastra*, (Vol. 1, Tahun XI, 2017).

rated from the highest to the smallest rate values. My current study differed from this study in having the data focus. This study focused on the reading text in the textbook for the tenth grade of Senior High School while my study focuses on the materials in the textbook for eleventh grade of Senior High School to analyze the character education. Meanwhile, there is a similarity between this study and my study in analyzing the 18 values of character education formulated by *Kemendiknas* in the textbook.

5. The last, the research from Muhamad Fauzan Muttaqin, Tri Joko Raharjo & Masturi. *The Implementation Main Values of Character Education Reinforcement in Elementary School*³⁸. This research was purposed to analyze the implementation main values of character education reinforcement on the elementary schools located in Semarang. The study was conducted by using qualitative approach-based descriptive method with

³⁸ Muhamad Fauzan Muttaqin, Tri Joko Raharjo & Masturi, The Implementation Main Values of Character Education Reinforcement in Elementary School, *Journal of Primary Education*, (vol. 7, No. 1, 2018).

case study design. The data gathering methods that had been implemented were observation, semi-structured interview, and documentation study. The results of the study showed that the implementation main values of character education reinforcement in elementary school on the values of religion and nationalism have been very good and had also become the elementary schools' culture. However, the independence, mutual cooperation, and integrity have been good but have not been maximally and routinely implemented by all of the elementary schools' community members. Despite the fact that these values have been integrated into the learning activities in the classroom, the school environment, and the role of surrounding community. The obstacles that have been found are the limited school facility, the violation toward the school's regulation, the parental abandonment, and the influence of surrounding community. The differences are clear that object of this research is the elementary schools in Semarang while the object of my study is the English textbook "Bahasa Inggris". The method of collecting data is also different with my study that is in this research using observation, semi-structured

interview, and documentation study while my research using Simak method to collect the data. Besides those differences, this study has similarity in having focus in analyzing the values of character education formulated by *Kemendiknas*.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher presents in details the methodology of the research used in this study. It is divided into several sub chapters. They are: Design of the research, object of the research, method of collecting data, and method of analyzing data of the research.

A. Design of the Research

Qualitative research for education takes many forms and is conducted in many settings³⁹. In this research, the researcher used the descriptive-qualitative research method by using content analysis. The content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use⁴⁰. Cohen stated that content analysis is used to examine the text, images, or symbols that had been documented⁴¹. Content analysis focuses on

³⁹ Robert C. Bogen and Sari Knopp Biklen, *Qualitative Research for Education an Introduction to Theory and Methods*, (Boston:Pearson Education, 2007), p. 2.

⁴⁰Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, (London: Sage Publications, 2004), p. 18.

⁴¹ Louis Cohen, et al., *Research Methods in Education*, (New York: Routledge, 2007), p. 476.

analyzing and interpreting recorded material to learn about human behavior. The material may be public records, textbooks, letters, films, tapes, diaries, themes, reports, or other documents⁴².

According to Ary's definition, content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents⁴³. The researcher analyzed the data and identifies the texts, dialogues, symbols, examples or photographs in the textbook using eighteen-character educational values formulated by Ministry of National Education (*Kemendiknas*). According to Krippendorff there are three characteristics of the content analysis⁴⁴:

1. They require a close reading of relatively small amounts of textual matter.

⁴² Donald Ary, et al., *Introduction to Research in Education*, (Belmont: Wadsworth, 2010), p. 29.

⁴³ Donald Ary, et al., *Introduction to Research in Education* ..., p. 457.

⁴⁴ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology*, (London: Sage Publications, 2004), p. 17.

2. They involve the rearticulation (interpretation) of given texts into new (analytical, deconstructive, emancipatory, or critical) narratives that are accepted within particular scholarly communities that are sometimes opposed to positivist traditions of inquiry.
3. The analysts acknowledge working within hermeneutic circles in which their own socially or culturally conditioned understandings constitutively participate. (For this reason, I refer to these approaches as interactive-hermeneutic, a description that speaks to the process of engaging in interpretations of text.)

Based on the explanation above, it may be concluded that content analysis is a research method used to analyze documents, text, symbol, and picture to get the meaning or relationship of specific ideas, concepts, and purposes.

B. Object of the Research

The object of this research is character education in the “*Bahasa Inggris Kelas XI*” an English textbook published by the Ministry of Education and Culture in the year of 2017 for the eleventh grade of Senior High School.

C. Method of Collecting Data

According to Mahsun, there are three methods in collecting data, namely: *Metode Simak*, *Metode Cakap*, *Metode Introkeksi*. Since, this research analyzed an English textbook so the researcher used *Simak* method as the method of collecting data. *Metode Simak* or *Simak* method consists of three stages: *Sadap*, *Simak Bebas Libat Cakap*, and *Catat technique* to collect the data⁴⁵.

Sadap (reading and understanding the data) is the basic technique of *Simak* Method. *Sadap* technique can be implemented through verbal and written use of language such as dialogues, documents, book, ancient manuscripts, magazines, portraits etc. *Sadap* means that the researcher familiarized the data to get a clearer view of the materials in the textbook. Then, the researcher applied *Simak Bebas Libat Cakap* (getting the digest of read and understood data) of the textbook. In this stage, the researcher is only an observer since the researcher does not play any role to decide what occurs in the textbook. In *Sadap* and *Simak Bebas Libat Cakap*

⁴⁵ Mahsun, *Metode Penelitian Bahasa: Tahapan Strategi, Metode, dan Tekniknya*, (Jakarta: PT RajaGrafndo Persada, 2006), p. 90-91.

technique, the researcher read the textbook and observed what has been written in the textbook. In the next stage, the researcher used *Catat* (writing the results) which could be done after the two previous techniques. The researcher noted the needed data then classified them to specific categories.

The researcher used the result to support the analysis data. There are eight chapters and a chapter of enrichment in “*Bahasa Inggris Kelas XI*” textbook.

D. Method of Analyzing Data

This research was descriptive-qualitative using content analysis. According to Krippendorff, in a content analysis, the context explains what the analyst does with the texts; it could be considered the analyst's best hypothesis for how the texts came to be, what they mean, what they can tell or do⁴⁶. This research followed the content analysis procedure proposed by Krippendorff⁴⁷. Data analysis was done through the following steps:

⁴⁶ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* ..., p. 33.

⁴⁷ Klaus Krippendorff, *Content Analysis: An Introduction to Its Methodology* ..., p. 83-85.

1. Unitizing

The first stage in analyzing qualitative data involved unitizing. The researcher divided the data in a chapter so that the data can be easily analyzed.

Here, there are 8 chapters and a chapter of enrichment.

2. Sampling

In this stage, the researcher selected the data based on character education formulated by the Ministry of National Education in the textbook materials of "*Bahasa Inggris Kelas XI*". Here, the materials classified to one of the 18 values of character education.

3. Recording/coding

Coding is about developing concepts from the raw data. The researcher broke apart the data and rearranged them into categories. The code tells about what character educational values that exists in each material. the researcher used the first word of character education's name as codes of the character which appeared from the sentences, dialogue, symbol or photograph. Table 3.1 explains the meaning of each code used in this analysis.

Thus, the 18-character educational values are presented below:

Table 3.1: The Code of the 18 Character Education

Characters Education	Symbol
Religiousness	Rel
Honesty	Ho
Tolerance	To
Discipline	Di
Hard-Working	HW
Creativity	Cr
Independence	In
Democracy	De
Curiosity	Cu
Nationalism	Na
Patriotism	Pa
Appreciation	Ap
Friendliness/Communication	FC
Love of Peace	LP
Reading Interest	RI
Environmental Awareness	EA
Social Care	SC
Responsibility	Res

4. Reducing

Reducing can represent the information we expected to find, information we did not expect to find, and interesting or unusual information. Indeed, the researcher has some limitation as stated

before, so not every sentence in the materials is analyzed. Then, the researcher decided the integration of character education in the materials whether directly or indirectly.

5. Inferring

Inferring involves how the data are presented and concluded. In this stage, the researcher presented the data finding in a form of percentage table. Here the researcher used the simple formula to determine the percentage:

Percentage:

$$\frac{\text{The number of each values found}}{\text{Total values found}} \times 100\%$$

6. Narrating

Narrating is about bringing out the meaning, telling the story, providing an explanation, and developing plausible explanations. The researcher made a conclusion of the data through descriptive detail in a form of table that made easy to understand.

Table 3.2: The Result of Character Education Analysis in the Textbook Materials of “*Bahasa Inggris Kelas XI*”

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.					
2.					

Notes:

Code: (Rel/C1/P12) → (Character/Chapter/Page)

D: Directly

1. Expressing the characters that exist in the learning material
2. Integrating the characters to be an integral part of the learning material.

I: Indirectly

1. Using imagery and making comparisons with similar events in the lives of the students.
2. Changing the negative things into positive.
3. Expressing the characters through discussion and brainstorming.
4. Using stories to bring the characters.
5. Telling the life stories of great men.
6. Using songs and music to integrate the characters.
7. Using drama to portray the events that contain characters.

8. Using a variety of activities such as services, practice field through clubs or group activities to bring character of humanity.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of findings and discussion. Findings and discussion are presented based on the research questions that are related to the occurrence of characters and the integration of characters in the textbook materials of “*Bahasa Inggris Kelas XI*” published by the Ministry of Education and Culture in the years of 2017.

A. Findings and Discussion

The data gained are presented in the form of tables in the findings; they are Table 4.1 and Table 4.2, while the complete data are presented in the appendices. Furthermore, to clarify the results of the study, the data described in the form of table analysis in the discussion section.

1. Character Education in the Textbook Materials of “*Bahasa Inggris Kelas XI*” Published by the Ministry of Education and Culture in the Year of 2017

From the analysis of 18-character education in the textbook materials of “*Bahasa Inggris Kelas XI*”, there were 17 characters that found in the materials which different frequency in a form of dialogue, sentence, example, and picture. The character that cannot be found was democracy. The frequency of those characters found in the texts can be seen in Table 4.1 below:

Table 4.1: The Data Findings of Character Education in the Textbook Materials of “*Bahasa Inggris Kelas XI*”.

