# CHAPTER II
# REVIEW OF RELATED LITERATURE

## A. Theoretical Description
### 1. Character Education
#### a. Definitions of character education

There are so many types of characters in humans in the real world, in the world of fiction, and any field, including education. Every human being has a different character. Character in education in a child or student is very important to know. Teachers in schools must be able to understand the character of all their students. Not only a teacher who must understand but as a parent at home must also be able to understand the character of their children. In understanding the character of students at school, teachers also need partners who can help them. In this case, the researcher argues that the right partner for teachers is a textbook. Because textbooks play an important role as media and learning literature in schools and the curriculum 2013, textbooks are very useful. In the curriculum 2013, teachers use books a lot, therefore, in terms of lectures, they often do very little.

According to Kamaruddin, character is a positive attitude or disposition that is motivated by a conscious awareness of kindness and a desire to help others. Kamaruddin further noted that character is a set of universal human behavior values that encompasses all aspects of human conduct, including the mind, attitudes, feelings, words, and acts, and is based on religious standards, laws, etiquette, culture, and customs[1]. Character, according to Simon Philips, is a set of values that lead to a system that underpins one's beliefs, attitudes, and behaviors. Meanwhile, Doni Koesoeman A. believes that character and

---

[1] Muhammad Nova, "Pendidikan Karakter Di Kelas Efl Indonesia: Implementasi Dan Hambatan," *Jurnal Pendidikan Karakter* 7, no. 2 (2017): 143-144.

personality are the same thing. Personality is defined as a trait, or style, or behavior of a person's self that develops as a result of formations obtained from the environment, such as family in intrinsic childhood from birth[2].

Meanwhile the researcher concludes that the definition of character is traits or behaviors that reflect that one person is different from another. There are also several definitions of character education that the researcher includes. Character education is a proactive attempt by schools, districts, and states to impart fundamental core ethical principles in their children, such as compassion, honesty, fairness, responsibility, and respect for oneself and others. Character education, according to ASCD (previously the Association for Supervision and Curriculum Development), must be a purposeful approach:

Any deliberate technique by which school professionals, frequently in collaboration with parents and community members, help children and teens become loving, principled, and responsible is referred to as character education.

Other sources, according to Thomas Lickona, place a greater emphasis on a broader definition:

The purposeful endeavor to cultivate a decent character based on essential characteristics that are beneficial for the person and good for society is known as character education[3].

Character education serves three purposes: (1) developing religion's core potential of a good heart, good thinking, and good behavior; (2) strengthening and building the behavior of a multicultural nation; and (3) improving a nation's civilization that is

---

[2] Nikuwati,"Nilai-Nilai Pendidikan Karakter (Studi Komparasi Buku PAI KTSP 2006 Dengan PAI Dan Budi Pekerti Kurikulum 2013SMP Kelas VII)" (thesis, State Islamic University of Sunan Kalijaga Yogyakarta, 2015), 13.

[3] Balraj Singh, "Character Education In The 21st Century", *Journal of Social Studies (JSS)* 15, no. 1 (2019): 2-3.

competitive in world relations[4]. Character education, according to Muslich, attempts to increase the quality of implementation and educational outcomes that lead to the construction of a person's noble character as a whole, integrated, and balanced character[5].

b. Character education values

Education is one of the venues in which learners' personalities are shaped in an organized manner through the curriculum[6]. The worth of character education is the sum of all existing stories' character education value[7]. In English textbooks, it means the value of character education is contained in all existing chapters, even in every English skill. The following is the researcher describes the explanation of the meaning of each value:

**Table 2.1 The Explanation of Character Education**

| No | Character Education | Explanation |
|----|--------------------|-------------|
| 1. | Religiousness | When conducting any religious activity, displaying obedience in every attitude and action, being tolerant of others' religious activities, and |

---

[4] Nikuwati, Nilai-Nilai Pendidikan Karakter, 14.

[5] Dwi et al., "Character Education Values In The Novel Of Ranah Tiga Warna By A. Fuadi," *Jurnal Pendidikan Bahasa, Satra, dan Seni* 16, no. 1 (2015):19.

[6] Tri Santoso et al., "Character Education Values In Revised Edition Of The Indonesian Language Learning Curriculum For Year 10," *Universal Journal of Educational Research* 8, no. 2 (2020): 419.

