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An Analysis of Students' English Book Entitled "Bahasa Inggris" from Character Education's Point of View

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Abstract: The important of education today is in line with the explosions of technology used by the students. A lot of students now days using web browser such as: Google Chrome, Mozilla Firefox, Opera Mini, Internet explorer, and others. Cannot deny that those web browser is concern to have data that cannot be responsibility. Thus, make a student have bad behavior which is they did not really understand about the material then just copied into the assignments which can make student lost their characteristic in education. There are 18 characteristics of education mold in the role of Ministry of Education and culture like: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, communicative, love and peace, the foundation of reading, environmental awareness, social care, and responsibility. Those character education should be owned by the students while the learning process occur (with using English book to deliver the materials) as their advantages in the future called personality. With the strong character/personality, students are able to catch their dream easily. English textbook plays an important role in building students character education in learning process because it provides relevant materials in each chapter. Farther, the researcher decided to have a study to analyze the existing of English textbook entitled "Bahasa Inggris" for 10th grade of Senior High School in learning process as the implementation of those 18 characters of education in Indonesia.

Keywords: English book, students' English book, character education

1.   Introduction

Here Education today is the most important thing to do. As the effect of the pandemic Covid-19, learners became more active in the use of technology to gain a lot of knowledge with doing free surfing the internet. Consequently, leads the users to do the inevitable explosion in the use of technology. There are a lot of web browsers that can be used to find the data such as Google Chrome, Mozilla Firefox, Opera Mini, Internet Explorer, and others. With free surfing in the form of those web mentioned before, directing the users to get the issues which is the truth of it is still floating. Furthermore, some worries come up as the effect of this behaviour.

One of them is getting the users to not have a deep understanding of the issue and blowing up the instant thinking of the user which does not make them think about the effect in the future. Articulated the three functions of education by Diana (2013), which are: curricula, teaching, and administration in the school, which means that the teacher provides materials that curricula as the reference to build students' character in the

learning process. By using the books in learning English (whether e-books or not) the process of delivering materials becomes more effective. Thus, character education is needed in this process to encourage students to become more educated people.

The Ministry of Education and Culture started to obtain the implementation of character education in Indonesia's educational system which mold to 2013 curriculum, it consists of 18 values of character education, as follows: Pancasila religion (national ideology), culture, and national education goals, namely: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, communicative, love and peace, the foundation of reading, environmental awareness, social care, and responsibility (Lutfi, 2020). To sum up, the researcher's concern about learners in this era are tied to technology and habitual activity which is doing free surfing while searching the materials in the form of Google Chrome, Mozilla Firefox, Internet Explorer, and Opera Mini, brings this study to analyze the existing of English textbook entitled "Bahasa Inggris" for 10th grade of Senior High School in the learning process as the implementation of those 18 characters of education in Indonesia.

2. Literature Review

2.1 Students' English Book

Pravilnik (2015) wrote that a "textbook is the basic teaching material to achieve the educational objectives and standards of knowledge as mentioned in the curriculum and the catalogue of knowledge". Sherman et al (2016) stated textbooks the representative of the curriculum and provide the dominant role in the subject teaching and learning process at the school. Using textbooks in the learning process gives us, as a teacher the advantage which is achieving educational goals which include various students' English levels and types of knowledge. Furthermore, by using an English textbook, the teacher could determine each student's learning style and various students' characteristics. The textbook provides the materials that should be taught to the students.

The book Curriculum Development in Language Teaching written by Jack C. Richards (2001) mentioned the limitations of the textbook, which are: a.) provide structure and syllabus for a program, b.) help standardize instruction, c.) maintain quality, d.) provide a variety of learning resources, e.) efficient, f.) provide effective language models and input, g.) can train teachers, h.) visually appealing. Hence, with those limitations provided, the learning process with a textbook is expected to be an effective one.

2.2 Character Education

The word character delivered by Saptono (2011) is understood as a set of mental conditions in ourselves that becomes a special mark that would differ from one person to another. Further, Sjarkawi in Fitriana (2020) placed the character in the same line with personality which is considered as a characteristic of a person who comes from formations admitted from the environment, people around, and one's innate from birth. Hereinafter, the character is related to the individual received from the people around. Articulated with education, characters were gained from the learning process in the classroom. Here, the role of education elements in school such as teachers, textbooks, materials delivered, and students are inseparable units to support the principal in building students' character education which is moulded in the curriculum.

