

**INTERWEAVING CHARACTER EDUCATION
IN ENGLISH TEXTBOOK OF SENIOR HIGH SCHOOL**

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This research is aimed at find out the character education values in reading materials of English textbook which is published by Yudhistira and Tiga Serangkai. This research used the textbook that is used by the eleventh grade of Senior High School as a handbook. This study is a descriptive qualitative research by doing content analysis. In conducting the research, the researchers analyzed the reading materials provided in the textbook by analyzing the material and determined the genre and character education value of the text. Throughout the analysis, the researchers found 15 characters education values are inserted in reading text material, involve: Friendly, Social Care, Love Peace, Curiosity, Religious, Joy of Reading, Tolerance, The Spirit of Nationality, Love Homeland, Creative, Discipline, Rewarding Achievement, Hard Work, Environmental Care, and Responsibility. The teachers assess the character education values directly and joined with other evaluation, in the form of Affective. Therefore, the finding of this research is expected for the teacher to come up with the moral education which inserted in reading materials. Furthermore, in the future character education is intended can be developed and fully realized in the school practices.

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INTRODUCTION

The issue of character education has been a global matter in the education setting. As what had been reported by Harrison, Morris, Ryan (2016), the issues of character education have emerged in the UK, US, India, China, Taiwan, Canada, Korea, Australia, and Malaysia. Meanwhile, in the fast-paced, ever changing society in which Indonesian live, where children bring guns to school, hate crimes are committed daily, and the suicide rate is rising, character education is essential. Multicultural character education will not only help create stronger individuals, but stronger societies. Throughout history educators have used English to teach multicultural character education effectively.

The national education framework in *UU RI Nomor 20 Tahun 2003* states that education is objected to develop the students' potency to be faithful and pious men as well as having precious character, healthy, clever, creative, learned, becoming democratic, and responsible citizens. In the implementation of formal education, the optimizing of this objective is formulated with basic competences packed in "Curriculum Based Competence" which is prevalently known as *KBK (Kurikulum Berbasis Kompetensi)*.

The application of character education, as one reference to the developmental scope of the learners, becomes the benchmark in curriculum development. It is profoundly potential for early child's natural potentials to be developed. As Diamond (2008) comments, the resulting statements on the curriculum will be the basis on which the main objectives of each subject within the curriculum will be determined. Furthermore, the objectives of each subject will be solved into specific units in the class.

According to Education and Culture Ministerial Decree no. 137 of 2017 refer to the formal values of religion and some characters, such as, honest, helpful, polite, respectful, and tolerant of others. Additionally based on Indonesian President Regulation no. 87 of 2017 in Center for Curriculum Department of National

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Education Indonesia, in *Training Materials Reinforcement Learning Methodology Based Cultural Values for Establishing Competitiveness and National Character*, there are 18 character values that teacher have to implement in teaching and learning process, that are; *Religious, Honest, Tolerance, Discipline, Work hard, Creative, Independent, Democratic, Curiosity, The spirit of Nationality, Love homeland, Rewarding achievement, Friendly/Communicative, Love peace, Joy of reading, Environmental care, Social care, and Responsibility.*

The integration of values in the formation of character through the world of education requires careful planning for the results in accordance with the expected. The process of cultivating values in character building through education must be well packed and structured that can be implemented through learning activities. One of the supporting requirements is the textbook, which is reading text. Teaching materials are very helpful for teachers and students in achieving learning objectives. On the other hand, the students are able to understand and creating various shorts functional and monologue texts, and essay in the form of narrative, descriptive, recount, procedure, report, etc. The materials can be authentic materials, for example from magazine, newspaper, textbook, or etc.

Nowadays the required graduates should not only be clever in knowledge, but should also be cultured, have high moral standards, and have great character. Thus, the success of an institution is not only measured from its scientific intelligences but also from spiritual and emotional intelligences. Scientific intelligence without good character, behaviour, and attitude will tend to destroy any thing, and those can be implemented through character education in Curriculum 2013. As what Arthur (2005) consider that character education ought to be built on the basis that the characters should be developed, logically used, and internally motivating the users to form their moral identity.

Yet, the recent momentum from the Indonesian President Regulation no. 87 of 2017 on strengthening character education further ignites the curriculum reformation,

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where this, in effect, requires the teacher to explicitly incorporate the character education in their classroom (Indonesia Cabinet Secretariat, 2017). This allows the government to provide the technical guidance in order to grasp and supplement the implementation of character education in both formal and informal education, through various means such as civic education, religious-infused subjects, or any other implementation.

