

**ANALYZING CHARACTER BUILDING VALUES  
PRESENTED IN “ENGLISH FOR NUSANTARA”  
TEXTBOOK**

**THESIS**

Submitted in fulfillment of the requirement for the degree of Sarjana  
Pendidikan (S.Pd) in Teaching English



UIN SUNAN AMPEL  
S U R A B A Y A

By:

Izza Maulida Idris

NIM D75219039

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHERS TRAINING  
UIN SUNAN AMPEL SURABAYA**

**2023**

## PERNYATAAN KEASLIAN TULISAN

### PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Izza Maulida Idris

NIM : D75219039

Semester : VIII

Fakultas/Prodi : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

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Surabaya, 20 Juli 2023

Pembuat Pernyataan,



METERAI  
TEMPEL  
BE2AKX4594.4466

Izza Maulida Idris

NIM D75219039

## **ADVISOR APPROVAL SHEET**

This thesis by Izza Maulida Idris entitled “ANALYZING CHARACTER BUILDING PRESENTED IN “ENGLISH FOR NUSANTARA” has been approved by thesis advisors for further approved by board advisors.

Surabaya, 20 July 2023  
Advisor I,



**Hilda Izzati Madjid, MA**  
**NIP 198602102011012012**

Advisor II,



**Rizka Safriyani, M.Pd.**  
**NIP 198409142009122005**

## EXAMINER APPROVAL SHEET

This thesis by Izza Maulida Idris entitled “Analyzing Character Building Values Presented in “English for Nusantara” Textbook” has been examined in 2023 approved by the board of examiners.

Surabaya, 20 July 2023

Dean,



Prof. Dr. H. Mohammad Thohir, S.Ag., M.Pd  
NIP 197407251998031001

Examiner I,

M. Hanafi, MA  
NIP 197408042000031002

Examiner II,

H. Mokhamad Syaifudin, M.Ed., Ph.D.  
NIP 197310131997031002

Examiner III,

Hilda Izzati Madiid, MA  
NIP 198602102011012012

Examiner IV,

Rizka Safrivani, M.Pd.  
NIP 198409142009122005



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**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**  
**PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: [perpus@uinsby.ac.id](mailto:perpus@uinsby.ac.id)

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI**  
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Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Izza Maulida Idris  
NIM : D75219039  
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris  
E-mail address : izzamaulida22@gmail.com

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Surabaya, 20 Juli 2023  
Penulis

Izza Maulida Idris

## ABSTRACT

Izza Maulida Idris (D75219039). *Analyzing Character Building Presented In “English For Nusantara”*. Thesis. English Language Education Department. Faculty Tarbiyah and teachers Training, UIN Sunan Ampel Surabaya. Advisor I: Hilda Izzati Madjid, MA. Advisor II: Rizka Safriyani, M. Pd  
Keyword: Character Building, English for Nusantara, Textbook

Verbal and visual material are commonly found in books aimed at junior high school; as a result, it is crucial to examine them to determine whether or not they incorporate character building as required by The Ministry of National Education in 2010. Therefore, this study aimed to describe how does the character building presented in “English for Nusantara”. In specific, this study analyzed both verbal and visual material within the book chosen.

The researcher used qualitative research method by using content analysis. The instrument used are a checklist and the researcher herself in looking, finding, and analyzing the data. The finding showed that all of character building appeared in the selected textbook entitled “English for Nusantara” compared to the 18 character building from The Ministry of National Education 2010 which stated in Suyadi. The finding of the data analysis of character building appeared in the textbook are divided into two categories; verbal and visual data. For the verbal data, there are 119 in total, those are; religious and honest in a page, discipline in 5 different pages, hard-work in 3 different pages, creative in 19 different pages, independent in 2 different pages, democratic in 2 different pages, curiosity in 3 different pages, nationalism in 3 different pages, rewarding achievement in 2 different pages, communicative in 27 different pages, love of peace in 9 different pages, reading pleasure in 21 different pages, environmental care in 12 different pages, social care in 4 different pages, and responsibility in 5 different pages. Furthermore, in visual data there are 16 different pages of religious, 4 different pages of tolerance, a page of discipline, 3 pages of hard-work, 3 different pages of creative, 3 different pages of nationalism, a page of patriotism, 4 different pages of environmental care, and a page of responsibility.

Moreover, from the table above, it can be seen that there are three types of verbal data that found within the textbook including; instruction form, comic illustration, and statement form. And there is a type of visual data found that is image illustration.

## ABSTRAK

Izza Maulida Idris (D75219039). *Analyzing Character Building Presented In “English For Nusantara”*. Skripsi. Pendidikan Bahasa Inggris. Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing I: Hilda Izzati Madjid, MA. Pembimbing II: Rizka Safriyani, M. Pd

Keyword: Character Building, English for Nusantara, Buku Teks

Material verbal dan visual sering ditemukan dalam buku-buku yang ditujukan untuk sekolah menengah; sebagai hasilnya, sangat penting untuk memeriksa mereka untuk menentukan apakah atau tidak mereka menggabungkan bangunan karakter seperti yang diminta oleh Kementerian Pendidikan Nasional pada tahun 2010. Oleh karena itu, studi ini bertujuan untuk menggambarkan bagaimana membangun karakter yang disajikan dalam “English for Nusantara”. Secara khusus, penelitian ini menganalisis materi verbal dan visual dalam buku yang dipilih.

Peneliti menggunakan metode penelitian kualitatif dengan menggunakan analisis konten. Instrumen yang digunakan adalah daftar cek dan peneliti sendiri dalam mencari, menemukan, dan menganalisis data. Temuan ini menunjukkan bahwa semua bangunan karakter muncul dalam buku teks yang dipilih berjudul “English for Nusantara” dibandingkan dengan bangunan 18 karakter dari Kementerian Pendidikan Nasional 2010 yang dinyatakan di Suyadi. Temuan dari analisis data konstruksi karakter yang muncul dalam buku pelajaran dibagi menjadi dua kategori; data verbal dan visual. Untuk data verbal, ada 119 total, yaitu: agama dan jujur di satu halaman, disiplin di 5 halaman yang berbeda, kerja keras di 3 halaman yang lain, kreatif di 19 halaman yang berbeza, independen di 2 halaman yang berlainan, demokratis di 2 buah halaman, keingintahuan di 3 buah halaman yang bersamaan, nasionalisme dalam 3 buah laman yang berbeda-beda, ganjaran pencapaian dalam 2 buah laman, komunikasi dalam 27 halaman yang tersendiri, cinta damai dalam 9 buah halaman berbeda, kesenangan membaca dalam 21 halaman yang berasingan, penjagaan alam sekitar dalam 12 buah halaman lain, perawatan sosial dalam 4 buah halaman dan tanggung jawab dalam 5 buah halaman. Selain itu, dalam data visual ada 16 halaman yang berbeda dari agama, empat halaman toleransi, sebuah halaman disiplin, 3 halaman kerja keras, tiga halaman kreatif, 3 buah halaman nasionalisme, 1 halaman patriotisme, 4 halaman perawatan lingkungan, dan satu halaman tanggung jawab.

Selain itu, dari tabel di atas, dapat dilihat bahwa ada tiga jenis data verbal yang ditemukan dalam buku pelajaran termasuk; formulir instruksi, ilustrasi komik, dan formulir pernyataan. Dan ada jenis data visual yang ditemukan yang merupakan ilustrasi gambar.

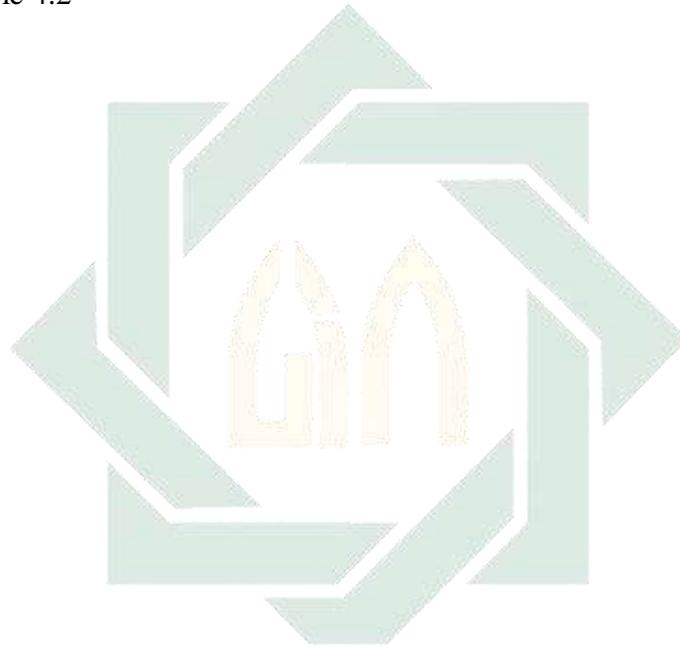
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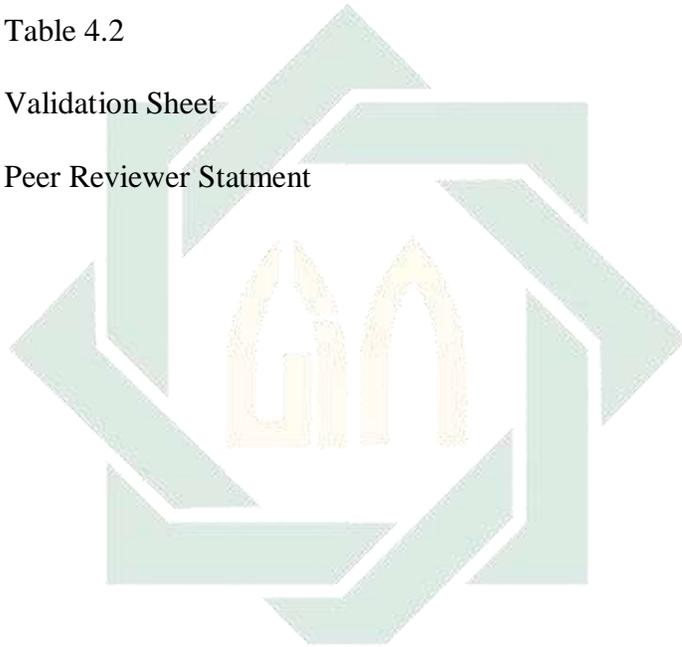
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## CHAPTER 1

### INTRODUCTION

This chapter consist of the background of the study that describe the reason why the researcher wants to investigate this study. Research questions, aims, significances, scope and limitation, adn definition of keyterms are all included in introduction section.

#### **A. Research Background**

The purpose of education is to foster individuals who are not only intelligent but also of good character, therefore education is one way to improve a country's moral character.<sup>1</sup> Sharma and Prasad claim that character building is the purpose of education in a similar vein. The second education institution, the school, plays a significant part in the process of developing character. Dewantara points out that the school is the centre of education with a responsibility to develop intellectual ability and convey knowledge. Teaching, studying, and practicing character-building throughout time helps to develop good character.<sup>2</sup> Character-building principles have emerged as the most common word used globally for school efforts to achieve moral ideals, morals, and citizenship education.<sup>3</sup> According to the National Education System, national education aims to develop students' potential to be beneficial, healthy, knowledgeable, skilled, innovative, independent, and becomes a citizen who is responsible and democratic. National education also functions to develop the capability and form the character and culture of a dignified

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<sup>1</sup> Lickona. *Character Metter (Persoalan Karakter): bagaimana membantu anak mengembangkan penilaian yang baik, integritas, dan kebajikan penting lainnya*. Translated by Juma, A & Jean. Jakarta: Bumi Aksara. 2013

<sup>2</sup> Aynur Pala, *The Need for Character Education*. Celal Bayar University, 2011.

<sup>3</sup> Lickona, T. Eleven Principles of Effective Character Education. *Journal of Moral Education*, Vol. 25 No. 1, 1996. 93–100.

nation in order to educate the nation's life.

According to the Center for Curriculum Redesign (CCR), character-building programs are crucial to preparing kids' core selves for survival and civic engagement in the twenty-first century.<sup>4</sup> A program called "character building value" aims to prepare pupils for the rapid change of the twenty-first century, stated Komara in Wardaniet al.,<sup>5</sup> Additionally, character-building principles have some positive effects and reduce kids' bad behavior.<sup>6</sup> Benninga in Nurhaya asserts that the educational outcomes of the pupils could also be improved by strengthening the application of ideals that foster character.<sup>7</sup> Cyberbullying, sexual assault, fights between students, and exam cheating are only a few examples of the proof that Indonesian students need to work on developing better character.