[7] Wayan Agustina et al., *"*Analysis Of Character Educational Values In Folklore And The Relevance In The Formation Of Student's Character In Vocational High School," *Jurnal Penelitian Pengembangan Sains dan Humaniora* 3, no. 1 (2019): 39.

| | | living in harmony with people of different religions are all important. |
|---|---|---|
| 2. | Honesty | Demonstrating that one can be trusted in all of one's words, actions, and attitudes. |
| 3. | Tolerance | Tolerance towards people of diverse faiths, tribes, races, ideas, and behaviors. |
| 4. | Discipline | Pledging to follow the laws and rules in place. |
| 5. | Perseverance | Reflecting a sincere effort to overcome obstacles in learning activities as well as verifiably fulfilling duties. |
| 6. | Creativity | Developing ideas for creating something new or new methods to do things with what they already have. |
| 7. | Independence | When performing |

11

| No. | | Description |
|---|---|---|
| | | work, not relying on others. |
| 8. | Democracy | Putting people on an equal footing in terms of rights and responsibilities. |
| 9. | Curiosity | Making a concerted effort to discover more about what is being learned, seen, and heard. |
| 10. | Nationalism | Putting the country's interests above one's own or group's. |
| 11. | Patriotism | Demonstrating loyalty, concern, and respect for the nation's language, environment, society, culture, economy, and politics. |
| 12. | Appreciation | Compelling someone to produce something beneficial to society and to acknowledge and honor the success of others. |
| 13. | Friendliness/communication | Displaying a willingness to |

| | | communicate, be nice, and collaborate with others. |
|-----|-------------------------|--------------------------------------------------|
| 14. | Love of peace | Making people feel happy and secure in one's presence. |
| 15. | Reading interest | Devoting time to a variety of worthwhile readings. |
| 16. | Environmental awareness | Always on the lookout for ways to prevent environmental damage and devise strategies to mitigate it. |
| 17. | Social awareness | Demonstrating generosity to those who are in need. |
| 18. | Responsibility | Truly performing duties and commitments for oneself, society, and the environment (natural, social, and cultural), the nation, and God[8]. |

---

[8] Dimiar Ariesinta, "An Analysis of Character Education In The 2013 Curriculum English Textbook of The Seventh Grade Students," (thesis, Sanata Dharma University Yogyakarta, 2016), 11-13.

13

From the explanation of the meaning of each character's education value, a person/another researcher can understand each related value to be analyzed so as not to fail to understand, although some people understand it well, some are still confused.

c.  Components of character education

Everyone has their character in themselves and there are many kinds of character. Especially in the field of education, the character possessed by students is of course very much. Usually, the teachers who teach will find the character of each of their students. Character education itself is needed to increase the level of student learning at school and home. Parents should also be able to know what the character education of each child is. In character education, there are several types that we can describe, one of which is the component of character education. What are the components in character education? Many opinions have described these components into theory, one of which is Lickona.

Lickona explained that there are three crucial components in developing character education: moral information (moral knowledge), moral feeling (moral sentiments), and moral action (moral behavior)[9].

1)  Moral knowing or moral knowledge

Moral knowing is a crucial skill to instill. There are six components to moral knowledge. It consists of (1) moral awareness; (2) moral values knowledge; (3) perspective taking; (4) moral reasoning; (5) decision making; and (6) self-consciousness.

2)  Moral feeling

Another factor that must be established in children is moral feeling, which is the energy source that drives people to act ethically. To become human in character, one must be able to

---

[9] Dewi Sri Kuning, "Character Education For Indonesia In Globalization Era," *Edukasi Lingua Sastra* 16, no. 1 (2018): 120.

sense six emotional aspects: (1) conscience; (2) self-esteem (confidence); (3) empathy (feeling the sorrow of others); (4) loving the good; (5) self-discipline (being able to control oneself); and (6) humility.

3) Moral action

Moral action is the process of putting moral knowledge into practice in real-world situations. This great deed is the result of two more personality traits. To see what motivates a person to do good deeds (act morally), three parts of character must be examined: competence, desire (will), and habits[10].

