

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter consists of results and discussion. The result and discussions are based on research questions related to the occasions and the integration of characters in the textbook of “Bahasa Inggris Think Globally Act Locally” for the ninth grade Junior High School 2018 revised edition is an English textbook published by the Ministry of Education and Culture (*Kemendikbud*).

A. Research Result

The data obtained are presented in the findings in the form of tables (Tables 4.1 and 4.2). Additionally, in the discussion sections, the data is presented in the form of a table analysis to clarify the findings of the study.

1. **The character education in the textbook of the 9th grade of Junior High School in the 2018 revised edition of “Bahasa Inggris Think Globally Act Locally” is an English textbook published by the Ministry of Education and Culture (*Kemendikbud*).**

Based on an analysis of character education in the textbook “Bahasa Inggris Think Globally Act locally” in the 9th grade of Junior High School, there were dialogues, sentences, examples, and pictures with a different frequency of occurrence were 18 characters that found in the textbook. Table 4.1 showed the frequency with which certain characters appear in the text:

Table 4.1: Data Findings of Character Education in the Textbook Materials “Bahasa Inggris Think Globally Act Locally” for the 9th Grade Junior High School.

No	Characters	Frequency	Percentage
1.	Religiousness	5	3,3%
2.	Honesty	13	8,7%
3.	Tolerance	1	0,7%
4.	Discipline	3	2%
5.	Perseverance	9	6%
6.	Creativity	5	3,3%
7.	Independence	3	2%
8.	Democracy	6	4%

9.	Curiosity	9	6%
10.	Nationalism	1	0,7%
11.	Patriotism	1	0,7%
12.	Appreciation	19	12,7%
13.	Friendship/ Communication	26	17,3%
14.	Love of Peace	12	8%
15.	Reading Interest	4	2,7%
16.	Environmental Awareness	3	2%
17.	Social Care	23	15,3%
18.	Responsibility	7	4,7%
Total		150	100%

This section described the characters found in the content material of the English textbook entitled Bahasa Inggris Think Globally Act Locally in the 9th grade of Junior High School by presenting the examples from data. Those character education values are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendship/communication, love of peace, reading interest, environmental awareness, social care, responsibility that are described by *Kemendiknas*.

2. Integration character education into the textbook materials of “Bahasa Inggris Think Globally Act Locally” for the 9th Grade Junior High School 208 revised edition is an English textbook published by the Ministry of Education and Culture (Kemendikbud).

The character education values in the textbook “Bahasa Inggris Think Globally Act Locally” in the 9th grade Junior High School integrated thoroughly direct and indirect character integration. The integration of character education in the textbook is shown in table 4.2:

Table 4.2: Data Findings of Integration of Character Education in the Textbook Materials “Bahasa Inggris Think Globally Act Locally” for the 9th Grade Junior High School.

No	The Integration of Characters	Frequency	Percentage
1.	Directly	29	19,3%
2.	Indirectly	121	80,7%
Total		150	100%

Table 4.2 this was discovered that character education in the textbook material of “*Bahasa Inggris Think Globally Act Locally*” for the 9th grade Junior High School is an English textbook published by the Ministry of Education and Culture (*Kemendikbud*) are mostly presented indirectly.

B. Discussion

1. The character education in the textbooks of the 9th grade of Junior High School in the 2018 revised edition of “Bahasa Inggris Think Globally Act Locally” is an English textbook published by the Ministry of Education and Culture (Kemendikbud).

The next discussion, the analysis of character education in the textbook materials of “Bahasa Inggris Think Globally Act Locally” for the 9th grade Junior High School is explained in the form of a table and is available in each chapter.

1.1 Chapter 1

The chapter's theme is "Congratulations!" and it teaches students how to communicate with people and maintain good personal relationships. Only twelve characters were found in Chapter 1 of an 18-character education. Appreciation, friendship/communication, religiousness, honesty, perseverance, nationalism, patriotism, love of peace, environmental awareness, responsibility, and independence are among these values.

Table 4.3: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Appreciation (Ap/C1/P2)	1. The winner of the story-telling competition in this class is Lina. Congratulations, Lina! 2. Congratulations Lina	✓	✓	The first dialogue showed a dialogue between a teacher and her students, demonstrating the high-level mutual respect and appreciation between teachers and students. Designed to shape students' attitudes towards achievement appreciation. The second dialogue showed student gave praise or respect to her friend.
	(Ap/C1/P3)	1. Lina, you are a very good story teller. I'm sure you will win the school's story-telling competition. Good luck.	✓	✓	The dialogue was trying to convey that students gave respect to her friend. The second dialogue promoted an

		<p>2. Congratulations on being the champion of the class, Lina! I hope you will be the winner of the school's competition, too.</p> <p>3. Lina, I'm happy for you. Congratulations! I hope you win the first prize in the school's competition.</p>	✓		<p>attitude of giving an appreciation to others' success. The third dialogue showed an attitude of praise or appreciation to her friend. So, the authors expected the students to have to appreciate and respect the others on their achievements.</p>
	(Ap/C1/P4)	<p>Congratulations, Lina! It's your dream to be the winner of the school's story telling competition, isn't it</p>	✓		<p>From the dialogue, the authors expected the students to have to appreciate and respect others for their achievements.</p>
	(Ap/C1/P8)	<p>Dayu: "Congratulations on the result of your Math test! I hope you get an A for the English test, too."</p>	✓		<p>From the dialogue, the authors expected the students to have to appreciate and respect others for their achievements.</p>
	(Ap/C1/P11)	<p>Amazing! You run like a panther. I'm sure you will win the race.</p>	✓		<p>From the dialogue, the authors expected the students to have to</p>

					appreciate and respect others for their achievements.
	(Ap/C1/P12)	<p>1. Good work, boys! You are super. I'm very proud of you.</p> <p>2. Good girl! It looks tidy now, doesn't it? I love it.</p> <p>3. Great! Your cookies are very popular now.</p> <p>4. Congratulations, Siti. You deserve it. Your mom and dad must be proud of you.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>The dialogue showed their respect for him and his hard work. This showed that the authors sought to instill in us the importance of appreciating what we have. From the dialogue, the authors expected the students to appreciate and respect others on their achievements.</p>
	(Ap/C1/P14)	Beni: "That's a very beautiful handicraft. I'm sure you will win the national crafts competition."	✓		From the dialogue, the authors expected the students to have to appreciate and respect others for their achievements.
2.	Friendship/Communication (FC/C1/P2)	Lina, because you are the winner of the story-telling competition in this class, you will represent this class for the		✓	The dialogue represented friendship/communication value because the teacher told lina that she was the winner of

		storytelling competition of our school next month.			this story-telling contest, and she will represent this class in their school's storytelling contest next month.
	(FC/C1/P9)	Udin, I will get a scholarship from the government to finish my school.		✓	From the dialogue, the authors hoped that the students knew the importance of communication in our lives in the desire to progress in peace.
	(FC/C1/P11)	Happy birthday, Udin! You are a big boy now. I'm proud of you.		✓	From the dialogue, the authors wanted to tell the students that communication was important in our life to create peace life.

