

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Results

1. The Character Education in The English Textbook

In this research results, the researcher found what character education is contained in the English textbook from analyzing, and as a result, the researcher found only sixteen characters in the textbook, which different frequency in a form of dialogues, pictures, sentences, examples, symbols, instructions and statements. The total of each character found can be seen in the table below.

Table 4.1 The Result of Character Education in The English Textbook

No.	Characters	Total of Each Character
1.	Religiousness	9
2.	Honesty	3
3.	Tolerance	0
4.	Discipline	1
5.	Perseverance	1
6.	Creativity	4
7.	Independence	5
8.	Democracy	6
9.	Curiosity	3
10.	Nationalism	1
11.	Patriotism	0
12.	Appreciation	4
13.	Friendliness/Communication	16
14.	Love of Peace	4
15.	Reading Interest	1
16.	Environmental Awareness	8
17.	Social Awareness	13
18.	Responsibility	2
	Total all	81

From the table above we can find that the most common character education found in the English textbook entitled “*Bahasa Inggris*” for twelfth grade of senior high school is the character of friendliness/communication and the total of all characters found is 81 characters.

2. The Integration of Character Education in The English Textbook

From the results of this integration, the researcher finds out that the integration of character education is more presented directly or indirectly. In integrating character education, the researcher integrates it through directly (explicit) and indirectly (implicit). We can see total of each integration in the form of a table as below.

Table 4.2 The Result Integration of Character Education in The English Textbook

No.	The Integration	Total of Each Integration
1.	Directly (explicit)	35
2.	Indirectly (implicit)	46
Total all		81

From the table above we can find out that the integration of character education in the English textbook entitled “*Bahasa Inggris*” for twelfth grade of senior high school is more presented indirectly (implicit) and the total is 46 data.

B. Discussion

1. The Character Education in The English Textbook

In this discussion section, the researcher analyzes character education according to the explanation of each character contained in Dimiar Ariesinta’s work, to find out what character education is contained in the English textbook in detail from the first character to the last character described in the form of a table.

a. Religiousness

The explanation of this religiousness character itself according to Dimiar is when conducting any

religious activity, displaying obedience in every attitude and action, being tolerant of others' religious activities, and living in harmony with people of different religions are all important. The researcher found only nine religiousness characters in this textbook.

Table 4.3 The Analysis of Religiousness Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Rel/C1/P4)	The textbook shows a picture of a person wearing a veil in dialogue.	The picture in this textbook showed a Muslim nurse wearing a veil with a doctor while doing a work in a hospital or clinic. This shows an attitude of obedience to the religion adopted.
2.	(Rel/C1/P5)	The textbook shows a picture of a person wearing a veil in dialogue.	The picture in this textbook showed a Muslim student wearing a veil. This shows an attitude of obedience to the religion adopted.
3.	(Rel/C1/P6) (Rel/C1/P9)	This textbook shows a picture of two people wearing a veil in dialogue.	The picture in this textbook showed two Muslim students wearing a veil. This shows an attitude of obedience to the religion adopted.

4.	(Rel/C2/P23) (Rel/C3/P37) (Rel/C6/P88) (Rel/C10/P13 6)	The textbook show a picture of a person wearing a veil in instruction sentences.	The picture in this textbook showed a Muslim teacher wearing a veil. This shows an attitude of obedience to the religion adopted.
5.	(Rel/C5/P71)	The local people..... (build) the mosque in the 16 th century, and the mosque now becomes one of the official cultural heritage sites.	This statement is from exercise. In this day and age rarely anyone wants to build a mosque for a place of worship. This statement instead set a good example for all people by building a mosque, this attitude shows obedience to the religion they profess to be.

Based on Dimiar’s explanation of character education, from the table that has been presented by the researcher, the religiousness character is found in many pictures and from one statement in the practice questions. In this case, the data analysis of the religiousness character found by the researcher is included in displaying obedience in every attitude.

It can be said to obey religion because in the picture there are people who wear a veil in carrying out their activities. Although in the picture there are also people wearing a veil but not doing activities, it can also be said to obey the religion they follow. While for the statement in the practice questions, there is no picture but doing a good activity in religion.

b. Honesty

The explanation of this honesty character itself according to Dimiar is demonstrating that one can be

trusted in all of one's words, actions and attitudes. The researcher found only three honesty characters in this textbook.

Table 4.4 The Analysis of Honesty Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Hon/C1/P4)	<p>a. Fafa: My stomach hurts terrible. I think I have a fever as well.</p> <p>b. Fafa: Yes, that's really terrible.</p>	From the dialogue in the textbook, Fafa mentioned the actual pain he felt to the doctor and answer the question from the doctor. This dialogue also shows students that character of honesty must be done with anyone.
2.	(Hon/C1/P6)	Oh it's very nice of you. But I'm going to do it with my sister. Thanks for the offer.	From this expression that she told the truth, she will be going with her sister. This kind of attitude as for the reasons for refusing something, telling students to speak honestly for whatever reasons in a polite way so as not to offend others.

Based on Dimiar's explanation of character education, from the table that has been presented by the researcher, the honesty character is found in the expression in two different dialogs. In this case, the data analysis of the honesty character found by the researcher is included in demonstrating that one can be trusted in one's words. It can be said to be honest because the expressions in the dialog speak as they are and are not made up and can be trusted.

c. Tolerance

The explanation of this tolerance character itself according to Dimiar is tolerance towards people of diverse faiths, tribes, races, ideas, and behaviors. The researcher did not find any data at all on this character, from pictures, dialogues, sentences, statements, instructions, examples, and symbols in this textbook.

d. Discipline

The explanation of this discipline character itself according to Dimiar is pledging to follow the laws and rules in place. The researcher found only one honesty character in this textbook.

Table 4.5 The Analysis of Discipline Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Dis/C9/P120)	We gathered together in front of the school yard very early in the morning.	From text 1 in this textbook, there is this sentence. The sentence show students discipline for time. On-time in this sentence is a character of discipline.