Of the several components of character education that have been described by Lickona, there are many kinds of components, and these components are also important as additional knowledge. Maybe there are still many who do not know that character education has its components. There are several opinions from various experts regarding this component of character education, but the researcher only found it from Lickona. According to the researcher himself, it is sufficient for our knowledge.

d. Techniques of integrating character education

There are many techniques in integrating character education. Each person has his their technique in integrating character education. Character education can be integrated directly or indirectly, according to Zuchdi. The direct form, or explicitly technique, is the first, while the indirect, or implicitly technique is the second. The direct technique of character education into English textbook targeting to make it easier for students to comprehend the content of the text. Because the context of the material in the English textbook is

---

[10] Umi Anugerah Izzati et al., "Character Education: Gender Differences In Moral Knowing, Moral Feeling, And Moral Action In Elementary Schools In Indonesia," *Journal For The Education of Gifted Young Scientists* 7, no. 3 (2019): 550.

written clearly, this is the case. While the indirect technique of character education into English textbooks targeting to help students to think critically to understand an illustration presented in the text to get the true meaning of the characters contained in the English text.

According to the Ministry of Education and Culture, there are numerous methods or procedures for integrating character education into textbooks. These indicators of techniques integrating characters education include (1) expressing the characters that exist in the learning material, (2) integrating the characters to become an integral part of the learning material, (3) using imagery and making comparisons with similar events in the students' lives, (4) changing negative things into positive, (5) expressing the characters through a variety of media, (6) Using stories to bring characters to life, (7) telling the life stories of great men, (8) using songs and music to integrate characters, (9) using drama to portray events containing characters, and (10) using a variety of activities such as services, practice fields through clubs or group activities to bring humanity's character to life. To put it another way, the Ministry of Education and Culture has outlined ten techniques for integrating characters into the teaching-learning process[11]. In this case, the technique used in this research is using the technique according to Zuchdi.

2. Textbook
   a. Definition of textbook

In the learning-teaching process in the school rather than in the classroom, students and teachers of course use media one of them is textbooks. The textbook is a media most of used by students and teachers. It will not be left behind and most used in learning. A textbook is a type of educational resource

---

[11] Luthfi, An Analysis Of Character Education, 25.

16

that is commonly utilized in the classroom[12]. According to Tarigan, textbooks are standard volumes arranged by area specialists for instructional goals and constructed by harmonic teaching medium and easily understood by the user in schools and colleges to get teaching program[13].

A textbook is a book that is regarded as a standard work for the study of a specific subject, according to the Oxford definition. A textbook, according to Wikipedia, is a complete collection of content in a field of study. To summarize, a textbook is a book that contains knowledge for specific subjects and is designed to be used by students at a specific level of education or as a teaching-learning resource[14].

b. The role of textbook

Learning in ancient times until now in Indonesia before the covid 19 outbreak, namely face-to-face learning in schools, in English language teaching and another teaching, the use of manuals used by teachers and students is very important to use. Many English teachers start teaching with a little explanation and then asked students to practice and do the questions in the textbook. It was also based on the curriculum prevailing at that time. So according to the researcher's own opinion, textbooks are very important in learning to take place.

Textbooks are significant sources of information for exposing pupils to new cultural manifestations

---

[12] Rohmah Hidayati, "Analysis Of Character Education Values In The English Texbook Bahasa Inggris SMA/SMK" (thesis, Jember University 2018), 8.

[13] Rani Arba'ati, "An Analysis On English Textbook Entitled Bahasa Inggris When English Rings A Bell For The Eighth Year Student Of Junior High School Based On The 2013 Curriculum" (thesis, Muhammadiyah University Of Surakarta 2015), 2.

[14] Nia Kurnia, "Character Education In The Textbook Materials Of Bahasa Inggris Kelas XI Published By The Ministry Of Education And Culture In The Year Of 2017" (thesis, Walisongo State Islamic University Of Semarang 2019), 26-27.

and cultural diversity[15]. According to Cunningsworth, textbooks serve a variety of purposes in the learning and teaching process, including (1) providing presentation material (both spoken and written), (2) providing activities for learner practice and communicative interaction, and (3) providing learners with grammar, vocabulary, and pronunciation information. (4) A source of inspiration and ideas for classroom language activities, (5) A syllabus (when learning objectives have already been established), (6) A resource for self-directed learning or self-access work, and (7) A source of support for less experienced teachers who have yet to build confidence[16].