Thus far, the researchers have discussed character education in general. However, character education is fundamental in teaching students to understand, appreciate, and respect multicultural diversity. Based on those explanations, the researchers are interested in analysing how the education character values link on English textbook of senior high school. The initial goal of character education is to exemplify good character characteristics for students (Skaggs & Bodenhorn, 2006). The significances of this research were expected to provide some advantages of character education in English reading material.

METHOD

This study is a descriptive qualitative research by doing content analysis which is aimed to analyse reading text on the textbook in building character education of English learning of XI grade students at MAN 2 Model Banjarmasin. This school implements Curriculum 2013 and students' character in this school are developed well. In this research, documents are used to gain information about reading text materials which are used in teaching and learning process. The researcher inquired the documents from the subject teachers, it can be lesson plan or the syllabus and English course book. Next, the researcher read the documents, mark the part of document (lesson plan or syllabus) which are concerned with the research questions including language focus and activities for each meeting, then, the researcher interpreting the data from documents. After finishing doing the data reduction and data display, the researcher concludes the result of the research based on the research problems character education theory are used.

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FINDING AND DISCUSSION

Regarding to the research questions, the researchers identified the character values on reading materials which was taken from the book *Talk Active 2 Senior High School Year XI* published by Yudhistira and *Contextual English 2 for Grade XI Senior High School Regular Program from Tiga Serangkai* as follow:

Text 1

Title : Bullying and Teasing: No Laughing Matter

Type of Text : Descriptive

Source : Talk Active 2 Senior High School Year XI page 63

There are three character education values inserted in the text by the title *Bullying and Teasing: No Laughing Matter*, such as: *Friendly*, *Social Care*, and *Love Peace* which are explained in the table 1

Table 1. Analysis Character Education on text 1

Character Education	Sentence
Friendly	<p><i>Victims of bullying are often shy and tend to be physically weaker than their peers. (Line 14-15)</i></p> <p>Through this sentence, the teacher teaches the students that victims of bullying should not be shunned. Rather, they must be given protection and support to restore their confidence.</p>
Social Care	<p><i>If your child is the victim of bullying, he may suffer physically and emotionally, and his schoolwork will likely show it. His grades will drop because, instead of listening to the teacher, he is wondering what he did wrong and whether or not anyone will sit with him at lunch. (Line 18-21)</i></p> <p>By knowing the impact that caused by bullying, students are expected to understand and caring for</p>

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the victims of bullying in their surroundings.

Love Peace

*They are more **apt** to abuse alcohol, smoke, and even grow to be an abusive spouse. Some studies have even found a correlation between bullying and later criminal activities. (Line 25-27)*

Through this sentence, the teacher teaches the students to avoid bullying to make a peace.

Text 2

Title : Should Parents Censor Their Children's Reading Materials?

Type of Text : Analytical Exposition

Source : Talk Active 2 Senior High School Year XI page 65

The text talks about the role of parents in selecting reading materials for their children because some books are inappropriate in the theme with the age. Based on this text the researcher found three characters values which can be instilled to the students, such as: Curiosity, Religious, and Joy of Reading that are explained on the table 2

Table 2. Analysis Character Education on text 2

Character Education	Sentence
Curiosity	<p><i>This is why younger children's reading should, in many circumstances, be more closely monitored. (Line 27-28)</i></p> <p>Through this sentence, the teacher motivates and instills a sense of curiosity to the students to fond of reading.</p>
Religious	<p><i>Some parents also stop their children from reading certain books on religious grounds. This is completely understandable if the book promotes Satanism, or undesirable practices, but in many cases, censorship is unnecessary. (Line 29-32)</i></p> <p>Through this sentence, the teacher explains to the</p>

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students to avoid books that containing deviant values such as Satanism or undesirable practices so as not to damage the values of religion they hold.

Joy of Reading

Read things and keep an open mind. Reading is good for children, so parents shouldn't discourage it. (Line 37-38)

This sentence encourages student/reading to develop their habit to read.

Text 3

Title : There is no title for this reading material.

Type of Text : Cause and Effect

Source : Talk Active 2 Senior High School Year XI page 74

In this text, the researcher found two character values which related to the topic that is discuss about the serious impact to smokers which not only harm themselves but also make many people feel disturbed because the smell of smoke. Two character values concern are Social Care and Tolerance are explained on the table 3.