Based on Dimiar's explanation of character education, from the table that has been presented by the researcher, the discipline character is found in a sentence in the text. In this case, the data analysis of the discipline character found by the researcher is included in pledging to follow the rules in place. This sentence means pledging to follow the rules in school. Students go to school on time in the morning so there is no delay in learning. This is called obeying one of the rules made in school.

e. Perseverance

The explanation of this perseverance character itself according to Dimiar is reflecting a sincere effort

to overcome obstacles in learning activities as well as verifiably fulfilling duties. The researcher found only one perseverance character in this textbook.

Table 4.6 The Analysis of Perseverance Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Per/C1/P5)	Wait a moment, please, I'll process it quickly.	In dialogue 2, this expression is spoken by Tania. She does her job quickly, so as not to disappoint her customers. That is a character of hard work in this textbook.

Based on Dimiar's explanation of character education, from the table that has been presented by the researcher, the perseverance character is found in a dialog. In this case, the data analysis of the perseverance character found by the researcher is included in reflecting a sincere effort to overcome obstacles in verifiably fulfilling duties. The duties here in the dialog are his job duties as a bus agent to serve customers. This can be called by working hard so it doesn't disappoint.

f. Creativity

The explanation of creativity character itself according to Dimiar is developing ideas for creating something new or new methods to do things with what they already have. The researcher found only four creativity characters in this textbook.

Table 4.7 The Analysis of Creativity Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Cre/C1/P10)	Riana: We are supposed to bring winter clothes. Three	From that dialogue, Riana mentioned the items that must be brought to keep herself

		pieces at least. We also have to take our personal medication.	from getting sick, preventing and treating. Riana's thoughts are creative. The creative character in this textbook is to be an example for students not to think carelessly.
2.	(Cre/C4/P52)	Students of XII E class made a class pledge stating their commitment to stop bullying..... create positive classroom atmosphere for every class member.	This statement is from the exercise. That statement is creatively shown, namely being able to create a positive atmosphere among humans in an inhabited environment and make brotherhood closer due to something that has been made in school.
3.	(Cre/C7/P103) (Cre/C7/P104)	a. My mother told me that in the old time it was difficult to buy soupy kinds of food. We had to bring our own..... from home because plastic..... were not as popular as they are now. b. Schools	This statement is from exercise. This exercise states about thinking that rarely do other people know and use it. The authors of this textbook want students to be able to learn, acquire, and use creative thinking. Because creative thinking is very obligatory for students in order to develop our brain thinking.

		should have eco programs that aim at developing students'.... .. about their environment .	
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Based on Dimiar's explanation of character education, from the table that has been presented by the researcher, the creativity character is found in many statements in the practice question and from one dialogue. In this case, the data analysis of the creativity character found by the researcher is included in developing ideas for creating something new. It can be said to creating something new because the dialogue tells something that other people don't think of. While the statements in the practice questions also create new ideas that have not been used by others before.

g. Independence

The explanation of independence character itself according to Dimiar is when performing work, not relying on others. The researcher found only five independence characters in this textbook.

Table 4.8 The Analysis of Independence Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Ind/C1/P5)	No, thanks I'll do it as soon as possible. I know you're as busy as I am.	This dialogue tells that she refuses the help and does it herself. This indicates that she has the character of independence in doing homework from her teacher.

2.	<p>(Ind/C5/P70)</p> <p>(Ind/C9/P12 9)</p> <p>(Ind/C9/P13 2)</p>	<p>a. Task 2: Create your own sentences.</p> <p>b. Task 2: Do the exercise individually.</p> <p>c. Task 5: Create your own text.</p>	<p>The instruction in this textbook tells the students to do the exercise on their own. Students do it individually. And here there is also the word “individually”. This individual means the students have independence character.</p>
3.	(Ind/C11/P1 56)	<p>My friend Lily is more mature than most of us. She always handles herself in..... by for instance avoiding any unnecessary arguments with us.</p>	<p>This statement is from exercise. The statement here says someone who has a mature attitude in thinking and does not depend on others. Lily here has independent and mature, so she doesn't involve many people to take care of any needs. In this textbook, students are also expected to be independent like Lily.</p>

Based on Dimiar’s explanation of character education, from the table that has been presented by the researcher, the independence character is found each in the dialogue and statement in the practice question and found in many instructions. In this case, the data analysis of the independence character found by the researcher is included when performing work, not relying on others.

It can be said not to rely on others, because in the dialogue it states that it will do the task without anyone's help, then the statement shows that someone who is an adult does not depend on parents. While for instructions, there are sentences that require students to do the task individually.

h. Democracy

The explanation of democracy character itself according to Dimiar is putting people on an equal footing in terms of rights and responsibilities. The researcher found only six democracy characters in this textbook.

Table 4.9 The Analysis of Democracy Character Education in English Textbook

No.	(Code)	Data	Explanation
1.	(Dem/C2/P24) (Dem/C2/P25)	a. Father: If you want to pass the exam, you have to study harder. b. Emi: If you want a good price, why don't you go to the factory outlet? c. If you want to be the chair of OSIS, offer a good program to improve the school environment. d. Mom: If	From all that dialogues, we know that obligation that must be carried out by students is study. This dialogue also teaches students to ask someone's opinion and discuss it to make the decision. This leads to the character of democracy.

		<p>you don't put some cherries on it, your cake will look pale and dull.</p> <p>e. Joko: If I am elected president, I will waive taxes for poor people.</p>	
2.	(Dem/C6/P85)	<p>"I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools," she said.</p>	<p>This dialog is from reading text which is an opinion expressed by a mother for the principal. The character of democracy here shows the opinion of an inappropriate solution.</p>

Based on Dimiar's explanation of character education, from the table that has been presented by the researcher, the democracy character is found in many dialogues and from one dialog in the text. In this case, the data analysis of the democracy character found by the researcher is included in putting people on an equal footing in terms of rights.