The role of Ministry of Education and Culture number 8 in 2016 stated that the materials used in the book for students can: a.) encourage students' independence and create innovation, b.) become students' motivation to develop their self, c.) maintain national unity and integrity by accommodating diversity, cooperation, and respecting differences. Accordingly, using textbooks in the part of learning is expected to make students have their character which can help them to build their self in the future. Character education in Indonesia emerged in the 1930s century and has been transformed, refocused, re-conceptualized, and in a constant state of evaluation both in theory and practice (Diana, 2013). Today, the previous character education is summarized into 18 kinds of character education mentioned in Sulistiyaningrum (2015) which are: religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, communicative, love and peace, the foundation of reading, environmental awareness, social care, and responsibility.

3.   Results and Discussion

This study emerged from the researchers' concerns about today's habits that learners are cohere with technology which is feared would eliminate the habit of reading carefully and the truth-worthries issues of the materials. Based on Sulistiyaningrum (2015) who conducted a study about "An Analysis of Characters in the Texts of an English Textbook Entitled *Contextual English for Grade XI of Senior High Schools Regular Program*" there are some descriptions which can support the researcher to analyze those 18 characters considerate to *Kemendiknas* (2010). With the various kinds of characters and the descriptions below, the researcher is expected to be able to integrate the various kinds of characters with the materials provided in the book chosen.

Table 1 – Character education and the descriptions

No.	Characters	Description
1	Religiousness	Attitudes and submissive behaviour in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and living in harmony with other religions
2	Honesty	Behaviour-based on an attempt to make himself one who can always be trusted in words, actions, and employment
3	Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves
4	Discipline	Actions indicating orderly and obedient behaviour on various rules and regulations
5	Perseverance	Behaviors that indicate an earnest effort to overcome barriers in learning and assignments, as well as completing the task as well as possible
6	Creativity	Thinking and doing something to generate a new method or result of something that has been owned
7	Independence	Attitudes and behaviors that make not easy to depend on others to complete tasks
8	Democracy	Way of thinking, behaving, and acting, which assesses the same rights and obligations of himself and others.
9	Curiosity	Attitudes and actions that are always working to find out more in-depth and extend from something he learned, seen and heard
10	Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group
11	Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.
12	Appreciation	Attitudes and actions that encourage him to produce something useful for society, and

		recognize and respect other people's success
13	Friendliness/communication	Actions showed pleasure in speaking, associating and cooperating with others
14	Love of Peace	Attitudes, words, and actions that make other people feel happy and safe in the presence of him
15	Reading interest	Habits to take time to read the various readings that give him the benefit
16	Environmental awareness	Attitudes and actions which seek to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred
17	Social awareness	Attitudes and actions that always want to help other people and communities in need
18	Responsibility	Attitudes and behaviour of a person to carry out the duties and obligations he should do, to himself, society, the environment (natural, social, and cultural), the nation, and the Almighty God

With those 18 kinds of character education and the explanations mentioned, the author trying to analyze the book entitled "Bahasa Inggris" for the 10th grade of Senior High School. The analysis will be served in the form of the table below by mentioning a particular sentence or chapter as mentioned in Table 1.

Zuchdi et al. (2008) in Fitriana (2019) stated that direct/explicit and indirect/implicit are two techniques for integrating each character. The goal of explicit technique, learners are expected to become more easily to get the characters provided in the textbook. The goal of the implicit method is to instruct researchers in logical reason and imagination to catch the messages in each character in an English book. Forward, in this study, the researcher will use both direct and indirect techniques to integrate each character. By using an English book entitled "Bahasa Inggris" for the 10th grade of Senior High School, the researcher will integrate those 18 characters and verify whether this book provided each character which has been set by the *Kemendikbud* or not.