In order to provide the students with nurturing 18 characters to be good citizens in the future, the Indonesian Ministry of Education and Culture initiated to develop character-building at schools in 2010.<sup>8</sup> Suyadi outlines the existence of these 18 character traits, which include being religious, honest, tolerant, disciplined, diligent, creative, independent, democratic, curious, spirit of nationalism, love toward the country and nation, appreciation for accomplishments, communicative,

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<sup>4</sup> Fadel et al., *Four Dimensional Education: The Competencies Learners Need to Succeed*. Boston: The Center for Curriculum Redesign. 2015.

<sup>5</sup> Wardani, M. S., Rahmah, N., Nugroho, I., & Ulinuha, M. T. Penguatan Pendidikan Karakter dalam Proses Pembelajaran Bahasa Inggris. 1(1), 2019. 27–33

<sup>6</sup> Agboola, A., & Chen, K. Bring Character Education into Classroom. *European Journal of Educational Research*, 1(2), 2012. 163–170.

<sup>7</sup> Nurhayya, F., & Tamela, E. Character Building Values in Student Teacher's Lesson Plans: A Content Analysis. *Stairs*, 2(1), 2021. 17–24

<sup>8</sup> Kementerian Pendidikan Nasional, Badan Penelitian dan Pengembangan Kurikulum. *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa "Pengembangan Pendidikan Kewirausahaan"*. 2010.

peaceful, and a love of reading as well as caring for the environment and others.<sup>9</sup> They did this by creating a policy that stated character-building are included in the 2013 curriculum, Kurikulum Merdeka, and in the National Action Plan. Additionally, Kemendikbud claimed that the government had included this program of moral instruction in the National Long-Term Development Plan. In addition to ensuring that students are prepared for Generasi Emas Indonesia 2045 to deal with all the dynamics changes in the future while also taking Indonesia's diversity into account, the policy aims to revitalize and strengthen all the capacities along with skills in the educational ecosystem.<sup>10</sup>

As one of the goals of the most recent curriculum known as Kurikulum Merdeka, Profil Pelajar Pancasila (PPP), the most recent character-building have recently been implemented in the educational field.<sup>11</sup> PPP was carried out to find out the type of students Indonesia's educational system will produce. Students should be able to engage in sustainable global citizenship through PPP in order to meet the issues that have occurred. The pupils are expected to develop the qualities of religion, unity in difference, shared success, independence, analytical thinking, and creativity. These traits are intended to help Indonesian students become competent, well-mannered, and act in accordance with the Pancasila philosophy.

Moreover, appropriate media carrying material is required for the teaching-learning process in order to help the teacher in delivering the lesson to the student. Textbooks are one of among the most important

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<sup>9</sup> Suyadi. *STRATEGI PEMBELAJARAN PENDIDIKAN KARAKTER* (E. Kuswandi (ed.). PT Remaja Rosdakarya Offset, 2013.

<sup>10</sup> Kementerian Pendidikan Nasional, Badan Penelitian dan Pengembangan Kurikulum. *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-Nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa "Pengembangan Pendidikan Kewirausahaan"*. 2010.

<sup>11</sup> Kemdikbud, 2021.

forms of popular media. Books are necessary for all levels of students. Textbooks are a crucial tool for meeting the wide range of requirements that arise in a classroom and its larger context.<sup>12</sup> For both educators and students to prepare themselves, an English textbook is highly necessary. A book has morals that can help you develop character that you can use in social interactions and day-to-day living.

In the context of Indonesian education, the Indonesian Educational Government recommended a textbook that distributed toward all schools implementing an educational program named Kurikulum Merdeka. The teachers can modify and adopt those books because they are essential in choosing an appropriate textbook to guide the teaching and learning process.<sup>13</sup> As the condition of English classrooms in Indonesia, schoolbooks must have an objective as regards instilling students' ethics of character in the materials used to teach the four language skills.

A few of earlier research which display representation of unity beliefs in EFL context, the first previous study is conducted by Husna and Kamar in 2019. They conducted their investigation to see whether the *When English Rings the Bell* textbook, which was officially issued by the ministry of education and culture, had the Pancasila character points that Indonesian learners should be familiar with. The researcher employed content analysis as a qualitative research technique in that study. The study's findings show that the textbook in question contains a sufficient amount of Pancasila components.

Moreover, in non EFL context, In 2018, Wulandari and

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<sup>12</sup> Torres, E., & Hutchinson, T. *The Textbook as Agent of Change*. *ELT Journal*, 48(October), 1994. 315–328.

<sup>13</sup> Nation, I. S. P., & Macalister, J. *Language curriculum design*. New York & London: Routledge, 2010.

Murdiono investigated peace education in Civics education workbook. The researchers focus on the peace aspects contained in the Citizenship Studies workbook in secondary school. The findings indicate most of Pancasila and Citizenship Studies workbook for secondary school teach peacefulness aspects such as equity, tolerance for life, non- violence, care for self as well as others, and empathy, awareness of the world and the environment, collaboration, honesty and patience, also an undeniable outlook. The particular peacefulness principles represent calmness, society unity, harmony of nature.

Hence, this current research concentrated on finding out the ways character building value are facilitated into its material. The book entitled “English for Nusantara for Grade VIII”. This textbook contains 5 units and 311 pages. The student’s book is selected following these criteria:

1. The student’s book is written Ika Lestari Damayanti, Iyen Nurlaelawati, Mahmud Layan, Yusnita Febrianti, Raymon Rahmadhani, and Gilang Asri Devianty which are local author from Indonesia who figure out about Indonesian ELT context;
2. This student’s workbook is presented by Educational and Culture Government of Indonesia and uses a genre-based approach and the content of this book is developed based on learning achievements that are dimpted in a Kurikulum Merdeka.
3. Every part consists of essential competency, function in social context, grammatical structures, linguistic aspects, and each chapter consists of basic competence, social function, text structure, language features, and four of English competences.
4. This student’s workbook consists of character building within visual and textual material.

## **B. Research Question**

This study is guided by the following research question:  
In what ways are character building facilitated in the “English for Nusantara” textbook?

## **C. Objective of the Study**

To explain how do English for Nusantara textbook presented character building values into its material.

## **D. Significance of the Study**

This research expects to be significant to investigate the character building within the textbook. Dealing with the aim of this research, the researcher declares utilities of this research as follow:

- A. The researcher expects that this study would be useful for students to use as a guide when studying to develop character so they may put them into practice in everyday life.
- B. The researcher believes that teachers would use this study as a resource to help them choose books or other materials to utilize in teaching moral principles and educate their students.
- C. For other researchers, the final result might be used as a previous research for their own investigation to find gaps that the researchers haven't discussed. Other researchers can explore another textbook by different authors, publishers, and different levels in local or international.

## **E. Scope and Limits of the Study**

The scope of the current research was the verbal and visual

material presented in the “English for Nusantara” textbook. Then the author focused on the verbal and visual of the book and explain how the character building presented in the selected book. Then, the researcher analyzed the character found in “English for Nusantara” based on The Ministry of National Education 2010, outlined by Suyadi including: religious, honest, tolerant, disciplined, diligent, creative, independent, democratic, curious, spirit of nationalism, love toward the country and nation, appreciation for accomplishments, communicative, peaceful, and a love of reading as well as caring for the environment and others.<sup>14</sup>

The limitation of the current research focused on the same level of English textbook which is “English for Nusantara” for Grade VIII. The current research does not analyze textbooks of different levels of English proficiency, and different grade contexts.

## **F. Definition of Key Terms**

There would be some word that might be founded in this current research. Therefore, the researcher decided to include it in the key terms that would have operational understanding in this research, namely:

### **a. Textbook**

Textbooks are crucial for educators and learners for classroom activities and education approaches. Textbooks are excellent for supporting teacher needs and students' academic research. H. Wu and H. L. Liu argues that textbooks are one of

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<sup>14</sup> Suyadi. *STRATEGI PEMBELAJARAN PENDIDIKAN KARAKTER* (E. Kuswandi (ed.). PT Remaja Rosdakarya Offset, 2013.

the most important teaching tools utilized in classrooms.<sup>15</sup> According to Jack C. Richards, who argued about the significance of language in program textbooks, “the textbook serves as both the primary source for students and the teacher's contribution”.<sup>16</sup> The textbook is used in basic language classes by both students and teachers as the main references of classroom material. A textbook has elements that can be utilized to build the character, such as the tasks completed, the materials provided, texts, conversations, utterances, pictures or photographs, and the unit topics. In this study, the textbook as a major source in the learning activities that containing character building refers to English for Nusantara for Grade VIII published by Indonesian Ministry of Educational and Culture.

b. English for Nusantara Textbook

English for Nusantara is the English textbook intended for seventh and eighth grade junior high school by the Ministry of Education and Cultur in 2022. This textbook is developed according to the laerning outcomes included in the Kurikulum Merdeka. Various activities are presented in various skills of language, which include listening, speaking, reading, viewing, writing, and presenting through topics about students and school. The textbook has 311 pages. This book comprises six chapters, each covering a diverse range of topics and activities aimed at fostering the development of both oral and written

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<sup>15</sup> H.Wu and H. L. Liu, “Gender Representation in Primary English Textbooks in Mainland China 1978 to 2003”, *International Journal of Humanities and Social Science*, Vol 5, No 6.

<sup>16</sup> Jack C. Richards, *The Role of Textbook in Language Programs*, (New York: Cambridge University Press, 2001), 1.

skills among students. The topic, illustration, and characters presented have been adjusted to the characteristics of students at junior high school level. It provides clear and concise guidance for each task, making it comprehensible to the learners.

### c. Character Building

Character is a word that refers to the most crucial quality, namely the ability to change consistently (process) in order to get greater results.<sup>17</sup> Along with knowledge, skill, and metacognition, character is one of the four aspects of education that plays a significant role. Character traits define one's interaction with and conduct in the world. Character education is a term used to describe any school-instituted program created in collaboration with community groups with the goal of directly and systematically influencing young people's behavior by explicitly influencing the non-relativistic aspects believed to be directly responsible for that behavior.<sup>18</sup> Meaning that character education is a planned and implemented educational program in schools that specifically tries to mold pupils' character and teach moral principles in them.

Through the emphasis on shared universal aspects, character education is a nationwide movement aimed at establishing schools that develop young people who are moral, responsible, and compassionate.<sup>19</sup> It means that through

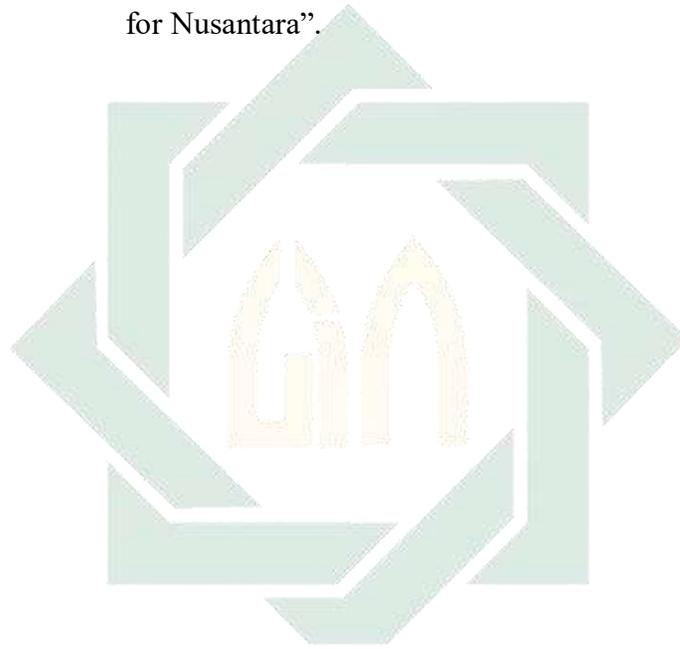
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<sup>17</sup> Mataheru, P. S. SUCCESS through CHARACTER BUILDING Membangun Karakter yang Baik Menuju Masa Depan yang Penuh Kebahagiaan dan Keberhasilan. ANDI, 2018.

<sup>18</sup> Larry P. Nucci. *Handbook of Moral and Character Education*. New York and London: Rout ledge publications, 2008, p. 90

<sup>19</sup> Debra Henzy. *Character Education: Informational Handbook & Guide II*. (Public Schools of North Carolina: 2009), p.12

modeling and teaching positive character education, character education can help children develop character education like responsibility and compassion for others. In this study, character building refers to character value found in “English for Nusantara”.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provides a review of the related literature used in this study. The goal of the reviews of related literature is to provide previous studies and information. In this chapter, the researcher inserted some essential terms that explained. Moreover, all the terms such as; textbook's definition, textbook's role, criteria of a good textbook, teacher's role in choosing teaching material, understanding of character building, and understanding of character building and English Language teaching.