	(FC/C1/P12)	<ol style="list-style-type: none"> 1. Mom, I have cleaned up my room. 2. Many people have come to our table. They like my cookies. They are sold out. 3. Udin, I got a scholarship. 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>From the dialogues in the pictures, they presented a positive and friendly image and spoke politely to establish a positive relationship.</p>
3.	Religiousness (Rel/C1/P4)	The picture in this textbook showed that there was one girl wearing a veil.	✓	The picture showed a Muslim student wearing a hijab or veil displaying an obedient attitude. This was in keeping with the religious attitude.
	(Rel/C1/P8)	<ol style="list-style-type: none"> 1. Lina: “Thank God, I’ve got an A for my Math test. But, I don’t know the result of my English test, yet.” 2. Edo: “Thank God. Finally 	<p>✓</p> <p>✓</p>	<p>The expression represented the religious values in the dialogue that showed gratitude for the good results of the test by thanking God. The authors of the textbook</p>

		my father gives me permission to go hiking.”			expected that the students had to have similar attitudes when they got good results in their test or other aspects of daily life to show gratitude and remember God when they were happy or sad.
	(Rel/C1/P10)	To pray for other people’s success, achievements, and good fortunes.		✓	The sentence showed a religious attitude of praying for the success, accomplishment, and good luck of others.
	(Rel/C1/P12)	Thank God, the tent is done.		✓	The expression in the discussion represented religious values in the dialogue by expressing thanks for the work or to do anything by praising God. As a result, we might conclude that whatever we have, we should always give thanks to God.
4.	Honesty (Ho/C1/P4)	Yes, it’s my dream. And I		✓	From the dialogue, she

		have practiced every day for the last two months with my dad.			told the truth about her dream. The authors present the value of honesty in the dialogue to tell the students that having to be honest for everyone in any situation.
5.	Perseverance (Pe/C1/P2)	I hope so too, Ma'am. Yes, I'll do my best.		✓	The authors presented the perseverance character in the dialogue, showing how to do the best something.
	(Pe/C1/P4)	<p>1. Yes, it's my dream. And I have practiced every day for the last two months with my dad.”</p> <p>2. Sure, you have to work hard for your dreams. Good luck!</p>		✓	The authors presented the perseverance character in the dialogue, showing how the person has to practice every day for the last two months to achieve something. Such dialogue had a purpose to tell the students that they need to show their hard work and be resilient to achieve what they want or

					dream of.
6.	Nationalism (Na/C1/P8)	Dayu: “Siti, wish me luck. I will take part in a bike race to celebrate the Independence Day.”		✓	Dayu intended to participate in a bicycle race to celebrate Independence Day. From the dialogue above, the authors described one way to celebrate Independence Day as part of nationalism. It was expected that the students should have a soul of nationalism.
7.	Patriotism (Pa/C1/P8)	Dayu: “Siti, wish me luck. I will take part in a bike race to celebrate the Independence Day.”			Patriotism is ways of thinking and doing that show loyalty, care, and high appreciation of language, environment, physics, society, culture, economy, and political country. Such value was taught indirectly through dialogue about celebrating Independence Day. It was expected that the

					students should have a soul of patriotism.
8.	Love of Peace (LP/C1/P11)	Thank you, Dad. I'm proud of you, too.	✓		From that conversation, we can learn that love of peace is important in our lives and that we must spread that love of peace to everyone around us.
	(LP/C1/P12)	<p>1. Good work, boys! You are super. I'm very proud of you.</p> <p>2. Good girl! It looks tidy now, doesn't it? I love it.</p>	<p>✓</p> <p>✓</p>		<p>From that dialogue, love of peace is also important in our life, we have to love peace to people around us.</p> <p>The way the mother gives praise to her daughter represented the value of love of peace. Among them, the attitude, words, and actions make others feel happy and safe in her presence.</p>
9.	Environmental Awareness (EA/C1/P12)	Mom, I have cleaned up my room.		✓	The dialogue between mother and daughter represented the value of environmental

					awareness.
10.	Responsibility (Res/C1/P12)	1. Mom, I have cleaned up my room. 2. "...the tent is done."		✓ ✓	The dialogues were clear that it taught us the value of responsibility. It saw in the dialogues that they have done their job or activity.
11.	Independence (In/C1/P16)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.		✓	From that statement, the authors wanted to make the students have independent value by trying to do everything with their ability.

1.2 Chapter 2

The theme of this chapter 2 is "Let's live a healthy life," and there are only eight characters in the chapter. Religiousness, honesty, creativity, independence, democracy, friendship/communication, environmental awareness, and social concern are among these characteristics. This chapter instilled in the students the values of creativity, democracy, and social care for others.

