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 CharacterEducation in The English Textbook

No.	The Integration	To <mark>tal o</mark> f Each
$\langle \langle \rangle$		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.

		iucation 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.		

Table 4.3 The Analysis of Religiousness CharacterEducation in The English Textbook

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

	Education in The English Textbook				
No.	(Code)	Data	Explanation		
1.	F	 a. Fafa: My stomach hurts terrible. I think I have a fever as well. b. Fafa: Yes, that's really 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.			

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

-				Such Level and L
No.	(Code)	Data		Explanation
1.	(Per/C1/P5)	Wait moment, please, process quickly.	a I'll it	5

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.

	Luucuton in The Linghish Textbook					
No.	(Code)	Data	Explanation			
1.	(Cre/C1/P10)	supposed to bring winter	From that dialogue, Riana mentioned the items that must be brought to keep herself			

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

r			
		pieces at least	
	X	We also have	
	t	o take ou	
		personal	thoughts are creative.
	r	nedication.	The creative character
			in this textbook is to
			be an example for
			students not to think
			carelessly.
2. (Cre	e/C4/P52)	Students o	f This statement is from
l l	,	XII E clas	s the exercise. That
		nade a clas	
		oledge statin	
		heir	able to create a
		commitment	positive atmosphere
		o sto	1 I
		ullying	
		create positiv	
		classroom	closer due to
		tmosphere	something that has
		· · · · ·	C
		or every clas nember.	s been made in school.
3. (Cre			r This statement is from
5. (Cre	a.	My mothe	
		told me that	
		in the ol	
		time it wa	
		difficult to	1 1
		buy soup	
		kinds o	
		food. W	
		had to bring	
		our own	8
		from hom	
(Cre	e/C7/P104)	because	thinking is very
		plastic	obligatory for students
		were not a	1
		popular a	s brain thinking.
		they ar	e
		now.	
1 1	h	Schools	

should have	
eco	
programs	
that aim at	
developing	
students'	
about their	
environment	

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.

	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.		

 Table 4.8 The Analysis of Independence Character

 Education in The English Textbook

		T 1 A G	
2.	(Ind/C5/P/0)	a. Task 2: Create	The instruction in
		your own	this textbook tells
		sentences.	the students to do
	(Ind/C9/P12	b. Task 2: Do the	the exercise on
	9)	exercise	their own. Students
		individually.	do it individually.
		c. Task 5: Create	And here there is
	(Ind/C9/P13	your own text.	also the word
	2)	your own text.	"individually". This
	2)		individual means
			the students have
			independence
		XIT	character.
3.	(Ind/C11/P1	My friend Lily	This statement is
	56)	is more mature	from exercise. The
		than most of us.	statement here says
		She always	someone who has a
		handles herself	mature attitude in
	HT.	in by for	thinking and does
		instance	not depend on
		avoiding any	others. Lily here
		unnecessary	has independent
		arguments with	and mature, so she
		us.	doesn't involve
			many people to
			take care of any
			needs. In this
			textbook, students
			are also expected to
			be independent like
		V	_
			Lily.

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

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

you don't	
put some cherries on it, your cake will look pale and dull. e. Joko: If I am elected	
president, I	
will waive	
taxes for	
poor	
people.	
2. (Dem/C6/P85) "I cannot pay This d	ialog is
for a private from	U
	which is
thinks that is a an	opinion
	ed by a
alternative for mother	for the
us, he should princip	al. The
just give us charact	er of
the money to democr	acy
pay for those here sh	ows the
schools," she opinion	n of an
said. inappro	priate
solution	n.

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.

