

## CHAPTER V

### CONCLUSIONS AND RECOMENDATIONS

#### A. Conclusion

1. Based on the researched textbook entitled "Pathway to English" for grade XII, it contained social values, including kinship, mutual help, cooperation, empathy, caring, tolerance, and discipline. Each social value was conveyed in various forms, such as text stories, conversations, and illustrations, each carrying a specific message. The delivery and integration of social values into the textbook were also very easy to understand, with adjustments in images and texts that were easily comprehensible for high school students. For instance, short texts describing daily life and conversations between friends were included, aligning with everyday circumstances. Moreover, simple and understandable illustrations regarding various forms of friendship, emphasizing unity without racial distinctions, and covering other relevant topics were provided. Based on the depicted content and delivery, the intention was for students to understand and apply these values in their daily lives at school and in society, fostering alignment with social values. Amidst english textbooks that integrated social values as character education, exemplified by this book, students enhanced their understanding of norms, ethics, and responsibility. It enabled English learning not only as a linguistic skill but also as a means to develop positive values in daily life. Thus, students could learn English while forming good character.
2. Social values in this textbook also had close relationship with character education in Curriculum 2013 because they were interrelated and have the same goal, which is to form a good personality in students. Curriculum 2013 emphasizes the importance of character or moral development of learners as an integral part of the learning process. One of the main components of character education is strengthening social values. Additionally, in the book that has been researched, it showed the delivery of messages related to the development of social values, among others: 1. kinship, 2. mutual help, 3. cooperation, 4. empathy, 5. caring and 6. discipline which can certainly affect the development of positive attitudes and behaviors of students. Additionally, the book also provides examples relevant to students' lives so that students can see the application of social values in real-world situations. Thus, textbooks play an important

role as a source of knowledge and inspiration for students' character development in accordance with the objectives of character education in the 2013 curriculum, Therefore, the goals of English language learning within the framework of the 2013 curriculum not only involved language proficiency but also instilled positive values in students' daily lives. This created a learning environment that supported the development of good character in accordance with the values advocated by the 2013 curriculum.

## **B. Recommendation**

Below are some suggestions from researchers for various parties involved in this research, including:

### **1. The author**

Based on the results of the study, the researcher found some strengths and weaknesses in compiling textbooks, especially in conveying messages about social values. It is hoped that this research can be used as evaluation material by textbook writers, so that they can improve their abilities in compiling textbooks.

### **2. Educators**

Through textbooks that contain elements or social values conveyed in the content and learning materials, the author hopes that teachers can play a role in conveying the goals and objectives to be conveyed in the textbook in this case social values which are certainly related to student character education in accordance with the applicable curriculum. So that teachers can understand the textbook well

### **3. Further Researchers**

Suggestions for future researchers are to analyze other noble values or other norms in textbooks, so that it is hoped that not only the subject matter but also noble messages can be conveyed through textbooks so that they can be in accordance with the development of character education in the applicable curriculum.