#### A. Review of Related Literature

##### 1. Concept of Textbook

Appropriate media carrying material is required for the teaching-learning process in order to help the teacher in delivering the lesson to the student. Textbooks are one of among the most important forms of popular media. Books are necessary for all levels of students. Textbooks are a crucial tool for meeting the wide range of requirements that arise in a classroom and its larger context.<sup>20</sup> Textbook materials “play a key role in language education”<sup>21</sup> in teaching and learning process. Without illustration, “presenting learning materials merely through textual information may not lead to efficient learning demanded by the excessive amount of information”.<sup>22</sup> Moreover, “even when the text is comprehensible without a picture, pictures can support the comprehension process in many ways”.<sup>23</sup> Cakir also claims that “in order to

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<sup>20</sup> Torres, E., & Hutchinson, T. *The Textbook as Agent of Change*. *ELT Journal*, 48(October), 1994. 315–328.

<sup>21</sup> Basal, A. (2013). ELT teachers as online material developers. *The Online Journal of Distance Education and e-Learning*, 1(2), 8-12

<sup>22</sup> Kuzu, A., Akbulut, Y., & Sahin, M. C. (2007). Application of Multimedia Design Principles to Visuals Used in Course-Books: An Evaluation Tool. *The Turkish Online Journal of Educational Technology - TOJET*, 6(2), 8-14.

<sup>23</sup> Molitor, S., Ballstaedt, S. P., & Mandl, H. (1989). Problems in Knowledge Acquisition from text

create a meaningful learning atmosphere and to offer a comprehensible input, word and pictures need to be presented simultaneously”.<sup>24</sup> Illustrations can be viewed in this context as crucial educational and communicative tools, and information about how frequently they occur and what purpose they serve can help practitioners better recognize, categorize, and modify them for educational purposes.

Textbooks are a crucial tool for meeting the wide range of requirements that arise in a classroom and its larger context.<sup>25</sup> Additionally, textbooks include instructions and directions for teachers on how to conduct the educational process in the classroom. Brown states “the most obvious and most common form of materials support for language are general instruction comes through textbook”.<sup>26</sup> The textbook brings some degree of order to what could otherwise be chaos. It is a clear and practical framework in which the various benefits and requirements of the process of teaching and learning will combine to offer the security and openness necessary for the deliberate action in the classroom. This indicates that because they are interconnected, the teaching-learning process, the teacher, the students, and the textbook all appear to be related in educational activities. They are dependent on one another and cannot be split apart. They develop into a group that contributes to future educational character-building.

Textbooks are a useful tool for supporting independent learning, presenting material by teachers, providing ideas and activities, and serving as a resource for students.<sup>27</sup> In thus, textbooks offer exercises that can aid in pupils learning through independent study. Additionally, textbooks that provide

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and Pictures. In Mandl, H. & Levin, J. R. (eds). Knowledge Acquisition from text and Pictures, 3-35. North Holland: Amsterdam, New York, Tokyo.

<sup>24</sup> Çakır, I. (2015). Instructional Materials Commonly Employed by Foreign Language Teachers at Elementary Schools. *International Electronic Journal of Elementary Education*, 8(1), 69-82

<sup>25</sup> Ibid.

<sup>26</sup> H. Douglas Brown, *Teaching by Principles*..... p. 136

<sup>27</sup> Ruth Marcela Del Campo, “A Theoretical-Practical View over the Way Textbooks are Used in the Training of English Teachers”, *Revista Linhas. Florianópolis*, Vol. 17, No. 35, 2016. p. 303

information that teachers and students can turn to. A textbook has elements that can be utilized to build the character, such as the tasks completed, the materials provided, texts, conversations, utterances, pictures or photographs, and the unit topics.

The textbook is a physical book that is frequently used in educational settings. The textbook is frequently utilized in both schools and colleges as well as universities. According to Harmer, a lot of teachers use textbooks to support pupils and provide them structure and direction when they are teaching.<sup>28</sup> To put it another way, every teacher in the world uses the textbook as a tool to aid in facilitating learning in the classroom by giving students and teachers access to instructional resources and guidance. Additionally, according to Yulianti, a textbook is a type of educational resource that contains subject-related information that is clearly organized in writing and makes an important addition to the process of teaching and learning. The textbook provides all the necessary learning materials in an efficient manner.

The reasons presented above lead to the conclusion that textbooks are common educational tools utilized in schools by both teachers and students for the purposes of instruction and learning. It can be easier for teachers to develop lesson plans when using textbooks, and textbooks can also support independent learning for students.

## **2. The Role of Textbook in English Language Teaching**

For teachers and students, textbooks play a significant role in the process of teaching and learning, particularly when it comes to the teaching of the English language. A textbook can provide students with clear instructions and a sense of progress, include the syllabus' objectives because experienced teachers typically produce them, and give teachers ready-made materials that

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<sup>28</sup> Jeremy Harmer. *How to Teach English*. New York: Pearson Education Limited, 2007. p. 182

can save time. Moreover, it allows for greater independence in learning because it allows students to use it independently of an instructor and without restriction.

Graves states the role of textbook including “textbooks provide visuals, activities, reading, etc., and so it saves the teacher time in finding developing such materials. It provides consistency within a program across given level if all teachers use the same textbook”.<sup>29</sup> By employing a textbook as a medium or instrument for the educational process, teachers can more easily prepare the material to be taught to pupils. The teacher doesn't have to spend time looking for or creating resources because the lesson plan and all of its exercises are already included in the textbook.

Any language textbook must include visual illustrations because they provide a universal language that both native English speakers and non-native speakers of English can understand.<sup>30</sup> Visual representations are crucial to the effectiveness of educational materials during the teaching and learning process. In teaching English as a foreign language (EFL), visual image representations are frequently employed in textbooks and other educational resources. While the verbal material in the textbook can be text and dialogue which is completed with the exercise. In each utterance that used both text or exercise has aspect to teach character building to the students.

The usage of textbooks in an educational setting helps guarantee that the material taught to students in various classes is similar, allowing for consistent testing. To put it another way, the application of textbooks have been adapted to the level of pupils so that each student, regardless of class, can access the same materials and content. Another opinion states by Harmer that “textbook

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<sup>29</sup> Kathleen Graves, *Designing Language Courses* . . . ., p. 174

<sup>30</sup> Basal, A., K. M. Celen, H. Kaya, and S. N. Bogaz. 2016. “An Investigation into Illustration in English Course Books in a Turkish Context.” *International Electronic Journal of Elementary Education* 8 (3):525–536

come with detailed teacher's guides which not only provide procedures for the lesson in student's book, but also offer suggestion and alternatives, extra activities, and resources.<sup>31</sup> It indicates that the textbook has a fully complete teacher's manual, as well as numerous additional and alternative exercises that can help the teacher make the process of learning more engaging.

According to Richard, English language textbooks include a variety of exercises that support the teaching and learning of the language. Additionally, he said that textbooks for EFL classes are best when they feature "authenticity of language" and "the representation language that they provide."<sup>32</sup> In other words, one of the functions of textbooks is to contain a variety of exercises that can aid both teachers and students in the teaching and learning of English. The presentation and validity of the languages taught in English Foreign Language lessons is another function of textbooks.

From the theories above, it can be inferred that textbooks serve a variety of purposes and offer both teachers and students a number of advantages during the educational process. Teachers and students can facilitate the educational process with the aid of textbooks, which provide material instructions and a variety of exercises that can make the process more fun and engaging.

### **3. Standardized of a Good Textbook**

The tools that teachers and students frequently use in the teaching and learning process are textbooks. Additionally, textbooks have a lot of advantages and are crucial for both teachers and pupils. We have to be able to identify and select high-quality textbooks that are appropriate for usage by both educators and learners based to their needs given all the advantages and roles they play in the educational process. Graves advises teachers to use the textbook as a tool

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<sup>31</sup> Jeremy Harmer, *The Practice of English Language Teaching* ....., p. 304

<sup>32</sup> Jack C. Richards, *The Role of Textbook in a Language program*, Cambridge University Press, United States of America, 2002. p. 2

for students, but not the only one, to be free to adapt, assess, develop, change, eliminate, or add to the material in the textbook, and to supplement the textbook with a lot of outside reading in order to reduce difficulties when choosing textbooks.<sup>33</sup> In other words, teachers should think about their needs and choose a textbook that is appropriate for the students while choosing or standardizing a decent textbook.

Teachers and students should be mindful of the standards for good textbooks while choosing good and appropriate textbooks. Harmer states “criteria of good textbooks are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating text, tapes and other accessories such as videotapes, CD ROMs, extra resources material and useful we links”.<sup>34</sup> According to Harmer, useful textbooks are those that include additional built-in textbooks such videotapes and CD ROMs, which can be used as a range of learning methods during the teaching and learning process.

Jack Richard also states regarding criteria of good textbook “they should correspond to learners’ needs. They should match the aims and objectives of the language learning program. They shoul reflect the uses (present or future) that learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes”.<sup>35</sup> It implies that we must consider students' needs when choosing textbooks. In order to learn effectively nowadays, children besides need textbooks but also textbooks that incorporate character education. When character education is included in textbooks, it can assist create students who are intelligent in their academic work and good citizens, and learners are expected to display these qualities in the future.

These reasons above lead us to the conclusion that when choosing

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<sup>33</sup> Kathleen Graves, *Designing Language Courses* ....., p. 176

<sup>34</sup> Jeremy Harmer, *The Practice of English Language Teaching* ....., p. 304

<sup>35</sup> Jack C. Richards, *The Role of Textbook* ....., p. 258.

textbooks, we need to be mindful of the standards for quality textbooks. Meet student needs is one requirement, and character education must be applied in textbooks as well. With the textbook selection procedure, it is anticipated that students as well as educators can utilize books that are suitable and ideal for their purpose.

#### **4. English for Nusantara an English Textbook Published by Educational Ministry**

English for Nusantara an English Course for Junior High School Students is an English textbook publish by Indonesia Ministry of Education and Culture for the Junior High School Students and this English textbook serves with Kurikulum Merdeka that enriched with character education. English for Nusantara is a genre-based textbook for Junior High School Students. This book enables students to foster their four skills namely, listening, speaking, reading, and writing. It is designed for seventh and eighth grade students.

English for Nusantara textbook has been adjusted to the recent curriculum. The content of this book material is developed based on Learning Outcomes that contained in the Kurikulum Merdeka by paying attention to the relationship of each level. This textbook also support the development of language skills in this phase by integrating the use of English to discuss and convey wishes or feelings in dialogues that support the main topic in each chapter.

The features of this English textbook are:

- 1) Various and authentic short functional texts.
- 2) Various and authentic texts.
- 3) Useful expression for daily communication
- 4) Functional grammar to apply in communicating
- 5) Self-reflection to improve student's awareness of their improvement in learning.

Say What You Know is the starting point for learning activities, and enrichment is where learning outcomes are presented both orally and in writing. Students are guided through activities step-by-step to help them learn the language skill. The "Did You Know" columns also provide intriguing extra information to broaden awareness of the environment and the immediate vicinity. The worksheet includes assignments to help students more easily recognize their learning objectives. At the conclusion of each chapter, there is a special segment designed to aid students in learning the terminology associated with the subject.

The English for Nusantara textbook has 311 pages. In this textbook, there are also 5 chapters. Each chapters there are 3 units with the same them but different topic.

## **5. Understanding of Character Building**

Character is a word that refers to the most crucial quality, namely the ability to change consistently (process) in order to get greater results.<sup>36</sup> Along with knowledge, skill, and metacognition, character is one of the four aspects of education that plays a significant role. Character traits define one's interaction with and conduct in the world. Character education is a term used to describe any school-instituted program created in collaboration with community groups with the goal of directly and systematically influencing young people's behavior by explicitly influencing the non-relativistic values believed to be directly responsible for that behavior.<sup>37</sup> Meaning that character education is a planned and implemented educational program in schools that specifically tries to mold pupils' character and teach moral principles in them.

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<sup>36</sup> Mataheru, P. S. SUCCESS through CHARACTER BUILDING Membangun Karakter yang Baik Menuju Masa Depan yang Penuh Kebahagiaan dan Keberhasilan. ANDI, 2018.

<sup>37</sup> Larry P. Nucci. *Handbook of Moral and Character Education*. New York and London: Rout ledge publications, 2008, p. 90

Through the emphasis on shared universal values, character education is a nationwide movement aimed at establishing schools that develop young people who are moral, responsible, and compassionate.<sup>38</sup> It means that through modeling and teaching positive character education, character education can help children develop character education like responsibility and compassion for others.