Table 3. Analysis Character Education on text 3

Character Education	Sentence
Social Care	<p><i>Smoking frequently results in social isolation because many people don't smoke and so don't want to be in the presence of second-hand smoke. (Line 9-11)</i></p> <p>Through this sentence, the teacher teaches the students that smoking also injure others because the fog greatly interferes with the breathing of others who do not smoke.</p>
Tolerance	<p><i>Friends and acquaintances often bluntly tell their smoking friends that they don't want the smell of</i></p>

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smoke in their cars or in their homes. (Line 11-13)

Through this sentence, we learn how to care our environment because everyone deserves for a fresh and healthy air.

Text 4

Title : Batak Ulos

Type of Text : Descriptive

Source : Talk Active 2 Senior High School Year XI page 84

There are three character education values in the text by the title Batak Ulos which containing a description of traditional cloth from Batak people in North Sumatra including kinds of Ulos, time for use it until the meaning for every pattern. On the table 1.4 the researcher explained character education values such as: The Spirit of Nationality, Love Homeland, and Creative.

Table 4. Analysis Character Education on text 4

Character Education	Sentence
The spirit of Nationality	<p><i>Ulos is a traditional cloth of the Batak people of North Sumatra.</i> (Line 1)</p> <p>From this sentence, teacher introduces to the students the original identity from Indonesia.</p>
Love homeland	<p><i>The ulos is normally worn draped over one or both shoulders, or in weddings to ceremonially bind the bride and groom together. Ulos are traditionally hand woven and, in the case of higher-quality examples, are significant family heirlooms, to be worn at important events, such as funerals and weddings.</i> (Line 2-6)</p> <p>Through this sentence, teacher teaches the cultural values in Indonesia so that the students would recognize and love their homeland.</p>
Creative	<p><i>There are many kinds and designs of ulos, which</i></p>

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have their own respective meaning in accordance to the characteristics, conditions, functions, and some relations. (Line 12-14)

Through this sentence, teacher encourages students to be more creative to design a new design of ulos in the future.

Text 5

Title : There is no title for this reading material.

Type of Text : Recount

Source : Talk Active 2 Senior High School Year XI page 143

From the passage, which retelling the story about Budi who woke up late for the school, the researcher found one character value that is Discipline which explained on the table 5.

Table 5. Analysis Character Education on text 5

Character Education	Sentence
Discipline	<i>Budi woke up late for school. It was about 7:50 a.m. He should have been up 50 minutes earlier and had missed his bus. (Line 1-2)</i> By this sentence, teacher teaches the discipline value to the students.

Text 6

Title : Teenage Bullying

Type of Text : Descriptive

Source : Talk Active 2 Senior High School Year XI page 152

There are three character education values are inserted in the text by the title Teenage Bullying which describing some type of bully and a number of effects. The character values such as: Friendly, Social Care, Love Peace are explained on table 6.

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Table 6. Analysis Character Education on text 6

Character Education	Sentence
Friendly	<p><i>Bullying is done with the intention of putting another person down. (Line 4-5)</i></p> <p>By this sentence, teacher teaches the students to be friendly to everyone and to not offend others.</p>
Social care	<p><i>There are a number of effects that come with teenage bullying. First of all, there are the obvious physical problems and injuries that can result from physical bullying. However, emotional, verbal, and cyber bullying can deeply affect teens as well. These activities can lead to depression (and even suicide), drug abuse, and stunted social development. These problems can affect a person well into adulthood. (Line 26-31)</i></p> <p>By knowing the impact from bullying, students are expected to be more sympathetic and empathetic to the victims of bullying.</p>
Love peace	<p><i>Another problem is retaliation. In some cases, bullied teens have violent fantasies of attacking their bullies. There are instances in which these teens become violent. They turn on their classmates in order to get revenge. This can be a cause of heartbreak and difficulty. (Line 32-35)</i></p> <p>By teaching the value of love peace, students are understand that retaliation to the bullies would not solve the problem, however will create a new problem.</p>

Text 7**Title : Why Do Kids Bully?****Type of Text : Descriptive****Source : Talk Active 2 Senior High School Year XI page 156**

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There are three character values that can be instilled to the students from the text by the title Why Do Kids Bully, such as Tolerance, Social Care, and Love Peace which are explained on the table 7.