Table 4.4: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Religiousness (Rel/C2/P18)	The picture in this textbook show that there is one girl wearing a veil.		✓	The picture showed the obedient attitude of Muslim students wearing a hijab or veil, which is an attitude consistent with religious beliefs.
2.	Honesty (Ho/C2/P19)	Dayu:”Yes, I have. But it only helps a little.”		✓	From that dialogue, she had answered the question honestly that she had taken medicine, but it only helped a little. The authors presented the value of honesty in the dialogue to tell the students that they have to be honest with everyone in any situation.
3.	Creativity (Cr/C2/P20)	We should eat enough vegetable, fruit, rice, meat, egg, fish, tofu, and tempe to be healthy. We		✓	From that statement, we were encouraged to eat enough vegetables, fruit, rice, meat, eggs, fish, tofu, and

		<p>should eat well in order not to get sick easily. We should eat breakfast to have energy to do our activities during the day.</p>		<p>tempe to be healthy. We have to eat well so that we do want not to get sick easily. We should eat breakfast to have the energy to do our activities during the day. Its goal was to mold students' creative attitudes toward problem-solving and the creation of better things.</p>
(Cr/C2/P21)	<p>1. We can jog to have stronger lungs. We can also swim in order to have strong muscles. Swimming is also good to stay in shape.</p> <p>2. We should not eat too much instant foods so that we will not get serious diseases. In order to stay healthy, we should eat a lot more healthy home-made foods.</p>		<p>✓</p> <p>✓</p>	<p>From that statement, we were told that having stronger lungs would be beneficial. We can also swim to build muscles mass. Swimming was also beneficial in terms of staying in shape. Not only that, we should avoid eating too much fast food to avoid serious ailments. To maintain good health, we should eat more healthy homemade foods. This activity made them value</p>

					creativity.
	(Cr/C2/P22)	<p>In order to be healthy we should keep our home and school clean. We should sweep and mop the floors to get rid of dirt. We have to clean our bath tub regularly so that mosquitoes don't lay their eggs there. We should wash the dishes right away after meals in order not to get harmful bacteria.</p>		✓	<p>From that statement, we were encouraged to be healthy. We should keep our homes and schools clean. It aimed to shape students' creative attitudes toward solving problems and creating something better.</p>
	(Cr/C2/P30)	<p>Udin: "...Let's stop working for a while to get some fresh air outside."</p>		✓	<p>The authors represented the value of creativity by describing a specific moment, which they refer to as "getting some fresh air outside." The idiom emphasized the importance of seeking out new experiences to be creative. It aimed to shape students' creative attitudes</p>

					to solve problems and create better things.
4.	Independence (In/C2/P32)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.		✓	That statement showed the attitude of doing the work yourself instead of relying on others. Because of this, in the teaching process, students should be more active and independent than teachers, and usually, these character values are found in task instruction.
5.	Democracy (De/C2/P19)	1. Dayu: "You are right. In fact, I have been to the toilet many times today." 2. Dayu: "No, of course not. Actually, my mom is on her way from the office to take me to the hospital."		✓ ✓	From the dialogues contained a democratic attitude, students must respect differences and obligations, think, and act fairly and correctly.
	(De/C2/P29)	Dayu: "I think the best to do is go home, Lina.		✓	From the dialogue, the authors sought to

		Your mom and dad know better what you should do.”			convey something to the students that we have to ask someone’s opinion and respect. If the students want to decide something, they have to discuss it first. That is democracy.
	(De/C2/P30)	Udin: “That’s a smart idea. Everybody, let’s stop working for a while to have some exercise. You lead us, Lina!”		✓	From the dialogue that contained democratic attitude, students must respect differences and obligations, and think, act fairly, and correctly.
6.	Friendship/ Communication (FC/C2/P19)	Siti: “Hi Dayu, have you taken any medicine, yet?”		✓	In the dialogue, it was very clear that Siti had communicated with Dayu. It was shown that Siti asked Dayu if she had taken any medicine yet. The author presented examples of how to talk well with one another.
7.	Environmental Awareness (EA/C2/P22)	In order to be healthy we should keep our home and		✓	As we know, for health, our home and schools should be kept

		<p>school clean. We should sweep and mop the floors to get rid of dirt. We have to clean our bath tub regularly so that mosquitoes don't lay their eggs there. We should wash the dishes right away after meals in order not to get harmful bacteria.</p>		<p>clean. To keep the environment healthy, that sentence was obvious. The author taught us the importance of environmental consciousness in this manner.</p>
8.	Social Care (SC/C2/P19)	<p>1. Siti: "Maybe you just have to take some rest in order to get well soon." 2. Edo: "Poor you, you need to drink a lot of water so that you will not get dehydrated." 3. Lina: "Dayu, you look very pale. I think you need to see the doctor. Soon in order to get help. Don't take diarrhea</p>	<p>✓ ✓ ✓ ✓</p>	<p>The first dialogue showed her attitude towards her friend's health. The friend's attitude was evident in the second dialogue. It was because Edo said,"... you need to drink a lot of water so that you will not get dehydrated." This action indicated the social care character. From the third dialogue that showed the attitude value of</p>

		lightly.” 4. Siti: “Good. We’ll help you to get ready now.”			social care, her friend was concerned about her health. From the fourth dialogue, we saw the value of social care, as she gave help to her friend. Because she was said, "... We’ll help you to get ready now." So, this action reflected social care character. The authors presented the value of social care in the dialogues, and they wanted to tell the students they should be caring for others and help each other when they needed help.
	(SC/C2/P29)	Udin: “You should go to doctor.”		✓	From the dialogue, they showed social care and attention to attitudes and actions for others and those in need.
	(SC/C2/P30)	Siti: “Udin, to feel better, drink a big glass of water and then have a little		✓	The dialogue showed her attitude of care or concern towards her friend. It was

		exercise here.”			because Siti said, "Udin, to feel better, drink a big glass of water and then do a little exercise here." The authors presented the value of social care in the dialogues, and they wanted to tell the students they should be concerned about others.
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1.3 Chapter 3

The theme of this chapter is "Be healthy, be happy," and it teaches students how to pick healthy and safe items, prevent harmful side effects, and get the greatest outcomes. In Chapter 3, there is only one character, which is the independence value.

Table 4.5: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Independence (In/C3/P52)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa		✓	That statement showed the attitude of doing the work yourself and not depending on other people. Because of this, in the teaching process, students

		Indonesia.			should be more active and independent than teachers, and usually, these character values are found in task instruction.
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1.4 Chapter 4

In this chapter, there is only one independence value found in Chapter 4. It is because the theme of this chapter is "This is how you do it!" These teach the students to study recipes and instructions to learn how to produce the best outcomes and avoid accidents, damage, or waste.