Table 2 – Character education and the particular sentence/chapter in the book "bahasa inggris"

No.	Characters	Particular sentence/chapter in the book "bahasa inggris"
1	Religiousness	Page 157 in reading comprehension in task 1, Story of Issumboshi in 1st and 3rd paragraph. • 1st par. Please give us a child, they asked God every day" • 3rd par. They looked and saw a crying baby who looked just like a little finger. "This child must be a gift from God. Thanks to God!"
2	Honesty	Page 168 in the part of reflection. "at the end of this unit, ask yourself the following questions to know how effective your learning process is"
3	Tolerance	Page 33 in task 2, picture 2.14. It is a picture of 2 girls and they are best friends. The first girl was wearing a

		veil and the second one had long curly brown hair.
4	Discipline	Page 33 in task 3. "Read the following notes about complimenting expression. After that perform the dialogues in the following with your classmates". Each instruction gave disciplined character to the students so that their learning process did not waste much time.
5	Perseverance	Page 56-57. The book provides some exercises, vocabulary builder and also pronunciation practice including how to read each word.
		It showed that this book teaches the students about their perseverance to make the students gain more understanding about the materials. It also can be said that with your truly hard work, you can get what you want.
		On page 37, there is a quote "The only thing that stands between you and your dream is the willingness to try and the belief that is possible.
6	Creativity	Page 191. It's a collaborative story writing that will be done by students in the class. Each student should make a sentence to continue another friend's sentence and make it a beautiful story.
7	Independence	Page 159 in task 2. "Create as many questions as you can based on the story."
8	Democracy	Page 146 in the story of Cut Nyak Dhien in par. 1. "Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh war against the Dutch". It means that this book showed the equal responsibilities of men and women in the fight for Indonesian independence.
9	Curiosity	Page 168 in the questions of reflection part.
		"1. Do you know the function of each part of the story?
		2. Do you know the impact of a dialogue/direct speech in a story?
		3. Can you write a story?"
10	Nationalism	Page 134 in the reading comprehension. The book provides a biography story about B.J. Habibie and his experiences.
		Page 123 shows a story about Heroes' Day on 10 November
11	Patriotism	Page 41 in the dialogue about holiday plans. It showed when Santi had no idea about her holiday, then other friends with their holiday plans asked Santi to join them.
		The dialogue:

- Santi: "Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home."
- Bayu: "We plan to go fishing in a lake near my uncle's house. Would you like to join with us?"
- Riri: "Or, would you like to join me to learn to bake cookies? You can come to my house."

No	Character	Description
12	Appreciation	Page 5 in the Text 2, Letter from Saidah. It wrote, "It was very interesting to read your letter about yourself and your hometown".
13	Friendliness/communication	Page 4 in text 1: An email from Hannah. The book provides an example to communicate with each other in the form of emails from Hannah to Alia.
14	Love of Peace	Page 199, in vocabulary exercise number 7. "When you have a problem, you should keep your head together. Everything will be okay."
15	Reading interest	Page 192 in further activities. The book asked the students to read another story. "Read other stories available in your school library. You can also read them from the internet."
16	Environmental awareness	Page 53 in text 1. The book provides a text entitled Tanjung Putting National Park and tells the story about it.
17	Social awareness	Page 199 in vocabulary exercise number 3. "I was walking home near the park when I saw a boy fall off his bike, so I came running to help him"
18	Responsibility	Page 54 in task 3 "Tourists probably bring foods and snacks in paper or plastic packages when they visit Tanjung Putting National Park. What should they do with the waste? If you were also a tourist, what would you do? It teaches the students to have responsibility for their waste and their nature/environment.

After all, the book entitled "Bahasa Inggris" for 10th grade of Senior High School has the 18th character education mentioned by *Kemendiknas*. Each sentence or chapter in the book related to various kinds of character education is already analyzed by the author and written in the table. Ubay (2019), explained that the criteria of a good book for students is a book that is suitable for students' needs which is to strengthen or even build their character that would be beneficial for their future.

4. Conclusion and Suggestion

In conclusion, as the researchers consider, students' English textbooks are important to use in the learning process. Students' books could bring the students to get the characteristics that are obtained from teaching materials. With eighteen kinds of characteristics in the English book, teachers are expected to deliver the materials with appropriate paths related to students' learning types. The teachers also get the advantage of using English textbooks in the learning process which is achieving the educational goals by including various students' English levels and types of knowledge (Mithans and Grmek, 2020). The 18 characteristics of education

and its definition are mentioned in the form of a table. The researcher also included 2 ways of integrating materials from the students' books into character education which are: direct and indirect techniques. Suggestion, the author suggests to the other teacher who wants to use an appropriate book for students, that the teacher should consider students' needs (materials that have an educational character in them) by doing direct or explicit methods to analyze the book chosen.

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