No	18 Characters	Frequency	Percentage
1.	Religiousness	5	8,47%
2.	Honesty	1	1,7%
3.	Tolerance	2	3,38%
4.	Discipline	1	1,7%
5.	Perseverance	4	6,78%
6.	creativity	1	1,7%
7.	Independence	1	1,7%
8.	Democracy	0	0
9.	Curiosity	4	6,78%
10.	Nationalism	3	5,08%
11.	Patriotism	4	6,78%
12.	Appreciation	3	5,08%
13.	Friendliness/ communication	4	6,78%
14.	Love of Peace	2	3,38%
15.	Reading interest	6	10,17%
16.	Environmental	5	8,47%

	awareness		
17.	Social Care	7	11,87%
18.	Responsibility	6	10,17%
	Total	59	100%

2. The Integration of Character Education in the Textbook Materials of “*Bahasa Inggris Kelas XI*” Published by the Ministry of Education and Culture in the Year of 2017

Character education in the textbook materials of “*Bahasa Inggris Kelas XI*” are integrated through the directly and indirectly integration of character. The integration of characters education found in the textbook materials are presented in Table 4.2 as follows:

Table 4.2: The Data Findings of Integration of Character Education in the Textbook Materials of “*Bahasa Inggris Kelas XI*”.

No	The Integration of Characters	Frequency	Percentage
1.	Directly	9	15,25%
2.	Indirectly	50	84,75%
	Total	59	100%

Table 4.2 showed that character education in the textbook material of “*Bahasa Inggris Kelas XI*” publishes by the Ministry of Education and Culture in the year of 2017 are mostly presented indirectly.

The next is discussion, the analysis of character education in the textbook materials of “*Bahasa Inggris Kelas XI*” are described in the form of the table and provided in each chapter. The results are presented in the Table 4.3, Table 4.4, Table 4.5, Table 4.6, Table 4.7, Table 4.8, Table 4.9, Table 4.10, and Table 4.11 below:

Table 4.3: The Result of Character Education Analysis in the Textbook Materials of “*Bahasa Inggris Kelas XI*”

No	Character (Code)	Data	Integration		Explanation
			D	I	
1	Friendliness/ Communication (FC/C1/P2)	Conversation 1: Jane: let's watch “Ring” Jhon: I would		√	In the dialogue was very clear that Jane did communication with Jhon. They discuss

		<p>rather not. I am not much into horror movie. How about Peanuts?</p> <p>Jane: Ok. Let's go. When do you want to go?</p>			<p>about what movie that will be watched by them and the interaction between Jane and Jhon represented the value of friendliness. It was showed when Jane asked Jhon first about the movie.</p>
2	Hard Working (HW/C1/P3)	<p>Conversation 2:</p> <p>Jane: you look tired. What is going on?</p> <p>Siti: I am working on my project paper. It is due tomorrow. I don't think I will be able to finish it.</p>	√		<p>In the dialogue Siti did her homework. Siti's activity represented hard-working that indicate an earnest effort to overcome barriers in learning and assignment.</p>
3	Hard Working (HW/C1/P4)	<p>An example:</p> <p>Let's finish our homework first.</p>		√	<p>The example given by the writer is indicate the value of hard-working. It shows a student should finish his/her duty before do another activity.</p>
4	Friendliness/ Communication (FC/C1/P6-7)	<p>The examples table of responding to suggestions and responding to offers</p>		√	<p>The examples given by the writer in the table were clearly teach the value of friendliness/communication. The writer presented some examples of how to communicate with each</p>

					other in a good way.
5 .	Responsibility (Res/C1/12)	Airline counter attendant and a customer: A: good morning. Can I have your ticket, please? Do you have any luggage? B: yes, one suitcase A: please place it here. Ok, sure. Is there anything else I can do for you? You are welcome. Here is your boarding pass. Please be at gate B 30 minutes before boarding. Have a nice flight!		√	The airline counter attendant gives a costumer a service before have a flight. It showed that the writer wants to represent the value of responsibility in the airline counter attendant job to help the customer and make sure to have a flight safely.
6 .	Patriotism (Pa/C1/P16)	Example of postcard (picture)		√	The picture in the postcard was the view of traditional market in Indonesia. The traditional markets in Indonesia sell almost everything. The writer tries to show that we should proud and love the culture in this country. This attitude

					teaches us the value of patriotism.
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Table 4.3 showed that from 18-character education only six characters found in the Chapter 1. Those are patriotism, responsibility, two characters of friendliness/Communication and hard working. It because the theme of this chapter was “Offers & Suggestions” that taught the students to communicate with others and responsible to their duty or work.

Table 4.4: The Result of Character Education Analysis in the Textbook Material of “Bahasa Inggris Kelas XI”

No	Character (Code)	Data	Integration		Explanation
			D	I	
1	Reading Interest (RI/C2/P19)	Siti: Why are you looking so sad? Jane: I was reading an opinion article on bullying. It made me extremely sad.	✓		It was clear that Jane loved to read. she felt bad for the society's respond about bullying in the article. By reading the article Jane knew the society opinions about bullying. It means that the writer thought the value of reading interest, habit to take time to read the various readings that

					give benefits.
2 .	Social Care (SC/C2/P19)	Jane: 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	√		Jane was really care about bullying phenomena that happened nowadays. She thought that bullying should be stopped in the society. This action indicated that the writer wants to represent the value of social care for the reader.
3 .	Responsibility (Res/C2/P19)	Jane: 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.	√		Jane tried to make everyone realize that bullying is a serious matter in the society. She explained that we should against bullying because bullying is everyone's problem and responsibility. This was really clear that the value of responsibility taught in this conversation.
4 .	Tolerance (To/C2/P20)	Dialogue: woman- in my opinion, the government should provide		√	The value of tolerance is attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and

		means of sustenance for under privileged people instead of building tall tower. Man-I agree with that you are saying but have you ever thought that building tall towers provides work for unemployed people?			actions of others who are different from themselves. This conversation was about two people that have different opinion about movie, hobby and government. Although they have different opinion, they respect to the difference argument. How the man and the woman respond the opinion indicated the tolerance value.
5 .	Responsibility (Res/C2/P22)	You can agree or disagree as long as you have a reason for your opinion!		√	This gave us the example to have a responsibility, because to express an idea, agree or disagree we should have reason for it. It was showed how to express for the opinion in the right way.
6 .	Social Care (SC/C2/P24)	To be honest, I never thought that bullying was so prevalent in most schools. I believe bulling is totally an unacceptable practice in our school.		√	In the second sentence was clear that his/her refusing bullying in the school, in which the sentence indirectly told us to care with other especially for our friend in the school. it means that the writer wants to represent the value of social care.
7	Environment	Smoking should		√	as we know that smoking

.	al Awareness (EA /C2/P24)	be banned in public places.			was really danger for the environment, especially for human body. That sentence was obvious that to keep the environment healthy no smoking there. It's how the writer taught us the value of environmental awareness.
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Table 4.4 showed that from 18-character education only seven characters found in the Chapter 2. Those are reading interest, tolerance, environmental awareness, two characters of responsibility and social care. This chapter taught the students to have responsibility and social care to others.

Table 4.5: The Result of Character Education Analysis in the Textbook Materials of “Bahasa Inggris Kelas XI”

No	Character (Code)	Data	Integrati on		Explanation
			D	I	
1.	Discipline (Di/C3/P35)	Ways of organizing information: Reasons for inviting others,		√	The sentences were about the formal invitation which involve students should obey particular rules or standards. What

		Detailed information about the party or event, ask friends to come by using a sincere tone.			the students must do in writing a formal invitation contained discipline character.
2 .	Reading Interest (RI/C3/P36)	Did you know? Formal invitations are written on card. The text is written in calligraphic style.		√	This sentence was about an adding information that write uniquely which made students interest to read. This activity indicated the value of reading interest.
3 .	Friendliness/ Communication (FC/C3/P38)	-Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of desember at seven o' clock.		√	The example given was the responding a formal invitation. The example showed that the recipient really pleasures to come to Mr. and Mrs. Pujiyanto's daughter wedding. It was indicated that the writer taught us the value of Friendliness/Communication.
4 .	Friendliness/ Communication (FC/C3/P40)	Joko: Would you like to come over for dinner tonight? Yeni: Thank You! I'd love to. Would you like me to bring something?		√	The dialogue represented friendliness/ Communication value, it because, joko invited yeni to go to dinner and yeni accepted it with pleasure.

Table 4.5 showed that chapter three presented four-character education namely: discipline, reading interest, and two characters of friendliness/communication. Indeed, friendliness/communication was the value that often shown in this chapter because this chapter have theme “Party Time”.

Table 4.6: The Result of Character Education Analysis in the Textbook Materials of “*Bahasa Inggris Kelas XI*”

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Environmental Awareness (EA/C4/P46)	Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere.		√	This text was told about global warming which many people didn't realize this serious problem. The impact of global warming is not only seen in the surrounding environment but also can cause the economic problem. It indicated that the value of environmental awareness is

					represented in this text.
2 .	Responsibility (Res/C4/P46)	Global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.	√		It was clear that the text taught us the value of responsibility. It saw in the last sentence to do action to save the world from the global warming.
3 .	Environmental Awareness (EA/C4/P50)	I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.		√	Some bad impact will be happened when motorbikes allowed housing areas such as unreasonable amount of noise, air pollution, diseases, and accidents. Because of that motorbikes should be banned in housing area to make a safe and comfortable environment. It means that this text taught us the environmental awareness.
4 .	Environmental Awareness (EA/C4/P50)	Motorbikes are a major contributor to the pollution in the world.		√	Here, the text was emphasized about the gas pollution from the motorbikes that

		Research has shown that motorbikes emit a deadly gas that is dangerous for the environment.			dangerous for the environment. This text told people should more be aware with environment.
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Table 4.6 showed that from 18-character education only four characters found in the Chapter 4. Those are responsibility, and three characters of environmental awareness. It because the theme of this chapter was “National Disaster-An Exposition” that taught the students to aware with the environment.