The character is symbolized in Indonesia by Pancasila, also known as the Five Principles, which is the name of the nation's founding president and leader of the Indonesian nationalist movement, Soekarno.<sup>39</sup> Pancasila's ability to connect such a large and varied Indonesian nation should make the Indonesian people happy to be an Indonesian. In Indonesia, Pancasila is a consensus that may be accepted by all individuals and social groupings. In other words, Pancasila is a dynamic *leitstar* that directs the Indonesian country toward achieving its objectives.

Character comes first and is important since it reveals our identities and shapes the way we approach decision-making. The attitude, words, and actions of a person in his life are determined by his character.<sup>40</sup> Unfortunately, our country's character is disappearing. The year is filled with immoral cases, and this youthful generation committed them. A moral crisis, a spiritual crisis, a crisis of cultural grandeur, a crisis of civility, a crisis of orientation and policy, and a psychological crisis are among the general issues with Indonesian education.<sup>41</sup> These days, it's common to come across reports of young people engaging in unethical behavior like bullying on social media

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<sup>38</sup> Debra Henzy. *Character Education: Informational Handbook & Guide II*. (Public Schools of North Carolina: 2009), p.12

<sup>39</sup> Monteiro, J. M. *Pembelajaran Pancasila Dalam Membentuk Karakter Bangsa* (4th ed.). Deepublish, 2016.

<sup>40</sup> Mataheru, P. S. *SUCCESS through CHARACTER BUILDING Membangun Karakter yang Baik Menuju Masa Depan yang Penuh Kebahagiaan dan Keberhasilan*. ANDI, 2018.

<sup>41</sup> Ilahi, M. T. *GAGALNYA PENDIDIKAN KARAKTER Analisa dan Solusi Pengendalian Karakter Emas Anak Didik* (R. KR (ed.)). Ar-Ruzz Media, 2018.

and posting hateful comments.

In addition, they engaged in criminal activity, drug use, free sex, killing, rapping, and abortion in real life, among other things. If the next generation has a decent and strong character, none of those things will occur. Therefore, in order to develop a healthy personality and character, we need a lot of appropriate sources to help the teaching and learning process. According to The Ministry of National Education, character education is based on 18 (eighteen). The following is a description of the eighteen character:

- 1) Religious, religious character displays the belief in an all-mighty God, which is demonstrated in the action of upholding the adopted religious ideas and teachings.<sup>42</sup> Religious attitudes refer to someone's commitment to their religion and tolerance of other faiths.
- 2) Honest, being honest entails telling the truth.<sup>43</sup> In other words, being honest is speaking the truth; there should be no overstating or understatement.
- 3) Tolerance, people who are tolerant may accept the differences in others. They don't force their opinions on other people. They don't have anything against people's beliefs. Being accepting entails abstaining from making assumptions about people's backgrounds, appearances, or cultural practices.<sup>44</sup> Respecting the diversity in their environment entails tolerance.
- 4) Discipline, self-disciplined individuals manage their impulsivity and concentrate their efforts to complete tasks on their own

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<sup>42</sup> Muhadjir Effendi, *Konsep dan Pedoman Penguatan Pendidikan Karakter Tingkat Dasar dan Sekolah Menengah Pertama*, (Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2018), p. 8

<sup>43</sup> Nancy Stevenson, *Young Person's Character Education Handbook*, (New York City: JIST Publishing, 2006), p. 154.

<sup>44</sup> *Ibid*, p.280

initiative.<sup>45</sup> They follow the rules for themselves to achieve their goals. It implies that discipline is an attitude or emotion of submission to following the laws and principles that one feels are his responsibilities.

5) Hard-working, people that put in a lot of effort would prefer be active than watch television or unwind on the beach. They derive satisfaction from their work and cannot fathom becoming too idle. People that put in a lot of effort succeed in life. They frequently take on a lot more duties than other people.<sup>46</sup> A serious action or activity is one that is carried out without slackness, while prioritizing and focusing on the fulfillment of the work's outcomes.

6) Creative, each of us is creative. However, those that are truly creative have a propensity of thinking of fresh, intriguing ideas.<sup>47</sup> It implies that creative people can produce something based on original ideas that can be created and used by both us and others.

7) Independent, independent attitudes and behaviors are what make it difficult for individuals to depend on others to finish tasks.<sup>48</sup> Being an independent individual who thinks they can accomplish anything they set their minds to and take responsibility for their actions

8) Democratic, democratic thought, behavior, and action evaluate the same rights and obligations of oneself and others.<sup>49</sup>

9) Curiosity, curiosity is characterized by attitudes and behaviors that constantly want to extend what one has learned, witnessed, or heard.<sup>50</sup> It implies that a person with a curious mindset is open to learning new

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<sup>45</sup> *Ibid*, p. 244

<sup>46</sup> *Ibid*, p. 142.

<sup>47</sup> *Ibid*, p. 70.

<sup>48</sup> Fitriana Sulistyaningrum, skripsi: "An Analysis of Characters in the Texts of an English Textbook Entitled Contextual English for Grade XI of Senior High Schools Regular Program", (Yogyakarta: State University of Yogyakarta, 2015), p. 30

<sup>49</sup> *Ibid*, p.31.

<sup>50</sup> *Ibid*

things and keen to fill their knowledge gaps. They frequently exhibit a keen interest in cutting-edge research.

10) Nationalism, the character trait of nationalism is a way of thinking, acting, and behaving that demonstrates loyalty to, care for, and high respect for the linguistic, physical, social, cultural, economic, and political environments of a country, placing the interests of the state and country above their own and their groups' interests.<sup>51</sup> It suggests that nationalism is a way of life that emphasizes love for and a deep admiration for one's country.

11) Patriotism, someone who exhibits patriotism will have a brave demeanor, not give up, and be prepared to make sacrifices for their country.

12) Rewarding Achievement, rewarding achievement is the mindset of a person who can recognize the sacrifices they have made and is appreciative of everything they have. They are constantly grateful for the battle itself.

13) Communicative, a person who is friendly will be able to readily connect with others in their area because they have a healthy social life. They are adept at making other individuals feel at ease and communicating with them.

14) Love of Peace, the attitude of someone who loves peace is one that gives others a sense of pleasure so that they are not bothered by his presence. Additionally, the love of peacefulness is a mindset capable of maintaining composure in spite of difficulties.

15) Reading Pleasure, any reading done for pleasure is referred to as reading. Reading for pleasure encourages and supports students' learning.

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<sup>51</sup> Muhadjir Effendi, *Konsep dan Pedoman Penguatan Pendidikan Karakter . . . .*, p. 8.

16) Environmental Care, environmental Care is a duty and improvement that promotes environmental protection and fosters initiatives to stop nature from being destroyed, such as controlling environmental cleanliness and refraining from littering.

17) Social Care, most people practice caring daily in tiny ways. Examples: When a buddy asks for help, we listen and offer guidance. By giving it food and affection, people taking care of a pet. We are interested in how well our friend performs in an educational play. To some extent, we are all compassionate individuals.<sup>52</sup> Attitude and performance are always mutually beneficial to society.<sup>53</sup> In which the application of social care indicators may be found in the English textbook in the form of greeting one another, begging forgiveness, respectfully saying thank you, etc.

18) Responsibility, being responsible entails taking responsibility for your actions. When you make a commitment to accomplish something, you keep your word. As soon as you make a mistake, you own up to it and accept the consequences.<sup>54</sup> It implies that responsibility is a behavior or deed that increases awareness of upholding commitments toward something.

According to the aforementioned ideas, the Ministry of Education and Culture's Kurikulum Merdeka's character education ideals that are of concern are as follows: Religious, honest, tolerance, discipline, hard-working, independent, democratic, nationalism, creative, curiosity, patriotism, rewarding achievement, communicative, love of peace, reading pleasure, environmental care, social care, and responsibility.

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<sup>52</sup> Nancy Stevenson, *Young Person's Character*...., p. 34

<sup>53</sup> *Ibid*

<sup>54</sup> *Ibid*, p. 232

## 6. Character Building and English Language Teaching (ELT)

Character-building initiatives take place outside of the classroom, in the community, as well as in schools through community service projects and teaching and learning activities. As a result, the teacher's role is essential in helping students develop their character both inside and outside of the classroom. Of course, students must comply with the teacher's instructions while character education is being taught.<sup>55</sup> The teacher is supposed to set a positive example for children and take meaningful action in order to develop their character.

Character building should be incorporated into education since education serves a purpose, including improving intelligence and transforming a person's personality to have positive views and morals. Increase in intelligence without consideration for moral integrity will undoubtedly lower the moral standing of students. Because of this, enhancing pupils' moral character is the best strategy to help them develop stronger moral principles and a better personality. Additionally, understanding and character have combined to help pupils accomplish more academically. To increase students' academic accomplishment, character building is necessary. Some components include knowledge, talents, and character.<sup>56</sup> Managing the textbook's content is one technique to impart morals or promote character development. We can choose which book to use for our teaching and learning tasks. We can also determine if the book promotes character development.

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<sup>55</sup> Srigati, D. Membentuk Karakter Siswa di Masa Pandemi Covid-19 [Preprint]. Open Science Framework, 2021.

<sup>56</sup> Aunurrahman, Abdul Hamied, F., & Emilia, E. Facilitating Character Building through an Academic Writing Practice. Arab World English Journal, 7(3), 2016. 146–160.

## **B. Review of Previous Studies**

The author chose some of the relevant research in order to avoid using the same title as this study. The first previous study is conducted by Husna and Kamar in 2019. They conducted their investigation to see whether the *When English Rings the Bell* textbook, which was officially issued by the ministry of education and culture, had the Pancasila character points that Indonesian learners should be familiar with. The researcher employed content analysis as a qualitative research technique in that study. The study's findings show that the textbook in question contains a sufficient amount of Pancasila components.

Moreover, in non EFL context, In 2018, Wulandari and Murdiono investigated peace education in Civics education workbook. The researchers focus on the peace values contained in the Citizenship Studies workbook in secondary school. The findings indicate most of Pancasila and Citizenship Studies workbook for secondary school teach peacefulness values such as equity, tolerance for life, non- violence, care for self as well as others, and empathy, awareness of the world and the environment, collaboration, honesty and patience, also an undeniable outlook. The particular peacefulness principles represent calmness, society unity, harmony of nature.

Furthermore, "The representation of multicultural values in the Indonesian Ministry of Education and Culture Endorsed EFL textbook: a critical discourse analysis," by Budi Setyono and Handoyo Widodo, explains how to look at how the cultural references and peacefulness beliefs are used by English educators themselves found within student's workbook in the instruction. The research identified some values: multiculturalism, civil rights, harmony with the environment, also all design of soul, enjoyment of culturally distinctive products. Yet, the

textbook covers another diverse issues, artistic resources taken away some continents, such Asia and Africa, are underrepresented.

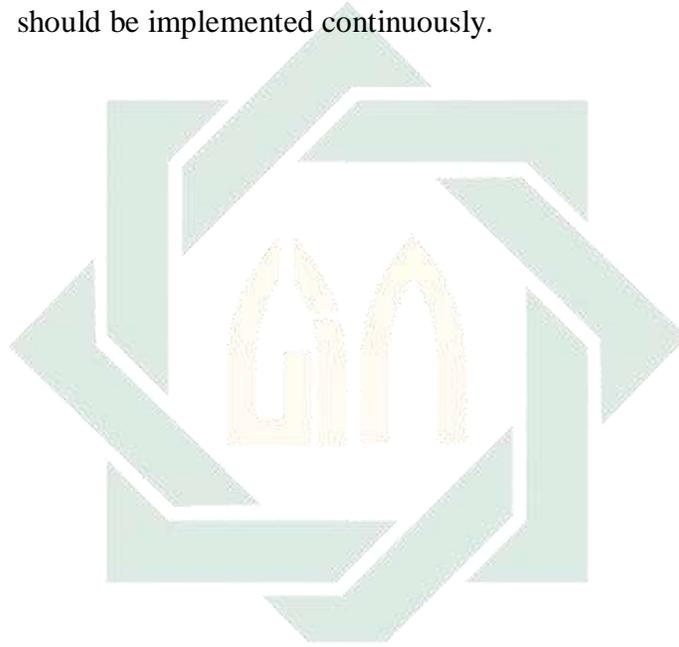
The fourth previous study is conducted by Ahmad Nadhif entitled “Representation of Religious and Moral Values in the English Textbook for Indonesian Junior High School: A CDA Investigation”. This research aims to examine the construction of the discourse of religious and moral values within the official English textbook for Indonesian high school students and to expose the underlying ideology. The findings shows that the discourse of the religious and moral values are classified into four main categories.