NT		Deta Euglish Textbook		
No.	(Code)	Data	Explanation	
1.	(Cu/C1/P6)	Wow! That	There is expression	
		sounds great.	and question from	
		How old is she?	that dialog, the	
		$r \rightarrow \tau$	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	In this dialogue, the	
		it?	question asks the	
			guess of the news	
			that was told by a	
			friend. She was very	
		10010	curious and excited	
			about that. This is	
			also curious	
			character.	
3.	(Cu/C1/P10)	Diani: What do	This dialogue is also	
		we have to	about curiosity.	
		prepare for the	Diani asks about	
		next trip?	items that she should	
			prepare for the trip.	
			Curiosity character	
			very needed for	
			students to reduce	
			shyness and to be	
			insightful.	

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

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.

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

 Table 4.11 The Analysis of Nationalism Character

 Education in The English Textbook

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.

I. 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.

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

Table 4.12 The Analysis of AppreciationCharacter Education in The English Textbook

			-
			news that must be appreciated. Students should have a good appreciation for anything in this textbook.
2.	(App/C1/P9)	We should celebrate it,	This appreciation is
1.10		don't you think?	in the form of a celebration. The
	FAL.	THE	dialogue contained in
	H-a	1 H	this textbook appreciates an
			achievement
			achieved. Whatever
		\mathcal{D}	achievements are achieved,
			few or many, students must
			appreciate it in
		P	any form.
3.	(App/C7/P104)	a. Do you agree if I	This statement is from
		say that	exercise. The
	NUI	Andrea Hirata's	character of appreciation
		"Laskar	here is to
		Pelangi" is	describe the
		a? it has	pride that we
	(App/C7/P105)	been translated	must admit, the pride that is
	(into many	appreciated not
		languages	only by others
		and we	but also we can
		should be	appreciate the
		proud of that.	pride that we have in

	b.	Be proud of	ourselves. The
		being able	
		•	textbook tells
			students to
			believe in their
		yourself.	abilities.
		Though it is	
		not the best,	
		you should	
		appreciate	
		the	
		originally of	
174		your	
		(create).	
		This is	
		really much	
25		better than	
		copying	
		other	
		people's	
	_	work.	

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.

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

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

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		1	701 1	
2.	(FC/C1/P5)	a.	Thank you,	Offering help
			I will buy	and sharing
			the bus	information in
			ticket then.	this dialogue is
		b.	Have you	a form of
			heard that	friendly
			the due date	communication
			for the final	so as not to
			project is	offend others
			extended?	and easy to
		c.	Yes, it will	make friends.
			be due next	In this
		· .	month.	textbook,
		d.	Okay, just	friendliness is
			let me know	also there to
			if you need	teach students.
	1		my help.	
3.	(FC/C1/P6)	a.	My	Telling
	H		extended	information
			family is	clearly in this
			going to a	dialogue is very
			surprise	good
	(FC/C1/P8)		birthday	communication
			party for	. That way the
			my	person being
			grandmothe	given the
			r next week.	information
	(FC/C1/P9)	b.	<mark>Okay, n</mark> o	does not have
			problem.	any
		с.		misunderstandi
			what! Our	ng. And in
			favorite	appreciating
			singer	the person who
			Maher Zain	has provided
	(FC/C1/P10)		is touring	the
			again here	information,
			next month.	students are
		d.	It got grade	expected to
			A from the	give friendly
			National	answers.
L	1	I		

			Accreditatio n Body. That would be good. Thanks for having this initiative. Diani: That would be	
			very	
			helpful.	
			Thank you very much.	
4.	(FC/C2/P24)	2	Father:	Telling
т.	(1 C/C2/1 24)	а.	Exam is	information
			around the	clearly in this
	1		corner. It's	dialogue is very
			about time	0
	T		to go back	communication
			to your	so that not have
		b.	study. Son:	any misunderstandi
		D.	Thanks,	ng and in
			dad	appreciating
		c.	Edwin: I	the person who
			wish you	has information
			all the best.	by talking
	KUI		UD.	about it in
				friendly a
				manner.

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.

