

**AN ANALYSIS OF CHARACTERS IN THE TEXTS OF AN ENGLISH
TEXTBOOK ENTITLED *CONTEXTUAL ENGLISH FOR GRADE XI OF
SENIOR HIGH SCHOOLS REGULAR PROGRAM***

A Thesis

Presented as a Partial Fulfillment of the Requirements for the Attainment of a
Sarjana Pendidikan Degree in English Education Department



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**AN ANALYSIS OF CHARACTERS IN THE TEXTS OF AN ENGLISH
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A THESIS



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**An Analysis of Characters in the Texts of an English Textbook entitled
*Contextual English for Grade XI of Senior High Schools Regular Program***

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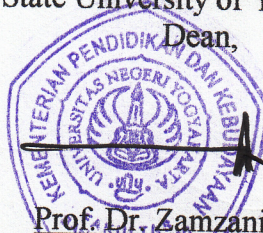
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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggungjawab saya.

Yogyakarta, 19 Januari 2015

Penulis



Fitriana Sulistiyaningrum

Dedications

This thesis is dedicated to:

**My Beloved Family (*Bapak, Ibu, Mas Very,*
Andi, and Linda).**

Thank you for everything. Please wait a little more. This is just the beginning of my journey. I promise that I will bring you to the top and we will enjoy the beautiful sky together. I love you all.

MOTTO

Doing thesis is a fight against yourself. It is like participating in a marathon. You had better keep running continuously and consistently to finish it.

(Fitriana Sulistiyaningrum)

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I hope that this thesis is useful for the readers and beneficial to the English teaching and learning process. However, at last, I realize that this thesis is still far from being perfect, and therefore, any criticisms, ideas and suggestions for its improvement will be greatly appreciated.

Yogyakarta, January 19th, 2015



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ABSTRACT

The objectives of this research are (1) to identify embedded characters that can be found in the texts of an English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*, and (2) to describe the techniques of integrating characters in the texts of an English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.

This study was descriptive-qualitative approach using content analysis. The data used in this study were in the forms of texts in the textbook. In this research, the quantitative data were also used to describe the occurrence of the data to support the qualitative findings. The primary instrument of the research was the researcher and the data sheet was also employed as the second instrument. Some steps were undertaken during the data collection: reading the texts carefully, understanding specific parts related to the research focus intensively, marking certain parts related to the research focus, making a description of the data accompanied by a coding process and inserting the data into the table. In analyzing data, this study used content analysis technique by comparing the data, making categorization, presenting data tabulation, describing verbally, and interpreting the findings to do the inference. The subjects were 33 texts in English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*. The objects were the 18 characters described by Kemendiknas. This research used credibility, dependability and conformability to check the trustworthiness of the data.

The results showed that there were two points of findings discussed in this research. First, related to the occurrence of characters, all 18 characters described by Kemendiknas were found in the texts of an English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*. Social awareness character was the most dominant character found in the texts with 13 data or 15%. It implied that the author wanted to raise the students' social awareness to other humans. Second, related to the techniques of integrating characters, there were two techniques found in the texts, namely explicit and implicit technique. The implicit technique was more dominant in the texts with 92 data or 82.9%. This result showed that the author seemed to pay attention to the cognitive and affective aspects of the students in which at their age, they have been able to think critically and to understand the implied meaning.

Keywords: characters, techniques of integrating characters, texts

CHAPTER I INTRODUCTION

A. Background of the Study

Character is very important to be embedded in every person because by having good character, they can be good people and create a better society. Character can be embedded in the family, society, and school. Family, especially parents play an important role in educating their children about the character they should have. Society also plays a big role in forming a person's character because the environment is very important in the process of growth and development of a person. School is another place where a person can form his character. Education in schools also has a big contribution in forming a person's character through the learning process and habit-forming processes in students (Furkan, 2013: 82). Because of that, the government feels the need to embed character through learning activities in the school.

The government changed the curriculum from the School-Based Curriculum (*KTSP*) to Curriculum 2013. In Curriculum 2013, the government emphasizes the character education as the main point. The Ministry of Education and Culture (*Kemendikbud*) integrates character education in the existing curriculum through activities of strengthening character education.

Character building should be integrated in every subject, including English. English language teaching should not just give knowledge about language, but also character input. One of the important things here is the

textbook used. A textbook is a source of materials used in the process of learning in which students do the activities contained in the book.