It can be said that because the dialogue advises about equal rights to do something. While for dialogue in the text some sentences convey equal rights for everyone, not discriminating between one person and another.

i. Curiosity

The explanation of curiosity character itself according to Dimiar is making a concerted effort to discover more about what is being learned, seen, and heard. The researcher found only three curiosity characters in this textbook.

Table 4.10 The Analysis of Curiosity Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Cu/C1/P6)	Wow! That sounds great. How old is she?	There is expression and question from that dialog, the question shows that she asking about age. That question indicated that she wanted to know more. High curiosity is the character in this textbook.
2.	(Cu/C1/P9)	No. What about it?	In this dialogue, the question asks the guess of the news that was told by a friend. She was very curious and excited about that. This is also curious character.
3.	(Cu/C1/P10)	Diani: What do we have to prepare for the next trip?	This dialogue is also about curiosity. Diani asks about items that she should prepare for the trip. Curiosity character very needed for students to reduce shyness and to be insightful.

Based on Dimiar’s explanation of character education, from the table that has been presented by the researcher, the curiosity character is found in many dialogues. In this case, the data analysis of the curiosity character found by the researcher is included in making a concerted effort to discover more about what is being heard. It can be said that because in dialogue only hearing the other person talking about something that is not yet known, does not show any object and is not about the lesson learned. So that the person being spoken to raises questions about what he or she does not know in the topic of the dialogue more deeply.

j. Nationalism

The explanation of nationalism character itself according to Dimiar is putting the country’s interests above one’s own or group’s. The researcher found only one nationalism character in this textbook.

Table 4.11 The Analysis of Nationalism Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Na/C5/P71)	The distribution of NKRI maps..... (begin) at Caturwarga elementary school last Friday.	This statement is from exercise. As the nation’s successors, we must be able to love our own country. Since entering school age we are introduced to our own country through the subjects taught. One of them in the school has an NKRI map. This attitude includes loving the country.

Based on Dimiar’s explanation of character education, from the table that has been presented by the researcher, the nationalism character is found in one statement in the practice question. In this case,

the data analysis of the nationalism character found by the researcher is included in putting the country's interests above one's group's. It can be said that because the statement in the exercise shows how important the map of the Republic of Indonesia is, in that it is a form of prioritizing the interests of the country above the interests of the group. In the statement also the group is in the institution, namely schools that use the maps for shared learning.

k. Patriotism

The explanation of patriotism character itself according to Dimiar is demonstrating loyalty, concern, and respect for the nation's language, environment, society, culture, economy, and politics. The researcher did not find any data at all on this character from pictures, dialogues, sentences, statements, instructions, examples, and symbols in this textbook.

l. Appreciation

The explanation of appreciation character itself according to Dimiar is compelling someone to produce something beneficial to society and to acknowledge and honor the success of others. The researcher found only four appreciation characters in this textbook.

Table 4.12 The Analysis of Appreciation Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(App/C1/P8)	Wow! That sounds fantastic.	That expression for appreciation about something extraordinary and very rare to find, and may be found only a few times. This dialogue is about the favorite idol

			news that must be appreciated. Students should have a good appreciation for anything in this textbook.
2.	(App/C1/P9)	We should celebrate it, don't you think?	This appreciation is in the form of a celebration. The dialogue contained in this textbook appreciates an achievement achieved. Whatever achievements are achieved, few or many, students must appreciate it in any form.
3.	(App/C7/P104) (App/C7/P105)	a. Do you agree if I say that Andrea Hirata's " <i>Laskar Pelangi</i> " is a....? it has been translated into many languages and we should be proud of that.	This statement is from exercise. The character of appreciation here is to describe the pride that we must admit, the pride that is appreciated not only by others but also we can appreciate the pride that we have in

		<p>b. Be proud of being able to.....(create) this pop-up book yourself. Though it is not the best, you should appreciate the originality of your..... (create). This is really much better than copying other people's work.</p>	<p>ourselves. The author in this textbook tells students to believe in their abilities.</p>
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Based on Dimiar's explanation of character education, from the table that has been presented by the researcher, the appreciation character is found in dialogues and statements in the exercises, each of which contained two data. In this case, the data analysis of the appreciation character found by the researcher is included to acknowledge and honor the success of others.

It can be said that because from the two data the dialogues found is a form of respecting the success of others by celebrating it. While for the two data from the statements, it is also a form of respecting the successor work of others and oneself by boasting or being grateful for the success of work that has been created.

m. Friendliness/Communication

The explanation of friendliness/communicating character itself according to Dimiar is displaying a willingness to communicate, be nice, and collaborate with others. The researcher found only sixteen friendliness/communication characters in this textbook.

Table 4.13 The Analysis of Friendliness/Communication Character Education in The English Textbook

No	(Code)	Data	Explanation
1.	(FC/C1/P4)	<p>a. Dr. Nahda: Okay, let me check your stomach. (The doctor puts the stethoscope in Fafa's belly and strike it lightly). Does it hurt here?</p> <p>b. Dr. Nahda: Alright then, I'll give you a prescription . You have to take the pills three times a day, okay?</p> <p>c. Fafa: Thanks a lot. Bye, doctor.</p>	<p>In this dialogue, the doctor informs and asks about the sick parts so that there are no mistakes in treating the patient. The communication is very effective and does not cause miscommunication. This textbook tells students how to communicate well with anyone politely of course.</p>