Table 4.6: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Independence (In/C4/P57)	Every one of us will handwrite or use a computer to present the recipe in an attractive way.		✓	Students were required to work independently, and it instilled confidence in them to present the recipes attractively.
	(In/C4/P74)	Every one of us will make a table of two columns. Every one of us will learn to present the steps orally.		✓	From that statement, it showed character value independence, considering that instruction required students to work independently.
	(In/C4/P78)	In our journal,		✓	That statement

		every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.			showed the attitude of doing the work yourself and not depending on other people. Because of this, in the teaching process, the student should be more active and independent than teachers, and usually, these character values are found in task instruction.
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1.5 Chapter 5

This chapter has the theme of "Everybody is always in the middle of something". Hence, the characteristics of friendliness/communication, social care, patriotism, curiosity, responsibility, and reading interest are mostly presented in this chapter.

In chapter 5, fourteen characteristics of education are presented: friendliness/communication, religiousness, honesty, perseverance, tolerance, curiosity, appreciation, love of peace, reading interest, environmental awareness, social care, responsibility.

Table 4.7: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Friendship/Communication (FC/C5/P81)	Udin, let’s go out. Everybody is staying outside.		✓	From the dialogue that showed his attitude to good communication with his friend, he

					was also polite to create good relations and good collaboration between them.
(FC/C5/P82)	<ol style="list-style-type: none"> 1. Let's go to your mum and ask her how to make stuffed tofu. 2. Where is Edo? He usually comes earlier than me. 		<p>✓</p> <p>✓</p>	<p>From the first dialogue that showed the attitude of students while doing activities together, The second dialogue represented friendliness and communication values. It was because the student asked about Edo with his friend.</p>	
(FC/C5/P83)	<ol style="list-style-type: none"> 1. Lina, Beni's calling. 2. Beni, you look very serious! 		<p>✓</p> <p>✓</p>	<p>The first dialogue showed Lina's mother communicating with Lina about Beni's calling. The second dialogue showed the student communicating with his friend. The dialogues showed good communication and were polite to create good relations and</p>	

					good collaboration between them.
(FC/C5/P84)	<p>1. Are you mopping the floor again? You've just finished mopping it, haven't you?</p> <p>2. Where are the others? They are not having lunch now?</p>		✓	<p>From the first dialogue, we saw the girl asking her friend about mopping the floor.</p> <p>The second dialogue, which aimed to show students how to be friendly to each other, was cleared when the student asked her friend about where their friends were. The activity promoted the value of being communicative.</p>	
(FC/C5/P91)	<p>Siti: "Lina, I called you when you were walking out of the bank yesterday, but you did not hear me."</p>		✓	<p>From the dialogue that showed students how to be friendly to each other, it was clear when Siti called Lina when she walked out of the bank yesterday.</p>	
(FC/C5/P92)	<p>1. Lina: "Udin, why didn't Edo go out of the classroom during the break?"</p> <p>2. Siti: "Beni,</p>		✓	<p>From the first dialogue, we saw that the student communicated with his friend about why did not Edo leave the</p>	

		did you go to Dayu's mother to learn to make stuffed tofu?"			class during recess. From the second dialogue, it is shown that students communicated with their friends about learning to make stuffed tofu.
(FC/C5/P93)		Lina: "Siti, I saw you walking to school by yourself this morning. Don't you usually go to school with Dayu?"		✓	The conversation between Lina and Siti in the classroom showed good communication skills and good manners to establish good cooperation between them.
(FC/C5/P95)		"Udin, what happened to your foot?"		✓	The dialogue in the picture, it showed that the action communicated with his friend about what happened to his foot.
(FC/C5/P96)		1. Siti, where (you, be) before you (go) to school this morning? I (call) you around six to remind you to bring my		✓	The first dialogue that showed the student communicating with her friend was reminded to bring her dictionary to class. However,

		<p>dictionary to school. But, nobody (pick) up the phone.</p> <p>2. Lina, I (come) to your house last night to return your calculator, but your gate (be) locked.</p>	✓	<p>no one answered. The second dialogue showed the student communicating to her friend that last night, he went to her house to return the calculator, but her gate was locked. The activity promoted the value of being communicative.</p>
(FC/C5/P97)	<p>Lina, are you okay? What's the matter with you?</p>		✓	<p>From the dialogue showed, the student communicated with her friend about what was bothering her friend. The authors wanted to tell the students that communication is important in our lives to create a peaceful life.</p>
(FC/C5/P98)	<p>1. You keep yawning. (Not, you) have enough sleep last night?</p> <p>2. Edo, wash the pan for me, please. I need it to</p>		<p>✓</p> <p>✓</p>	<p>The first dialogue showed an attitude of friendlessness or communication of value. It was clear when a student communicated with her friend</p>

		make fried noodle.			about her friend's tendency to keep yawning because she had not gotten enough sleep the night before. The second dialogue showed the student communicating with her friend about washing the pan for her.
	(FC/C5/P103)	Rika: "Can you come and help me to lift the table."		✓	The dialogue showed good conversations to create good relationships and cooperation between them.
2.	Religiousness (Rel/C5/P96) (Rel/C5/P97) (Rel/C5/P98)	The picture in this textbook showed that there was one girl wearing a veil.		✓	The picture showed a Muslim student wearing a hijab or veil displaying an obedient attitude. This was in keeping with a religious attitude.

<p>3.</p>	<p>Honesty (Ho/C5/83)</p>	<p>I can't come to the phone now, Mom. I'm mixing the flour and the eggs for the pastry. My hand is full of dough. Please tell him I'll call him back soon.</p>	<p>✓</p>	<p>The talk demonstrated an open and honest demeanor in the face of a believable circumstance.</p>
	<p>(Ho/C5/89)</p>	<p>1. Edo: "I don't remember what time I finished my homework. Maybe at five. I remember that when my dad got home around 4 pm, I was still working on my homework." 2. Udin: "We were a bit late. When Beni and I got to the field, the others were just sitting and chatting. They said they were waiting for</p>	<p>✓ ✓</p>	<p>Honesty involved not only what you said but also what you did. You were simply being dishonest if you acted differently than you thought or felt. The authors used the interaction to demonstrate the importance of honesty to the students, emphasizing the importance of being honest in all situations.</p>