Based on the Regulation of the Minister of Education and Culture No.1 Year 2012, the Center for Curriculum and Book Matters has the task in implementing the restructuring of technical policy, curriculum development, teaching methodology, and textbooks for early childhood education, primary education, secondary education, non-formal education and informal education. For this reason, the researcher wants to uncover the characters in the English textbook to see if that textbook integrates the character.

English textbooks are used in the elementary, junior and senior high schools or vocational high schools. The content of the textbook has been adapted to the material in accordance with the students' age. The integrated character should be adapted to the maturity of the students' development as well. Textbooks for students of elementary school should form the basis of the characters to prepare them to grow toward adolescence. Textbooks for students of junior high school should embed values that will form their character in the age of the children transition into adolescence. Meanwhile, textbooks for students of senior or vocational high school should integrate character that they should have during the transition from adolescence to adulthood.

Among the English textbook for elementary, junior, and high or vocational schools, this research focuses on a textbook for senior high schools. The researcher wanted to study an English textbook for the senior high school level because senior high school students are at the top of the transitional period from

adolescence to adulthood . They are no longer like a child, they begin looking for identity, and they like to try new things. Here, the characters are needed, so they do not fall into the negative things. Although it may be not significant, but at least with the integration of the character in a textbook, it can minimize them to do actions they should not do like brawl between students, bullying, even free sex, and other bad actions.

In a textbook, there are components that can be used to integrate the character such as the tasks performed, materials supplied, texts, dialogues, images or photographs, the themes per unit, and others. The tasks integrate the character through the instructions, questions or concerns they have to do, and the evaluation process. The materials can integrate character through the examples given.

Existing texts in a textbook can be various types of text. Through the text, character can be integrated into the theme of the text or the content contained within the text. Dialogues contained in the textbook can also integrate the character through the topics discussed, ways of communicating presented, and context of the dialogue. Images or photographs reflect certain meanings. Images or photos in the textbook can be analyzed to see the meaning behind them, whether they integrate the character or not. In addition, the themes per unit can also integrate the character. It can be seen from the title and the contents.

In this particular study, the researcher is interested in analyzing texts in the English textbook for Senior High Schools. Texts give input to the students about some cases according to the topic in the chapter. It can be knowledge or certain messages that want to be delivered by the author or even both of them. Moreover,

in a text, there should be some characters that need to be presented by the author. Therefore, she thought to reveal those characters in the texts. Finally, this research aims to analyse characters integrated in the texts of English textbook for Grade XI of Senior High Schools. The textbook is the one that is used in Curriculum 2013 and applies character education in it.

B. Identification of the Problem

Character building is recently needed in Indonesian education as a way to overcome problems due to the lack of good characters among people. Curriculum 2013 is the newest curriculum that the Government applies as the way to solve that issue. Therefore, character education is an interesting issue to be observed.

In addition, there are only a few researchers who conducted the analysis of character in the texts of an English textbook for grade XI of Senior High Schools. On the other hand, character needs to be integrated at this age, especially for Grade XI students when they reach the top of the fase and so close to the next phase or adulthood.

Unfortunately, the existence of English textbooks that apply Curriculum 2013 are still difficult to find. It is because the Curriculum 2013 is new, so that all of the components are still in process, including the English textbook as the source of learning. By searching in some bookstores, the researcher found some books that are designed based on Curriculum 2013 for Grade XI of Senior High School.

C. Limitation of the Problem

Due to the limitation of time, the researcher chose only one English textbook to be analysed. The book is *Contextual English for Grade XI of Senior High Schools Regular Program*. The reason for choosing this book is the existence of some kinds of texts with various themes. For the sake of getting more texts to be analysed, this book provides some kinds of texts. This book contains more texts comparing to the other textbooks.

D. Formulation of the Problem

Based on the limitation of the problem above, the research problems can be formulated as follows.

1. What are the characters embedded in the texts of an English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*?
2. How the characters are integrated in the texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*?

E. Objectives of the Study

In relation to the formulated problems above, the objectives of the research are as follows:

1. to identify embedded characters that can be found in the texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*, and

2. to describe the techniques of integrating characters in the texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.

F. Significances of the Study

The result of the research is expected to give contributions to the teachers and the students both theoretically and practically.

1. Theoretically: This study is expected to develop English language learning in accordance with the Curriculum 2013.

2. Practically:

- a. For the English teachers

By knowing the characters integrated in the textbook, English teachers can deliver those characters to the students appropriately. They can also be more selective to choose a textbook with attention to the integrated character.