[No.	(Code)	Data	Explanation
	1.	(LP/C1/P9)	Wow!	In this
			That's we	expression,
			should be	giving praise
		1	very proud.	to anyone well
				known is a
		1		character of
			1 7/ 2	love for peace
				as a form of
				appreciating
				whatever has
				been achieved
				and also
				deserves to be proud.
	2.	(LP/C1/P10)	Riana: No	In terms of
	۷.	(LF/CI/FIO)	worries, mate.	helping
			wonnes, mate.	someone not to
		v		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

Table 4.14 The Analysis of Love of PeaceCharacter Education in The English Textbook

			calming. This
			attitude can be
			called peace of
			love character.
2	$(\mathbf{L}\mathbf{D})(\mathbf{C}\mathbf{A})(\mathbf{D}\mathbf{C}\mathbf{A})$		
3.	(LP/C4/P52)	Fighting?	This statement
		Never.	is from the
		Although	practice
		Bejo is a	question. From
		great master	that statement,
		in martial	it is clear that
		arts, he never	the practice
		takes fighting	question in the
		into	textbook show
	AI '	hisin	students not to
		dealing with	trigger fights,
		problems	so that students
			can have a
			peaceful
	H		attitude.
4.	(LP/C11/P157)	In this place,	In this
		you'll feel	sentence are
		there is no	two lines of
		hurt or	song lyrics.
		sorrows.	From the
		30110 W 3.	lyrics, we can
			know that in
			• •
			someone will feel
			comfortable
	V		
			and there are
			many good
			people. The
			words "no
			hurt" and
			"sorrows"
			already show
			the character
			of the love of

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.

0	maracter Educa	tion in The Engl	ISH TCAUDOOK
No.	(Code)	Data	Explanation
	(RI/C11/P155)	My idea of is lying on a reclining seat under a shady tree reading a good book surrounded by	This statement is from exercise. The character in this statement is reading interest. This shows enthusiasm in

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

	can motivate
	students to
	have the habit
	of reading
	books.

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.

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

 Table 4.16 The Analysis of Environmental

 Awareness Character Education in The English

 Textbook

2.	(EA/C7/P99)	Indonesia has opened a regional - recycling - aimed at increasing - awareness of waste - management for economic and - environmental	This sentence is found in the reading text also. From word "recycling" in this sentence already show for environmental awareness character.
		benefits.	
3.	(EA/C7/P103) (EA/C7/P104 (EA/C7/P105)	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 environmentally friendly materials, preventing pollution, and others. In this textbook, students
		 b. Thegov ernment provides freeas free fertilizers for our plants. c. The architect 	are expected to have environmental awareness and responsibility

	/•	1
	(incorpor	
	ate)	
	environmen	
	tally	
	friendly	
	materials in	
	the design	
	of the	
	public	
	library.	
	The(incor	
	porate) 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.	
4. (EA/C9/P1	29) the floor	This statement is
	please. It looks	from exercise.
	so dirty	The statement
	because of the	here shows
	muddy spots.	concern for dirty
	indug spots.	floors. This is also
		called the
		character of
		environmental
		awareness.

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 AwarenessCharacter Education in The English Textbook

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

		well soon,	
-		Fafa. Bye.	
2.	(SA/C1/P5)	 a. Hello, Sir. May I help your destination? b. Would you 	In the character of social awareness here, shown in
	(SA/C1/P6)	need my help? c. What if I help you with the	the textbook in the form of dialogue, offering help is included,
	A -	preparation ?	because paying attention is also sensitive
		\mathcal{H}	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	This statement is from the question. In this statement, students are trained to help as friends. This attitude
		communicate with the teacher about an assignment that she hasn't finished yet.	refers to the character of social awareness. But only on friends, but also on all humans as social beings.