<p>2.</p>	<p>(FC/C1/P5)</p>	<p>a. Thank you, I will buy the bus ticket then.</p> <p>b. Have you heard that the due date for the final project is extended?</p> <p>c. Yes, it will be due next month.</p> <p>d. Okay, just let me know if you need my help.</p>	<p>Offering help and sharing information in this dialogue is a form of friendly communication so as not to offend others and easy to make friends. In this textbook, friendliness is also there to teach students.</p>
<p>3.</p>	<p>(FC/C1/P6)</p> <p>(FC/C1/P8)</p> <p>(FC/C1/P9)</p> <p>(FC/C1/P10)</p>	<p>a. My extended family is going to a surprise birthday party for my grandmother next week.</p> <p>b. Okay, no problem.</p> <p>c. You know what! Our favorite singer Maher Zain is touring again here next month.</p> <p>d. It got grade A from the National</p>	<p>Telling information clearly in this dialogue is very good communication . That way the person being given the information does not have any misunderstanding. And in appreciating the person who has provided the information, students are expected to give friendly answers.</p>

		<p>Accreditation Body.</p> <p>e. That would be good. Thanks for having this initiative.</p> <p>f. Diani: That would be very helpful. Thank you very much.</p>	
4.	(FC/C2/P24)	<p>a. Father: Exam is around the corner. It's about time to go back to your study.</p> <p>b. Son: Thanks, dad</p> <p>c. Edwin: I wish you all the best.</p>	<p>Telling information clearly in this dialogue is very good for communication so that not have any misunderstanding and in appreciating the person who has information by talking about it in friendly a manner.</p>

Based on Dimiar's explanation of character education, from the table that has been presented by the researcher, the friendliness/communication character is found in many dialogues and all of the data found is from the dialogues. In this case, the data analysis of the friendliness/communicating character found by the researcher is included in displaying a willingness to communicate with others. It can be said that because of all the data in the dialogues,

many are focused on the willingness to communicate. In addition to that, some dialogues data that show a willingness to communicate with other people accompanied by being kind and polite, friendly in carrying out these communications.

n. Love of Peace

The explanation of love of peace character itself according to Dimiar is making people feel happy and secure in one's presence. The researcher found only four love of peace characters in this textbook.

Table 4.14 The Analysis of Love of Peace Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(LP/C1/P9)	Wow! That's..... we should be very proud.	In this expression, giving praise to anyone well known is a character of love for peace as a form of appreciating whatever has been achieved and also deserves to be proud.
2.	(LP/C1/P10)	Riana: No worries, mate.	In terms of helping someone not to get into a fight, the dialogue in this textbook tells students to correct the words that are going to be thrown at people, which can be

			calming. This attitude can be called peace of love character.
3.	(LP/C4/P52)	Fighting? Never. Although Bejo is a great master in martial arts, he never takes fighting into his.....in dealing with problems	This statement is from the practice question. From that statement, it is clear that the practice question in the textbook show students not to trigger fights, so that students can have a peaceful attitude.
4.	(LP/C11/P157)	In this place, you'll feel there is no hurt or sorrows.	In this sentence are two lines of song lyrics. From the lyrics, we can know that in any place someone will feel comfortable and there are many good people. The words "no hurt" and "sorrows" already show the character of the love of peace.

Based on Dimiar's explanation of character education, from the table that has been presented by the researcher, the love of peace character is found in two expressions in the dialogues, one from the statement in the exercise, and one from one verse song lyrics. In this case, the data analysis of the love of peace character found by the researcher is included insecure in one's presence.

It can be said that the first in the dialogue conveys expressions that show comfort to others through friendly communication. While in the statement in the exercise, the comfort felt in the presence of someone and someone brought a professional attitude. Then for song lyrics, giving comfort not only by the presence of someone with their attitude but at a place an also give comfort to someone.

o. Reading Interest

The explanation of reading interest character itself according to Dimiar is devoting time to a variety of worthwhile readings. The researcher found only one reading interest character in this textbook.

Table 4.15 The Analysis of Reading Interest Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(RI/C11/P155)	My idea of..... is lying on a reclining seat under a shady tree reading a good book surrounded by children who are reading their own books too.	This statement is from exercise. The character in this statement is reading interest. This shows enthusiasm in reading books. There are also children reading books together. In this case, it

			can motivate students to have the habit of reading books.
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Based on Dimiar’s explanation of character education, from the table that has been presented by the researcher, the reading interest character is found only in the statement in the exercise. In this case, the data analysis of the reading interest character found by the researcher is included in devoting time to a variety of worthwhile readings. It can be said that because the statement in the exercise already shows an attitude that takes the time to read, even though we don’t know how many readings he has read. In this statement, many children who also participated in reading activities. Then the children read a variety of readings.

p. Environmental Awareness

The explanation of environmental awareness character itself according to Dimiar is always on the lookout for ways to prevent environmental damage and devise strategies to mitigate it. The researcher found only eight environmental awareness characters in this textbook.

Table 4.16 The Analysis of Environmental Awareness Character Education in The English Textbook

No	(Code)	Data	Explanation
1.	(EA/C4/P53) (EA/C4/P54)	a. She cleans the room every day. b. The cleaning service was cleaning the rooms at 12.00 yesterday	That sentence is from an example question. The example shows an environmental awareness character because talk about cleaning rooms.

2.	(EA/C7/P99)	Indonesia has opened a regional recycling conference aimed at increasing awareness of waste management for economic and environmental benefits.	This sentence is found in the reading text also. From word “recycling” in this sentence already show for environmental awareness character.
3.	(EA/C7/P103) (EA/C7/P104) (EA/C7/P105)	<p>a. It takes years for plastic waste to..... Therefore, live zero waste life style by bringing your own (plastic) bags or containers wherever you go.</p> <p>b. The.....gov ernment provides free.....as free fertilizers for our plants.</p> <p>c. The architect</p>	This statement is from exercise. Keeping the environment clean is very important to do. This statement with examples of using environmentally friendly materials, preventing pollution, and others. In this textbook, students are expected to have environmental awareness and responsibility

		<p>....(incorporate) environmentally friendly materials in the design of the public library. The...(incorporate) will make the new building harmonious with the surrounding .</p> <p>d. Do not.... (pollute) this lake. If you do, the (pollute) will finally harm our health.</p>	
4.	(EA/C9/P129)	<p>..... the floor please. It looks so dirty because of the muddy spots.</p>	<p>This statement is from exercise. The statement here shows concern for dirty floors. This is also called the character of environmental awareness.</p>

Based on Dimiar's explanation of character education, from the table that has been presented by

the researcher, the environmental awareness character is found in two data sentences from example question, one data sentence from reading text, and found in many statements from exercise. In this case, the data analysis of the environmental awareness character found by the researcher is included in always on the lookout for ways to prevent environmental damage.