		us.”		✓	
	(Ho/C5/P91)	Lina: “Really? I’m sorry I did not hear you. I was listening to music with earphones.”		✓	In the text, you can see the character values of the conversation in exactly the sentence "I'm sorry I did not hear you" and indirectly, through the student was honest in every situation. From the dialogue that follows, the student admits his mistake and can learn from it.
	(Ho/C5/P96)	I’m sorry I (not, hear) your call. I (water) the front yard. Here’s your dictionary. I (not, forget) to bring it.		✓	From the dialogue in the picture, the student who admitted his mistake, the conversation’s text contains character value exactly in the sentence "I’m sorry I (not) heard your call." The dialogue in the picture showed honest attitudes in a trustworthy context.
	(Ho/C5/P97)	I’m a bit		✓	From the

		worried about my mom and dad. When I (get) home from swimming yesterday, they (talk) very seriously to each other.		dialogue, it appeared that the student was a bit worried about her mom and dad. The authors presented the value of honesty in the dialogue to tell the students that they have to be honest with everyone in any situation.
(Ho/C5/P98)	1. No. I (not, sleep) well last night. I (not, sleep) in my bed with my little sister, but in the long chair in the living room. My grandmother (fall) asleep in my bedroom, when she (read) a story to my sister. So did my sister. 2. Dayu, sorry, I can't. I (just, get) a small accident. I (cut) my finger when I (peel) the mangoes for	✓	✓	From the first dialogue, they showed conversation in which people make confessions or are honest about the truth or circumstances in which they find themselves so that they may be believed. The second dialogue showed that Edo could not help Dayu because he had a minor accident. His finger sliced when peeling the mangoes for his lunch. It showed honest attitudes and behavior about a situation

		our lunch.			that can be trusted.
	(Ho/C5/P103)	Feni: "I'm sorry, I can't. I'm frying bananas."		✓	From the dialogue, it was shown that feni could not help Rika because she is fraying bananas and showed an honest attitude and behavior in a trusted situation.
	(Ho/C5/P104)	Harni: I'm sorry, I can't go with you. A niece of mine (celebrate) her 15th birthday. I (attend) her party.		✓	The dialogue showed conversations that include confessions and honesty about the reality and circumstances that occurred so that has become credible.
4.	Perseverance (Pe/C5/P89)	Udin: "Yes, when we got there to pick him up, he was doing his Math homework."		✓	The conversation showed Edo's hard-working or perseverance attitude when doing his math homework. It showed a student must be finished his or her duty before doing another activity.
	(Pe/C5/P93)	Siti: "Beni did the homework to write a descriptive text only this		✓	The conversation showed the perseverance attitude of Beni, who did his

		<p>morning during the break. You know what? His text is about me!”</p>		<p>homework and write a descriptive text during the break this morning. Beni’s activity represented perseverance and indicated an earnest effort to overcome barriers in learning and assignment.</p>
(Pe/C5/P101)	<p>1. Udin is very busy with his homework. When I told him to go to the shop, he said he was finishing his homework. Now he is still doing his homework. Will he still be working on his homework when everybody is ready to go to bed?</p> <p>2. I’m wondering if the tailor ever has a chance to sleep. When I passed by his shop last night, he was</p>		<p>✓</p> <p>✓</p>	<p>This statement taught the students the values of perseverance. It was because the road workers had been working through the night. It is midnight, and they are still working. In the morning, they will still be working. It indicated the value of perseverance.</p>

		<p>sewing. Now, this early morning, he is still sewing. I think when I pass his shop on my way home from school this afternoon, he will still be sewing.</p>		
(Pe/C5/P102)	<p>The road workers have been working night and day to make the roads ready for the holiday season. Its midnight, and they are still working. Yesterday, when I went home from work, they were working. I'm sure, tomorrow morning when I go to work, they will still be working.</p>	✓		<p>This statement taught the students the value of perseverance. It was because the road workers had been working through the night. It is midnight, and they are still working. In the morning, they will still be working. It indicated the value of hard work.</p>
(Pe/C5/P104)	<p>My uncle is a very good badminton player. Now he (practice) hard for the Mayor's Cup next week. Two days ago</p>		✓	<p>The statement's purpose was to tell the students that they needed to put in their hard work and be resilient to achieve what they</p>

		<p>when I (go) to his house to ask him to cut my hair, he (be) not at home. My aunt (say) he (practice) badminton in the sports hall. I understand I should not disturb him now because he (prepare) for the match. Next week I will have no time to play around because I (watch) all his matches.</p>		<p>wanted or dreamed of. It means that we should do everything is being done to make our dreams a reality. It showed the need for perseverance.</p>
5.	Tolerance (To/C5/P92)	<p>Dayu: "Its fine, Edo. So far, you have only missed one meeting."</p>	✓	<p>The dialogue aimed to convince the students that they should have a tolerant understanding of their friends to demonstrate their awareness.</p>
6.	Discipline (Di/C5/90)	<p>Beni and Udin were actually not late to the football practice last Sunday.</p>	✓	<p>The authors presented the discipline value in a dialogue that indicated that workers should work on schedule. The dialogue told the students that they</p>

					needed to follow the rules and regulations when they were performing their jobs.
	(Di/C5/93)	I didn't want to be late to class.		✓	The conversation reflects the value of discipline because it showed an attitude that everyone should obey the rules.
7.	Curiosity (Cu/C5/81)	Be quiet, please. I'm trying to concentrate. I'm studying History for the test tomorrow.		✓	This activity showed that the value of curiosity was inserted. The activity student found out if he was trying to concentrate and if he was studying for the test tomorrow.
	(Cu/C5/P83)	Yes. I'm doing the task to describe a girl in this class to criticize her. I'm writing about you. I'm trying to say about your bad habits. You can read it for your reflection.		✓	From the dialogue in the picture, this activity required students to learn about the bad habits of their friends. He was doing the assignment of describing a girl.
	(Cu/C5/P84)	No. They are all in the library. They're looking for some texts		✓	From the dialogue, it was clear that in this activity, students

		about animals and plants in the encyclopedia. Let's go and join them.			had to ask their friends questions to find information.
8.	Appreciation (Ap/C5/P97)	You're really good at tying knots.	✓		From the dialogue, the authors tried to explain character value appreciation as it was seen from the praise that was contained in the sentence.
9.	Love of Peace (LP/C5/103)	Look, the children are very happy outside. They (play) football in the rain.		✓	The statement showed the attitude of love of peace. It demonstrated a respectful attitude and behavior toward others by the love of peace traits.
	(LP/C5/104)	One of the happiest moments in my life is having a family gathering in my grandma's house once a year during the school holidays. Everybody keeps talking and laughing. My aunts and uncles (still,		✓	The statement, showed how to make someone happy and that situation also happened. It showed an attitude and behavior of respect for others according to the characteristics of love for peace.