		1	
		elected	think of other
		president, I	people when
		will waive	he can get a
		taxes for poor	high position
		people.	and wants to
			help and ease
			people's
			economy. This
			attitude is
			reflected in the
			sentence he
			will waive
			taxes for poor
	VITA	TIV	people. This
			attitude has
			shown the
			character of
			social
	4		
-		A 1	awareness.
5.	(SA/C4/P52)	As good,	This statement
		our teachers	is from the
		visited our	exercise. From
		English	that statement,
		teacher who	students and
		has been sick	teachers show
		for a week.	their concern
		Some of us	as social
		also went	beings by
		there together	visiting sick
		bringing her	people and
		favorite fruit.	training
			students to be
			able to
			socialize in
			society. But
			not only do
			students and
			teachers do it
			all but also
			humans as
L	•		

			social beings.
6.	(SA/C5/P69)	At present,	This statement
		the of the	is from
		government is	exercise. A
		related to	good
		educating	government
		girls living in	can prioritize
		rural areas.	people who
			lack in
			economic
			terms, one of
			which is
		+Y	education.
	A		Because
			education is
			the most
	25		important
			thing for all
			human beings.
		17/2	In this
			statement, the
			government
			has shown a
			caring attitude towards the
			poor in terms of education.
7.	(SA/C7/P103)	a. In the art	This statement
/.	(SA/C//F103)	class, the	is from
		art teacher	exercise. This
	V	told us to	textbook
		make	teaches
		of animal or	students to
		trees from	donate to
		clay that	others who
	(SA/C7/P106)	later can be	need each
	/	donated to a	other.
		kindergarte	Donating can
		n next to	be anything
		our school.	not only

		 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. 	money and students are taught to have a sincere attitude. Donating is a form of social awareness character.
		(donate) for	Donating is a
		other	character.
		learning	
		-	
		suggest that	
		everyone in	
		class	
		_	
	(0.1.(011/0155)		
8.	(SA/C11/P155)	The disaster has left	This statement from exercise.
		nothing but	This statement
		the clothes	shows the help
		that we are	of one person
		wearing. We	to another.
		are our	They will help
		future but	each other in
		optimistic	any case and
	KUL	because we	remain
		will always	enthusiastic
		help each	and sincere in
		other in	facing the
		difficult time like this.	disaster that
		nke uns.	comes. This event is very
			exemplary by
			students or
			everyone as
			social beings.
			This attitude is
			the character

	of	social
	aware	ness.

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.

Ch	Character Education in The English Textbook						
No.	(Code)	Data	Explanation				
	67561		_				
1.	(Res/C1/P5)	No, thanks.	In this dialogue,				
		I'll do it as	she will do her				
		soon as	homework, as				
		possible. I	part of the				
		know you're	responsibility				
		as busy as I	that has been				
		am.	given by the				
			teacher to teach				
			students to				
			determine the				
			ability of				
			students.				

Table4.18TheAnalysisofResponsibilityCharacter Education in The English Textbook

2. (Res/C1/P12) You are This statemed doing the from History question in Project with textbook. I your group at also a depi the library in the instru after school. in the question	the this t is ction
History question in Project with textbook. I your group at also a depi the library in the instru	this t is ction
Project with textbook. I your group at also a depi the library in the instru	t is ction
your group at also a depi the library in the instru	ction
the library in the instru	
after school. in the ques	ction
	tion.
In a group, I	nas a
responsibilit	y. In
this	case,
students in	the
study group	must
have	
responsibilit	у.

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

No.	(Code)	Data	Integra	0	Explanation
110.	(0000)	Dutu	D	I	Explanation
1.	(Hon/C1/P4)	 a. Fafa: My stomach hurts terribly. I think I have a fever as well b. Fafa: Yes, that's terrible. 	V V		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.	55		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

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

					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.		フ	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?	\checkmark		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 achieved few or many, students must appreciate it in any form.