It can be said like that because the first is in sentence in the example question shows activities that prevent environmental damage, namely by cleaning the environment. The second is in the sentence in the reading text, the title of the text states that it also prevents environmental damage by recycling waste for the common good. While the third is in a statement in the exercise also says a lot about preventing environmental damage and the ways to do it, one of which is preserving the environment that has been preserved for its beauty.

q. Social Awareness

The explanation of social awareness character itself according to Dimiar is demonstrating generosity to those who are in need. The researcher found only thirteen social awareness characters in this textbook.

Table 4.17 The Analysis of Social Awareness Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(SA/C1/P4)	a. Dr. Nahda: You look terrible. What can I do for you? b. Dr.Nahda: Oh, I am sorry to hear that. What's the problem? c. Dr. Nahda: Good. Get	In this doctor's dialogue, the words he said represented the character of social awareness. Because the doctor asked about the situation from Fafa and paid attention.

		well soon, Fafa. Bye.	
2.	(SA/C1/P5) (SA/C1/P6)	a. Hello, Sir. May I help your destination? b. Would you need my help? c. What if I help you with the preparation ?	In the character of social awareness here, shown in the textbook in the form of dialogue, offering help is included, because paying attention is also sensitive to the circumstances around people who ask for help.
3.	(SA/C1/P13)	A friend is absent because she is sick. You visit her this afternoon. Your friend needs help to communicate with the teacher about an assignment that she hasn't finished yet.	This statement is from the question. In this statement, students are trained to help as friends. This attitude refers to the character of social awareness. But only on friends, but also on all humans as social beings.
4.	(SA/C2/P25)	Joko: if I am	Joko seems to

		<p>elected president, I will waive taxes for poor people.</p>	<p>think of other people when he can get a high position and wants to help and ease people's economy. This attitude is reflected in the sentence he will waive taxes for poor people. This attitude has shown the character of social awareness.</p>
5.	(SA/C4/P52)	<p>As good....., our teachers visited our English teacher who has been sick for a week. Some of us also went there together bringing her favorite fruit.</p>	<p>This statement is from the exercise. From that statement, students and teachers show their concern as social beings by visiting sick people and training students to be able to socialize in society. But not only do students and teachers do it all but also humans as</p>

			social beings.
6.	(SA/C5/P69)	At present, the..... of the government is related to educating girls living in rural areas.	This statement is from exercise. A good government can prioritize people who lack in economic terms, one of which is education. Because education is the most important thing for all human beings. In this statement, the government has shown a caring attitude towards the poor in terms of education.
7.	(SA/C7/P103) (SA/C7/P106)	a. In the art class, the art teacher told us to make of animal or trees from clay that later can be donated to a kindergarten next to our school.	This statement is from exercise. This textbook teaches students to donate to others who need each other. Donating can be anything not only

		<p>b. Children in the landslide area need our.... (donate) for buying books and other learning materials. I suggest that everyone in this class.... some of their pocket money.</p>	<p>money and students are taught to have a sincere attitude. Donating is a form of social awareness character.</p>
<p>8.</p>	<p>(SA/C11/P155)</p>	<p>The disaster has left nothing but the clothes that we are wearing. We are.... our future but optimistic because we will always help each other in difficult time like this.</p>	<p>This statement from exercise. This statement shows the help of one person to another. They will help each other in any case and remain enthusiastic and sincere in facing the disaster that comes. This event is very exemplary by students or everyone as social beings. This attitude is the character</p>

			of social awareness.
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Based on Dimiar’s explanation of character education, from the table that has been presented by the researcher, the social awareness character is found in the dialogues and found in many statements in the exercises. In this case, the data analysis of the social awareness character found by the researcher is included in demonstrating generosity to those who are in need. It can be said that because, in all the data found in the dialogue, the expressions expressed indicate the offer of help to others in need. While in the statement in the exercise, there are words that show concern for fellow human beings and helping others who are less fortunate.

r. Responsibility

The explanation of responsibility character itself according to Dimitri is truly performing duties and commitments for oneself, society, and the environment (natural, social, and cultural), the nation, and God. The researcher found only two responsibility characters in this textbook.

Table 4.18 The Analysis of Responsibility Character Education in The English Textbook

No.	(Code)	Data	Explanation
1.	(Res/C1/P5)	No, thanks. I’ll do it as soon as possible. I know you’re as busy as I am.	In this dialogue, she will do her homework, as part of the responsibility that has been given by the teacher to teach students to determine the ability of students.

2.	(Res/C1/P12)	You are doing the History Project with your group at the library after school.	This statement is from the question in this textbook. It is also a depiction in the instruction in the question. In a group, has a responsibility. In this case, students in the study group must have responsibility.
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Based on Dimitri's explanation of character education, from the table that has been presented by the researcher, the responsibility character is found in dialogue and statement in the exercise. In this case, the data analysis of the responsibility character found by the researcher is included in truly performing duties and commitments of oneself and society. It can be said like that because, in the first data, namely in the dialogue, it states that you are performing your duties by being responsible for doing your schoolwork. While in the second data, namely in the statement contained in the exercise, the illustration depicts someone participating in unfinished school group assignments.

2. The Integration of Character Education in The English Textbook

In this second analysis, the researcher analyzes the integration of character education according to Zuchdi, namely through directly (explicit) and indirectly (implicit) in detail what data is integrated through directly and indirectly described in the form of a table.