Another study conducted by Auliana Rahmah, Usman Kasim, and Siti Sarah Fitriani entitled : Cultural Values Analysis in English Textbook ‘Bahasa Inggris’. The study aim ar investigating and describing the cultural values of English Textbook ‘Bahasa Inggris’ by Kemendikbud by analyzing texts and images material based on seven elements of culture proposed by Brown, 2001. The findings showed that there are only thirty three times of the placement of culture elements appeared in the two books.

Moreover, in 2017, “Gender in EFL Classroom: Transitivity Analysis in English Textbook for Indonesian Students” conducted by Emi Emilia , Nicked Yunita Moecharam, and Iva Laela Syifa. The study is concerned with the topic of gender in EFL classromm, in Indonesian context.the findings suggest that the gender roles were presented in an asymmetrical manner.

In conclusion, some studies that were analyzed showed that no research on character building values in English Textbook especially in the recent curriculum called Kurikulum Merdeka had been done in Indonesia. It implies that researchers have never looked into the character building values portrayed in Indonesian EFL textbooks. Thus, the

purpose of current research was to fill the gap by investigating the workbook entitled English for Nusantara for Grade VIII and identifying the character building values it promotes. This analysis was done in order to support the government's position that character education should be implemented continuously.



UIN SUNAN AMPEL  
S U R A B A Y A

## CHAPTER III

### RESEARCH METHOD

In this chapter, the researcher present the research design used, such as; design and approach, data and source of data, procedure of data collection, validity and reliability, and the last one is data analysis.

#### A. Approach and Research Design

The author of this study took a qualitative method to looking into the value of people, things, circumstances, or content. One of the many research techniques used to examine text is qualitative content analysis.<sup>57</sup> Oral, written, or digital text data can be obtained from focus groups, interviews, open-ended survey questions, interviews, narrative responses, open-ended survey questions, open-ended focus groups, and print material like articles, books, or manuals were stated by Kondracki & Wellman in Hsieh and Shannon.<sup>58</sup> Content analysis is regarded by scholars as a flexible approach for studying text data.

The strategies, techniques, and overall research process are significantly more flexible in qualitative research. In addition, qualitative research is a methodology that has been adopted for use in educational settings from fields like sociology and anthropology. Its researchers employ inductive reasoning and think that there are a variety of viewpoints to be found. They give expression to the emotions and perspectives of the study participants and concentrate on the study of social issues.<sup>59</sup>

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<sup>57</sup> *Ibid*

<sup>58</sup> *Ibid*

<sup>59</sup> Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. *Methods in Educational Research*. In *Education and Urban Society*, 2006.

Additionally, the author employs content analysis for the method. Content analysis is defined as the process of summarizing and reporting textual material, including both the primary content of the data and its messages.<sup>60</sup> Furthermore, they claimed that any written material, including documents, interview transcripts, media products, and even in-person interviews, might be the subject of content analysis. Research technique used to determine specific qualities of textual or visual materials and add content or document analysis.<sup>61</sup> The materials studied can include textbooks, newspapers, websites, speeches, ads, television programs, musical creations, and a variety of other documents. Bowen stated that putting material into categories that are connected to the main research questions is the process of content analysis.<sup>62</sup>

According to Anderson and Arsenault cited in Cohen et al., content analysis can be used to evaluate bias, prejudice, or propaganda in printed materials as well as explain the relative frequency and relevance of certain issues.<sup>63</sup> Additionally, as cited Krippendorp in Cohen et al., content analysis works best when 'linguistically produced facts' can be divided into four categories: attribution, social relationships, public behaviors, and institutional realities.<sup>64</sup>

In order to identify the character-building that would influence students' attributions, social interactions, and public behaviors, this research used English Language Textbooks as the documents to be investigated.

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<sup>60</sup> Cohen, L., Manion, L., & Morrison, K. Research Method in Education. In Research Methods in Education, 2007.

<sup>61</sup> Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. Introduction to research in education (Eighth). Belmont, CA: Wadsworth Cengage Learning, 2010.

<sup>62</sup> Bowen, G. A. Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 2009. 27–40.

<sup>63</sup> Cohen, L., Manion, L., & Morrison, K. Research Method in Education. In Research Methods in Education, 2007.

<sup>64</sup> *Ibid*

## **B. Research Subject**

The subject of this study is the passages from the local English textbook presented by the Indonesian Ministry of Educational and Culture. This student's textbook titled English for Nusantara SMP/MTs Kelas VIII is written based on the Kurikulum Merdeka. This book contains 5 units and 311 pages. There is also the electronic version of this book that can be downloaded on MONEC's website. The student's book is selected following these criteria:

1. The student's book is written Ika Lestari Damayanti, Iyen Nurlaelawati, Mahmud Layan, Yusnita Febrianti, Raymon Rahmadhani, and Gilang Asri Devianty which are local author from Indonesia who figure out about Indonesian ELT context;
2. This student's workbook is presented by Educational and Culture Government of Indonesia;
3. Every part consists of essential competency, function in social context, grammatical structures, linguistic aspects, and Each chapter consists of basic competence, social function, text structure, language features, and four of English competences.
4. This student's workbook consists of character building within visual and verbal material.

## **C. Data and Source of Data**

### **a. Data**

The data of this research help researchers in answering the study's research topic. The data used in this research is all of the material in the selected textbook entitled "English for Nusantara" for Grade VIII Junior High School. The object of this research was the character building presented in the English Textbook for Grade VIII Juior High School. The English Textbook

was published by the Indonesian Ministry of Education and Culture.

#### **b. Source of Data**

A content analysis is carried out to determine whether the subjects covered in the chosen textbook reflect the principles of character development. The verbal and visual materials that represent the 18 character-building served as the study's source of data; religious, honest, tolerant, disciplined, diligent, creative, independent, democratic, curious, spirit of nationalism, love toward the country and nation, appreciation for accomplishments, communicative, peaceful, and a love of reading as well as caring for the environment and others. It consists of 5 chapters and 311 pages. The student's book is selected following these criteria:

1. The student's book is written Ika Lestari Damayanti, Iyen Nurlaelawati, Mahmud Layan, Yusnita Febrianti, Raymon Rahmadhani, and Gilang Asri Devianty which are local author from Indonesia who figure out about Indonesian ELT context;
2. This student's workbook is presented by Educational and Culture Government of Indonesia uses a genre-based approach and the content of this book is developed based on learning achievements that are dimpted in a Kurikulum Merdeka.
3. Every part consists of essential competency, function in social context, grammatical structures, linguistic aspects, and each chapter consists of basic competence, social function, text structure, language features, and four of English competences.
4. This student's workbook consists of character building within verbal and visual material. Verbal materials means all of textual stuffs in the textbook. While visual material means all of image illustration within the textbook.

#### **D. Research Instruments**

In this research, the researcher used two types of instrument; a table checklist and the researcher itself. First off, the author employed the checklist instrument since the researcher adopted the findings from the previous study. The researcher learned that this checklist is pertinent to using in her own research and should be embraced. One of the most used measuring tools is the checklist.<sup>65</sup> Hodder Education and Hachetter UK Company as cited in Trigueros et al., explains that a checklist, usually referred to as a tick list or chart, serves as an inventory of skills or behaviors where the researcher examines outward signs that are being noticed.<sup>66</sup> The checklist contains of 18 character building in the form of verbal and visual material of the textbook.

Second, the previous research was also a factor in the decision to use the writer as a tool. The researcher made the decision to use herself as the sole person to gather, obtain, and analyze the data. When a researcher is referred to as an instrument, it means that they are participating in the research process as active respondents.<sup>67</sup>

#### **E. Data Analysis Technique**

In this qualitative study data analysis, the author methodically examined the information collected from primary sources using content analysis in order to provide readers with an accurate understanding of the interpretation and conclusions. According to Cohen et al. interpretation and analysis are commonly intertwined and really take place at the same time when analyzing qualitative data.

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<sup>65</sup> Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. *How to Design and Evaluate Research in Education*. 2012.

<sup>66</sup> Trigueros, R., Francisco, J., & Sandoval, H. *Qualitative and Research Tools*. March 2017, 2017.

<sup>67</sup> Hammersley, M., & Atkinson, P. *Principles in Practice*, 1995.

As a result, the author creates a table to organize the research. The character-building content coding table was developed to aid writers. The list of numbers was supposed to be categorized in Column 1. The lists of character building should be included in Column 2. The page of the existence of character building in verbal material should be included in Column 3. Column 4 was planned for the the page of the existence of character building in verbal material.

Additionally, the researcher applied character building, particularly those of the first 18 traits, to data analysis of verbal and visual material within the selected book based on Ary et. al<sup>68</sup> :

1. Familiarizing and organizing

It is imperative for the researcher to familiarize personally with the data by engaging in activities such as reading and rereading notes and transcript, viewing and reviewing videotapes, and repeatedly listening to audiotapes. The researcher read the textbook few times to fully engage and immerse in collected data. Then organized the data according to each chapter (chapter 1 to chapter 5) into a document that ready to analyze.

2. Reducing

This is the core qualitative analysis and includes the identification of categories and themes and their redinement. At this stage, the researcher conducted data reduction based on the classification of Character Building. The researcher analyzed reading texts, conversational texts, and images that showed character building and removed the data that did not conform to the research criteria.

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<sup>68</sup> Ary, D., Jacobs, L., Sorensen, C., & Razavieh, A. (2010). Introduction to Research in Education. In Belmont, CA: Wadsworth.. (Vol. 4, Issue 1).

### 3. Representing and Interpreting

Interpretation is the process of giving meaning, telling stories, providing explanations, and developing rational explanations. To find out how does the Character Building presented in English for Nusantara.

## **F. Checking Validity of Findings**

Since this study is descriptive qualitative research, it is important to validate the findings after data analysis. Therefore, the researcher used several techniques:

#### 1. Persistent Observation

“Persistent observation means consistently seeking interpretation in various ways in terms of a constant or tentative process of analysis”.<sup>69</sup> In this case, the researcher made observation and studies diligently, thoroughly, in detail, and in depth.

#### 2. Peer Reviewing

This technique was carried out by disclosing the final results obtained and discussing with friends who were considered by the researcher to have more knowledge about this research topic. The researcher involved two friends to review the entire research.

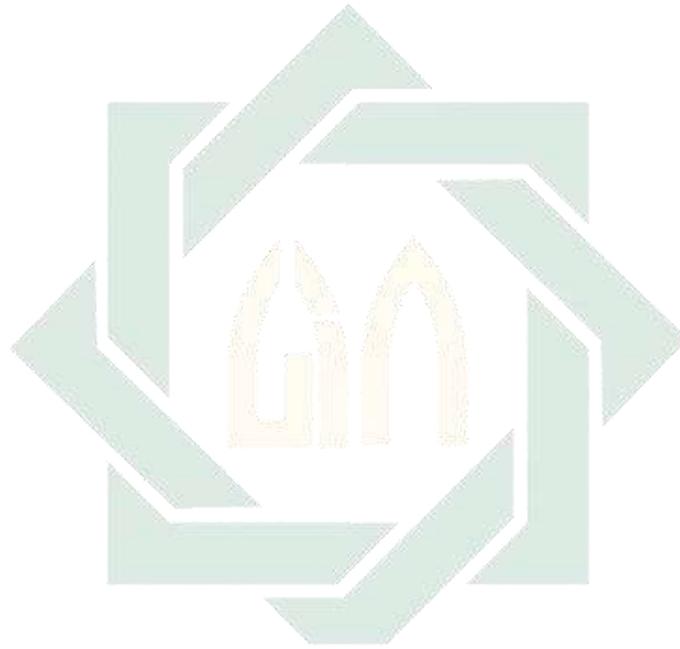
#### 3. English Teacher Review

To build trust and add information related to the

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<sup>69</sup> Ghony, D., & Almanshur, F. (2012). Metodologi Penelitian Kualitatif. Ar-Ruzz Media

research, the presented data was validated by Mrs. Dra. Rodiyah and Mr. Aam S.Pd as an Junior High School English teacher.