Table 7. Analysis Character Education on text 7

Character Education	Sentence
Tolerance	<p><i>Some bullies are copying what they've seen someone else do. Some have been bullied themselves. (Line 7-8)</i></p> <p>Through this sentence, teacher explains there must be a background someone bullies others and what kind of prevention which must be done.</p>
Social care	<p><i>Sometimes, bullies know that what they are doing or saying hurts other people. However, other bullies may not really know how hurtful their actions can be. Most bullies don't understand or care about the feelings of others. (Line 9-12)</i></p> <p>Through this sentence, teacher explains to not easy hurting others' feeling.</p>
Love peace	<p><i>They might pick on kids who get upset easily or who have trouble sticking up for themselves. Getting a big reaction out of someone can make bullies feel like they have the power they want. (Line 13-15)</i></p> <p>Through this sentence, teacher explains to the students even though have an older age and have power than the younger, students are expected to love and kind to youngers.</p>

Text 8

Title : There is no title for this reading material.

Type of Text : Report

Source : Contextual English 2 for Grade XI Senior High School Regular Program page 5

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The researcher found two character education values from the text which reporting about ten facts about the actual numbers behind Africa's poverty crisis and the negative impacts. Table 8 below explains how value of Social Care and Environmental care are inserted in the text.

Table 8. Analysis Character Education on text 8

Character Education	Sentence
Social care	<p><i>547 million people live without electricity in sub-Saharan Africa. (Line 20)</i></p> <p>Through this sentence, teacher explains to the students for caring and have empathy to the fellow who unable to enjoy an electricity.</p>
Environmental care	<p><i>Over 500 million Africans suffer from waterborne diseases. According to the UN Millennium Project, more than 50 percent of Africans have a water-related illness like cholera. (Line 23-25)</i></p> <p>Through this sentence, teacher explains to apply healthy lifestyle to maintain their health and to prevent the disease.</p>

Text 9

Title : Global Handwashing Day: Children lead the way in Afghanistan, Somalia, and Mozambique

Type of Text : Report

Source : Contextual English 2 for Grade XI Senior High School Regular Program page 18

There are two characters values inserted in the reading material by the title Global Handwashing Day: Children lead the way in Afghanistan, Somalia, and Mozambique, such as: Social Care and Discipline are explained on the table 9.

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Table 9. Analysis Character Education on text 9

Character Education	Sentence
Social care	<p><i>Millions of children in 70 countries around the world are marking the first-ever Global Handwashing Day with a simple act that will protect them from disease and save their lives. (Line 1-3)</i></p> <p>From the sentence above, students learn for caring on health by engaging a simple good habit, that is wash their hand.</p>
Discipline	<p><i>A recent government study shows that only one in three Afghan mothers washes her hands before feeding her children. (Line 4-6)</i></p> <p>Through this sentence, students learning discipline value to wash their hand before meals to prevent the diseases.</p>

Text 10

Title : Superstition is Superstition

Type of Text : Analytical Exposition

Source : Contextual English 2 for Grade IX Senior High School Regular Program page 38

The title of the text above is Superstition is Superstition inserting Religious value which very important for students, because it explaining how we should respond phenomenon such as hoax or superstition, for instance “SMS Santet” from unknown. The detail analysis about this character values will be explained in table 10.

Table 10. Analysis Character Education on text 10

Character Education	Sentence
Religious	<p><i>The police and religious leaders called on the public to stay calm, saying that it was all a hoax.</i></p>

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In the first place, it is against the teaching of major religions, especially Islam. (Line 5-6)

From those sentences, teacher remains the students to keep holding the religious value and not easily provoked by hoax. As a moslem, we should not believing superstition because it same associating Allah swt.

Text 11

Title : What's the Name of the Tree?

Type of Text : Recount

Source : Contextual English 2 for Grade IX Senior High School Regular Program page 58

There are two characters education values from the text by the title What's the Name of the Tree? This text is a story about a foreign tourist who travelled to one country he has never visited yet but very arrogant to the taxi driver. The character values of this text are Rewarding Achievement and Curiosity are explained on table 11.

Table 11. Analysis Character Education on text 11

Character Education	Sentence
Rewarding achievement	<i>"Oh, really?" The tourist said. "In my country, we grow tobacco only in one month." (Line 12)</i>
	<i>"That long? The tourist said. "In my country, mango trees bear fruits in one year only. (Line 21)</i>
	<i>"That's too long," the tourist said. "In my country, we can harvest durian in two years." (Line 33)</i>
	<i>"In my country," the tourist said, "coconut trees grow only in three years." (Line 41)</i>
	Those sentences above are the examples which less reflect rewarding achievement. Therefore, teachers are expected to embed that value to others for every diversity in the world. Moreover, students are

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expected capable giving a good response while the conversation.