- a. The Integration of character education using explicit (directly) technique

Table 4.19 The Analysis Explicit Technique of Character Education in English Textbook

No.	(Code)	Data	Integration		Explanation
			D	I	
1.	(Hon/C1/P4)	a. Fafa: My stomach hurts terribly. I think I have a fever as well b. Fafa: Yes, that's terrible.	✓	✓	From the dialogue in the textbook, Fafa mentioned the actual pain he felt to the doctor and answer the question from the doctor. This dialogue also shows students that character of honesty must be done with anyone.
2.	(Hon/C1/P6)	Oh it's very nice of you. But I'm going to do it with my sister. Thanks for the offer.	✓		From this expression that she told the truth, she will be going with her sister. This kind of attitude as for the reasons for refusing something, telling students to speak honestly for whatever reasons in a polite way so as not to offend others.
3.	(Per/C1/P5)	Wait a moment, please, I'll process it quickly.	✓		In dialogue 2, this expression is spoken by Tania. She does her job quickly, so as not

					to disappoint her customers. That is a character of hard work in this textbook.
4.	(Ind/C1/P5)	No, thanks I'll do it as soon as possible. I know you're as busy as I am.	✓		This dialogue tells that she refuses the help and does it herself. This indicates that she has the character of independence in doing homework from her teacher.
5.	(Cu/C1/P6)	Wow! That sounds great. How old is she?	✓		There is expression and question from that dialog, the question shows that she asking about age. That question indicated that she wanted to know more. High curiosity is the character in this textbook.
6.	(Cu/C1/P9)	No. what about it?	✓		In this dialogue, the question asks the guess of the news that was told by a friend. She was very curious and excited about that. This is also curious character.
7.	(Cu/C1/P10)	Diani: What do we have to prepare for the next trip?	✓		This dialogue is also about curiosity. Diani

					asks about items that she should prepare for the trip. Curiosity character very needed for students to reduce shyness and to be insightful.
8.	(App/C1/P8)	Wow! That sounds fantastic.	✓		That expression for appreciation about something extraordinary and very rare to find, and may be found only a few times. This dialogue is about the favorite idol news that must be appreciated. Students should have a good appreciation for anything in this textbook.
9.	(App/C1/P9)	We should celebrate it, don't you think?	✓		This appreciation is in the form of a celebration. The dialogue contained in this textbook appreciates an achievement achieved. Whatever achievements are achieved, few or many, students must appreciate it in any form.

10.	(FC/C1/P4)	<p>a. Dr. Nahda: Okay, let me check your stomach. (The doctor puts the stethoscope in Fafa's belly and strike it lightly). Does it hurt here?</p> <p>b. Dr. Nahda: Alright then, I'll give you a prescription. You have to take the pills three times a day, okay?</p> <p>c. Fafa: Thanks a lot. Bye, doctor.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	<p>In this dialogue, the doctor informs and asks about the sick parts so that there are no mistakes in treating the patient. The communication is very effective and does not cause miscommunication. This textbook tells students how to communicate well with anyone politely of course.</p>
11.	(FC/C1/P5)	<p>a. Thank you, I will buy the bus ticket then.</p> <p>b. Have you heard that the due date for the final project is extended?</p> <p>c. Yes, it will be due next month.</p> <p>d. Okay, just let me</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Offering help and sharing information in this dialogue is a form of friendly communication so as not to offend others and easy to make friends. In this textbook, friendliness is also</p>

		know if you need my help.			there to teach students.
12.	(FC/C1/P6)	a. My extended family is going to a surprise birthday party for my grandmother next week.	✓		Telling information clearly in this dialogue is very good communication.
	(FC/C1/P8)	b. Okay, no problem.	✓		That way the person being given the information does not have any misunderstanding.
	(FC/C1/P9)	c. You know what! Our favorite singer Maher Zain is touring again here next month.	✓		And in appreciating the person who has provided the information, students are expected to give friendly answers.
	(FC/C1/P10)	d. It got grade A from the National Accreditation Body.	✓		
		e. That would be good. Thanks for having this initiative.	✓		
		f. Diani: That would be very helpful. Thank you very much.	✓		
13.	(LP/C1/P9)	Wow! That's ... We should be very proud.	✓		In this expression, giving praise to anyone well known is a character of love for peace as a form of appreciating

					whatever has been achieved and also deserves to be proud.
14.	(LP/C1/P10)	Riana: No worries, mate.	✓		In terms of helping someone not to get into a fight, the dialogue in this textbook tells students to correct the words that are going to be thrown at people, which can be calming. This attitude can be called peace of love character.
15.	(SA/C1/P4)	<p>a. Dr. Nahda: You look terrible. What can I do for you?</p> <p>b. Dr.Nahda: Oh, I am sorry to hear that. What's the problem?</p> <p>c. Dr. Nahda: Good. Get well soon, Fafa. Bye.</p>	<p>✓</p> <p>✓</p> <p>✓</p>		In this doctor's dialogue, the words he said represented the character of social awareness. Because the doctor asked about the situation from Fafa and paid attention.
16.	(SA/C1/P5) (SA/C1/P6)	<p>a. Hello, Sir. May I help your destination?</p> <p>b. Would you need my help?</p> <p>c. What if I help you with the preparation?</p>	<p>✓</p> <p>✓</p> <p>✓</p>		In the character of social awareness here, shown in the textbook in the form of dialogue, offering help is included, because paying attention is also sensitive to the circumstances around people

					who ask for help.
17.	(Res/C1/P5)	No, thanks. I'll do it as soon as possible. I know you're as busy as I am	✓		In this dialogue, she will do her homework, as part of the responsibility that has been given by the teacher to teach students to determine the ability of students.
18.	(FC/C2/P24)	a. Father: Exam is around the corner. It's about time to go back to your study. b. Son: Thanks, dad c. Edwin: I wish you all the best.	✓ ✓ ✓		Telling information clearly in this dialogue is very good for communication so that not have any misunderstanding and in appreciating the person who has information by talking about it in friendly a manner.