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2.	Honest	268	-
3.	Tolerance	-	19, 65, 88,98
4.	Dicipline	142, 166, 193, 222, 261	130
5.	Hard-work	29, 261, 274	22, 23, 53
6.	Creative	49, 62, 65, 98, 99, 117, 118, 120, 145, 146, 155, 156, 158, 159, 175, 218, 262, 269, 279	37, 44, 53
7.	Independent	85, 252	-
8.	Democratic	39, 150	-
9.	Curiosity	36, 88, 200	-
10.	Nasionalism	41, 42, 50	18, 44, 52
11.	Patriotism	-	52
12.	Rewarding Achievement	26, 34	-
13.	Communicative	25, 26, 34, 39, 40, 72, 88, 98, 136, 137, 138, 142, 150, 152, 154, 155, 156, 159, 186, 187, 192, 205, 206, 218, 240, 255, 259	-



visually, (7) independent appeared 2 times on page 85, 252 verbally, (8) democratic appeared 2 times on page 39, 150 verbally, (9) curiosity appeared 3 times on page 36, 88, 200 verbally, (10) nationalism appeared 3 times 41, 42, 50 verbally and 3 times on page 18, 44, 52 visually, (11) patriotism appeared 1 time on page 51 visually, (12) rewarding achievement appeared 2 times on page 26 and 34 verbally, (13) communicative appeared 27 times verbally on page 25, 26, 34, 39, 40, 72, 88, 98, 136, 137, 138, 142, 150, 152, 154, 155, 156, 159, 186, 187, 192, 205, 206, 218, 240, 255, 259, (14) love of peace appeared 9 times on page 219, 233, 236, 240, 253, 255, 259, 267, 274 verbally, (15) reading pleasure appeared 21 times on page 41, 50, 54, 83, 84, 92, 109, 110, 116, 152, 159, 166, 205, 206, 210, 216, 222, 257, 259, 261, 274 verbally, (16) environmental care appeared 12 time on page 132, 133, 134, 142, 150, 152, 163, 193, 210, 215, 216, 222 verbally and 4 times on page 127, 178, 179, 221 visually, (17) social care 4 times on page 159, 164, 190, 192 verbally, and (18) responsibility appeared 5 times on page 50, 133, 142, 193, 216 verbally and 1 time on page 179 visually.

The result of the analysis showed that the chosen book contained all the character building. There are 18 of character building out of 18 points appeared that is established in character building according to The Ministry of National Education 2010. There are some pages that presented more than one character building. Some character building may presented verbally and visually, some may presented either verbally or visually. The highest position is communicative which appeared 27 times. The second position is creative which appeared 23 times. The third position is reading pleasure which appeared 21 times. The fourth position is religious which appeared 17 times. The fifth position is environmental care which appeared 16 times. The sixth position are hard-work, dicipline, nationalism, love of peace, and responsibility which appeared 6 times

each. The seventh position social care and tolerance which appeared 4 times each. The eighth position are curiosity and love of peace which appeared 3 times each. The ninth position are independent and democratic which appeared 2 times each. The last position are honest, and patriotism which appeared 1 time each.

The description of the verbal and visual data presented as follows:

### 1. Religious

Religious can be found in Chapter 1 on page 25 verbally and visualized through the dialogue. The dialogue between Galang and his father is represented of someone's commitment to their religion. We can see on the dialogue that Galang greet his father after school by saying *Assalamualaikum* and his father reply by saying *Walaikumsalam*. In the dialogue, the function of addressing *Assalamualaikum* and *Walaikumsalam* is respect for the words of salutation in Islam.



Figure 1. Religious 1

However, in terms of visual data, we also found religious as a character building process in the following picture.



Figure 2. Religious 2

The picture above represented of someone's commitment to their religion. On the picture, the character wore veil to show her commitment a Moslem. Within the textbook, we can found the similar character for 16 times on page 19, 24, 39, 40, 60, 61, 65, 88, 98, 142, 143, 150, 239, 240, 253, and 261.

## 2. Honest

Honest can be found on page 258. We can read the text below:

*Mumtaz and her classmates sat for the semester exam. One of the subjects in the exam was Social Sciences. The subject always gave Mumtaz challenges. She prepared for this examination very seriously. She even asked her best friend, Radit, to review the exam materials together. Radit always got good grades in this subject. However, Radit could not do the review because he did not feel very well that time.*

*On the day of the test, all students sat separately. Mumtaz and Radit could not sit together as usual. The teacher asked Radit to sit in the next row in front of Mumtaz. After the teacher distributed the exam papers, the students began to answer the questions. Mumtaz could not answer some questions. They were too difficult for her. She started to look around the class. Her friends*

were very busy writing their answers on the paper. Radit, however, often looked down. Mumtaz was surprised. Radit was holding his cellphone under his desk, and he was reading from it. Mumtaz did not know what to think. She felt angry at Radit, but she did not know what to do.

From the story above, it can be seen that Radit was cheating during the exam by reading from his phone under the desk and Mumtaz knew that Radit was dishonest. This story showed how honest is displayed.

### **3. Tolerance**

Tolerance is presented visually on page 19. This image showed a boy, girls with and without veil on race, a girl with and without veil out of the race can be harmonious and be friends. It is represented of respecting diversity in their environment. In Indonesia there are 6 religions. We live side by side with them. In order to make our living environment harmonious, we must be tolerant to others who are different from us.



*Figure 3. Tolerance 1*

#### **4. Dicipline**

Dicipline is found presented verbally and visualized by the dialogue on the illustration of comic on page 142. The dialogue showed an attitude or emotion of submission to following the laws and principles that one feels are his responsibilities. It can be seen from the conversation on the comic that Pipit often wash her hands cause viruses are everywhere and she always rubbing her hands with soap for 60 seconds. In the textbook, we can found the same character for twice on page 166 and 193.



*not have pushed you to be a goalkeeper. You are such a great midfielder!” praised Siti. Mirza smiled and said “That’s okay. Let’s practice together to become a better team.”*

From the text, it can be seen that Mirza trained hard and found his best position. Because of his discipline, he helped his team win the tournament. Mirza’s behavior represented the concentration of his efforts to complete tasks on their own initiative.

For visual data, discipline was found on page 130. From the picture, it represented an attitude or emotion of submission to following the laws and principles that one feels are his responsibilities. The picture showed that the students are making a line to wash their hands on the wastafel. We have to discipline before and after eating. What you can do to be disciplined before eating such as washing hands using soap, eating by sitting, and do not talking while eating. While the discipline things after eating are cleaning the table and throwing the food wrap in the trash bin.

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*Figure 5. Dicipline 2*

## **5. Hard-work**

Hard-work can be found verbally and visualized by the dialogue on the illustration of comic on page 29. The dialogue between Galang and his father represented prioritizing and focusing on the fulfillment of the work's outcomes. It showed that Galang's father explained to Galang about his past experience in participating in Panjat Pinang that he did not give up on. Because of his team's hard-work, his team finally got the top nad threw the prizes. Hard work can help people develop character, motivate tehemselves, overcome hardships, and achieve their goals. Galang's father team with their hard work is one of the example. Reading others' thought and opinion like Galang listening to his father can help Galang maintain dicipline and motivations as he aim to achieve success in the other races.



following week. He explained how to relax and do breathing techniques. **So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad helped me out.** The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it. Then, one Saturday morning, I played in front of the whole band and they clapped. The leader said: "Let's welcome Peter to the band. He deserves his place." I was just so happy and I was very proud of myself. They gave me the band's uniform.

From the text, we can conclude that his hard-work and consistent to practice lead him to the success. The text represented prioritizing and focusing on the fulfillment of the work's outcomes.

However, on page 22, 23, and 53 hard-work can be found visually.

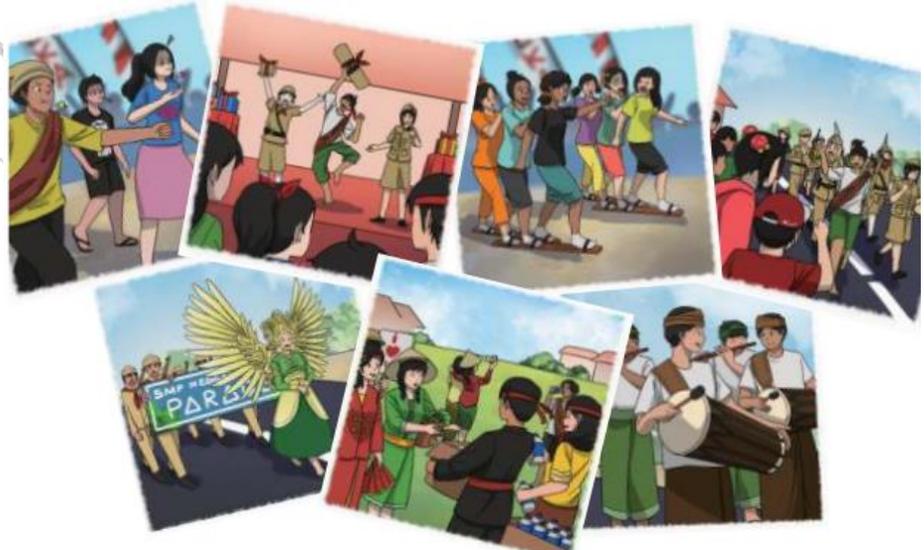


Figure 7. Hard-work 2

From the picture on page 53, the third picture showed that hard-work implemented by three girls doing klompen race and represented prioritizing and focusing on the fulfillment of the work's outcomes.

## 6. Creative

Creative is showed verbally and visualized by the dialogue on the illustration of comic on page 98. The dialogue represented produce something based on original ideas that can be created and used. On page 98, it can be seen that Pipit wants to make the ending of the story. Galang and Monita agree with her. They can create their imagination and thought while making the end of the story.



Figure 8. Creative 1

Furthermore, the similar character can be found on page 145.

However, creative also presented verbally on page 49, 62, 65, 99, 117, 118, 120, 146, 155, 156, 157, 158, 159, 175, 218, 262, 269, and 279. The example of the verbal data showed below:

*@in22day Hello friends. I have so many old books in my room. I no longer read them. What should I do with these books?*

**Comments:**

*@shakila commented : Do you like watching movies? I have some recommendations for you.*

*@agungibr commented : Hi! You can make a mini library in your house. First, sort your books based on their types. Then, prepare a mini bookshelf. You can make it from cardboard boxes. Last, keep your books on the shelf orderly based on their types. Now, everyone can read them any time.*

*@putrihijau commented : I like books too but I like my phone more!! :D @titalesta commented : Hi there! I am from the Bina Karya orphanage. The orphanage accepts old book donations. First fill in the form in the link [www.binakaryadonation.com](http://www.binakaryadonation.com). Then, send the books to our address. The address is provided in the link. Lastly, you will receive an email once the books arrive. Let's help the kids reach their dreams by learning from your donated books.*

*@zalvafsp commented : Make money from them! You can sell them. First, sort out your books that are still good. Next, cover your books with plastics. Last, offer the books to the book collectors in*

*Palasari Market. You can buy new books by selling your old ones.*

Based on the text on page 159, user @agungibr commented to make mini library in the house. It is represented produce something based on original ideas that can be created and used. He also give some steps to make mini library. Making up mini library leads us to promote literacy. If we make our own mini libraby, it has a unique and personal touch there. We can create a mini library at home in any size space, even if it means adding a bookshelf, chaise, and reading light to a corner in a living room. It means that creative implemented on this text.

Futhermore, on page 175, it can be seen that the instruction asked the students to make a poster creatively. This istruction represented produce something based on original ideas that can be created and used and intriguing ideas. From the instruction, the students can choose one of the topic above about was to save the Earth, there are washing the dishes, brushing teeth. Recycle plastic bags, reuse old books, or others.

- a. Make a group of three members.*
- b. Plan to make a poster.*
- c. Choose one of the ways to save earth.*
  - Washing the dishes*
  - Brushing teeth*
  - Recycle plastic bags*
  - Reuse old books*
  - Others:*

Table 2: Table 4.2

Goals	
Steps	
Illustration	
Colors	

d. Make your poster on cardboard

However, the similar character also found on page 37, 44, and 52 visually.



Figure 9. Creative 2

On page 37, the picture represented intriguing ideas. It can be seen that the students creatively dressed up in the parade.

The national motto “Unity in Diversity” was showcased by a lot of people who came in the parade and dressed in different traditional clothing and shared the same vision to make Indonesia prosperous in celebrating independence day. There are students who dressed up like the icon and walking in front of their friends. And the other dressed up like Indonesian heroes.

### 7. Independent

Independent is found verbally and presented through the image on page 85 and 252.

Tell the story to your friends from other classes or schools, or to your family. What's their feeling watching your performance?



*Figure 10. Independent 1*

On page 85, the picture represented individual who thinks they can accomplish anything they set their minds to and take responsibility for their actions. The instruction asked the students to tell the story to anyone and asked the audience about their feeling about their performance. It can be conclude that the instruction asked the students to be independent.