10		- D. N.1.1 Ol		T. (1.1. 1' 1
10.	(FC/C1/P4)	a. Dr. Nahda: Okay,	✓	In this dialogue,
		let me check your		the doctor informs
		stomach. (The		and asks about the
		doctor puts the		sick parts so that
		stethoscope in		there are no
		Fafa's belly and		mistakes in
		strike it lightly).		treating the
		Does it hurt here?		patient. The
		b. Dr. Nahda: 📐		communication is
		Alright then, I'll		very effective and
		give you a	✓	does not cause
		prescription. You		miscommunicatio
		have to take the		n. This textbook
		pills three times a		tells students how
		day, okay?		to communicate
		c. Fafa: Thanks a		well with anyone
		lot. Bye, doctor.		politely of course.
		iot. Dyc, doctor.		pointery of course.
			75	
		NUUI		
11.	(FC/C1/P5)	a. Thank you, I will	\checkmark	Offering help and
		buy the bus ticket		sharing
		then.		information in this
		b. Have you heard	✓	dialogue is a form
		that the due date		of friendly
		for the final		communication so
		project is		as not to offend
		extended?		others and easy to
		c. Yes, it will be	✓	make friends. In
		due next month.		this textbook,
		d. Okay, just let me	✓	friendliness is also
I	1			

		know if you need		there to teach
		•		
12.	(FC/C1/P6) (FC/C1/P8) (FC/C1/P9) (FC/C1/P10)	 a. My extended family is going to a surprise birthday party for my grandmother next week. b. Okay, no problem. c. You know what! Our favorite singer Maher Zain is touring again here next month. 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. 		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.
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
		T.		love character.
15.	(SA/C1/P4)	a. Dr. Nahda: You		In this doctor's
		look terrible.		dialogue, the
		What can I do for you?	7/1-	words he said represented the
		b. Dr.Nahda: Oh, I	1	character of social
		am sorry to hear		awareness.
		that. What's the		Because the doctor
		problem?		asked about the
		c. Dr. Nahda: Good.	\checkmark	situation from
		Get well soon,	10	Fafa and paid
1		Fafa. Bye.		attention.
16.	(SA/C1/P5)	a. Hello, Sir. May I	\checkmark	In the character of social awareness
		help your destination?		social awareness here, shown in the
		b. Would you need	\checkmark	textbook in the
		my help?		form of dialogue,
	(SA/C1/P6)	c. What if I help	✓	offering help is
		you with the		included, because
		preparation?		paying attention is
				also sensitive to
				the circumstances
				around people

					who ask for help.
17.	(Res/C1/P5)	No, thanks. I'll do it	✓		In this dialogue,
		as soon as possible.			she will do her
		I know you're as			homework, as part
		busy as I am			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	~		Telling
		around the	-		information
		corner. It's about	+		clearly in this
		time to go back to			dialogue is very
		your study.			good for
		b. Son: Thanks, dad			communication so
		c. Edwin: I wish			that not have any
		you all the best.		7	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.

	Cha	racter Education	n in Éi	nglish T	extbook
No.	(Code)	Data	Integ	gration	Explanation
			D	Ι	
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.	15	~	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

 b. The Integration of Character Education Using Implicit (Indirectly) Technique
 Table 4.20 The Analysis Implicit Technique of

bring winter mentio clothes. Three items t	nce to religion d. that ne, Riana ned the hat must ought to
4. (Cre/C1/P10) Riana: We are supposed to bring winter clothes. Three pieces at least. ✓ From dialogumention	religion d. that ne, Riana ned the hat must ought to
4. (Cre/C1/P10) Riana: We are supposed to bring winter clothes. Three pieces at least. ✓ From dialogumentio items to be browned to bring winter	d. that ne, Riana ned the hat must ought to
4. (Cre/C1/P10) Riana: We are supposed to bring winter clothes. Three pieces at least. ✓ From dialogumentio items to be browned to bring winter	that ne, Riana ned the hat must ought to
supposed to bring winter clothes. Three pieces at least.dialogu mentio items t be broces	ned the hat must ought to
bring winter mentio clothes. Three items t pieces at least. be bro	ned the hat must ought to
clothes. Three items t pieces at least. be bro	hat must ought to
pieces at least. be bro	ought to
	-
to take our from	getting
personal sick,	0 0
	ting and
treating	-
Riana's	
though	ts are
creative	
creative	e
charact	er in this
textboo	ok is to
be an	example
for stud	dents not
to	think
careles	sly.
5. (SA/C1/P13) A friend is ✓ This s	statement
absent because is from the former of the for	om the
she is sick. question	n. In
You visit her this st	tatement,
this afternoon. student	s are
Your friend trained	to help
needs help to as frien	nds. This
	e refers
with the to the	character
teacher about of	social
an assignment awaren	ess. But
that she hasn't only on	n friends,
	o on all
human	s as
social t	beings.