From the table that has been presented by the researcher, the explicit technique is spoken directly is spontaneous and does not say in a convoluted or parable (not shown through intermediaries). We can find out that the researcher found 35 data on the integration of character education through explicit technique in the English textbook entitled "*Bahasa Inggris*" for the twelfth grade of senior high school.

b. The Integration of Character Education Using Implicit (Indirectly) Technique

Table 4.20 The Analysis Implicit Technique of Character Education in English Textbook

No.	(Code)	Data	Integration		Explanation
			D	I	
1.	(Rel/C1/P4)	The textbook shows a picture of a person wearing a veil in dialogue.		✓	The picture in this textbook showed a Muslim nurse wearing a veil with a doctor while doing a work in a hospital or clinic. This shows an attitude of obedience to the religion adopted.
2.	(Rel/C1/P5)	The textbook shows a picture of a person wearing a veil in dialogue.		✓	The picture in this textbook showed a Muslim student wearing a veil. This shows an attitude of obedience to the religion adopted.
3.	(Rel/C1/P6) (Rel/C1/P9)	This textbook shows a picture of two people wearing a veil in dialogue.		✓	The picture in this textbook showed two Muslim students wearing a veil. This shows an

					attitude of obedience to the religion adopted.
4.	(Cre/C1/P10)	Riana: We are supposed to bring winter clothes. Three pieces at least. We also have to take our personal medication.		✓	From that dialogue, Riana mentioned the items that must be brought to keep herself from getting sick, preventing and treating. Riana's thoughts are creative. The creative character in this textbook is to be an example for students not to think carelessly.
5.	(SA/C1/P13)	A friend is absent because she is sick. You visit her this afternoon. Your friend needs help to communicate with the teacher about an assignment that she hasn't finished yet.		✓	This statement is from the question. In this statement, students are trained to help as friends. This attitude refers to the character of social awareness. But only on friends, but also on all humans as social beings.

6.	(Res/C1/P12)	You are doing the History Project with your group at the library after school		<p>✓ This statement is from the question in this textbook. It is also a depiction in the instruction in the question. In a group, has a responsibility. In this case, students in the study group must have responsibility.</p>
7.	(Dem/C2/P24) (Dem/C2/P25)	<p>a. Father: If you want to pass the exam, you have to study harder.</p> <p>b. Emi: If you want a good price, why don't you go to the factory outlet?</p> <p>c. If you want to be the chair of OSIS, offer a good program to improve the school environment.</p> <p>d. Mom: If you don't put some</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>From all that dialogues, we know that obligation that must be carried out by students is study. This dialogue also teaches students to ask someone's opinion and discuss it to make the decision. This leads to the character of democracy.</p>

		<p>cherries on it, your cake will look pale and dull.</p> <p>e. Joko: If I am elected president, I will waive taxes for poor people.</p>		✓	
8.	(SA/C2/P25)	Joko: if I am elected president, I will waive taxes for poor people.		✓	Joko seems to think of other people when he can get a high position and wants to help and ease people's economy. This attitude is reflected in the sentence he will waive taxes for poor people. This attitude has shown the character of social awareness.
9.	(Rel/C2/P23) (Rel/C3/P37) (Rel/C6/P88) (Rel/C10/P136)	The textbook shows a picture of a person wearing a veil in instruction sentences.		✓	The picture in this textbook showed a Muslim teacher wearing a veil. This shows an attitude of obedience to the religion

					adopted.
10.	(LP/C4/P52)	<p>Fighting? Never. Although Bejo is a great master in martial arts, he never takes fighting into his.....in dealing with problems.</p>		✓	<p>This statement is from the practice question. From that statement, it is clear that the practice question in the textbook show students not to trigger fights, so that students can have a peaceful attitude.</p>
11.	<p>(EA/C4/P53) (EA/C4/P54)</p>	<p>a. She cleans the room every day. b. The cleaning service was cleaning the rooms at 12.00 yesterday.</p>		<p>✓ ✓</p>	<p>That sentence is from an example question. The example shows an environmental awareness character because talk about cleaning rooms.</p>
12.	(Cre/C4/P52)	<p>Students of XII E class made a class pledge stating their commitment to stop bullying..... create positive classroom atmosphere</p>		✓	<p>This statement is from the exercise. That statement is creatively shown, namely being able to create a positive atmosphere among humans</p>

		for every class member.			in an inhabited environment and make brotherhood closer due to something that has been made in school.
13.	(SA/C4/P52)	As good....., our teachers visited our English teacher who has been sick for a week. Some of us also went there together bringing her favorite fruit.		✓	This statement is from the exercise. From that statement, students and teachers show their concern as social beings by visiting sick people and training students to be able to socialize in society. But not only do students and teachers do it all but also humans as social beings.
14.	(Ind/C5/P70) (Ind/C9/P129) (Ind/C9/P132)	a. Task 2: Create your own sentences. b. Task 2: do the exercise individually c. Task 5: create your own text.		✓ ✓ ✓	The instruction in this textbook tells the students to do the exercise on their own. Students do it individually. This individual means the students have

					independence character.
15.	(SA/C5/P69)	At present, the..... of the government is related to educating girls living in rural areas.		✓	This statement is from exercise. A good government can prioritize people who lack in economic terms, one of which is education. Because education is the most important thing for all human beings. In this statement, the government has shown a caring attitude towards the poor in terms of education.
16.	(Rel/C5/P71)	The local people..... (build) the mosque in the 16th century, and the mosque now becomes one of the official cultural heritage sites.		✓	This statement is from exercise. In this day and age rarely anyone wants to build a mosque for a place of worship. This statement instead set a good example for all people