## 8. Democratic

Democratic is represented verbally and presented through the dialogue on the illustration of comic on page 39 and 150. The dialogue represented thought, behavior, and action evaluate the same rights and obligations of oneself and others. From the conversation on page 39 and 150 above, it can be seen that agreeing is kind of democratic. Being democratic is given the opportunity to participate and exchange idea freely.

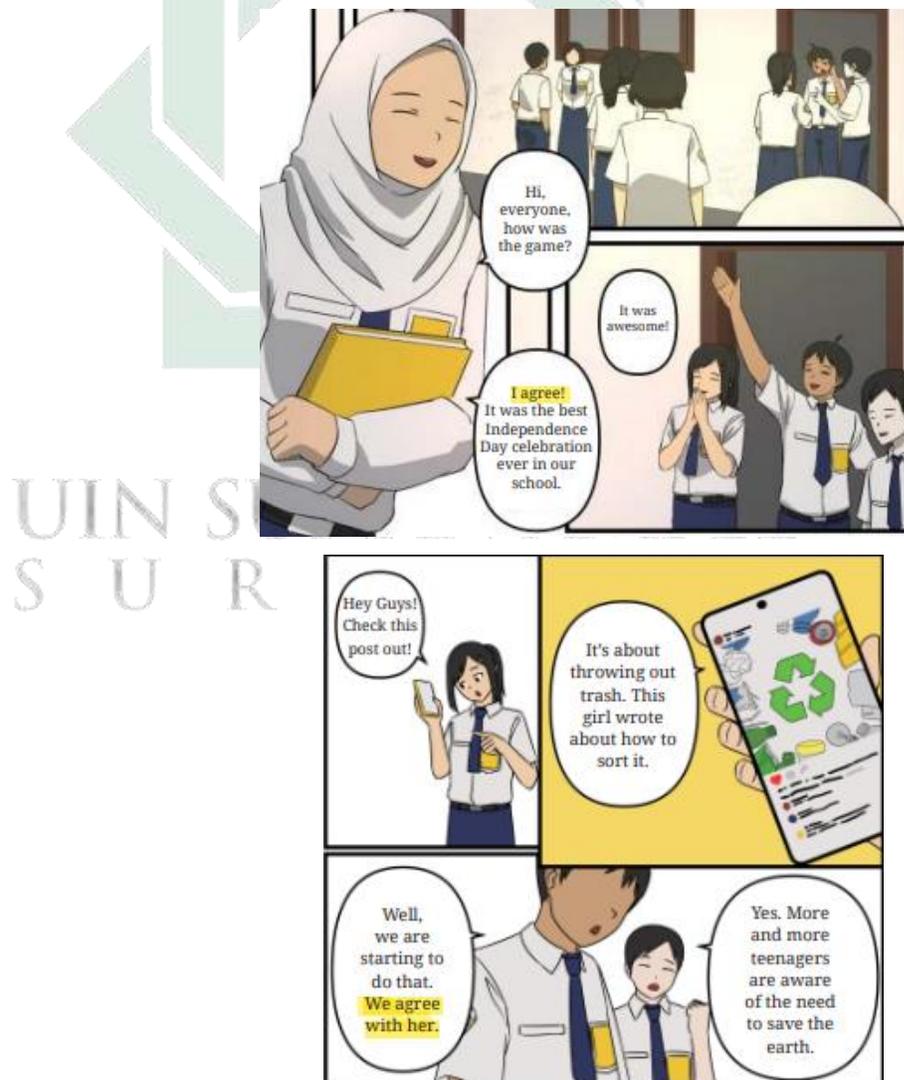


Figure 11. Democratic 1

## 9. Curiosity

Curiosity is represented verbally and visualized by the dialogue on the illustration of comic on page 88. The dialogue represented attitudes and behaviors that constantly want to extend what one has learned, witnessed, or heard. From the conversation above, it can be seen that the students are curious about the ending of the story. They asked the teacher “What will happen to the Ugly Duckling, Bu?”. Students reveal that curiosity leads to more enjoyment and participation in the classroom. Being curious of something in learning is more effective and enjoyable. Curious students not only ask questions, but also actively seek out the answer.



*Figure 12. Democratic 2*

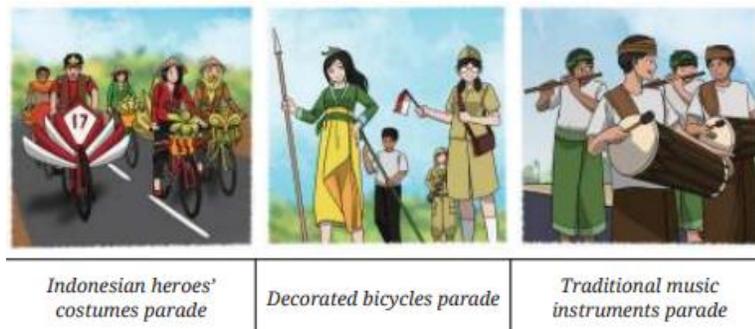
However, curiosity also presented verbally on page 36. The instruction below represented curious mindset that opens to learning new things and keen to fill their knowledge gaps. the instruction asked the students to do interview of two friends from other classes. From the conversation and the instruction above, it can be seen that this book contain of curiosity. The instruction

showed below:

*Interview two students from other classes. Ask about their participation in the Independence Day celebration. Use the questions you learned in this chapter. Videotape the interview or simply write the answers in your notebook.*

### **10. Nationalism**

Nationalism is represented verbally and visualized by the illustration on page 41. On page 41, the pictures represented a way of life that emphasizes love for and a deep admiration for one's country. It can be seen that students dressed up using Indonesian heroes' costume on the parade and play traditional music instrument. Teaching nationalism to students can help them to understand and appreciate unique history, culture, and values of Indonesia. It can also help them to feel proud and loyal to their country. The images above showed the proudness of the students who are playing traditional music instrument like gendang and suling, wearing Indonesian heroes costumes, and decorated their bicycle creatively. It is one of the examples of nationalism.



*Figure 13. Nationalism 1*

However, Nationalism also presented verbally on page 42 and 50. The text from page 50 is showed below.

### ***A School Parade***

*Hi, readers. How did you celebrate your Independence Day? I celebrated it by joining a school parade. We had so much fun before and during the parade. Let me tell you how it went.*

*In the beginning, we prepared our costumes. Every class had to choose one student to dress as an Indonesian hero. I was chosen as the class representative. I dressed as Cut Nyak Dien. Other students wore red and white clothes.*

*After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song. There was a marching band following us. Suddenly, it started to rain. We ran back to our classroom.*

*Finally, after the rain stopped, we gathered back at the schoolyard. The headmaster announced the winner of the best costume. A student from the other class won. He dressed up as Tuanku Imam Bonjol.*

*The school parade was fun and made us remember our national heroes. I was so proud. I could not wait to join this again next year.*

On page 50, the text told us about a school parade in Monita's school. And it was represented a way of life that emphasizes love for and a deep admiration for one's country. Monita as the class representative dressed as Cut Nyak Dien and they also sang 'Hari Merdeka' song. It is kind of nationalism.

However, on page 18, 44, and 52 presented visually. The pictures also represented a way of life that emphasizes love for and a deep admiration for one's country. On page 18, the students

dressed up like Indonesian heroes. Teaching nationalism also help students to have a greater understanding of and respect for other countries. From the examples above, it can be conclude that this book contain of nationalism.



Figure 14. Nationalism 2

### 11. Patriotism

Patriotism is represented visually on page 52. The picture represented prepared to make sacrifices for their country. it can be seen that students are doing flag ceremony. Patriotism is having love for our own country. Doing flag ceremony is one of the example of patriotism. Students are sacrifice for Indonesia in joining flag ceremony. If patriotism were to be taught in schools, the students would be able to slowly develop and sense of pride for his/her country. The students will also understand why it is important to have respect for the fundamental structures of the country.



*Figure 15. Patriotism 1*

## **12. Rewarding Achievement**

Rewarding achievement presented verbally and visualized by the dialogue on the illustration of comic on page 26 and 34. The dialogue represented appreciative of everything they have. From the two conversation below, it can be seen that Galang's father is appreciating Galang for winning the marble in spoon race in his school. Also, Monita congratulate Galang for the same thing. So, this conversation contain of rewarding achievement.





*how I usually do it.*

1. Know which trash is recyclable and not recyclable.
2. Sort the trash.
3. Put the trash based on its type

On page 156, it represented that Firman is a person who is friendly will be able to readily connect with others in their area. Firman also shares how he usually do to throw the trash away. First, know which trash is recycleable and not recycleable. Second, sort the trash and then put the trash based on its type. This way is useful for us in order to save our planet especially from plastic trash.

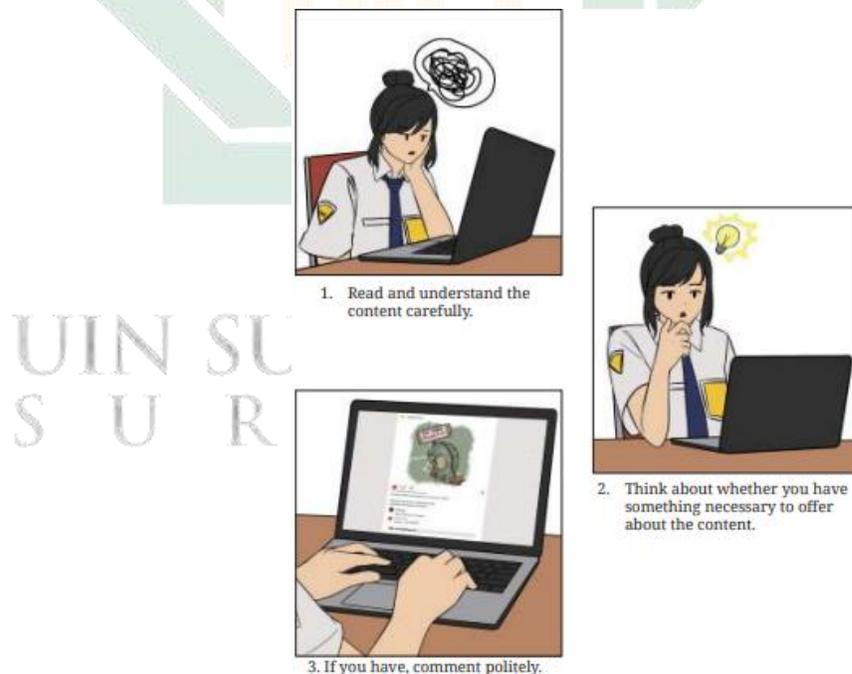


Figure 19. Communicative 2

On page 154, communicative also appeared verbally and support by images. It showed the way to comment on social media. From the examples above, this book contain communicative.

#### 14. Love of Peace

Love of peace is represented verbally and presented through the image of on page 219, 233, 236, and 253.



Figure 20. Love of Peace 1

On page 236, the image represented person who gives others a sense of pleasure so that they are not bothered by his presence. love of peace as it said that love of peace, the attitude of someone who loves peace is one that gives others a sense of pleasure.

However, love of peace also presented verbally and visualized by the dialogue on the illustration of comic on page 240 and 255. The dialogue represented mindset capable of maintaining composure in spite of difficulties. On page 255, the conversation between Monita and Galang represented love of peace. Galang attitude is one that gives others a sense of pleasure. Monita said “I

thought I was not good at fishing but Galang proved me wrong. He taught me how to fish well” and Galang replied “we just have to find what we like, then we have to practice”. What Galang said made Monita happy and confidence of herself.



Figure 21. Love of Peace 2

On page 259, 267, and 274 presented verbally. From the text on page 274 above, the text represented mindset capable of maintaining composure in spite of difficulties. It can be seen that Peter was happy and proud of himself. It is one of the love of peace.