Curiosity

“How long do they grow the plants?” the tourist asked, (Line 7)

“How long do they grow mango trees?” the tourist asked, (Line 17)

To his surprise, the tourist asked, “How long does it take to grow durian?” (Line 29)

“Look there! What a gorgeous tree! What’s the name of that tree?” (Line 46)

From the sentences above, teacher teaches to the students for having a curiosity, because with curiosity, we would be encouraged to learn more and better.

Text 12

Title : There is no title for this reading material.

Type of Text : Analytical Exposition

Source : Contextual English 2 for Grade IX Senior High School Regular Program page 60

There is a character education value in the text above, which is Hard Work, as exemplified the ancestor survived by hunting and gathering the food. Moreover, the Hard Work value is explained on the table 12.

Table 12. Analysis Character Education on text 12

Character Education	Sentence
Work hard	<i>For hundreds of thousands of years, humans depended on hunting and gathering for survival. (Line 4-5)</i> From this sentence reflected that work hard to survive has done by ancestors in the past. Hence, teachers are expected to embed this character value

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to the students in order to reach they dream.

Text 13

Title : Bonsai

Type of Text : Descriptive

Source : Contextual English 2 for Grade IX Senior High School Regular Program page 61

From the text entitled Bonsai, which describing how bonsai can be a hobby or even a profession, the researchers found one character value, that is Creative which is explained on the table 13.

Table 13. Analysis Character Education on text 13

Character Education	Sentence
Creative	<p><i>Overall, bonsai is a great interest, hobby or even profession to undertake. (Line 27-28)</i></p> <p>From the sentence above, teachers are expected to motivate students develop their creativity as a hobby or even a profession which can earn money.</p>

Text 14

Title : There is no title for this reading material.

Type of Text : Descriptive

Source : Contextual English 2 for Grade IX Senior High School Regular Program page 63

This text describing what are cartmen, how they can survive to life and what can be done to help them fulfil their daily needs. Based on the text, the researcher found two character values inserted in the text, involve: Work Hard and Social Care that are explained on the table 14.

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Table 14. Analysis Character Education on text 14

Character Education	Sentence
Work hard	<p><i>They lose all their things, they cannot get money from collecting trash, and they must stay in a detention house. Inside their heart, they know that being cartmen violates the city regulations but, alas, what can they do? They do not have skills necessary to get a job. They finally submit to fate and opt to brave all the risks and threats of being cartmen. (Line 12-17)</i></p> <p>The sentence above giving a lesson to the students that to fulfil a daily needs is not that simple, and to get everything what we need we have to work hard.</p>
Social care	<p><i>Other things are the responsibilities of other departments. For example, for the problem of education, they need the involvement of the education office; for the problem of work, they need help from the workforce office; and so on. (Line 25-28)</i></p> <p>The sentence above giving the lesson to the students that poverty not only the responsibility of the government, but that is our responsible as a good citizen.</p>

Text 15

Title : There is no title in this passage

Type of Text : Descriptive

Source : Contextual English 2 for Grade IX Senior High School Regular Program page 80

The text above discusses one of Indonesia cultural heritages in the form of dances. Moreover, after analyzing, the researcher found four character education values inserted in this reading material such as: Love Homeland, The Spirit of Nationality, Religious, and Social Care which are explained on the table 15.

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Table 15. Analysis Character Education on text 15

Character Education	Sentence
Love homeland	<p><i>People all over the world have admired the beauty of the various traditional dances of Indonesia. (Line 6-8)</i></p> <p>This sentence giving the lesson to the students for loving the cultural heritage in the form dance. Also, students are expected can preserve the cultural heritage in Indonesia.</p>
The spirit of Nationality	<p><i>Dances have social, religious, and magical function, dances are performed for and during social events such as births, marriages, hunting, wars, etc. (Line 9-11)</i></p> <p>By knowing various functions of dances in Indonesia, students are expected can embed the spirit of nationality and disenchant them that Indonesia is rich in tradition and culture.</p>
Religious	<p><i>In their religious function, dances are performed for religious rituals such as worshipping, offering, initiation, burials, etc. The Pendet and Gabor dances of Bali, for example, are used in offering ceremonies. (Line 13-15)</i></p> <p>Some dances in Indonesia also used for religious ritual such as in Bali. Thus, a dance is not only considered an entertainment, but also is a part of religious ritual.</p>
Social care	<p><i>Folk dances are commonly performed for social purposes: Kuda Lumping and Tayub of Middle and East Java, Sanghyang of Bali, Lengso of Ambon, Ketuk Tilu and Ronggeng of West Java, and Cupak of Lombok are examples of folk dances. (Line 30-33)</i></p> <p>Through dance, students are expected to socialize, a partnership, and have a good teamwork.</p>