In general, the role of textbooks in teaching and learning activities in schools and elsewhere is the most important in educational institutions and fields, textbooks are needed and important. Even though it is very ancient, textbooks are still very popular and widely used throughout the world, because now many advanced technologies can be replaced at any time. But instead, textbooks cannot be replaced and are not inferior to the advanced technology that we use every day.

c.  The function of textbook

Sometimes textbook users do not know the function of the textbook. Even the teacher certainly doesn't know specifically what the actual function of the textbook is. The function of the textbook itself is various. People's opinions about the function of textbooks must also be different. The function of textbooks in various fields is also different.

Thomson states the textbooks have some function, as follows:

---

[15] Ihsan Nur Iman Faris, "Cultural Content Analysis Of An English Textbook For Senior High School Grade Three In Cianjur, West Java," *Journal of English and Education* 2, no. 2 (2014): 14.

[16] Nia Kurnia, Character Education In The Textbook Materials, 28.

18

1) As an individual guide

A textbook allows students to personalize teaching by allowing them to go at their own pace and to a limited extent, depending on what they want to learn.

2) A guide to the institution

All pupils may be guided by a textbook to follow the instructions within the institution to work on textbook instructional works that are frequently necessary. The institutional textbook assists students or participants in better learning by including all members of the institution and providing new concepts.

3) Manuals for teaching and learning

Most teachers and instructors like to use textbooks to show students how to learn rapidly in class and conduct research to obtain evidence to aid in addressing a difficult problem.

4) Developing teaching

Most textbooks provide useful and practical learning that is used by most professors to increase students' knowledge and academic skills during their studies and in their careers after graduation[17].

In all the functions of the textbook described by Thomson, there are 4 different functions and concepts. In essence, the functions described are for the education sector, for teachers and students. But in other fields except for education, there must also be a function from the textbook itself. Because the researcher focuses on education, the function she is looking for from the textbook is in the field of education.

d. Kind of textbook

Apart from textbook functions, a very important category and certainly will not be left out and one of

---

[17] Melva Nurianti, "The Analysis Of Reading Comprehension Questions Level In The English Textbook For Senior High School Of Grade Twelfth," (thesis, State Islamic University Sultan Syarif Kasim Riau, 2020), 44-45.

the ways to know a good textbook in selecting textbooks is the type of textbook. Often people think that all textbooks are the same. Even though there are many types of textbooks if you want to find out carefully and specifically from various sources. There are also 4 types of textbooks here.

By its genres, the textbooks actually can be divided into four genres:

1) Textbooks as instruction manuals

These textbooks are also referred to as instructional or user manual textbooks. This is a booklet in the form of a textbook that is commonly found in practically every product for high-tech intensive consumers such as machines, computer technology, instructions, and assembling specific equipment that is offered in assembling form to make delivery to the end-user easier and more efficient.

2) Workbooks

People frequently hear about workbooks that offer knowledge on how to work and other aspects of how things work. This workbook is designed to complete a task so that a job can be managed practically and efficiently.

3) Testimonial books

Testimonial books are typically textbooks on how to swiftly get prospective consumers. Similarly, the testimonial book will make it easier to buy and sell businesses more quickly and efficiently. Business people, professional publishing houses, and productive researchers are just a few examples. For their business to run smoothly, they must understand the qualities of testimonial material from the textbook, which will aid in the rapid development of their firms.

4) Exercise books

Textbooks can also be supplemented by exercise books, which are used by students to record and practice tasks as well as serve as a daily notebook, particularly in the school setting.

Students' exercise books are very significant, and they are frequently needed by every school subject so that each student becomes accustomed to taking notes and recording while completing all of the class's homework[18].