- b. For the students of Grade XI of Senior High Schools

By realizing the characters integrated in the textbook, they can apply good characters in their daily life and become a better person.

- c. For the English textbooks' authors and publishers

The results of this research can be used as additional information in writing or publishing English textbooks based on Curriculum 2013 especially for grade XI of Senior High Schools.

- d. For the other researchers who conducted the relevant study

It can be used as a source of information for other researchers who are interested in conducting advanced research or the relevant research.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

In this part, there are some terms that are explained based on some theories. They are the notion of English language teaching, character, character education, and content analysis. Each of them consists of sub-terms that support the explanation.

1. English Language Teaching

According to Kumaravadivelu (2006: 26-48), there are three components in English language teaching. They are input, intake, and output. The explanations are given below.

a. Input

Input may be operationally defined as oral and/or written corpus of the target language (TL) to which the second language (L2) learners are exposed through various sources, and recognized by them as language input.

There are three sources of input. They are as follow.

- 1) Interlanguage input: the still-developing language of the learners and of their peers with all its linguistically well-formed as well as deviant utterances.
- 2) Simplified input: the grammatically and lexically simplified language that teachers, textbook writers, and other competent speakers use in and outside the classroom while addressing language learners.

- 3) Nonsimplified input: the language of competent speakers without any characteristic features of simplification, that is, the language generally used in the media (TV, radio, and newspapers), and also the language used by competent speakers to speak and write to one another.

b. Intake

Krashen (1981: 101-102) says that intake is simply where language acquisition comes from, that subset of linguistic input that helps the acquirer acquire language.

Intake has some factors that influence English language teaching. Intake factors refer to learner internal and learner external factors that are brought to bear on the psycholinguistic processes of language learning. These are the following intake factors:

- 1) **Individual factors:** age and anxiety
- 2) **Negotiation factors:** interaction and interpretation
- 3) **Tactical factors:** learning strategies and communication strategies
- 4) **Affective factors:** attitudes and motivation
- 5) **Knowledge factors:** language knowledge and metalinguage knowledge
- 6) **Environmental factors:** social context and educational context.

Moreover, intake also has processes in English language teaching. Intake processes are cognitive mechanisms that at once mediate between, and interact with, input data and intake factors. The intake processes that appear to shape L2 development may be grouped under three broad and overlapping categories: inferencing, structuring, and restructuring.

1) Inferencing

The intake process of inferencing involves making a series of intelligent guesses to derive tentative hypotheses about various aspects of the TL system.

2) Structuring

It refers to the complex process that governs the establishment of mental representations of the TL, and their evolution in the course of TL development.

3) Restructuring

Restructuring denotes neither an incremental change in the structure already in place nor a slight modification of it but the addition of a totally new structure to allow for a totally new interpretation.

c. Output

Output refers to the corpus of utterances that learners actually produce orally or in writing. Traditionally, output has been considered not as a mechanism for language learning but as evidence of what has already been learned.

In addition to three components above, Harmer (1998: 25) mentions elements that need to be presented in a language classroom to help students learn effectively. They are called ESA. These are the explanation of them:

a. Engage

This is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. When students are engaged, they learn better than when they are partly or wholly disengaged.

b. Study

Study activities are those where the students are asked to focus on language (or information) and how it is constructed.

c. Activate

This element describes exercises and activities which are designed to get students using language as freely and communicatively as they can.

English language learning also depends on the teachers' performance. Harmer (1998: 1-2) proposes characteristics of good teachers below.

- a. They should make their lessons interesting so you don't fall asleep in them.
- b. They must love their job. If they really enjoy their job, that will make the lessons more interesting.
- c. They should have their own personality and do not hide it from the students.
- d. They should have a lot of knowledge, not only of their subject.
- e. They should be entertainers, in a positive sense.

In addition, students also have an important role in succeeding the English language teaching. Harmer (1998: 10) states that successful students possess some or all of the following characteristics.

- a. A willingness to listen
- b. A willingness to experiment
- c. A willingness to ask questions
- d. A willingness to think about how to learn
- e. A willingness to accept correction

According to Kumaravadivelu (2006: 75), one of the essential components of any language teaching program is *syllabus* or *curriculum*, which specifies the *what* or the content of language learning and teaching. Curriculum refers broadly to all aspects of language policy, language planning, teaching methods, and evaluation measures, whereas syllabus relates narrowly to the specification of content and the sequencing of what is to be taught.