The text is showed below:

#### ***Getting into the Band***

*Before I got into the band, I eagerly followed the musicians around or watched them practice in the town hall or outdoors. I even asked my friends to walk along the beach. We banged pot lids and shook plastic bottles with sand in them or cola cans illed with pebbles. We made noises loudly. Little by little they all got tired of following me around. I knew it was time to try out the real deal.*

*I did a few auditions. The irst time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He ixed an appointment for the*

*following week. He explained how to relax and do breathing techniques. So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad helped me out. The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it.*

*Then, one Saturday morning, I played in front of the whole band and they clapped. The leader said: "Let's welcome Peter to the band. He deserves his place."*

*I was just so happy and I was very proud of myself. They gave me the band's uniform.*

## **15. Reading Pleasure**

Reading pleasure is represented verbally by adding reading section on the chapter. Reading section can be found on page 41, 50, 54, 83, 84, 92, 109, 110, 116, 152, 159, 166, 205, 206, 210, 216, 222, 257, 259, 261, and 274. All of reading section within the book represented to any reading done for pleasure. The example of the texts are showed below:

### **Text 1**

*Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting.*

*In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could*

*even run with it. He came first and I came second. It was hard to beat Galang in this game.*

*The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But finally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.*

*The last game was the krupuk race. Once again I met Galang in the final. The fun part was I finished first and he finished after me. I finished my krupuk with three or four bites. It was a joyful day at my school. Everyone put a smile on their faces.*

*I was delighted. At the end of the event, my class was announced as the grand champion of the whole competition*

## **Text 2**

### **Getting into the Band**

*Before I got into the band, I eagerly followed the musicians around or watched them practice in the town hall or outdoors. I even asked my friends to walk along the beach. We banged pot lids and shook plastic bottles with sand in them or cola cans filled with pebbles. We made noises loudly. Little by little they all got tired of following me around. I knew it was time to try out the real deal.*

*I did a few auditions. The first time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He fixed an appointment for the following week. He explained how to relax and do breathing techniques. So I practiced everything he told me. I went around the house making drum noises, bass noises, and piano sounds. Dad*

*helped me out. The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it.*

*Then, one Saturday morning, I played in front of the whole band and they clapped. The leader said: "Let's welcome Peter to the band. He deserves his place."*

*I was just so happy and I was very proud of myself. They gave me the band's uniform.*

Two text above are the examples of reading section in this book. In every reading section, students can learn various key words and help them to understand what the text means.

## **16. Environmental Care**

Environmental care presented verbally and visualized by the illustration on page 132, 163, and 215. The picture represented duty and improvement that promotes environmental protection and fosters initiatives to stop nature from being destroyed. We can see from the picture that the picture showed a hand throwing plastic bottle in the trash. Putting trash in the trash can is one of the great way to reduce the trash. Littering is bad for environment because it lead to flood and damage village and loss. This is one of the example of environmental care.



*Figure 22. Environmental Care 1*

Furthermore, environmental care also presented verbally and presented through the illustration of comic on page 133, 134, 142, 150, and 193. The picture represented duty and improvement that promotes environmental protection and fosters initiatives to stop nature from being destroyed. The illustration of poster on page 215 above showed how to take care our environment. To take care our environment is throwing the trash in the trash can. Littering in the river have negaive impact of river habitats. It also can clog the drainage system and affect the natural flow of water in rivers and streams, and can pollute these waterways to the extent of destroying the freshwater life and its inhabitants.



it from the nostril of a sea turtle. With great diiculty, they succeeded in pulling the straw out of the turtle’s nostril. The nostril was bleeding, but the turtle was safe.

*The straw incident proved how dangerous plastic was to animals in the oceans.*

The scientists are helping the injured turtle because of plastic straw. Plastic pollution occured so rapidly that animals in the sea were unabe to adjust their behaviour around this new material. Plastic pollution causes thrests to amrine ecosystems and to marine life. The sollution is to prevent plactis waste from entering rivers and seas in the first place.



*Figure 24. Environmental Care 3*

However, environmental care presented visually on page 127, 178, 179, 221. On page 193, the illustration of comic represented duty and improvement that promotes environmental protection and fosters initiatives to stop nature from being destroyed. It reminded us to throw trash into the bin in order to not clogge the gutters. He said “the gutters got clogged and made the rainwater drain very slowly” and she said “that’s why you must

always throw your trash into the bin”. It is also teach us to be dicipline in environment, on of them is throw the trash in the trash can. From the examples above, this book contain of environmental care.

## 17. Social Care

Social care presented verbally on page 159. The text is showed below:

*@in22day Hello friends. I have so many old books in my room. I no longer read them. What should I do with these books?*

### **Comments:**

*@shakila commented : Do you like watching movies? I have some recommendations for you.*

*@agungibr commented : Hi! You can make a mini library in your house. First, sort your books based on their types. Then, prepare a mini bookshelf. You can make it from cardboard boxes. Last, keep your books on the shelf orderly based on their types. Now, everyone can read them any time.*

*@putrihijau commented : I like books too but I like my phone more!! :D @titalesta commented : Hi there! I am from the Bina Karya orphanage. **The orphanage accepts old book donations.** First ill in the form in the link [www.binakaryadonation.com](http://www.binakaryadonation.com). Then, send the books to our address. The address is provided in the link. Lastly, you will receive an email once the books arrive. Let's help the kids reach their dreams by learning from your donated books.*

*@zalvafsp commented : Make money from them! You can sell them. First, sort out your books that are still good. Next, cover your books with plastics. Last, offer the books to the book collectors in*

*Palasari Market. You can buy new books by selling your old ones.*

On page 159, the text represented beneficial to society. One of the comment recommend to donate the book to Bina Karya orphanage. Donating old books is one of social care. It can make small contributions to help out the former by simply donating books to various places. It also help finacially weak students. Passing down academic bboks to your juniors can be helpful in their academic progress. It also equally important that children from charity oragnizations get the chance to read books beyond their academics.

However, there are social care presented verbally and support by the illustration on page 164, 190, and 192. The poster on page 164 above showed how to donate old book to the library. The poster represented beneficial to society.



*Figure 25. Social Care 1*



## 18. Responsibility

Responsibility is represented verbally and visualized by the dialogue on the illustration of comic on page 133, 142, and 193. It was represented being responsible entails taking responsibility for the actions. On page 193, the conversation tells us to be responsible of throwing trash in order to not clog the gutters. It is our responsibility to take care our environment whether it is in the house, school, or anywhere.



Figure 27. Responsibility 1

Responsibility also presented verbally on page 50 and 216. From the text on page 50, it can be seen that Monita has chosen as her class representative, so she dressed up like Cut Nyak Dien. Monita has her responsibility as the chosen student. Monita represented commitment to accomplish something, and keep her word. The text is showed below:

### *A School Parade*

*Hi, readers. How did you celebrate your Independence Day? I celebrated it by joining a school parade. We had so much fun before and during the parade. Let me tell you how it went.*

*In the beginning, we prepared our costumes. Every class had to*

choose one student to dress as an Indonesian hero. **I was chosen as the class representative.** I dressed as Cut Nyak Dien. Other students wore red and white clothes.

After I dressed up, I went around the school with all the students. During the parade, we sang the 'Hari Merdeka' song. There was a marching band following us. Suddenly, it started to rain. We ran back to our classroom.

Finally, after the rain stopped, we gathered back at the schoolyard. The headmaster announced the winner of the best costume. A student from the other class won. He dressed up as Tuanku Imam Bonjol.

The school parade was fun and made us remember our national heroes. I was so proud. I could not wait to join this again next year.

However, the similar character comes visually data on page 179, responsibility presented visually. On page 178, students clean their school. They take all the plastic trash in one bin to make easier to reduce as their responsibility to make their school clean. The picture represented being responsible entails taking responsibility for the actions.



Figure 27. Responsibility 2

## **B. Discussion**

Based on the data findings above, the author found that there are some of the character building appeared in the chosen textbook and it has verbal and visual content that containing character building within its material.

The result of the analysis showed that the chosen book contained all the character building. There are 18 of character building out of 18 points appeared that is established in character building according to The Ministry of National Education 2010. There are some pages that presented more than one character building. Some character building may presented verbally and visually, some may presented either verbally or visually. The highest position is communicative which appeared 27 times. The second position is creative which appeared 23 times. The third position is reading pleasure which appeared 21 times. The fourth position is religious which appeared 17 times. The fifth position is environmental care which appeared 16 times. The sixth position are hard-work, dicipline, nationalism, love of peace, and responsibility which appeared 6 times each. The seventh position social care and tolerance which appeared 4 times each. The eighth position are curiosity and love of peace which appeared 3 times each. The ninth position are independent and democratic which appeared 2 times each. The last position are honest and patriotism which appeared 1 time each.

From the table above, it can be seen that there are three types of verbal data that found within the textbook including; instruction form, comic illustration, and statement form. And there is a type of visual data found that is image illustration. Additionally, a comparison between the findings of the current study and earlier studies is offered in the discussion regarding how the character-building presented in the textbook.

The first previous study conducted by Husna & Kamar in 2019.

When English Rings the Bell: Buku siswa and When English Rings the Bell: Buku Guru were the textbooks used in the study. It was found that Indonesian students should possess 15 out of a possible 18 character points. Buku Guru and Buku Siswa each received seven and six points. They are religious, honest, tolerance, dicipline, creative, independent, curious, nationalism, patriotism, communicative, peace, reading pleaseure, environmental care, social concern, and responsibility. The research uses the same set of parameters, which include the same 18 character-building.

The second study also made use of Peransiska in 2020. The researcher employed two different types of books to analyze for that study. The first is entitled When English Rings a Bell, and the second is entitled Think Globally Act Locally. The researcher's study in the second textbook was only able to cover the first semester's material, so the first and second semester's books are separate. In contrast, this study used a different version that included the entire material for both the first and second semesters. In the previous study, the character building was the most frequent value with 72 occurrences, accounting for 61% of the total frequency of character values based on the first semester that appeared in textbook 2. It was then repeated 31 times. Values related to other people, the environment, the nation, God, and other values have a low proportion. This survey received 169 responses, with communication value showing up most frequently (46% or 78 times), followed by reading value (32% or 54 times).

Furthermore, Yulianti in 2014 conducted the study that demonstrates that the book has 18 character-building values that are detailed and occur in the English textbook; 18 of these values are presented by visual data, and 17 of them are presented by utterance data. The page list containing the 18 values was included in the finding section, and each

value was detailed in the discussion section. It's completely different from this research, where the findings and discussion section included a number of tables that were utilized as a medium to display the findings from the textbook analysis.

Khanadi et al., in 2022, the fourth earlier report cited, is also included. The book and the parameter that were used are completely unrelated to this investigation. On the other hand, it offers the writer a wealth of knowledge regarding how to communicate the analysis's findings. The previous study examined how the five core values and sub values were portrayed in Bahasa Inggris *When English Rings a Bell*, a national textbook for students in Grade 7, Junior High School, published in 2017 by the Ministry of Education and Culture. 101 instances of the religion value, 81 instances of the nationalist value, 59 instances of the independent value, 44 instances of the collaboration value, and 43 instances of the integrity value were inserted. However, this research produced different findings, including a low frequency of religious values that appeared 1,6% or three times, a spirit of nationalism values, and a lack of independent values.

It is crucial for teachers to understand that the formation of students' moral character is a part of the learning process as well as knowledge transfer. In order to broaden the teaching-learning process, teachers are recommended to seek outside of their textbook while planning classes. By checking to see if the character-building points are mentioned in other topic textbooks or not, more study can be done to establish whether the purpose of character building can be realized fully in the educational setting. Observing classroom activities or the surrounding environment will also show how the school community promotes or puts the value of character development into practice.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

The last chapter has two parts, those are conclusion and suggestion. Based on the findings and discussion on the previous chapter, the researcher made some conclusion of what are character building presented in the selected book entitled “English for Nusantara” for Grade VIII. The suggestion is for the teachers, readers, next researcher, and the next book’s authors.

#### **A. CONCLUSION**

After conducting the research analysis, the researcher figured out that all of character building appeared in the selected textbook entitled “English for Nusantara”. The finding of the data analysis of character building is facilitated through two categories; verbal and visual presentation. There are three types of verbal data that found within the textbook including; instruction form, comic illustration, and statement form. And there is a type of visual data found that is image illustration. According to the data result above, even though this book is published by the Ministry of Education and Culture's Pusat Kurikulum dan Perbukuan, it still has flaws. The book lacks of some character building in some verbal and visual contents. Based on the result that has been presented, it can concluded that “English for Nusantara” textbook still represents the character building within its components as well as possible. Therefore, the materials in the book can be used as a strategy to promote character building and as examples for the students to learn and apply character building in their daily lives.

## **B. SUGGESTION**

Following the analysis of the research, the researcher would like to make the following recommendations based on the findings:

1. For teachers

Teachers must be more creative when presenting lessons that instill moral principles in pupils so they can learn them and use them in their daily activities.

2. For readers:

As a guide for selecting a specific textbook to use, this research should provide deeper theoretical understanding and insight regarding the character-building qualities portrayed in English textbooks.

3. For next researchers:

In order to uncover elements that have not been uncovered in this research, the next researcher should carry out more, related research on character development in the field of education. Finally, there will be additional significant findings that can support studies on the character development.

4. For the next English textbook author

The authors of the upcoming textbooks should pay close attention to the content and resources used when creating them, particularly to how well the content fits with the principles of character development outlined by the Ministry of National Education in Suyadi in 2010. Therefore, all 18 character-building should be covered in the upcoming English textbooks.

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