Table 4.7: The Result of Character Education Analysis in the Textbook Materials of “Bahasa Inggris Kelas XI”

No	Character (Code)	Data	Integration		Explanation
			D	I	
1	Love of Peace (LP/C5/P62)	I (mum) know you are angry with me because I am writing to you after a long time. I am sorry, please forgive me.		√	The way the mother asked apologize to her daughter when she makes a mistake represented the value love of peace. In which it was attitudes, words, and actions that make

					other people feel happy and safe over the presence of him.
2 .	Reading Interest (RI/C5/P64)	Did you know? World's longest letter in 1952, a lady in Brooklyn, USA wrote a letter using a narrow tape. She used 3.200 feet of the narrow tape.		√	The writer provided an additional information relating the theme. the information was presented attractively to make students interested in reading. The text was the example of activities to build the value of reading interest character.
3 .	Curiosity (Cu/C5/P68)	Have you already settled in? when is your college staring? Do you like the palace you are living in? how is the neighborhood?		√	This sentence was about Jane's letter to Lana. Lana has moved to continue her study in the new city. As friend Jane send a letter to know her condition. This attitude showed us the character of curiosity.
4 .	Social Care (SC/C5/P69)	That reminds me if you need anything let me know. I will gladly help. Have fun and don't stay out late.		√	Because Lana has lived in boarding school and far from her family, Jane asked Lana to tell everything that she need and Jane will be there to help her. This action indicated the social care character.
5	Patriotism	The example of		√	This picture was the

.	(Pa/C5/P72)	postage stamp and letter pad (picture)			photo of Raden Ajeng Kartini to memorize 100 years after she passed away. It taught us the value of patriotism, Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.
6	Reading Interest (RI/C5/P72)	Did you know? The first postage stamp was invented by a British teacher in 1840.		✓	This was the additional information to make the student interest in reading. It represented the value of reading interest.

Table 4.7 showed that chapter 5 presented six-character education they are: love of peace, curiosity, social care, patriotism, and two characters of reading interest. This chapter has a theme “Letter Writing”. Hence, the character of reading interest became the mostly presented in this chapter so that the students are interest to read this letter.

Table 4.8: The Result of Characters Education Analysis in the Textbook Materials of “Bahasa Inggris Kelas XI”

No	Character (Code)	Data	Integration		Explanation
			D	I	
1	Reading Interest (RI/C6/P75)	Jane: Hi Ray! What are you doing? Ray: Hey Jane! I am reading an article on smoking.	√		This dialogue showed the value of reading interest. Reading interest is the activity which likes to read to get information from it. It is the habit of providing time to read the various books that give benefit. In the sentence “I am reading an article on smoking” indicated that Ray was really interest in reading.
2	Curiosity (Cu/C6/P75)	Jane: so, tell me what you learnt about smoking.		√	After Jane knew that Ray read the article about smoking. She wanted to know more about smoking. He started to ask Ray about that. Jane’s attitude represented the value of curiosity.
3	Social Care (SC/C6/P75)	Ray: It is! If we do not educate people about the effects of		√	This dialogue taught the social care character indirectly

		smoking, there will be a lot of people suffering from these diseases. Jane: You are right. We have to do it.			when Ray gives information about the effect of smoking to Jane and he asked Jene to educate other people too. It means that Ray cared to the society. He was safe a lot of people by educating them.
4 .	Environment al Awareness (EA/C6/P78)	Sumatran tigers are almost extinct because people killed too many of them.		√	It was information about the danger population of Sumatran tigers. It happened because many Sumatran tigers were killed by people in many illegal activities which affect the balance of nature. It taught us to stop every illegal activity that harmful for the environment. This activity represented the value of environmental awareness.
5 .	Appreciation (Ap/C6/P78)	Owing to her hard work and intelligence, we won the trophy. Thanks to Siti and John's effective planning, the event		√	These sentences showed how they respect to her and his hard working and being thankful for the successes he/she had made. It showed that

		went well.			the writer wanted to teach us the value of Appreciation.
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Table 4.8 showed that from 18-character education only five characters found in the Chapter 6. Those are reading interest, curiosity, social care, environmental awareness, appreciation.

Table 4.9: The Result of Character Education Analysis in the Textbook Materials of “Bahasa Inggris Kelas XI”

No	Character (Code)	Data	Integration		Explanation
			D	I	
1	Love of Peace (LP/C7/P89)	(Song) We shall live in peace We shall live in peace We shall live in peace, some day		✓	This value was taught by using song. The lyric represented the love of peace character. The lyric told us to believe that someday we shall overcome and don't be afraid and live in a peace.
2	Independence (In/C7/P91)	(Song) when you face the world alone No one reaches out		✓	Independence is the ability which not dependent on others and can do by himself.

		a hand. For you to hold. You can find love. If you search within yourself			In the sentences taught us when we face a problem and no one can help. Find yourself and fix it (by your own self). This activity represented the value of independence.
3	Religiousness (Rel/C7/P91)	(Song) The Lord knows Dream are hard to follow But don't let anyone tear them away	✓		It represented the value of religiousness. Besides believing ourselves, we should believe there is God who will help us in every situation as it told in the religion.
4	Hard Working (HW/C7/P95)	(Poem) Hold fast to dreams. For if dreams die. Life is a broken-winged bird. That cannot fly, hold fast to dreams.	✓		This poem told us to hold fast to dream and never give up in any situation. It means that we should do everything to make the dreams come true. It indicated the value of hard working.
5	Creativity (Cr/C7/P96)	Find out what kind of poetic devices are used and then re-examine the lyrics. You will be able to find a whole new meaning of words.	✓		This step asked the students to find and re-examine the lyrics. It can stimulate them to think more than usual. This activity made them to have a value of creativity.
6	Tolerance (To/C7/P96)	Keep an open mind and discuss the	✓		In this step, students asked to discuss with

		meaning with other people. You will be surprised how different perspectives can open up your mind to new meanings.			their friend to know how other students think about the lyrics. This activity taught the students to have a good relation to others even they were different from us. It represented the value of tolerance.
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Table 4.9 showed that chapter 7 represented six-character education, those are: love of peace, independence, religiousness, hard-working, creativity and tolerance. This chapter expressed various kind of character through song and poem. It made the students enjoyed to learn the characters education.

Table 4.10: The Result of Character Education Analysis in the Textbook Materials of “Bahasa Inggris Kelas XI”

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Social Care (SC/C8/P100)	Leaving catastrophe in their wake with terrible loss of human lives as well as economic		✓	This was a reading material that told about earthquakes. This reading material gave information about the dangers of earthquakes

		loss.			that really harm for the human so that we can be more careful before it happened. It indicated the value of social care.
2 .	Curiosity (Cu/C8/P106)	Have you ever wondered how volcanoes are formed? A volcano is a vent or an opening on the earth's surface.		✓	The way this sentence "Have you ever wondered how volcanoes are formed?" exit in the first paragraph made students curious and want to know more. It was clearly indicated the value of curiosity.

Table 4.10 showed that from 18-character education only two characters found in Chapter 8. Those are social care and curiosity. This last chapter presented two characters only because this chapter provided a few materials only.

Table 4.11: The Result of Character Education Analysis in the Textbook Materials of “Bahasa Inggris Kelas XI”

No	Character (Code)	Data	Integration		Explanation
			D	I	

1 .	Hard-Working (HW/E/P117)	The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish.	√	This reading material taught the students the value of hard-working. It was because the fisherman never gave up to what he does. He went fishing every day, but he never got many fish. Because of his spirit, at last he got a huge fish that made him surprised.
2 .	Religiousness (Rel/E/P121)	The fisherman's wife didn't appreciate what she had. She was never grateful for what God had given her.	√	at the end of the story, the fisherman's wife was punished by God because of her greediness. So, we can take a conclusion that whatever we got, we should always thanks to God. It represented the value of religiousness
3 .	Social Care (SC/E/P125)	Bullying affects the children both psychologically and physically. It is estimated that hundreds of children miss school every day due to the fear of	√	This information informed how danger bullying in the school for the mental and the physical of the students. So, bullying should not arise in the school. It means that the writer wanted to

		being mistreated by other students.			teach the character of social care.
4 .	Social Care (SC/E/P125)	Since bullying is prevalent in our society, it is important that everyone should be made aware of this social evil. There should be campaigns to increase awareness.	√		The value of social care was taught directly in this sentence. It asked that society should be more aware of this bullying cases.
5 .	Responsibility (Res/E/P125)	I would like to point out that bullying is everyone's problem and responsibility.	√		At the end, the writer asked the readers to be aware of the bullying problem because bullying was our responsibility that should be prevented and resolved together. It indicated the value of responsibility.
6 .	Responsibility (Res/E/P126)	Remember, Bullying is everyone's problem; therefore, everyone has to be part of the solution.		√	Because bullying was our problem that should be stopped, so that every person around should participate to prevent the bullying until there is no a victim from bullying. It represented the value of responsibility.
7 .	Patriotism (Pa/E/P130)	President Sukarno of Indonesia speech		√	Patriotism is ways of thinking and doing that

		at the opening of the Bandung Conference. April 18, 1955. (Picture)			show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation. This value was taught indirectly through Ir. Sukarno picture in the day he speech about colonialism.
8 .	Nationalism (Na/E/P131)	Wherever, whenever and however it appears, colonialism is an evil thing, and one which must be eradicated from the earth.		√	Nationalism is the way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group. Inside Ir. Sukarno speech, he told that we should stopped
9 .	Religiousness (Rel/E/P139)	Madame Loisel: oh God, help us!		√	This reading material was about Madame Loisel. When Madame Loisel couldn't find her expensive necklaces, she felt anxious. He knew only God can help her. It indicated the value of religiousness.
10 .	Honesty (Ho/E/P141)	Madame Forestier: Mine was a fake; the replacement should have cost		√	Although Madam Forestier was very shame, but finally, she told the truth about the