According to Breen (2001) in Kumaravadivelu (2006: 76), a syllabus should ideally provide the following criteria:

- a. a clear framework of knowledge and capabilities selected to be appropriate to overall aims
- b. continuity and a sense of direction in classroom work for teacher and students
- c. a record for other teachers of what has been covered in the course
- d. a basis for evaluating students' progress
- e. a basis for evaluating the appropriateness of the course in relation to overall aims and student needs, identified both before and during the course
- f. content appropriate to the broader language curriculum, the particular class of learners, and the educational situation and wider society in which the course is located.

Making the syllabus is a kind of planning in English language teaching. To make the planning runs smoothly, teachers usually use or even design the materials. The teachers can use textbooks to guide them in providing the activities in English language teaching. English language teaching textbooks play a very important role in language classrooms. They serve the basis for many language

inputs that learner receive and language practices that occur in the classroom. They may provide the basis for the content of the lessons, the balance of skills being taught and the kinds of language practice the students take part in.

2. Textbooks

This part consists of the notion of textbooks which delivers the descriptions of textbooks, the criteria and roles of teaching materials including textbooks. Then, the use of textbooks and the criteria in selecting textbooks are explained further.

a. The Notion of Textbooks

Brown (2001: 136) states that the most obvious and most common form of material support for language instructions comes through textbooks. Harmer (2007: 182) states the majority of teachers around the world use the textbook to help students and to provide structure and direction for teachers in teaching. Textbook serves to attract students in exploring/following the subject matter they will learn.

Tomlinson (2011) says that a textbook provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

Iskandarwassid and Sunendar (2009: 172) suggests that teaching materials that will be delivered to learners with specific strategies must meet the following criteria:

- 1) Relevant to the competency standard and basic competencies of subjects that should be achieved by learners.
- 2) Teaching materials is a learning content and elaboration of standards of competence and basic competences.
- 3) Motivating students to learn more.
- 4) In connection with the previous material.
- 5) Materials are arranged systematically from the simple to the complex.
- 6) Practical.
- 7) Helpful for students.
- 8) In accordance with the times.
- 9) Can be obtained easily.
- 10) Attracting learners.
- 11) Containing illustrations that captivate learners.
- 12) Considering the appropriate linguistic aspects to the ability of learners.
- 13) Closely linked with other subjects.
- 14) Stimulating private activities of the learners who use it.
- 15) Avoiding vague concept that can confuse learners.
- 16) Having clear viewpoint.
- 17) Distinguishing teaching materials for children and for adults.
- 18) Respect different personal learners.

Moreover, Iskandarwassid and Sunendar (2009: 172-173) mentions some roles of teaching material as follows.

- 1) Reflecting the sharp and innovative point of view about teaching and demonstrating its application in the teaching materials presented.
- 2) Presenting a rich source of subject matter, readability and varied, according to the interests and needs of the learners.
- 3) Providing a well-organized and gradual source.
- 4) Presenting the methods and media of teaching to motivate learners.
- 5) Being a support for the exercises and practical tasks.

- 6) Presenting materials/tools evaluation and remedial harmonious and appropriate.

b. The Use of Textbooks

Mulyasa (2013: 39-58) mentions the key to the succeed Curriculum 2013 as follows:

- 1) School leadership
- 2) Creativity of the teachers
- 3) Activities for the learners
- 4) Socialization of Curriculum 2013
- 5) Facilities and learning resources
- 6) Environment of conducive academic
- 7) Participation of the school community

In the fifth point (e), facilities and learning resources included in the curriculum is one of the keys to the success of Curriculum 2013. This means that the presence of textbooks as a learning resource is also an important element to consider in achieving the success of Curriculum 2013. It should be realized that until now, the textbook is still a very important source of learning for the students, although there are still many who do not have it, especially for schools that are out of town, the countryside, and in the remote areas (Mulyasa, 2013: 49-50).

Mulyasa (2013: 50) adds that in the implementation of Curriculum 2013, the government had already prepared most of the books that are required to be learned by students, including teachers' books and guidance of learners. Therefore, the selection of textbooks should prioritize primary textbooks, which is

directly related to the achievement of specific competencies. Meanwhile the selection of supplementary books should be remain guided by the recommendation or endorsement of the education, and other considerations that do not burden the elderly.