There are 4 types of textbooks here. From these types, we can use it to determine which textbook we will choose for our research or analysis. But not only for that, if there are people who want to know the types of other textbooks that are also possible. The type of textbook here is general, but for researchers, it focuses on education.

e. Criteria in selecting and evaluating textbook

In selecting a textbook for analysis or research, the researcher must select the textbook. For example, the textbook must have novelty and the criteria for why the textbook was chosen. Textbook evaluation is the process of deciding which resources to utilize in a certain course based on the course's requirement and value. Materials evaluation can be divided into three categories: pre-use, in-use, and post-use. According to Tomlinson, pre-use evaluation occurs before the materials are used, in-use occurs during the usage of the products, and post-use occurs after the materials have been used. In textbook evaluation, the evaluator considers many factors to determine the textbook's content.

The pre-use analysis, according to Fatima et al., served to assess the textbook as it is, with the material and methods of working that they offer, rather than what would happen in the classroom. It indicates that the book has been studied before the materials being sent to the students, or that the resources have not been used in the classroom. As a result, the textbook evaluation is supposed to provide additional

---

[18] Melva Nurianti, The Analysis Of Reading Comprehension Questions Level, 51-53.

21

information about the textbook's content before it is used in the classroom[19].

According to Cunningsworth, there are certain standards for evaluating textbooks:

1) Textbooks should be customized for students. Textbooks should be relevant for the language-learning program's objectives.
2) Textbooks should reflect the current and future uses of the language that students will make. Choose textbooks that will assist students in learning an excellent language.
3) Textbooks should take into account the demands of students as learners and encourage their learning activities rather than imposing methods on them.
4) Textbooks should clearly define their purpose as a learning aid. They act as translators between the target language and the student, much like teachers[20].

In Nunan, Candlin argued that textbook evaluation should incorporate broad categories like problematic, implementability, and combinability. Problematic refers to how well a textbook task discloses differences in learners' abilities and knowledge, how diagnostic or explanatory it is, whether it provides monitoring and feedback, and whether it may be utilized as a foundation for future action. The task's adaptability is determined by the resources necessary, the organizational and management complexity, and the task's flexibility. Combinability necessitates evaluators considering how well a textbook activity may be sequenced and connected with other tasks[21]. The criteria described above must be considered when choosing a textbook

---

[19] Rohmah Hidayati, Analysis Of Character Education Values In The English Texbook, 9.

[20] Nia Kurnia, Character Education In The Textbook Materials, 33-34.

[21] Melva Nurianti, The Analysis Of Reading Comprehension Questions Level, 55-56.

so that you are not mistaken in choosing the right textbook when used.

f.  Standardized of a good textbook

Textbooks are an important medium for teaching and learning in the classroom, so they must be of high quality. The researcher takes the help of specialists to determine how a textbook is classified as high-quality. First, Greene and Petty in Tarigan devised a method for organizing the textbook using ten criteria. The following are characteristics of a good textbook:

1) The following are characteristics of a good textbook: As a result, they will want to use textbooks.

2) The textbook must be capable of motivating students.

3) The textbook's material must be instructive.

4) The linguistic aspect of the textbook should be considered. As a result, it will be appropriate for the learner's abilities.

5) The textbook's contents must be relevant to another field of science.

6) The textbook should encourage students to engage in personal activities.

7) The contents of the textbook must be written clearly so that the pupils are not confused when using it.

8) Because it will be the learner's point of view, the textbook must have a clear point of view.

9) The textbook must be able to strike a balance and place an emphasis on the learners' worth.

10) The textbook must be able to accommodate individual variances.

We can also learn about the textbook criteria based on Cunningsworth, which are as follows:

1) The textbook should be customized for the students. They should be in line with the language learning program's goals and objectives.

2) The textbook should include (present or future) examples of how students will use the language.

23

Choose textbooks that will assist students in properly using language for their aims.

3) Textbooks assist students in a variety of ways.

4) Textbooks, like teachers, should play an important role in learning by mediating between the target language and the learner[22].

The standards of some of the opinions that have been described above are very different. Therefore, we must be able and smart to choose a good English textbook for research or anything based on existing standards.

g. English Textbook Entitled *Bahasa Inggris*

The English textbook entitled *Bahasa Inggris* for the twelfth grade of Senior High School is an English textbook published by the Ministry of Education and Culture[23]. This textbook is a revised edition of 2018 for students prepared by the government for the 2013 curriculum. This English textbook contains 11 chapters with various topics and social functions. The topics and social functions of these 11 chapters are presented in the table below:

**Table 2.2 The Topics and Social Functions of 11 Chapters**

| Chapter | Topics | Social Function |
|---------|--------|-----------------|
| 1 | May I Help You? | Asking for and giving services |
| 2 | Why Don't You Visit Seattle? | Planning future activities, Giving suggestions, advices and instructions. |
| 3 | Creating Captions | Giving information through pictures, photos, tables, graphics, charts. |

---

[22] Rani Arba'ati, An Analysis On English Text Book Entitled Bahasa Inggris When English Rings A Bell, 2-3.