		talk) happily when I (wake) up at one last night. At this moment, while they (prepare) the lunch, they (talk) noisily in the big kitchen. And, I'm sure they (talk) until they go to bed late tonight		
10.	Reading Interest (RI/C5/P84)	No. They are all in the library. They're looking for some texts about animals and plants in the encyclopedia. Let's go and join them.	✓	From the dialogue in the picture showed, the activities went to the library and they were reading books that showed their attitudes and habits of reading books, so they searched the encyclopedia for texts on flora and fauna.
	(RI/C5/P93)	1. Siti: "I met him in the library. 2. Udin: "I was in the library with Siti, Edo, and Lina.		✓ ✓ The first dialogue that showed activity indicated the value of reading interest. It was seen when Siti met his friend in the library. The second dialogue showed the activities that

					went to the library. It was seen when Udin said he was in the library with his friends because they loved reading books, which showed the attitude or habit of reading books.
	(RI/C5/P100)	Now I know that reading novels is Siti's hobby. When I saw her in the canteen, she was reading a novel, now she is reading a novel. And, I'm sure when I meet her next time she will be reading a novel, too.	✓		The dialogue emphasized the repeated characterization of the person as having a reading interest and loving reading novels. Such characters showed that reading was a good character to increase our knowledge.
11.	Environmental Awareness (EA/C5/P82)	He cannot come to the study-group meeting today. He's helping his father fixing the fence of his house.		✓	The dialogue showed the character value of environmental awareness because the dialogue talked about fixing the fence around the house.
	(EA/C5/P84)	Are you mopping the floor again? You've just		✓	The conversation was between two students who would not let the

		finished mopping it, haven't you?			spilled milk mess up the floor, so she washed the floor. This can be taken as an example of environmental awareness.
12.	Social Care (SC/C5/P82)	<p>1. Today she is in Posyandu till late afternoon. She's doing vaccination for the babies and small kids in my neighborhood .</p> <p>2. He cannot come to the study-group meeting today. He's helping his father fixing the fence of his house.</p>		<p>✓</p> <p>✓</p>	<p>When the student said that her mum was doing (in the first dialogue), it showed the action of social care's value since it was shown vaccinations for the neighborhood's babies and toddlers. In the second dialogue that showed the dialogue between the two students, we saw social care indirectly. It was demonstrated when his companion was unable to attend the study group meeting because he was assisting his father to repair the house's fence.</p>
	(SC/C5/P95)	1. Lina: "Udin, what		✓	The first dialogue in the picture

		<p>happened to your foot?"</p> <p>2. Lina: "I hope you'll get well soon, Udin."</p> <p>3. I help mum. She (make) a lot of cup-cakes for the Papua community gathering in the community hall last night.</p>	✓	✓	<p>showed that his friend had a problem with his foot, so we listened and gave advice. This action indicated social care value.</p>
	(SC/C5/P97)	<p>1. Lina, are you okay? What's the matter with you?</p> <p>2. Don't worry Lina. I think they (just, argue). It's normal.</p>	✓	✓	<p>From the second dialogue, it was clear that he was concerned for his friend and hoped that he would recover quickly.</p>
13.	Responsibility(Res/C5/P89)	<p>Dayu: "Hi Udin. I went to your house around ten yesterday to return your magazine, but the door was closed. I knocked on the door many times but nobody came out."</p>	✓		<p>The dialogue was shown when Dayu went to his house friend to return his magazine. From the dialogue, the author expected the students to have a responsible character in every action they did.</p>
	(Res/C5/P93)	<p>Siti: "Beni did</p>		✓	<p>From the</p>

		the homework to write a descriptive text only this morning during the break.			dialogue, Beni did the homework, so the author expected the students to have a responsible character in every action they did.
(Res/C5/P96)	1. I'm sorry I (not, hear) your call. I (water) the front yard. Here's your dictionary. I (not, forget) to bring it. 2. Lina, I (come) to your house last night to return your calculator, but your gate (be) locked.		✓ ✓		The dialogue that demonstrated a responsible attitude implies that you were accountable for your activities. If you said you would do something, you must follow through on your promise. It was demonstrated when a girl mentioned that she had remembered to bring her friend's dictionary.
(Res/C5/P101)	Udin is very busy with his homework. When I told him to go to the shop, he said he was finishing his homework. Now he is still doing his homework. Will		✓		From the statement that Udin had a lot of his homework and he was finishing his homework, the author expected the students to have a responsible

		he still be working on his homework when everybody is ready to go to bed?			character in every action they did.
14.	Independence (In/C5/P105)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.		✓	Because the student had to work independently, the value of independence was discovered through the supplied instruction in this textbook. From the dialogue, the authors wanted to make the students have independent value by trying to do everything to their ability.

1.6 Chapter 6

The theme of this chapter is "We Visited an Orphanage." Last Sunday, we went there." In Chapter 6, there are just eight characters. Religiousness, honesty, democracy, curiosity, appreciation, friendship/communications, social care, and independence are among these values.

Table 4.8: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Religiousness (Rel/C6/P109)	The picture in this textbook showed that there was one girl wearing a veil.		✓	The picture showed a Muslim student wearing a hijab or a veil displaying an obedient attitude. This was in keeping with the religious attitude.
2.	Honesty (Ho/C6/P111)	Dayu: “Well, I don’t know much about her either, because I have met her only three times. What I know is that she was the only child. Her father died when she was baby and her mother eight years ago. She’s been an orphan for eight years ago. She’s been an orphan for eight years, but she’s lived in the		✓	The dialogue showed her attitude to the value of honesty. It was shown when Dayu said that he has only met her three times, so she does not know anything about her either.