Harmer (2001: 304) writes that the benefits and restrictions of textbook use can be easily summarised as follows:

1) The Benefit

Good textbook are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accesories such as videotapes, CD-ROMs, extra resource material, and useful web links. They provide teachers under pressure with the reassurance that, even when they are forced to plan at the last moment, they will be using material which they can have confidence in. They come with detailed teacher's guide which not only provide procedures for the lesson in the student's book, but also offer suggestion and alternatives, extra activities, and resources. Students like textbook too since they foster the perception of progress as units and then books are completed. Textbook also provide material which students can look back at for revision, and at their best their visual and topic appeal can have a powerfully engaging effect.

2) The Restrictions

Units and lessons often follow an unrelenting format so that students and teachers eventually become de-motivated by the sameness of it all. And in their choice of topics textbooks can sometimes be bland or culturally inappropriate.

c. **Selecting Textbooks**

A guide to choose teaching materials in general has been outlined by Department of National Education (*Depdiknas*). *Depdiknas* in Abidin (2012: 49-50) explains that there are a number of principles in selecting instructional materials to be aware of the teacher. Those principles include:

1) The principle of relevance

This means that learning materials should have relevance to the achievement of standards and basic competencies.

2) The principle of consistency

This means that there is a constancy between teaching materials with the basic competencies that must be mastered by students. For example, if there are four different basic competencies that must be mastered by students, then teaching materials to be taught should also include four kinds.

3) The principle of adequacy

This means that the material should be adequate in helping students to master the basic competencies. There should not be too many materials. If it is too little, the teaching materials will be helpless to achieve standards of competence and basic competencies. Conversely, if it is too many, it will be a waste of time and energy that does not need to learn it.

d. **English Textbook entitled *Contextual English for Grade XI of Senior HighSchools Regular Program***

The author of this book is Bambang Sugeng. It is published in 2014 in Solo by Platinum PT Tiga Serangkai Pustaka Mandiri. The philosophy of this

book is “Learn Life whilst Learning English”. This has been a core derived from the principles of Curriculum 2013. Moreover, this book has applied Scientific Approach of Curriculum 2013. It contains 12 chapters with various themes. They are The Neglected, Research, Agriculture and Farming, National Struggle, ASEAN, The Letter, Health, Performing Arts, The *Gotong Royong*, UNO, The *Wayang*, and The Orphans. There are 33 texts that will be analyzed from this book.

3. The Notion of Character

This part consists of some supporting theories to the notion of character. It begins with the definitions of character. Then, it continues with the characteristics of character, the elements of character, the pillars of character, and kinds of characters.

a. The Definitions of Character

According to Koesoema (2007: 90), the term ‘character’ is derived from the Greek *karasso*, which means ‘blueprint’, ‘the basic format’ or ‘fingerprint’. More clearly, Saptono (2011: 18) mentions this definition as deterministic. Here, the character is understood as a set of mental condition on ourselves that have been granted or given. It is a fixed person's character that becomes a special mark which distinguishes people from one another.

Bagus in Saptono (2011: 18) states that the term ‘character’ is derived from the Greek *charassein*, which means ‘to make sharp’ or ‘to make deep’. This second notion is non deterministic or dynamic (Saptono, 2011: 18). Here, the

character is understood as a person's level of strength or toughness in an effort to overcome the mental condition that has been given. It is a process that is desired by someone to enhance his humanity.

Sjarkawi in Koesoema (2007: 80) understands the character from a behavioral point of view that emphasizes somatopsikis element of the individual since his birth. Here, the term is considered the same as personality. Personality is considered as a characteristic of a person who comes from formations received from the environment, such as family in childhood, and also one's innate from birth.

Koesoema (2007: 79-80) adds that in general, people often associate the term character with what is called a temperament. It gives a definition that emphasizes the psychosocial factors associated with educational and environmental context. Philips in Mu'in (2011: 160) also mentions that the character is a collection of values that lead to a system, which underlies the thinking, attitudes, and behaviors that are shown.

The definitions above emphasize that the character is something that is given but also a combination of what an individual obtained from the environment. Meanwhile, Winnie in Mu'in (2011: 160) understands that the term character has two meanings. First, it shows how a person behaves. Second, the term character is closely related to personality. The term personality is also associated with the term character, which is defined as the totality of values that direct human in living his life. So, it is related to the value system that is owned

by someone (Mu'in, 2011: 165). Besides the personality, the term character can also be associated with the term virtue as expressed by Peterson and Seligman in Mu'in (2011: 161) who link directly to the strength of character virtues. Character strength is seen as a psychological element that builds virtues.