		you nothing more than 500 francs. Oh, my poor, poor, dear Matilda.			necklaces to Madame Loisel. It represented the value of honesty.
1 1 .	Religiousness (Rel/E/P147)	Rancho said, "My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us."	√		It taught the value of religiousness, because believing in God is the character of having religion. In that sentence was clear that he asked to always believe that God will help them.
1 2 .	Appreciation (Ap/E/P147)	Rancho was thankful for the day his parents had sent him to school.	√		Ranco was really grateful for his parents that sent her to the school so that he can read and write a letter for God. It means that Ranco respect to what his parents done to him. This activity indicated the value of appreciation.
1 3	Reading Interest (RI/E/P149)	After much thought, he decided to read the latter and perhaps reply it.	√		This activity indicated the value of reading interest. It seen when Ranco finally read the letter enthusiastically and he also reply it.
1 4 .	Religiousness (Rel/E/P149)	Rancho had very strong faith in God. He was not surprised when he opened the	√		How Ranco faith in God, made he always believes nothing impossible in this world. Moreover, the

		envelope.			letter that he got from God. Ranco faith indicated the value of religiousness.
1 5 . .	Curiosity (Cu/E/P156)	Didn't you wonder why it never fluttered or moved when the wind blew?	√		In this story, the writer never told the reason why the leaf never falls, and in the last story it answered. This story made the reader really curious about that. This activity indicated the value of curiosity.
1 6 . .	Patriotism (Pa/E/P161)	Ki Hajar Dewantara/ Raden Mas Suwardi Suryaningrat (Picture)	√		This patriotism character taught through the picture of Ki Hajar Dewantoro a Father of Education in Indonesia. It taught that as students, we should always remember a hero of Indonesian education.
1 7 . .	Nationalism (Na/E/P161)	He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesian during the Dutch and Japanese	√		The way he struggled for the education in Indonesia showed how much he had respect to his country. It indicated the character of nationalism.

		colonial eras.			
1 8 .	Nationalism (Na/E/P162)	His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character.	✓		Ki Hajar Dewantoro always put the interest of the country first then himself. It showed his struggle to make Indonesia has a better future. This action indicated the value of Nasionalism.
1 9 .	Appreciation (Ap/E/P 162)	For his efforts in pioneering education for the messes, he was officially declared father of Indonesian Education and his birthday is celebrated as the Nasional Education Day.	✓		This action taught the value of appreciation. It because after all of the struggle that have done by Ki Hajar Dewantoro. He was given an appreciation by the country that his birthday was celebrated as the Nasional Education Day. It was clear that it taught the value of Appreciation

Table 4.11 showed that the Enrichment presented 19-character education, those are: hard working, honesty, reading interest, curiosity, two characters of social care, responsibility, patriotism and appreciation, three characters of nationalism and four character of religiousness. This chapter has many reading materials so that many characters taught in this chapter also. It gave

a good impact for the students because they not only learn the story in the reading materials but also get the character educational value inside.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents conclusion and suggestions. The conclusion is derived from the result of the analysis presented in the previous chapter. The suggestions are delivered for the English teachers, the textbook authors and the next researchers.

C. Conclusion

Based on the result of the analysis, there are some points that can be concluded. First, the materials of English textbook “*Bahasa Inggris Kelas XI*” published by the Ministry of Education and Culture in the year of 2017 contained 17-character education. Those are honesty, tolerance, discipline, hard-working, creativity, independence, curiosity, nationalism, patriotism, appreciation, friendship or communication, love of peace, reading interest, environmental awareness, social care, and responsibility. The only one character that did not exist in the materials was democracy.

Second, each chapter has two until ten-character education emphasized and it has correlation with the theme of each chapter. From the chapter 1 until the

enrichment, the characters most often illustrated was social care with the percentage 11,87%, reading interest and responsibility have percentage 10,17%. However, the characters with the percentage 1,7% and less than it, like: honesty, discipline, creativity, independence and democracy should be raised into the textbook materials.

The last, the integration of character education that are found in the texts consist of two integration, those are: Directly integration of character with the percentage 15,25% and Indirectly integration of character has 84,75%. It means that the indirectly integration of character education was more dominant in the materials of this textbook. It showed that the writer really payed attention to the cognitive and affective skill of the students. At this stage, students should be able to think critically and to understand the implied meaning. In addition, students have been able to solve the problem logically by involving various related problems.

D. Suggestions

Based on the result of this research, the researcher would like to give the suggestions to the English teachers, the textbook author, and the future researchers who are interested in conducting similar study.

1. For English Teachers

The teachers should be selective in choosing English textbook. Teachers should be able to find the characters, whether is it directly or indirectly and deliver the character contain in the textbook in the classroom appropriately. Teachers can apply contextual and cooperative learning so that these characters can be integrated optimally.

2. For the Textbook Authors

The Authors should pay attention to the characters education contains in the textbook. Besides, they should critically observe and follow the guidelines and instructions of writing text books carefully and thoroughly in order to create a good book. Thus, learning English will have some significance, which can achieve competency goals and compose language skills as well as to establish a positive character learner.

3. For the Next Researchers

This research is only focused on analyzing the textbook materials of "*Bahasa Inggris Kelas XI*". It will be better if other researchers who want to conduct relevant research can analyze other textbooks or focus for the same or different grades

and also analyze the implementation of the characters in the teaching learning process. They can make this study as additional information or reference.

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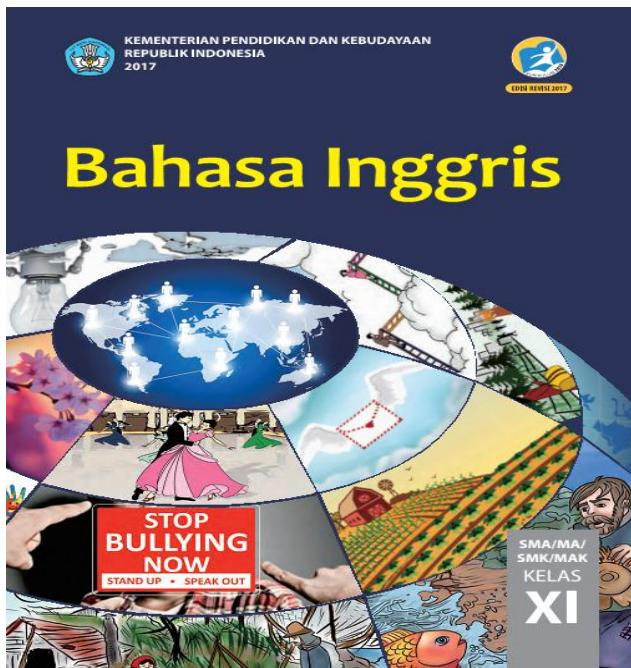
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APPENDICES

The Textbook of “*Bahasa Inggris Kelas XI*”

Summary the identity of this book:

Book title	: Bahasa Inggris Kelas X1
Manuscripts Contributor	: Mahrukh Bashir
Researcher	: Emi Emilia an Helena I.R Agustien
Reviewer	: Lina Mulyani
Publishing supervisor	: Curriculum and Book Center, Balitbang, Kemendikbud
Year of publication	: 2017
Place of publication	: Jakarta
Edition	: 2nd Edition (Revised Edition)



CHAPTER 1 (Offers & Suggestions)

Code: FC/C1/P2

A Pre-Activity

Conversation 1
With a partner, read the conversation given below.

Friendliness/Communication

The illustration shows a girl with glasses and a boy standing facing each other. They are surrounded by speech bubbles containing their dialogue. A red arrow points from the word 'Friendliness/Communication' towards the boy's speech bubble.

Hi, John.

Hi, Jane. What are you doing?

Nothing much. Would you like to go to movies?

I would love to, but not right now.

How about in the afternoon?

Great! What movie do you want to watch?

Let's watch "Ring".

I would rather not. I am not much into horror movies. How about Peanuts?

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

4 o'clock show.

It sounds good. Okay, see you then!

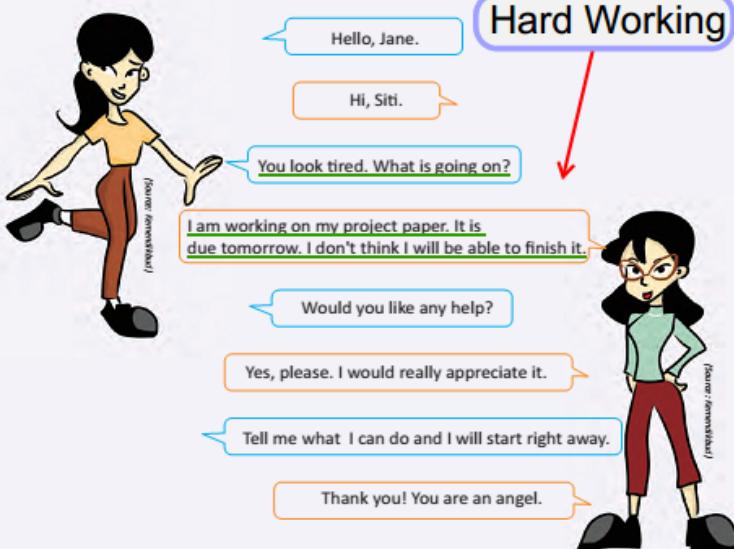
Okay, see you!

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

Code: HW/C1/P3

Conversation 2

With a partner, read the conversation given below.



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

B Building Blocks

Suggesting and Offering

Suggest means to give a suggestion that is to introduce or propose an idea or a plan for someone's consideration.

Social function: to facilitate interpersonal communication between different people

Suggestions are ideas and can be solutions, advice, or a new idea. It can be accepted or refused.

For example:

- Let's finish our home work first.
- Let's go home.

Expressions/Gambits

When making suggestions, we often use the following expressions.

Let's ...
Why don't we ...?
We could ...
What about ...?
How about ...?
I suggest that ...
You might want to change ...
I think ...
I don't think ...