Text 16**Title : There is no title for reading material.****Type of Text : Report****Source : Contextual English 2 for Grade IX Senior High School Regular Program page 87**

There are two character values inserted in text 16, which reporting an annual festival event in which Papuan tribes tribes renowned for their histories of war and violence named The Baliem Valley. The character values such as: The Spirit of Nationality and Love Homeland are explained on the table 16.

Table 16. Analysis Character Education on text 16

Character Education	Sentence
The spirit of Nationality	<p><i>This year's cultural event was organized to coincide with Indonesia's August 17 Independence Day celebrations. (Line 12-13)</i></p> <p>By held a festival which coincides with an independence day would spread the spirit of nationality especially for Papuan.</p>
Love homeland	<p><i>These people were the "traditional soldiers". Wearing their koteka, they held spears in their left hands and bows and arrows in their right. (Line 18-19)</i></p> <p>The use of <i>koteka</i> (traditional cloth from Papua), is expected to introduce the diversity of traditional cloth in Indonesia to students in order to make them loving their homeland.</p>

Text 17**Title : Martha Chritina Tiahahu****Type of Text : Descriptive***Saadillah*

Source : Contextual English 2 for Grade IX Senior High School Regular Program page 94

There are two character values inserted in the text by the title Martha Christina Tiahahu which tells her struggle to defend the homeland until captured by Dutch in the young age. Those character values are The Spirit of Nationality and Love Homeland which are explained on the table 17.

Table 17. Analysis Character Education on text 17

Character Education	Sentence
The spirit of Nationality	<p><i>In another battle, she and her troops succeeded in burning Duurstede Fortress to the ground. During battles, she was said to throw stones at the Dutch troops if her soldiers were out of ammunition, while other accounts had her wielding spears. (Line 11-14)</i></p> <p>From this sentence, students are expected to imitate the spirit as owned Martha Christina Tiahahu in order to defend Indonesia.</p>
Love homeland	<p><i>Tiahahu was the only captured soldier not punished; this was due to her young age. (Line 16-17)</i></p> <p>Even though she was captured at the young age, she was not afraid in fighting for the freedom of Indonesia. The students are expected to have this value in their daily life.</p>

Text 18**Title : There is no title in this passage.****Type of Text : Report****Source : Contextual English 2 for Grade IX Senior High School Regular Program page 141**

There is a Curiosity character value in the text that explains the inductive-deductive approach which is widely followed by many of the modern scientists of the world which is explained on the table 18.

Table 18. Analysis Character Education on text 18

Character Education	Sentence
Curiosity	<i>Descartes wanted to say that we existed because we used our intellect. (Line 17-18)</i>
	<i>About ten years earlier, Francis Bacon, an English philosopher, had proposed a method of scientific inquiry which was very different from that of Descartes. (Line 24-26)</i>
	<i>The scientists should empty their mind, made observations of phenomena, and generalized the results of their observations to formulate scientific theories. (Line 27-29)</i>
	Those sentences are expected giving the spirit and curiosity to the students in order to learn something new and very important to upgrade their knowledge. Moreover, in studying their major.

Text 19**Title : Scientists Warn of Cancer Risk for Cell Phone Use****Type of Text : Report****Source : Contextual English 2 for Grade IX Senior High School Regular Program page 181***Saadillah*

There is a character education value inserted in the reading material by the title Scientists Warn of Cancer Risk for Cell Phone Use that is Responsibility that explained on the table 19.

Table 19. Analysis Character Education on text 19

Character Education	Sentence
Responsibility	<p><i>Everyone shares responsibility of this issue and helps governments and other bodies to find solutions to the problem. (Line 26-27)</i></p> <p>From the sentence above, teacher teaches that responsible to give education about danger on cell-phone used is our responsible, so students are motivated to appeal others. Moreover, students are expected to be participated in contributing idea for this global problem.</p>

Text 20

Title : The Wayang

Type of Text : Descriptive

Source : Contextual English 2 for Grade IX Senior High School Regular Program page 194

In this text, by the title The Wayang, which describing original puppet from Indonesia and its types, containing two character values, such as: Love Homeland and Religious which are explained on the table 20.