Among all of the above understanding, there is a more complete and realistic understanding of the character. Lickona in Saptono (2011: 18) understands the character as a spiritual condition that is not complete yet. Based on that understanding, then the people who let go on the condition that has been existed, called people who have weak character. On the other hand, those who do not want to just accept the conditions of the existing self, but try to overcome it, called people who have strong or tough character. They constantly strive to improve themselves.

b. The Characteristics of Character

To explain more about the character, Mu'in (2011: 161-162) has revealed that the characteristics of character are as follows.

- 1) Character is what you are when nobody is looking.
- 2) Character is the result of values and beliefs.
- 3) Character is a habit that becomes second nature.
- 4) Character is not reputation or what others think about you.
- 5) Character is not how much better you are than others.
- 6) Character is not relative.

c. **The Pillars of Character**

Human beings are very diverse with their own habit and environment, so it is obvious that there are many kinds of character that exist. Then, from those kinds of character, there are some main characters that should exist in everyone's self. According to Mu'in (2011: 211-247), the six main characters (the pillars of character) in a human being that can be used to measure and assess the nature and behavior in specific things are as follows:

1) Respect

The essence of respect is to show how a person is serious and solemn in others and themselves. Respect can mean being tolerant, open, and accepting differences. There are several characteristics that show respect such as tolerance, acceptance, autonomy, privacy, nonviolence, and courtesy.

2) Responsibility

Responsibility requires a person to recognize what he does because he is responsible for his choice as a result. The terms relating to the responsibility are duty, laws, contracts, promises, job descriptions, relationship obligations, universal ethical principles, religious convictions, accountability, diligence, goals achievement, positive outlook, prudence, time management, resource management, teamwork, financial independence, and self motivation.

3) Citizenship-Civic Duty

Civic values refer to the desired and praiseworthy actions, but it is not a moral mandate. Character that is necessary to build awareness of citizens include various actions to realize the creation of a civil society that respects individual rights.

4) Fairness

Fairness is a moral obligation. A person is expected to treat all people fairly. In making a policy or decisions, a person is said to be fair if it is based on considering all the facts, including the views that oppose it, which should be considered before a decision is made. In the theory and philosophy of law, justice is morally ideal truth conditions about something, either in relation to objects or people. Honesty and justice in the viewing and judging something that gives rights to everyone according to their needs and their business, is an attitude that is worth to be done by anyone.

5) Care

Care is a nature that makes a person feels what others feel and determines what it is like to be someone else. It is sometimes indicated by the act of giving or engage with the other person. The similar term with care is solidarity. It is the integration or the degree of integration, shown by a person or group of people with other people.

6) Trustworthiness

Trustworthiness is something important in a person's character. It effects how people will treat him. When someone has no trustworthiness, people will not give him any respect. This nature involves some elements of character such as integrity, honesty, promise keeping, and loyalty.

d. Kinds of Characters

According to Lickona (2004: 7), the substance of good character is a virtue. He states that virtue is a tendency to do a good action by universal moral

point of view. Objectively good means that those qualities are recognized and upheld by the religions and communities in every corner of the civilized people around the world. Intrinsically good means that those qualities are the demands of the conscience of civilized people.

Contrary to the objective and intrinsic criteria above, there are two fundamental virtues necessary to form good character, namely respect and responsibility. (Lickona, 1991 in Saptono, 2011: 21).

Respect means expressing appreciation to someone or something that are shown in three forms, namely respect for self, others, and all forms of life along with a supportive environment sustainability (eg, sense of belonging and respect for authority). Respect is encashment liability regarding things should not be done by someone (negative obligation).

Responsibility is an extension of the respect in the form of active measures to respond positively to the needs of others. Responsibility is the fulfillment of the obligations of the things that should be done by someone (positive obligation).

Besides those two fundamental virtues, there are ten essential virtues required to form a good character. The ten essential virtues are wisdom, justice, fortitude, self-control, love, positive attitude, hardwork, integrity, gratitude, and humility. (Lickona, 2004: 8-11)

Mu'in (2011: 248-253) distinguishes a strong character with a weak character as follows:

- 1) First, a strong character is shown by the power. Then, the power is used to do a positive work and show a loyal attitude in carrying out the job and roles of a person. A person with high mobility, hard-working, energetic, powerful looks good. The one who is active in activities that require movement and action

appears as a person who has strong character. Meanwhile, the one who is lazy and does nothing appears as a person with weak character.