[23] Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris*, revisi (Jakarta: Kementrian Pendidikan dan Kebudayaan, 2018).

24

| 4 | Do You Know How to Apply for a Job? | Giving information related to applicant's competence. |
|---|---|---|
| 5 | Who Was Involved? | Responding to and creating news items (from newspaper/radio/TV. |
| 6 | Online School Registration | Giving information about an event (news item) |
| 7 | It's Garbage In, Art Works Out | Giving information about an event (news item) |
| 8 | How to Make | Giving information about certain procedures. |
| 9 | Do It Carefully! | Showing some tips on how to do something. |
| 10 | How to Use Photoshop? | Giving information about certain procedures. |
| 11 | Let's Make a Better World for All | Entertaining, introducing moral values, and appreciating cultural values. |

The government prepared this student book by presenting the content systematically, so students can be more easily and quickly understand the material contained in this textbook. In this textbook, students do activities that are more active in practice and exploration. In this case, as a teacher, she becomes more of a mentor to guide students in carrying out the activities to be carried out.

## B. Theoretical Framework

Character building on average occurs at school, even though at home it can also shape character. Parents who cannot accompany their children in character building,

causing the formation of children's character to occur in schools. Of course, it's all the influence of the family environment. At this time, character education is much discussed. Because there are already educational character values from the Ministry of National Education which of course can be used. According to Judiani, character education itself is an important item to give to today's young generation since it is required for them to compete in the global market while maintaining their morals and being able to restrain themselves from the negative impacts of current technological innovations[24].

In addition to the notion of character education, in this research analyzed character education using a textbook. Textbook themselves are teaching materials in school that are most widely used by teachers, even though in this day and age technology is very sophisticated. But textbook are still popular today and everywhere. According to Mudzakir, a textbook is enhanced by student work. As he stated in his journal, textbook are often utilized by educational institutions or school and are usually accompanied by exercise and teaching materials[25]. To be able to choose a suitable textbook to be analyzed in the research, we must be able to select it. In selecting a textbook, there are predetermined criteria, so that we can choose a good textbook to use.