6	$(\mathbf{D}_{ac}/\mathbf{C}_{1}/\mathbf{D}_{1})$	Vou ana daina	./	This statement
6.	(Res/C1/P12)	You are doing	× ·	This statement
		the History		is from the
		Project with		question in this
		your group at		textbook. It is
		the library		also a depiction
		after school		in the
				instruction in
				the question. In
				a group, has a
				responsibility.
				In this case,
				students in the
		XXXX		study group
				must have
				responsibility.
7.	(Dem/C2/P24)	a. Father: If	×	From all that
		you want to		dialogues, we
		pass the		know that
		exam, you	1	obligation that
		have to	1	must be carried
		study harder.		out by students
		b. Emi: If you		is study. This
	(Dem/C2/P25)	want a good	\checkmark	dialogue also
		price, why		teaches
		don't you go		students to ask
		to the		someone's
		factory		opinion and
		outlet?		discuss it to
		c. If you want		make the
		to be the	\checkmark	decision. This
		chair of		leads to the
		OSIS, offer a		character of
		good		democracy.
		program to		
		improve the		
		school		
		environment.		
		d. Mom: If you		
		don't put		
		some	✓	
·			I	

8.	(SA/C2/P25)	cherries on it, your cake will look pale and dull. e. Joko: If I am elected president, I will waive taxes for poor people. 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)	Fighting? Never. Although Bejo is a great master in martial arts, he never takes fighting into hisin 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.
11.	(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. 	JS	That sentence is from an example question. The example shows an environmental awareness character because talk about cleaning rooms.
12.	(Cre/C4/P52)	Students of XII E class made a class pledge stating their commitment to stop bullying create positive classroom atmosphere	×	This statement is from the exercise. That statement is creatively shown, namely being able to create a positive atmosphere among humans

		for every class		in an inhabited
		member.		environment
				and make
				brotherhood
				closer due to
				something that
				has been made
				in school.
13.	(SA/C4/P52)	As good,	✓	This statement
		our teachers		is from the
		visited our		exercise. From
		English		that statement,
		teacher who		students and
		has been sick		teachers show
		for a week.		their concern as
		Some of us		social beings
		also went		by visiting sick
		there together		people and
		bringing her	-	training
		favorite fruit.		students to be
		lavonite inuit.		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)	a. Task 2:	~	The instruction
		Create your		in this textbook
		own		tells the
		sentences.		students to do
	(Ind/C9/P129)	b. Task 2: do	✓	the exercise on
		the exercise		their own.
		individually		Students do it
	(Ind/C9/P132)	c. Task 5:	✓	individually.
		create your		This individual
		own text.		means the
				students have

$\begin{array}{c c c c c c c c c c c c c c c c c c c $	
15. (SA/C5/P69) At present, ✓ This	
	from
government is exercise	
e	se. A
related to good	
educating girls govern	
Ũ	prioritize
	who
lack	. in
econor	
	one of
which	
educat	
Becau	
	ion is the
	important
thing	
human	beings.
In	this
statem	,
	ment has
	a caring
attitud	
toward	
	in terms
of edu	
16. (Rel/C5/P71) The local \checkmark This	statement
people is	from
	se. In this
mosque in the day a	and age
16th century, rarely	anyone
and the wants	to build a
mosque now mosqu	e for a
becomes one place	of
of the official worshi	p. This
cultural statem	•
heritage sites. instead	l set a
	example
	l 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	√	This dialog is
		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.		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) (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 should have eco programs that aim at developing 	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.