		orphanage for only six years now.”			
3.	Democracy (De/C6/P109)	Why don't we plan a visit to the orphanage again during the Creativity Week next month? Our class has never had a program for children in an orphan home.		✓	The authors wanted the students to learn from the dialog that we needed to ask for someone's opinion and respect it. If students want to make a decision, they must first discuss it; this is democracy.
	(De/C6/P125)	Udin: “I think so. Let's find them and ask them to go with us.”		✓	The dialogue included the democratic attitude of students through fair and correct thinking and actions by respecting differences and obligations. It was shown when Udin said that he thought so. Find them and ask them to go with us.
4.	Curiosity (Cu/C6/P111)	1. Udin: “Why doesn't she live with her grandparents?” 2. Siti: “Why		✓ ✓	From two dialogues, it showed that students may need to ask and explore new information from

		doesn't she live with a relative?"			everyone to get a valid or reliable answer. These kinds of values are important to help students avoid becoming victims of hoaxes in their current situation.
(Cu/C6/P112)	1. Siti: "Does he often visit her?" 2. Siti: "What have they done for street children?"		✓ ✓		From two dialogues, it showed that students may need to ask and explore new information. During this activity, students were asked to ask their peers for information. Students were able to inspire interest by finding specific about the questions they asked.
(Cu/C6/P116)	Dayu: "Riri, how long have you been orphan?"		✓		The dialogue showed that students may need to ask and explore new information from everyone to get a valid or reliable answer. It was shown when Dayu asked Riri

					about how long she had been an orphan.
	(Cu/C6/P117)	Dayu: “Why don’t you live with your grandparents?”		✓	In this activity, students had to ask their friends questions to find information. This fostered curiosity because students needed to find more information about the questions they were asked. It was shown when Dayu asked Riri why she didn’t live with her grandparents.
5.	Appreciation (Ap/C6/P109)	Wow! No wonder you and the kids seemed to know each other very well.		✓	From the dialogue, it was clear that the intention of giving praise and appreciation to her friend is to It was shown when she said, "Wow! No wonder you and the kids seemed to know each other very well."
	(Ap/C6/P112)	Udin: “ Wow! That’s amazing. I’ve never thought of that before. I thought that		✓	From the dialogue to explain character values, appreciation was seen from the

		the kids in orphan homes were sad kids who needed our help. But they help other people instead.			praise that was contained in the sentence. It was shown when Udin said "Wow! That's amazing..."
6.	Friendship/Communications (FC/C6/109)	Dayu, I really enjoyed our visit to the orphan home last week. It was really a good idea to celebrate your birthday there.		✓	From the dialogue that showed students how to be friendly to each other, it showed when he said to Dayu that last week, he thoroughly enjoyed our visit to the orphanage. The authors taught us the value of Friendship/Communication.
7.	Social Care (SC/C6/P111)	Siti: "I think Riri is the most interesting orphan I have ever known. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she has come to the orphan home?"		✓	The authors presented the value of social care in the dialogue, and they wanted to tell the students they should be kind to others and help each other when they need help. This action indicated the social care character.

	(SC/C6/P112)	<p>1. Dayu: “She has participated very actively in the group’s activities. They have made handicrafts and sold them. They have used the profit to help street children and poor families. The program has run for almost two years now.”</p> <p>2. Dayu: “They have done one thing for street children and one thing for poor families. To celebrate the 15th birthday of the orphanage, they gave thirty street</p>		<p>✓</p> <p>✓</p>	<p>The first dialogue showed an attitude of helping street children and poor families. They have made handicrafts and sold them.</p>
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		<p>children twenty thousand rupiahs each. Early this month they went to some poor families in the neighborhood and gave each family a gift containing sugar, cooking oil, and rice.”</p>		
	(SC/C6/P118)	<p>Riri: “We have given thirty street children twenty thousand rupiahs each.”</p>	✓	<p>From the dialogue that showed values of social care in the dialogues, the students should be aware of others and help those who need help because Riri said, "We have given thirty street children twenty thousand rupiahs each."</p>
	(SC/C6/P122)	<p>1. Last week her class went to the orphan home on Jalan Pattimura to</p>	✓	<p>The first statement showed that attitude of helping in orphan homes by bringing new books to their</p>

		bring them some new books for the library. 2. My sister has come there twice to teach the young children to read and write.	✓	libraries.
(SC/C6/P125)	Beni:	“Not only that. They (help) other kids too. I think we should do something like that too. So far we (be) busy thinking only about ourselves.	✓	The second statement showed that attitude of helping children learning to read and write.
(SC/C6/P129)	1. Although orphans do not have parents and a family, many people care for them and will help them. 2. Being an orphan and poor does not mean that there is nothing you		✓ ✓	So, from two statements that showed the value of social care in the dialogues, it followed that the students should be aware of each other and help each other when they need help.

		cannot care for yourself and for others. 3. Being an orphan, you can do many things to help other people.		✓	
8.	Independence (In/C6/P130)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.		✓	From the dialogue, showed values of social care in the dialogues, the students should be aware of others and help those who need help. Because Beni said, "Not only that, they (help) other kids too."

1.7 Chapter 7

This chapter's theme was "Sangkuriang," which taught students to listen to and read a folktale for themselves, for others, and a folktale that teaches a moral message. In Chapter 7, there was only one character, which is the independence value.

Table 4.9: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Independence (In/C7/P144)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.		✓	From the given instruction, the value of being independent is discovered because the student must work alone. From the dialogue, the authors wanted to make the students have independent value by trying to do everything with their ability.

1.8 Chapter 8

This chapter's topic is "They are Made in Indonesia." In Chapter 8, there are just four characters to be found. Religiousness, appreciation, love of peace and independence are among them.

Table 4.10: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Religiousness (Rel/C8/P147)	The pictures in this textbook showed that there was one girl wearing a veil.		✓	The image depicted a Muslim student wearing a hijab, or veil, who was obedient. This was in keeping with the

					religious mentality.
2.	Appreciation (Ap/C8/P149)	Harry: "Wow. That looks nice! What is it called? Is that made in Indonesia?"	✓		With the words "Wow, that looks nice," a conversation that displayed they developed regard and admiration for their belongings.
	(Ap/C8/P150)	Bill: "That cloth looks beautiful! Is it made in Indonesia?"	✓		With the lines "That cloth looks beautiful!" from the discourse, it was clear that they were appreciative of and proud of their things.
	(Ap/C8/P151)	Bill: "The umbrella looks very artistic! I like the decoration of colorful flowers on it. Is it that Indonesian art?"	✓		With the terms "respect" and "praise," the dialogue revealed an attitude of appreciation and praise for their possessions, he said the umbrella appears to be quite artistic, he appreciates how beautiful flowers used to decorate it.
3.	Love of Peace (LP/C8/149)	Bill: "This awesome gift was given to me by my friend."		✓	Because he was given a gift by a friend, this dialogue demonstrated how to make someone happy. In which other people's happiness was

					based on their attitudes, words, and deeds.
	(LP/C8/150)	Bill: "I got this awesome souvenir when I was working in Papua last year. I love it!"	✓		Because he received a souvenir while working in Papua and he loved it, this exchange demonstrated how to make someone happy. It demonstrated the attributes of a love of peace via the attitude and actions of respect for others.
4.	Independence (In/C8/P164)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.	✓		Because the student had to work independently, the value of independence was discovered through the supplied instruction in this textbook. From the dialogue above, it is clear that the authors wanted the students to have independent value by trying to do everything to their ability.