Beside that, we also have to understand and learn what criteria are. Good textbook, according to Riddle, must meet five requirements. First and foremost, textbook should be written by qualified teachers. Second, they must be appropriate for the level of the students. Third, the textbook should be pleasing to the eye and well-organized. Fourth, they should include thought-provoking topics that will challenge students. Finally, they should have a variety of and well-balanced language, skills, and pronunciation activities[26].
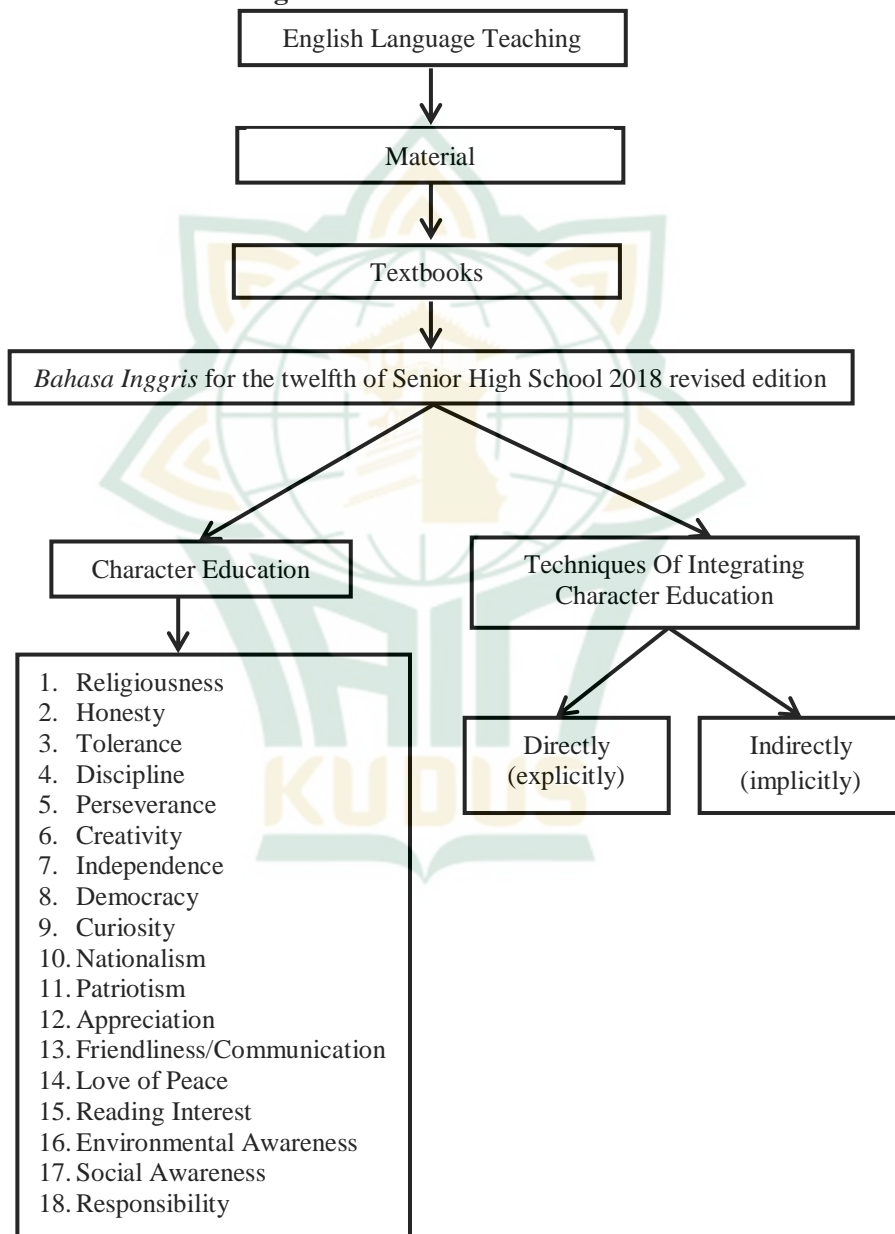
---

[24] Izzati et al., Character education, 548.

[25] Amrina, "An Analysis Of "Bahasa Inggris" Textbook Used In The Second Grade Of Senior High School", (thesis, Ar-Raniry Islamic University Of Darussalam Banda Aceh 2018), 8.

[26] Masyhudi Lathif, "An Evaluation Of English Textbook For The Eighth Graders Of Junior High School", (thesis, State University Of Yogyakarta 2015), 21.

Those are some of the criteria of a good textbook to analyzed in a research. In this case, it is hoped that in the future it will be wiser to pay attention to the textbook that will be used.

**Figure 2.1 Theoretical Framework**

English Language Teaching

↓

Material

↓

Textbooks

↓

*Bahasa Inggris* for the twelfth of Senior High School 2018 revised edition

Character Education

Techniques Of Integrating Character Education

1. Religiousness
2. Honesty
3. Tolerance
4. Discipline
5. Perseverance
6. Creativity
7. Independence
8. Democracy
9. Curiosity
10. Nationalism
11. Patriotism
12. Appreciation
13. Friendliness/Communication
14. Love of Peace
15. Reading Interest
16. Environmental Awareness
17. Social Awareness
18. Responsibility

Directly (explicitly)

Indirectly (implicitly)

27

**C. Review Of Previous Study**

In this research, before the researcher conducts research, there is a previous study that the researcher must study first and is relevant to this research. The following are some reviews from the previous study that the researcher found:

1. An *Edulingua* journal written in 2019 by Nurhaeda Gailea, Syafrizal, Yusti Fargianti, and Shela Mutiara Perdana entitled An Analysis of Character Education of English Textbook "When Rings A Bell" For Eighth Grade of Junior High School.