4 Kelas XI SMA/MA/SMK/MAK

Hard Working



Responding to Suggestions			Friendliness/Communication
Making Suggestions	Accepting Suggestions	Declining Suggestions	
<u>Let's go to movies.</u>	<u>Yes, let's go.</u>	<u>No, thank you. I do not feel like going.</u>	
<u>Why don't you do your homework before going out?</u>	<u>Ok, I will.</u>	<u>Sorry, I think I will go out first and then do my homework.</u>	
<u>How about going to Sam's place first and then to the supermarket?</u>	<u>Yes, let's go. It is a good idea.</u>	<u>No, Let's just go to the supermarket.</u>	
<u>I think you should go and meet her.</u>	<u>Ok, if you say so.</u>	<u>Sorry, I can't. I have previous engagement.</u>	

Table 1.2 Responding to suggestions

Offer means to give something physical or abstract to someone, which can be taken as a gift or a trade.

Offer can be given in terms of food, money, solutions, friendship or a bargain. It can be taken or refused.

Social function: to facilitate interpersonal communication between different people.

For example:

- Shall I take you home?
- Do you want help with your homework?

Expressions/Gambits

When making offers, we often use the following expressions.

- May I ...?
- Can I ...?
- Shall I ...?
- Would you ...?
- How about I ...?

Examples of Offers

- May I give you a hand?
- Can I help you?
- Shall I bring you some tea?
- Would you like another piece of cake?
- How about I help you with this?
- Can I clean the car for you?
- Shall I help you with your homework?
- I will do the washing, if you like.

Responding to Offers

Making Offers	Accepting Offers	Declining Offers
<u>Can I help you?</u>	<u>Yes, please.</u> <u>I really appreciate it.</u>	<u>It's okay, I can do it myself.</u>
<u>Shall I bring you some tea?</u>	<u>Thank you, it is very kind of you.</u>	<u>No, thank you.</u>
<u>Would you like another helping of cake?</u>	<u>Yes, please. That would be lovely.</u>	<u>No, thanks. I don't want another helping.</u>
<u>How about I help you with this?</u>	<u>Yes, please, that would be very kind of you.</u>	<u>Don't worry, I will do it myself.</u>
<u>Can I take you home?</u>	<u>Thank you, I appreciate your help.</u>	<u>That's alright, I will manage on my own.</u>

Table 1.3 Responding to offers

Let's take a look at the sentence structure to offer something.

Modal Verb	Subject	Object
Would	you	care for another cup of tea?
Shall	we	take you there?
Could	I	offer you something?
Will	you	have tea with that?

Table 1.4 Sentence structure to offer something

D. Complete the transactional conversations based on the suggestions and offers given below. The first one is done for you.

1. At the Airport

This is a conversation between an airline counter attendant and a customer.

Responsibility

A: Good morning. Can I have your ticket, please?
Do you have any luggage?

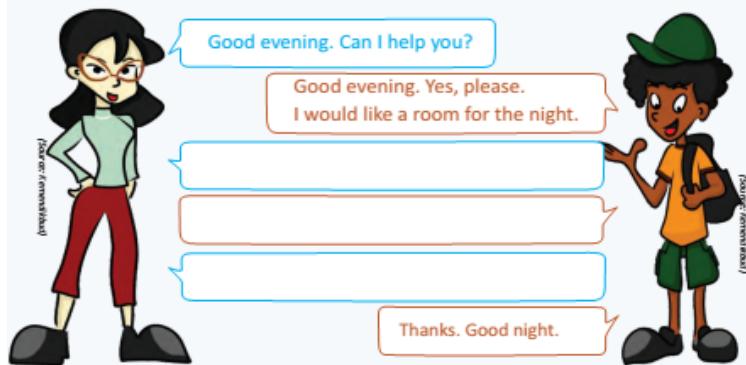
B: Yes, one suitcase.

A: Please place it here.
Would you like a window or an aisle seat?
Ok, sure. Is there anything else I can do for you?
You are welcome. Here is your boarding pass. Please be at gate B
30 minutes before boarding. Have a nice flight!



2. At the Hotel

This conversation is between a concierge at a hotel and a customer:



F

Let's Create/Contribute

Choose one of the following activities for your project.

1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates.
2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class.
3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class.
4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes.

For creating the postcard, consider the following aspects:

- you can consider the fact that there is an enchanted fish in the waters;
- you can consider suggesting them visit the place;
- you can offer them incentives if they visit the place.

Patriotism

Example of poster



Figure 1.1 Poster

Example of postcard



Picture 1.8 [Source: Aunainternational.blogspot.com]

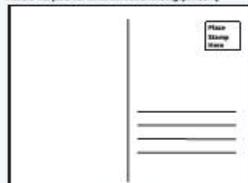


Figure 1.2 Postcard

16

CHAPTER 2 (Opinions & Thoughts)

Code: RI/C2/P19, SC/C2/P19, Res/C2/P19

A Pre-Activity

With a partner, read the conversational text given.

Social Care

Reading Interest

Siti

Jane

Responsibility

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.

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)

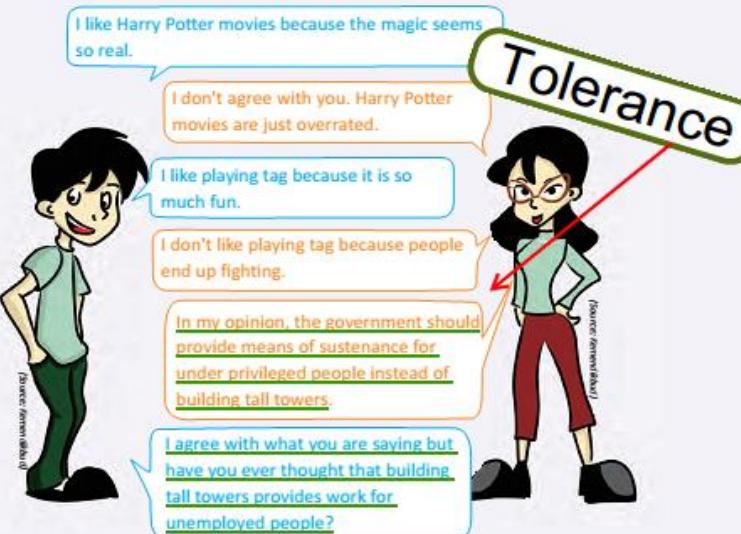
B

Building Blocks

Opinions

An opinion is the way you feel or think about something. Our opinion about something or someone is based on our perspective. Whenever we give or express our opinion, it is important to give reasoning or an example to support our opinion.

Some Opinions:



DID YOU KNOW



We can use collocations to express opinions, for example strong argument, strong criticism, strong denial, strong opinion, strong resistance, quite strongly.



General Point of View

These expressions are used to show a general point of view. A general point of view creates a balance in writing and helps avoid absolute statements.

Most people do not agree

Generally it is accepted

Almost everyone

The majority disagree with

Some people say that

The majority agree with

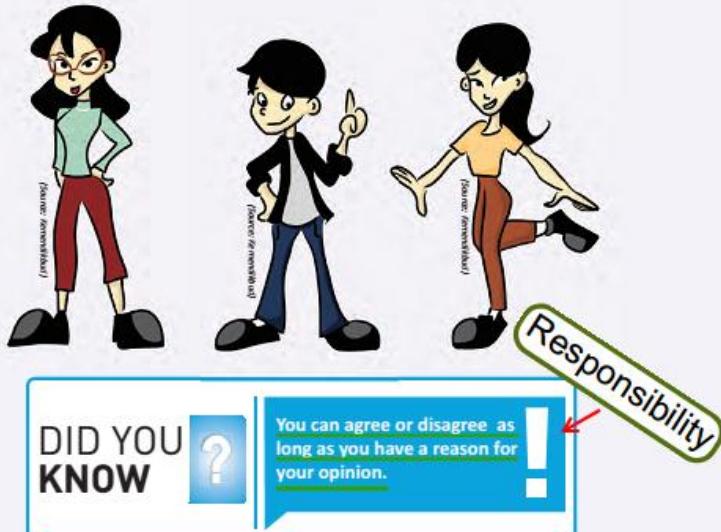
Some people believe

It is sometimes argued

Of course, many argue

It is considered

While some people believe



DID YOU
KNOW



You can agree or disagree as
long as you have a reason for
your opinion.



Examples of Opinions:

Social Care

- I reckon he might have been bullied in school.
- To be honest, I never thought that bullying was so prevalent in most schools.
- I believe bullying is totally an unacceptable practice in our school.
- I am not convinced that the majority of the people are not aware of this issue.

Examples of how to agree and disagree with an opinion

Statement	Agree	Disagree
<u>Smoking should be banned in public places.</u>	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.		It would be generalize.
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.
Online gaming should be banned.	Absolutely right. It should be as it distracts students from studying.	I don't agree with you. It is a venue for students to develop their skills.

Table 2.2 Agreeing and disagreeing with opinions

CHAPTER 3 (Party Time)

Code: Di/C3/P35

Social Function:

Inviting people to formal and social events

Linguistic Characteristics:

Simple, precise, and concise words

Detailed information

The tone should be friendly and sincere. Words should be chosen carefully.
The style of writing should be formal.

Format of Layout:

Addresses of the addresser and the addressee

Salutation

Body

- State for whom the invitation is and by who it is given.
- Reasons of invitation
- Date
- Time
- Place
- R.S.V.P (it is a French word -"repondez s'il vous plait" which means "please reply")

Signature

The format of the envelope for the invitation is addressed the same way as the envelope of a letter (i.e. with the recipient's address in the middle of the envelope and addresser's address on the left hand corner of the envelope).