					by building a mosque, this attitude shows obedience to the religion they profess to be.
17.	(Na/C5/P71)	The distribution of NKRI maps..... (begin) at Caturwarga elementary school last Friday.		✓	This statement is from exercise. As the nation's successors, we must be able to love our own country. Since entering school age we are introduced to our own country through the subjects taught. One of them in the school has an NKRI map. This attitude includes loving the country.
18.	(Dem/C6/P85)	"I cannot pay for a private school, if he thinks that is a good alternative for us, he should just give us the money to pay for those schools," she said.		✓	This dialog is from reading text which is an opinion expressed by a mother for the principal. The character of democracy here shows the opinion of an inappropriate

					solution.
19.	(EA/C7/P99)	Indonesia has opened a regional recycling conference aimed at increasing awareness of waste management for economic and environmental benefits.		✓	This sentence is found in the reading text also. From word “recycling” in this sentence already show for environmental awareness character.
20.	(Cre/C7/P103)	a. My mother told me that in the old time it was difficult to buy soupy kinds of food. We had to bring our own..... from home because plastic..... were not as popular as they are now.		✓	This statement is from exercise. This exercise states about thinking that rarely do other people know and use it. The authors of this textbook want students to be able to learn, acquire, and use creative thinking. Because
	(Cre/C7/P104)	b. Schools should have eco programs that aim at developing students’.....		✓	creative thinking is very obligatory for students in order to develop our brain thinking.

		. about their environment.			
21.	(EA/C7/P103)	a. It takes years for plastic waste to..... Therefore, live zero waste life style by bringing your own (plastic) bags or containers wherever you go.		✓	This statement is from exercise. Keeping the environment clean is very important to do. This statement with examples of using environmental friendly materials, preventing pollution, and others. In this textbook, students are expected to have environmental awareness and responsibility.
	(EA/C7/P104)	b. The..... government provides free.....as free fertilizers for our plants.		✓	
	(EA/C7/P105)	c. The architect..... (incorporate) environmentally friendly materials in the design of the public library. The.....(incorporate) will make the new building harmonious with the surrounding		✓	
		d. Do not.....			

		(pollute) this lake. If you do, the (pollute) will finally harm our health.		✓	
22.	(SA/C7/P103)	a. In the art class, the art teacher told us to make of animal or trees from clay that later can be donated to a kindergarten next to our school.		✓	This statement is from exercise. This textbook teaches students to donate to others who need each other. Donating can be anything not only money and students are taught to have a sincere attitude. Donating is a form of social awareness character.
	(SA/C7/P106)	b. Children in the landslide area need our.... (donate) for buying books and other learning materials. I suggest that everyone in this class..... some of their pocket money.		✓	

		the morning.			students discipline for time. On-time in this sentence is a character of discipline.
25.	(EA/C9/P129) the floor please. It looks so dirty because of the muddy spots.		✓	This statement is from exercise. The statement here shows concern for dirty floors. This is also called the character of environmental awareness.
26.	(LP/C11/P157)	In this place, you'll feel there is no hurt or sorrows.		✓	In this sentence are two lines of song lyrics. From the lyrics, we can know that in any place someone will feel comfortable and there are many good people. The words "no hurt" and "sorrows" already show the character of the love of peace.
27.	(Ind/C11/P156)	My friend Lily is more mature than		✓	This statement is from exercise. The

		<p>most of us. She always handles herself in..... by for instance avoiding any unnecessary arguments with us.</p>		<p>statement here says someone who has a mature attitude in thinking and does not depend on others. Lily here has independent and mature, so she doesn't involve many people to take care of any needs. In this textbook, students are also expected to be independent like Lily.</p>
28.	(RI/C11/P155)	<p>My idea of..... is lying on a reclining seat under a shady tree reading a good book surrounded by children who are reading their own books too.</p>	✓	<p>This statement is from exercise. The character in this statement is reading interest. This shows enthusiasm in reading books. There are also children reading books together. In this case, it can motivate students to have the habit</p>

					of reading books.
29.	(SA/C11/P155)	The disaster has left nothing but the clothes that we are wearing. We are.... our future but optimistic because we will always help each other in difficult time like this.		✓	This statement from exercise. This statement shows the help of one person to another. They will help each other in any case and remain enthusiastic and sincere in facing the disaster that comes. This event is very exemplary by students or everyone as social beings. This attitude is the character of social awareness.

From the table that has been presented by the researcher, the implicit techniques is not discussed directly. For example from a picture (through intermediaries) in dialogue. We can find out that the researcher found 46 data on the integration of character education through explicit technique in the English textbook entitled “*Bahasa Inggris*” for the twelfth grade of senior high school.

In this discussion section, the analysis is also carried out together with an English teacher who teaches twelfth graders at SMA N 1 Juwana named Mrs. Widayati who uses an English Textbook in this research as a media of learning at school. In this case,

she also provided validation for the data analysis that the researcher did. She presented a summary of her analysis as follows:

After reading the thesis entitled “An Analysis of Character Education in An English Textbook Entitled *Bahasa Inggris* For Twelfth Grade of Senior High School” written by Antik Murdiyanti as a thesis student at Islamic Institute State of Kudus Tarbiyah Faculty Department of English Education 2022, Mrs. Wida found that the character analysis of religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/communication, love of peace, reading interest, environmental awareness, social awareness, responsibility, and the integration were explained well. The researcher had arranged the table equipped with code, data, and explanation that helped the reader as a validator could understand what was trying to deliver. Mrs. Wida was convinced that the thesis entitled “An Analysis of Character Education in An English Textbook Entitled *Bahasa Inggris* For Twelfth Grade of Senior High School” was already valid between the data analysis and source. Mrs. Wida was so glad to see that the researcher could analyze the 18 characters in the senior high school textbook. It indicated that the government is already concerned about character development starting from school. Her personal feeling on this analysis was as a teacher Mrs. Wida was grateful that the researcher could write an analysis that concerned about 18 characters so that the student has good morals as well as knowledge. Mrs. Wida has a desire to make the analysis has more source of data, if possible the researcher could provide the picture which is available in the conversation or text¹.

¹ Widayati, interview by researcher, July 21st, 2022, interview 1, transcript.