   In this research journal, the researcher wants to analyze whether pictures and utterances reflect the eighteen values of character formation. The result that gives rise to the 18 educational characters described by the Ministry of National Education is found in pictures and utterances in the English textbook entitled When English Rings A Bell for the eighth grade of junior high school the most dominant found with 38 data is friendliness/communication character. This tells us that the author of an English textbook entitled When Rings A Bell for the eighth grade of junior high school wants to improve student friendliness/communication. This research journal uses a qualitative approach with content analysis. The data used in this research is in the form of pictures and utterances in the textbook. The main instrument of this research is the researcher and the questionnaire which is also used as the second instrument. Several steps were taken during data collection, namely reading utterances and pictures carefully, understanding certain parts related to research questions, making data descriptions accompanied by the coding process, and inserting data into the table. Tables analyzed data with eighteen characters and distributed questionnaires to raters to validate the analysis of each data.

   This research journal differs from my research in its data focus. First, the focus of this journal's research is to analyze and identify data on dialogs and pictures in a textbook, while my research focuses on the textbook

materials in the form of texts, dialogues, symbols, examples, pictures, statements, and instructions. Second, the main instrument in this journal's research is the researcher and the questionnaire, while my research is not used the questionnaire. Third, the object of this research journal is the English textbook entitled "When Rings A Bell" for the eighth grade of junior high school, while my research is used the English textbook entitled "*Bahasa Inggris*" for the twelfth grade of senior high school. The similarities in these two research are the focus on analyzing the 18 characters of education proposed by the Ministry of Education and Culture.

2. A research and development science and humanities journal written in 2019 by Wayan Agustina, Made Sutama, and Wayan Rasna entitled Analysis Of Character Educational Values In Folklore And The Relevance In The Formation Of Student's Character In Vocational High School.

In this research journal, the researcher conducted this research, namely to describe the character education values contained in folklore which were used as subject matter at Ganesha Vocational School, and the relevance of character education values in folklore in the development of student character. The results of the research show that of the ten folklore analyzed there are all values of character education and from the interviews, folklore contains values that can be used as teaching materials so that they have relevance for the development of student character. The conclusion of this research shows that the character values contained in the folklore of the archipelago are very relevant to be used as a mirror in everyday life. This research uses a qualitative approach. The subjects of this research were 10 folklore and Indonesian language teachers at Ganesha Vocational School. The object of this research is the values of character education contained in folklore and their relevance to the formation of a student's character. The data collection method used is the method of documentation and interviews. Data analysis was carried out qualitatively. At the data reduction stage, the

29

identification stage is carried out, matching the problem data observed and classified at the conclusion drawing stage.

This research journal differs from my research in its data focus. First, the focus of this journal's research is using folklore to be analyzed, while my research focuses on the textbook materials in form of texts, dialogues, symbols, examples, pictures, and instructions. Second, the object of this research journal is folklore and its relevance to the formation of student characters, while my research used the English textbook entitled "*Bahasa Inggris*" for the twelfth grade of senior high school, the similarities in these two research are the focus on analyzing the 18 characters of education proposed by the Ministry of Education and Culture.

3. An English Language Teaching Forum journal is written in 2013 by Pratama Lysa Hapsari entitled Character Education Values In Reading Section Of English Textbook For Senior High School Students Grade XI.

In this research journal, the researcher wants to know what character values are integrated into the reading section of the high school English e-book and in which part of the high school English e-book the character values are realized. Of the eighteen character values formulated by the Ministry of National Education in 2010, only one character value is not included in both components of the reading section. Several steps were used by the researcher in achieving his research objectives, namely the researcher chose the e-book, and then the reading section was selected. After selecting the reading section, the character education values that are integrated into the reading section are identified. Then, the researcher identified the values of character education in the components of the reading section, whether they were integrated into the reading text or reading exercises.

This research journal differs from my research in its data focus. First, the focus of this journal's research is using only the reading section to be analyzed in the textbook, while my research focuses on the textbook materials in form of texts, dialogues, symbols, examples,

pictures, and instructions. Second, the object of this research journal is the e-English textbook for the eleventh grade of senior high school, while my research is used the English textbook entitled "*Bahasa Inggris*" for the twelfth grade of senior high school. The similarities in these two research are the focus on analyzing the 18 characters of education proposed by the Ministry of Education and Culture.