Ways of Organizing Information:

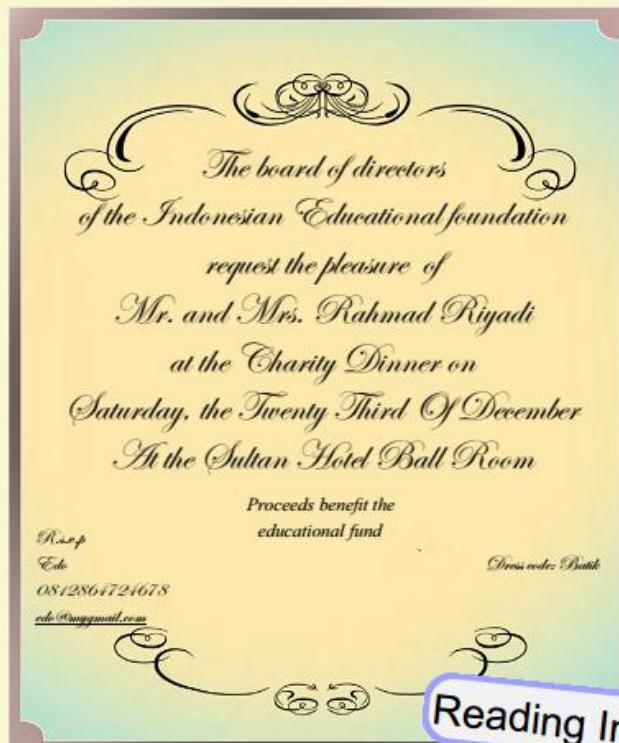
Reasons for inviting others

Detailed information about the party or event

Ask friends to come by using a sincere tone

Discipline

Example of a Formal Invitation



Reading Interest

DID YOU
KNOW



Formal invitations are written on cards.
The text is written in calligraphic style.

Responding to formal invitations

Formal invitations should be responded to within 3 days.

Replies are written in third person.

Replies have to be handwritten.

Reason should be briefly stated for declining the invitation.

Example:

1. Acceptance

- Mr. and Mrs. Eri Utomo accept with pleasure the kind invitation of Mr. and Mrs. Pujiyanto to the wedding ceremony of their daughter on Friday, the twelfth of December at seven o' clock.
- Mr. and Mrs. Wibowo accept the invitation with pleasure.

Friendliness/Communication

2. Declining/Regretting

- Mr. and Mrs. Situmorang regret that they are unable to accept the kind invitation of Mr. and Mrs. Pujiyanto for Friday, the twelfth of December at seven o' clock due to prior engagement.
- Mr. And Mrs. Wibowo regret to decline the invitation due to health reasons.

3. Responding card

The responding card comes with the invitation card. This card should preferably be handwritten.

Reply is requested by First of December

Mr. & Mrs. Eri Utomo



Now respond to the invitation.



D

Active Conversation

With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations given below.

Invitation to dinner

- Joko: Would you like to come over for dinner tonight?
Yeni: Thank you! I'd love to. Would you like me to bring something?
Joko: No, nothing, just come. →
Yeni: OK. What time?
Joko: At 7 p.m.
Yeni: OK, see you then.

Friendliness/Communication



Invitation to the grand opening of ABC software company

- Ariyanto : Mr. Budi, I would like to invite you to the opening of my software company.
Mr. Budi: When and where?
Ariyanto : This Saturday at 10 a.m.
Mr. Budi: I am afraid I won't be able to come. I have a prior engagement.

CHAPTER 4 (National Disaster-An Exposition)

Code: EA/C4/P46, Res/C4/P46



Pre-Activity

Read the text below.

Global Warming

Is it an end to our world?

Environmental Awareness

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.



Glacier Axial, Nepal 1978

The image shows a large, rugged mountain range with a significant portion of the Axial glacier covered in white snow. The surrounding terrain appears rocky and partially covered in snow and ice.



Glacier Axial, Nepal 2004

The same mountain range as in 1978, but the Axial glacier now shows a significant reduction in its white snow cover, appearing more brown and rocky at the edges. The surrounding terrain is mostly exposed rock and sparse vegetation.

Picture 4.1 Effect of global warming (Source: nationalgeographic.com)

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.

Responsibility

Discussion

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?



Code: EA/C4/P50

Use persuasive techniques:

- Use generalizations to support viewpoints or arguments. Generalizations are common beliefs, general statements.
- Use evidence and facts to back up the generalizations like using research, expert opinions, testimonies or quotes.
- Use exaggerations to make things or issues appear better or worse than they actually are.

(Simon & Schuster, 2002)

Example of an exposition text

Text Organization	Banning of motorbikes is necessary in housing areas.	Language Features
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Mental verbs I think I believe
Argument 1 + elaboration	First of all, I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently, long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	Conjunctive relations First of all Secondly Causal conjunctions Consequently
Argument 2 + elaboration	Secondly, according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	Generic reference Accidents

CHAPTER 5 (Letter Writing)

Code: LP/C5/P62



Pre-Activity

Read the letter given below.

35 Senggigi Raya
Lombok
75009 Nusa Tenggara Timur

12th January 2014

My Dear Lovely Siti,

Hello!

How are you, sweetie? I know you are angry with me because I am writing to you after a long time. I am so sorry, please forgive me. You know we are in Lombok right now. It is so beautiful beyond imagination. I am writing to you from this really cute little café on the Senggigi beach. As you know, mum loves shopping, so she goes and will go for hours. I took a rain check from shopping and decided to write to you while I enjoy my cup of coffee.

You know, yesterday we went to Gili Nanggu Island; it is a beach on the southwest of Lombok. The place is awesome. It is so beautiful I couldn't believe my eyes. There are beautiful coral reefs everywhere. We went for snorkeling and we saw the most amazing fish ever. I wish you were here; it would have been much more fun.

Mum was making sure that we didn't miss any sight of the whole city, so we had practically been everywhere.

I have to go, mum is here. I will see you soon.

Lots of love

XOXO

Lana

P.S. I'm bringing you lots of souvenirs and pictures!!

Love of Peace

Discuss with your partner, what kind of letter is this and how can you say that.

62

Kelas XI SMA/MA/SMK/MAK

Structure of Personal Letter	
Date	Date when the letter is written (top left).
Address	Place where you are writing from (top right).
Salutation & Name	Greeting and the person's name you are writing to
Introduction	The opening of the letter usually starts with how are you or refers to previous letter.
Body	The main part of the letter. It includes what you want to write to the other person.
Closure	The part indicates the letter is going to end.
Complimentary close	Short expressions like "love you", "sincerely yours", "love".
Signature	Signature or initials of the writer.
Postscript P.S.	After thought in a letter. You begin with P.S. and end it with your initials.

Table 5.2 Structure of personal letter

Reading Interest



DID YOU KNOW

World's longest letter
In 1952, a lady in Brooklyn, USA wrote a letter using a narrow tape. She used 3.200 feet of the narrow tape. It took her one month to write the letter.

World's shortest letter
In 1862, Victor Hugo wanted to know how his book "Les Misérables" was selling. He wrote to his publisher: "?"
The publisher replied: "!"



Let's Practice

- A. Look at the expressions and match them with the purpose of the letter.
The first one has been done for you.

Expressions	Purpose
I am so happy to share this with you.	To apologize
Thank you so much for remembering me.	To ask for reply
Did you know....	To ask a favor
I am so sorry.	Closing
I will be waiting for your letter eagerly.	To give advice
Can I ask you for this favor.	To give bad news
Love always,	Changing topic
I think you should think it over before.	To share some information
I am so sorry but I have to tell you.	To thank the person
That reminds me of....	To share good news

- B. There are several mistakes (grammatical as well as in the format of the letter) in the letter given below. Highlight the mistakes and then rewrite the letter properly in the space provided.

Jl Cinangka Raya 2014 Ciputat - Tangerang Selatan	31 st March
<p>My dearest Lana, Hey sweetie</p> <p>I hope all is well with you. It's been a while since you moved to the new city for college. It is so sad that you are not few houses away anymore. I hope your new life is going well. It must be exciting living on your own in the hostel college. Everything is fine here. You know nothing much happens here.</p> <p><u>Have you already settled in? When is your college starting? Do you like the place you are living in? How is the neighborhood? I can't believe you live on boarding. I</u></p> <p>will be starting college soon as well but my parents insisted that I live at home.</p>	

Curiosity

Social Care

Anyway, a bunch of us were talking about a reunion in summer holidays. So you better keep your calendar free. Nothing has been decided so suggestions are welcome!!!

That reminds me if you need anything let me know. I will gladly help. Have fun and don't stay out late. we miss you so much!!!

P.S. I saw your mother the other day she misses you a lot and wishes that you called more often.

Take care and stay safe. Write as soon as you can.

Love always,
Jane





Let's Create/Contribute

Choose one of the activities given below.

- Write a letter to your parents, thanking them for everything they have done for you.
- With a partner, create a postage stamp and a letter-writing pad. You can frame your postage stamp and display it in your class or, if you want to, you can take it to [redacted] how it to the staff of the post office.

Patriotism



Example of postage stamp and letter pad



Table 5.1 Postage stamp & letter pad

Reading Interest

DID YOU
KNOW



The first postage stamp was invented by a British teacher in 1840!

The first two stamps were called Penny Black and Twopence Blue.



CHAPTER 6 (Cause & Effect)

Code: RI/C6/P75, Cu/C6/P75, SC/C6/P75

A Pre-Activity

With a partner, read the conversation given below.

Jane

Ray

Reading Interest

Curiosity

Social Care

Hi Ray! What are you doing?

Hey Jane! I am reading an article on smoking.

Smoking! Why?

For presentation in Science class.

So tell me what you learnt about smoking.

Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Really? It sounds scary.

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

You are right. We have to do it.

Discuss with your partner

What do you think is happening in the above conversation?
Do you think smoking is dangerous?
Do you think it should be banned?