		1	. about their			
			environment.			
21.	$(\mathbf{E} \mathbf{A} / \mathbf{C7} / \mathbf{D102})$					This statement
21.	(EA/C7/P103)	а.	It takes years		v	
			for plastic			is from
			waste to			exercise.
			Therefore,			Keeping the
			live zero			environment
			waste life			clean is very
			style by			important to
			bringing			do. This
			your own			statement with
			(plastic)			examples of
		7	bags or	~		using
			containers			environmentall
		-	wherever	-		y friendly
			you go.	1		materials,
		b.	The			preventing
	(EA/C7/P104)		government	_ /	✓	pollution, and
			provides	T	1	others. In this
			freeas	1		textbook,
			free			students are
			fertilizers for		7	expected to
			our plants.			have
		c.	The			environmental
			architect			awareness and
	(EA/C7/P105)		(incorporate)		✓	responsibility.
		1	environment			
			ally friendly			
			materials in			
			the design of			
			the public			
			library.			
			The(inco			
			rporate) will			
			make the			
			new building			
			harmonious			
			with the			
			surrounding			
		d	Do not			
	1	μ.	DO 1101			1

		(pollute) this lake. If you do, the (pollute) will finally harm our health.	~	
22.	(SA/C7/P103) (SA/C7/P106)	 a. In the art class, 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. 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. 		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.

23.	(App/C7/P104)	a. Do you agree if I say that Andrea Hirata's "Laskar	✓	This statement is from exercise. The character of appreciation
		Pelangi" is a? it has been translated into many languages and we should be proud of that.	D	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
	(App/C7/P105)	b. Be proud of being able to		have in ourselves. The author in this textbook tells students to believe in their abilities.
		than copying other people's work.		
24.	(Dis/C9/P120)	We gathered together in front of the school yard very early in	~	From text 1 in this textbook, there is this sentence. The sentence show

		the morning.			students
		Ũ			discipline for
					time. On-time
					in this sentence
					is a character of
					discipline.
25.	(EA/C9/P129)	the floor		\checkmark	This statement
		please. It			is from
		looks so			exercise. The
		dirty because			statement here
		of the			shows concern
		muddy			for dirty floors.
		spots.	2		This is also
					called the
			-+		character of
					environmental
					awareness.
26.	(LP/C11/P157)	In this place,	_ /	 ✓ 	In this sentence
		you'll feel	7	1	are two lines of
		there is no	1		song lyrics.
		hurt or			From the lyrics,
		sorrows.		7	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		\checkmark	This statement
		is more			is from
		mature than			exercise. The

		most of us.		statement here
		She always		
		handles		says someone who has a
		herself		mature attitude
		in by for		in thinking and
		· ·		Ũ
		instance		does not
		avoiding any		depend on
		unnecessary		others. Lily
		arguments		here has
		with us.		independent
				and mature, so
				she doesn't
		THAT		involve many
				people to take
				care of any
				needs. In this
		21		textbook,
				students are
				also expected
		XIII	1	to be
				independent
				like Lily.
28.	(RI/C11/P155)	My idea	✓	This statement
		of is		is from
		lying on a		exercise. The
		reclining seat		character in this
		under a shady		statement is
		tree reading a		reading
		good book		interest. This
		surrounded by		shows
		children who		enthusiasm in
		are reading		reading books.
	1	their own		There are also
1				
		books too.		children
		books too.		reading books
		books too.		reading books together. In this
		books too.		reading books
		books too.		reading books together. In this case, it can motivate
		books too.		reading books together. In this case, it can

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