1.9 Chapter 9.

This chapter's focus was "What is it," which taught students how to collect and share information on things, animals, natural occurrences, and social phenomena to

have a broad understanding of them. In Chapter 9, there is only one character, which is the independence value.

Table 4.11: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Independence (In/C9/P190)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.		✓	<p>Because the students had to work independently, the virtue of independence was discovered through the supplied instruction in this textbook.</p> <p>The authors wanted the students to have autonomous value by attempting to perform things to their abilities, as evidenced by the exchange above.</p>

1.10 Chapter 10

This chapter's focus was "Come and see us!" and it taught students how to understand how to promote goods and services in short, straightforward commercials. Only one character, the independence value, appears in this chapter.

Table 4.12: Analysis Results Character Education in the Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integration		Explanation
			D	I	
1.	Independence (In/C10/P202)	In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.		✓	Because the student had to work independently, The value of independence was discovered through the supplied instruction in this textbook. From the dialogue above, it was clear that the authors wanted the students to have independent value by trying to do everything to their ability.

1.11 Chapter 11.

This chapter's theme was "You Can Always Come Back Home," which taught students how to understand a song's message. Only two characters appear in Chapter 11, and they are the love of peace and the value of independence.

Table 4.13: Analysis Results Character Education in The Textbook “Bahasa Inggris Think Globally Act Locally” for The Ninth Grade Junior High School Presented in This Table.

No	Character (Code)	Data	Integreation		Explanation
			D	I	
1.	Love of Peace (LP/C11/P204)	Lyric: “Oh, my how beautiful, oh my beautiful mother She told me, “Son in life you’re gonna go far, and if you do it right you’ll love where you are Just know, that wherever you go, you can always come home”		✓	Lyrically, this song was about being anywhere in the world but knowing that we could always return home when the going got tough, and difficult moments were needed to appreciate the beautiful moments in life. It showed an attitude and actions behavior of respect for others according to the characteristics of love for peace.
	(LP/C11/P207)	1. If you are a good person, you will always be happy wherever you are. 2. Your parents will always be with you and help you when you have a		✓ ✓	From the four statements that showed you how to make someone happy. Love of peace was also important in our life. We have to love peace for the people around us.

		<p>problem in your life.</p> <p>3. Life is not always easy, but don't worry, your parents are always ready to help you.</p> <p>4. In your life, when you have a problem, come to us and we will always be ready to help you.</p>	<p>✓</p> <p>✓</p>	<p>In that case, it was his attitude, words, and deeds that made others feel pleased and secure in his presence.</p>
2.	Independence (In/C11/P202)	<p>In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.</p>	<p>✓</p>	<p>When the students had to work individually, they discovered the benefits of independence from the offered teaching. According to the statement, the authors aimed to instill in the kids a sense of self-worth by requiring them to do everything on their abilities.</p>

2. Integration character education into the textbook materials of “Bahasa Inggris Think Globally Act Locally” for the 9th Grade Junior High School 208 revised edition is an English textbook published by the Ministry of Education and Culture (*Kemendikbud*).

The explicitly (directly) technique and the implicitly (indirectly) technique are the two types of character education integration techniques.

2.1 Explicitly (directly)

The explicitly (directly) integrating technique aim to make characters in English textbook materials easier to understand for students¹.

An example of a reading-interest character that is integrated indirectly can be found in the following sentence:

“No. They are all in the library. They’re looking for some texts about animals and plants in the encyclopedia. Let’s go and join them.” (RI/C5/P84)

It can be seen from the dialogue in the picture that the activist arrived at the library because he was reading a book, looking for some text about animals and plants in the encyclopedia, showing an attitude or habit of reading.

“Now I know that reading novels is Siti’s hobby. When I saw her in the canteen, she was reading a novel, now she is reading a novel. And I’m sure when I meet her next time she will be reading a novel too.” (RI/C5/P93)

The dialogue emphasized the repeated characterization of the person as having reading interests and values like reading novels. Such characters showed that reading was a good character to increase our knowledge. The aim was to shape the attitudes of the students to develop reading habits.

¹ Sulistiyaningrum, “AN ANALYSIS OF CHARACTERS IN THE TEXTS OF AN ENGLISH TEXTBOOK ENTITLED CONTEXTUAL ENGLISH FOR GRADE XI OF SENIOR HIGH SCHOOLS REGULAR PROGRAM,” 32.

2.2 Implicitly (indirectly)

The technique of implicitly (indirectly) is aimed at training the logical thinking and imagination of students to locate and comprehend messages in characters materials in English textbooks².

The example of a friendship/communication character that is integrated indirectly can be found in the following sentence:

“Happy Birthday, Udin! You are a big boy now. I’m proud of you.” (FC/C1/P11)

From the dialogue, the authors wanted to tell the students that communication was important in their lives to create peace and commonly delivered indirectly.

Another indirect character is discipline. It is integrated indirectly into the text of the asking question (Di/C5/90) through this sentence: “Beni and Udin were actually not late to the football practice last Sunday.” (Di/C5/90)

The authors presented the discipline values in dialogue that indicates working on time based on the schedule. The dialogue taught the students that they needed to follow the rules and regulations when they were performing their jobs.

² Sulistiyaningrum, “AN ANALYSIS OF CHARACTERS IN THE TEXTS OF AN ENGLISH TEXTBOOK ENTITLED CONTEXTUAL ENGLISH FOR GRADE XI OF SENIOR HIGH SCHOOLS REGULAR PROGRAM,” 32.