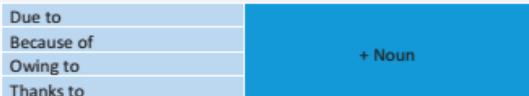
Environmental Awareness

Some examples of **Cause and Effect** relationships

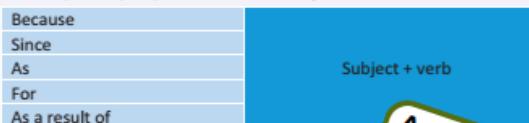
Sentence	Cause & Effect Relationship
<u>Sumatran tigers are almost extinct because people killed too many of them.</u>	Cause - People killed too many of them. Effect - Sumatran tigers almost became extinct.
Haze is caused by massive forest burning.	Cause - massive forest burning Effect - haze
Since they are in love, they forgive each other's mistakes.	Cause - They are in love Effect - They forgive each other's mistakes
Early man learnt to grow food, and as a result, their lives became easier.	Cause - Early man learnt to grow food Effect - their lives became easier

Let's take a look at the sentence structure of cause and effect.

a. Due to, because of, owing to and thanks to are followed by a noun.



b. Because, since, as, for are followed by a verb.



Examples:

1. Owing to her hard work and intelligence, we won the trophy.
2. Thanks to Siti and John's effective planning, the event went well.
3. Because of his hard work, he managed to get the best student award.
4. I have a stomachache because I ate too much food.
5. There was a lot of homework and tests, as a result most of the students were unhappy and couldn't go anywhere during the weekend.

Appreciation

CHAPTER 7 (Meaning Through Music)

Code: LP/C7/P89

***"We Shall Overcome"* by Pete Seeger.**

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We shall live in peace,
We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We are not afraid,
We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,
I do believe
We shall overcome, some day.

The whole wide world around
The whole wide world around
The whole wide world around some day

Oh, deep in my heart,
I do believe
We shall overcome, some day.

Love of Peace



"Hero" by Mariah Carey

If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away

[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness you felt
Will disappear

Independence

[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

The Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
Hold on
There will be tomorrow
In time
You'll find the way

[Chorus]

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
And you'll finally see the truth
That a hero lies in you

Religiousness



“Dreams”
by Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.
Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.

Hard Working

Discussion Questions for Dreams

1. What do you think the poem “Dreams” is about?
2. Do you think dreams can be realized?
3. Do you agree with Langston when he says that life is like a wingless bird without dreams? Discuss!
4. How does the poem make you feel?
5. What do you think the poet is saying? Do you agree? Give reasons.

Bahasa Inggris 95

B

Building Blocks

How to figure out a song's meaning

Artists write songs and poems to express their feelings. Finding the meaning of a song is a demanding task because we do not know what the writer was feeling at the time of writing the song or poem. Whenever we are successful in finding the meaning of a song or poem, it brings a great feeling of satisfaction and appreciation towards the song.

These are the steps involved in finding the meaning of a song.

Step 1:

It is very important to know the lyrics of a song.

Step 2:

Try to figure out the type of song. Is it classical, country, etc.?

Step 3:

Find out what kind of poetic devices are used and then re-examine the lyrics. You will be able to find a whole new meaning of words.

Step 4:

Listen to the song while reading the lyrics. It can help you to find deeper connection with words. Try to look for the message of the song.

Step 5:

Keep an open mind and discuss the meaning with other people. You will be surprised how different perspectives can open up your mind to new meanings.

(<http://www.chaparralpoets.org/>)

Creativity

Tolerance

CHAPTER 8 (Explain This!)

Code: SC/C8/P100

A

Pre-Activity

Read the text given below.

Earthquakes

Social Care

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or tremblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings

and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.



Figure 8.1 Earthquake disaster

Earthquakes are dreaded by everyone.

Discussion

1. Have you ever witnessed an earthquake? What effect did it have on you?
2. Why are earthquakes considered as the most deadly natural hazards?
3. Did you notice anything specific about the way this text is written?
4. What kind of text is this?

100

An annotated explanation text

Curiosity

Structure	How volcanoes are formed	Linguistic features
Introduction	<u>Have you ever wondered how volcanoes are formed?</u>	
Opening statement	A volcano is a vent or an opening on the earth's surface which allows molten rock called magma , volcanic ash and gas to escape out onto its surface.	Present tense
Explanation Sequence 1	Volcanoes are formed whenever there is a crack in the crust of the earth. A tube-like passage connects a chamber of magma (molten rock) at the centre of the earth to the earth's crust.	Technical terms
Explanation Sequence 2	When the pressure builds up in the chamber, the magma, gases and ash are pushed up through to the top of the tube on the earth's surface known as vent.	Action verbs
Explanation Sequence 3	The red-hot magma that escapes to flow over the Earth's surface is called lava which, when cools, forms into rocks.	Conjunction
Conclusion	In fact, the mountains we see today are nothing but solidified lava from previously erupted volcanoes.	Technical language

Table 8.3 Description of explanation text

ENRICHMENT

Code: HW/E/P117

B

Reading Activity

Hard Working

The Enchanted Fish

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. "Wow! This will feed us for days." Much to his surprise, the fish started to talk and said, "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." The astonished fisherman quickly threw him back, exclaiming, "I don't want to hurt a talking fish! Go on! Go where you came from."

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

*"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"*

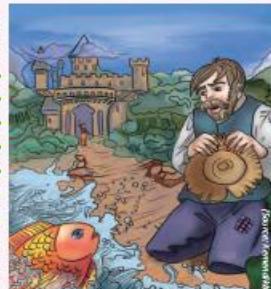


Figure E.1 The fisherman talking to the fish

D Personal Journal Writing

Religiousness

The fisherman's wife didn't appreciate what she had. She was never grateful for what God had given her. As time passed, her greed surpassed all the limits.

Instead of being greedy we should be content. The first step in achieving contentment is to be thankful or grateful. It is extremely important to be thankful to others and especially to God Almighty. What are the things you are grateful for? Take a moment to write them down and share your thoughts with your teacher and classmates.

I am Grateful to God for:

1. Giving me the chance to learn English Language.
- 2....
- 3....
- 4....
- 5....
- 6....
- 7....
- 8....

Bahasa Inggris (121)

Code: SC/E/P125, SC/E/P125, Res/E/P125

because she was overweight. They used to call her *Sumatran elephant, baboon, gentong* and many other names.

These are few cases out of hundreds of similar cases and the number is increasing over the time. In Indonesia, bullying exists in every form, from teasing to extreme abuse. Even though incidents of bullying are common, unfortunately it is not seen as a major problem. A recent survey conducted by the National Child Protection Commission has shown that more than half of bullying incidents go unreported due to the fact that it is considered normal in some parts of the society. Also the people who get bullied are either unwilling to report it because they feel it will "make a big deal". Or worse, they are so scared that they don't trust anyone and do not want to share their plight with anyone (<http://www.asianewsnet.net/news-34263.html>). The issue of bulling has been a problem for years but recently it got limelight from news media which were reported.

Bullying affects the children both psychologically and physically. It is estimated that hundreds of children miss school every day due to the fear of being mistreated by other students and, in some extreme cases, they choose to home school, or in severe circumstances, they stop studying altogether (<http://www.bullyingstatistics.org/content/facts-on-bullying.html>).

Children should not be living in constant fear. They shouldn't be afraid. On the contrary, they should look forward to every day of school and enjoy school life. According to a research, bullying has always existed in Indonesian society, but it has come to surface due to the recent proliferation of media technologies (Craig, 2009). Since bullying is prevalent in our society, it is important that everyone should be made aware of this social evil. There should be campaigns to increase awareness. Everyone should be working together, against it, to stop it. It is distressing to see our children being isolated from society because they are treated badly. 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. These children's future and we should make every possible effort to stop bullying.

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. The majority of people agree that we have to work together towards eliminating this problem.

Some people may consider taunting someone as funny, even though it is anything but funny to the person who is at the receiving end. Minor taunts can create a lot of pain and suffering. While it may seem innocent, the cumulative effect could be highly damaging. In addition to that, as the pain increases, each

Social Care

Social Care

Responsibility

instance cuts a little deeper which eventually becomes a sore.

It is highly possible that bullying might happen in your school, so it is the liability of every student to protect their classmates and try to stop bullying. If it doesn't work, then you should inform your teachers or parents.

Not many of us think of stopping it. As long as it doesn't happen to us, why should we get involved, why should we bother? But the time has come for us to be actively involved in eradicating bullying (Farrington, 1993).

So, next time, if you see someone getting bullied, would you try to stop it or let it happen? Remember, bullying is everyone's problem; therefore, everyone has to be the part of the solution.

Responsibility



Post-Reading Activity

Discussion Questions

Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.

1. Do you think bullying is a serious issue in your school? Give reasons to support your opinion.
2. Did this opinion article raise/change your awareness about bullying? Please explain.
3. Do you think it is necessary to educate people on the issue of bullying? Why? Give reasons to support your opinion.
4. Do you think bullying should be declared as a punishable crime? Give reasons to support your answer.
5. Discuss the article on bullying in a group. Does it change your perspective on bullying or not? Give reasons to support your answers.
6. Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples.
7. What can young people like you do to prevent or stop bullying? List at least three things you and your friends can do to prevent or stop bullying.



B**Reading Activity**

President Sukarno of Indonesia:

Speech at the Opening of the Bandung Conference, April 18, 1955

This twentieth century has been a period of terrific dynamism. Perhaps the last fifty years have seen more developments and more material progress than the previous five hundred years. Man has learned to control many of the scourges, which once threatened him. He has learned to consume distance. He has learned to project his voice and his picture across oceans and continents. He has learned how to make the desert bloom and the plants of the earth increase their bounty. He has learned how to release the immense forces locked in the smallest particles of matter.

But has man's political skill marched hand-in-hand with his technical and scientific skill? The answer is No! The political skill of man has been far outstripped by technical skill. The result of this is fear. And man gasps for safety and morality.

Perhaps now, more than at any other moment in the history of the world, society, government and statesmanship need to be based upon the highest code of morality and ethics. And in political terms, what is the highest code of morality? It is the subordination of everything to the well-being of mankind. But today, we are faced with a situation where the well being of mankind is not always the primary consideration. Many who are in places of high power think, rather, of controlling the world.