Table 20. Analysis Character Education on text 20

Character Education	Sentence
Love homeland	<p><i>Below are some of the many kinds of wayang that can be found in our rich cultures. (line 6-7)</i></p> <p><i>First, there is the wayang kulit. (Line 8)</i></p> <p><i>Second, there is the wayang wong. (Line 18)</i></p>

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Third, there is the wayang beber. (Line 25)

Fourth, there is a wayang golek. (Line 32)

By knowing the diversity in Indonesia, students are expected more loving their home land.

Religious

*The stories are usually **drawn** from the Hindu epics the Ramayana and the Mahabharata or from the Serat Menak, (a story about the heroism of Amir Hamza, an uncle of the Moslem Prophet Mohammad.) (Line 14-17)*

While watching the performing of *wayang*, students are expected not only take the art value, but also being religious. Because, *wayang* also used for spreading religious value.

According to core competencies in syllabus from MAN 2 Model Banjarmasin which implement Curriculum 2013, there are eleven character education values should be inserted in reading text material, involve: Religious, Honest, Discipline, Polite, Caring (Mutual Cooperation, Tolerance, Peace), Responsibility, Responsive, and Pro-active to effectively interact with the society and nature within the students' communicative environment.

After analyzing 20 reading materials from *Talk Active 2 Senior High School Year XI* published by Yudhistira and *Contextual English 2 for Grade IX Senior High School Regular Program* published by Tiga Serangkai, the researchers found 15 character values, involve: Friendly, Social Care, Love Peace, Curiosity, Religious, Joy of Reading, Tolerance, The Spirit of Nationality, Love Homeland, Creative, Discipline, Rewarding Achievement, Hard Work, Environmental Care, and Responsibility.

The most appear frequently character value is Social Care, which emerge 8 times. It is because the recent problem now days is about social issues for instance bullying, thus both of the books are often providing text by the topic of bullying. Therefore, the character value of social care is very essential inserted to the reading material. The most appear rarely character values are Joy of Reading, Rewarding

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Achievement, Responsibility, Creative, Discipline, and Tolerance because these values have already embedded in other subject. Whereas, there is no character values of Democratic and Independent in the whole reading materials. Because, Independent value is reflected from Creative, while Democratic value is reflected in Tolerance value.

Based on Curriculum 2013, there are three aspects which are assessed in teaching and learning process, such as: Attitude Aspect (affective), Knowledge Aspect (cognitive), and Skill Aspect (psychomotor). The researchers found that teachers assess character education value directly in the classroom when learning process and join with other evaluation in the form Affective. Moreover, the teachers can assess while listening, speaking, reading, and writing sections. Assessment also can be done outside the classroom and clearly shown on their social life. At the end, some character values are reflected on students' behavior, involve: Religious, Social Care, Respect, Discipline, Love Homeland, and The Spirit of Nationality.

CONCLUSIONS AND SUGGESTIONS

Mostly all of reading materials in the books are based on Curriculum 2013 which involve character value that not only increasing students' knowledge but also develop students' attitude. Even though there are some characters values are not related in Curriculum 2013. Character education values are inserted through the various of theme/topic of the text in the book, the theme of the text in reading material in the book are related to character education. Like, bullying, performing art and culture, national struggle, global issue, social issue, and health. There are 10 character education values which related in Curriculum 2013, involves: friendly, social care, love peace, religious, tolerance, the spirit of nationality, love homeland, discipline, environmental care, and responsibility. Also, there are six text types in those books, as follow: Descriptive, Analytical Exposition, Cause and Effect, Report, Recount, and Narrative. Besides, the researchers found that teachers assess character education value directly in the classroom when learning process and join with other

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evaluation in the form Affective. Assessment also can be done outside the classroom and clearly shown on their social life.

After conducting research about character education in English textbook, the researchers found that is needed for the teacher to conscious about character values that are inserted in reading text materials because the teacher plays important role in implementing character education to enhance the quality of the learning process. Furthermore, since character education based learning is still developing in Indonesia, it requires attentions and supports from external assistances such as government and technology to gain the better output in the future.

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