Yes, we are living in a world of fear. The life of man today is corroded and made bitter by fear. Fear of the future, fear of hydrogen bomb, fear of ideologies. Perhaps this fear is a greater danger than the danger itself, because it is fear which drives men to act foolishly, to act thoughtlessly, to act dangerously.

All of us, I am certain, are united by more important things than those which superficially divide us. We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world.

Patriotism



Picture J.S. Sukarno giving speech

We are often told, "Colonialism is dead." Let us not be deceived or even soothed by that. I say to you, colonialism is not yet dead. How can we say it is dead, so long as vast areas of Asia and Africa are unfree.

And, I beg of you do not think of colonialism only in the classic form, which we of Indonesia, and our brothers in different parts of Asia and Africa, knew. Colonialism has also its modern dress, in the form of economic control, intellectual control, and actual physical control by a small but alien community within a nation. It is a skillful and determined enemy, and it appears in many guises. It does not give up its loot easily. Wherever, whenever and however it appears, colonialism is an evil thing, and one which must be eradicated from the earth

(Excerpt taken from *Africa-Asia Speaks from Bandung*. (Djakarta Indonesian Ministry of Foreign Affairs, 1955, 19-29)

Nasionalism



[Source: desaasiyah.wordpress.com]

Figure: E.A Asia Africa Conference

Scene 3:

MADAME LOISEL : [Looking in mirror.]
*Oh my God! Oh no, oh no. : I... e... Oh my God, this can
not happen!*

MONSIEUR LOISEL: *What? What is it?*

MADAME LOISEL : *I have lost Madame Forestier's necklace.*

MONSIEUR LOISEL: *It can't be true! It's impossible!*

[They begin frantically searching through their coats and clothes, and on the floor.]

MADAME LOISEL : *Oh God, help us!*

MONSIEUR LOISEL: *It must be here somewhere. Necklaces don't just
evaporate.*

[Madame Loisel begins weeping and sobbing as she searches.]

MONSIEUR LOISEL: *I shall go back on foot, over the entire route, to see
whether or not I can find it.*

[He rushes out. Madame Loisel sinks into a chair, sobbing. After more than an hour
he comes back.]

MADAME LOISEL : *Did you find it? Tell me! Did you?*

MONSIEUR LOISEL: *[Remains silent]*

MADAME LOISEL : *Did you find it or not?*

MONSIEUR LOISEL: *I am afraid not.*

Religiousness



- MADAME LOISEL : *The necklace you have is actually just a replacement. I'm afraid that I lost yours. We borrowed money to purchase a replacement and have spent the past ten years paying off the debt, but today, we have made the last payment.*
- MADAME FORESTIER: *Ten years? Surely it could not have taken that long to pay off the amount needed to replace the necklace?*
- MADAME LOISEL : *What do you mean?*
- MADAME FORESTIER: *Mine was a fake; the replacement should have cost you nothing more than 500 francs. Oh, my poor, poor, dear Motilda.*

Honesty



(Source: Kemendikbud)

Figure: E.7 Madame Loisel met Madame Forestier

Code: Rel/E/P147, Ap/E/P147

Rancho and his wife were worried to death. Everything they had was destroyed and they had no inkling as to what they will do.

The boys asked them, "What are we going to do? Everything is destroyed. We don't even have few pieces of corn or beans. Does this mean we are going to die of hunger?"

Rancho said, "My sons, nobody dies of hunger. Always remember we have God. I am sure he will help us."

All through the night, Rancho kept on thinking how to ask for help from God. "God knows everything but I think I should write to Him and ask directly what I want."

Rancho was thankful for the day his parents had sent him to school. Even though he wasn't interested in studies, he had grudgingly learnt to read and write. So he took out paper and a pen and started writing.

Religiousness

Appreciation

Reading Interest

After much thought, he decided to read the letter and perhaps reply it. He opened Rancho's letter. Little did he know that replying the letter would need more than good intention, a pen and paper. Rancho needed a lot of money but the postmaster didn't have any. Since he had already decided to help Rancho, he decided to give part of his salary, and he asked his friends and co-workers to contribute. But it was impossible for him to collect 100 pesos. He was happy that at least 70 pesos were collected. So he put the money in an envelope and signed it as "God" and asked the postman to deliver it to Rancho's house.

When the postman arrived at Rancho's house and delivered the letter to him, Rancho was exhilarated beyond means. And he kept repeating Thank God! Thank you God! I knew you wouldn't let me down.

Rancho had very strong faith in God. He was not surprised when he opened the envelope. But as he was counting the money, he became very angry. God couldn't have made a mistake in sending the money. So he took out paper and wrote to God again. Then he placed a stamp on it and put it in the mailbox. When the postman took the letter out, he immediately took it to the Postmaster. The Postmaster quickly opened the letter and everyone in the post office gathered around him wanting to know what Rancho wrote to God.

Religiousness

Rancho Lucas
The Violet Hill
Argentina

20th May 1999

Dear God

I am really grateful to you for sending the money. I knew you wouldn't let my family go hungry. Of the money you sent me, I only received 70 pesos. Please send me the rest. I really need the money. But, this time please, God don't send it through the mail, because the people working here in this post office are all a bunch of thieves.

Sincerely yours
Rancho, the farmer

(Inspired from "Una carta a Dios" by Por Gregorio López y Fuente)

The doctor visited the girls in the afternoon. "Take good care of your friend," he said. "She is going to get well. Now I have to go downstairs. I have to visit Mr. Behrman. He has pneumonia too. I must send him to the hospital."

The next day, the doctor said to Sue: "She's out of danger. You won. Nutrition and care now - that's all." And that afternoon Sue came to the bed where Johnsy lay, contentedly knitting a woolen shoulder scarf. "I have something to tell you, dear," she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. The janitor found him the morning of the first day in his room downstairs helpless with pain. His shoes and clothing were wet through and icy cold. They couldn't imagine where he had been on such a dreadful night. And then they found a lantern, still lighted, and a ladder that had been dragged from its place, and some scattered brushes, and a palette with green and yellow colors mixed on it, and - look out the window, dear, at the last ivy leaf on the wall. Didn't you wonder why it never fluttered or moved when the wind blew? Ah, darling, it's Behrman's masterpiece - he painted it there the night that the last leaf fell."

(Adapted from *The Last Leaf*)

Curiosity

DID YOU
KNOW



Greenwich is
pronounced as
Grennitch

B

Reading Activity

Life and Times of Ki Hajar Dewantara

(Raden Mas Suwardi Suryaningrat)

Patriotism

The development of good character should be the heart and soul of education, and should dominate the spirit of teaching. This was the philosophy of the "Father of Education" in Indonesia, Ki Hajar Dewantara. The reason, he said, was that teaching and character building are like two sides of a coin and cannot, and should not be separated.

Education, by definition, means guiding student lives in a strong foundation of good character, so that they would be civilized humans of highest moral fibre, thus laying the foundation of a great nation without distinction of religion, ethnicity, customs, economic and social status.

Ki Hajar Dewantara was born in the royal family of Yogyakarta on 2nd May 1889. His given name was Raden Mas Suwardi Suryaningrat which he later changed to renounce his connections with the royal family. He transformed himself into an activist, columnist, politician and pioneer of education for Indonesians. He fought for the rights of Indonesians during the Dutch and Japanese colonial eras (www.tokoindonesia.com).

He was born into an aristocratic family that granted free access to education of his choice. He got his primary (Europeesche Lagere School), then he continued his education at Stovia (Java Medical School) but, due to health reasons, he couldn't finish it. He started writing for newspapers and eventually all his writings were focused on Indonesian patriotism, thus anti Dutch. He was involved in the early activities of *Budi Utomo* and the Indiesche Party, which were both important in the early development of the *pergerakan*, the "movement" that grew up with an ascent of Indonesian national political consciousness (www.indonotes.wordpress.com).



Figure E.9 Ki Hajar Dewantara (Source: Kemendikbud)

Nationalism

He was exiled between 1913 and 1919, following the publication of two of his articles: "Als ik eens Nederlander" (If I were a Dutchman) and "Eén voor allen en allen voor één" (One for all and all for one). He used his time in exile to learn more about education and obtained a Europeesche certificate (www.tokoindonesia.com).

Following his return, he focused more on cultural and educational efforts paving the way to develop educational concepts in Indonesia. He believed that education is very important and the most important means of freeing Indonesians from the clutches of colonization. He played a leading role in establishing "National Onderwijs Institut Taman Siswa" in 1922. This institution was established to educate native Indonesians during colonial times. This institution was based on these principles:

1. *Ing Ngarsa Sung Tuladha* (the one in front sets examples).
2. *Ing Madya Mangun Karsa* (the one in the middle builds the spirit and encouragement).
3. *Tut Wuri Handayani* (the one at the back gives support)
(indonotes.wordpress.com).

As Ki Hajar believed that character was not merely a theoretical but a practical and living concept, he embodied his vision in his school, Taman Siswa. The central goals of Taman Siswa emphasized character building, including traits such as patriotism and love for the nation, and a sense of national identity. His vision was that Indonesians would be free from colonial powers, to fight for independence and have good character. He continued writing but his writings took a turn from politics to education. These writings later laid the foundation of Indonesian education. Froebel, Montessori and Tagore influenced his educational principles and, in Taman Siswa, he drew some inspiration from Tagore's Shantiniketan (asrirahayudamai.wordpress.com).

After independence, he was given the office of Minister of Education and Culture. For his efforts in pioneering education for the masses, he was officially declared Father of Indonesian Education and his birthday is celebrated as the National Education Day. His portrait was on the 20,000 rupiah note till 2002. He was officially confirmed as a National Hero of Indonesia by the 2nd President of Indonesia on 28th November 1959 (Tokohindonesia.com).

Ki Hajar Dewantara passed away on 26th April 1952 at the age of 69 years. His wife donated all Ki Hajar's belongings to Dewantara Kirti Griya Museum, Yogyakarta. He was a great man who spent his whole life serving his people and country.

Nasionalism

Appreciation

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