- 2) Second, a person who has strong character is the one who is not easily discouraged, has consistent effort to do something and will learn to improve actions and efforts. In contrast, the weak one is easily broken hearts, does not hold trials, and sometimes takes a shortcut to solve the problem.
- 3) Third, strong character and principles related to the ability to perceive something that can control someone wisely. Meanwhile, the weak character is very easily went along, easily tempted, compromise, and usually easily swayed by circumstances.
- 4) Fourth, a person who has strong character can overcome suffering.
- 5) Fifth, a person with strong character is the one that his existence gives the impact to other people because he is a strong voice for the spread of ideas. Meanwhile, just being quiet and accepting things will make someone has a weak character.
- 6) Sixth, a person with strong character has the ability and power to do something.
- 7) Seventh, a person with strong character and skills has the advantage that might be different from other people or other strong people. As for those who has weak character does not have anything and can not not do anything about it.

4. Character Education

a. The Notion of Character Education

Mu'in (2011: 287-288) says that as a process, there are two different assumptions about education in human life. First, it can be regarded as a process

that occurs accidentally or naturally. Second, education can be regarded as a process that occurs intentionally, planned, designed and organized based on the rules that apply particularly legislation on the basis of an agreement made by public. In addition to those assumptions, Mu'in (2011: 290) adds that the educational process is related to the activity which consists of the following processes and objectives: empowerment, enlightenment, the process of providing motivation and inspiration, and the process of changing the behavior.

In line with what is written above, Koesoema (2007: 61) states that the word 'education' in Indonesia refers to the universe of values and a broader activity than addressing teaching and learning process in the classroom as follow.

The word 'education' refers to a wide variety of activities, ranging from the nature of the productive-material to the creative-spiritual, ranging from the process of improving the skills until the establishment of a solid and integral personality. It is an activity that is able to develop the character of its members. Education develops character through a variety of activities, such as embedding values, developing character and the value of religion, learning and training of moral values, etc.

In addition, Lickona in Saptono (2011: 23) defines character education as the deliberate effort made to develop good character based on core virtues (two fundamental virtues and ten essential virtues).

In the old paradigm, the family is seen as the backbone of character education (Lickona, 2004: 35). Parents usually have sufficient opportunity to utilize the existing tradition in introducing directly the various virtues to children by examples, advices, stories/fairy tales, and the habits intensively everyday.

In addition, a school is another place to get a character education. There are four fundamental reasons why the schools need to be more serious about making itself as the best place for character education. According to Saptono (2011: 23), those four reasons are as follows.

- 1) Many families do not implement character education.
- 2) Schools do not only aim to form a bright child, but also a good child.
- 3) Intelligence of a child is only meaningful when based on the goodness.
- 4) Because of forming the students in order to have formidable character is not just an additional task for the teacher, but merely the inherent responsibility in his role as a teacher.

Considering the important of character education in schools, Koesoema (2007: 208-211) suggests some of the criteria that can be parts of the value of the framework in implementing character education in schools as follows:

- 1) Virtue Value

In the context of ancient Greece, for example, the virtue value appears in the physical and moral strength. Physical strength here means excellence, strength, tenacity, and generosity. Meanwhile, the moral strength means brave to take the risk on life choices, consistent, and faithful.

- 2) Value of beauty

In the past, the value of beauty is interpreted mainly on the physical beauty; a work of arts, sculptures, buildings, literature, and others. The value of beauty in a higher level touches the dimension of human interiority itself that determines the quality of him as a human being. Nowadays, the development of the values of

beauty is not just a production process; in the sense of generating an art object, but also the development of the dimension of human interiority as a human being who has a strong religious consciousness. These aesthetic and religious values should be an important part of character education in our country.

3) Value of work

Being the main man is being a human who works. For that, it takes patience, perseverance, and perseverance. If the educational institutions do not add this value of work, the individuals involved in it will not be able to develop the characters well. Culture of cheating, dishonest, looking for leaks about, buy replicates answer key, etc., are contrary to the appreciation of the value of this work.

4) Patriotic value (patriotism)

Although our society becomes increasingly global, love for the homeland is still needed, because the homeland is a precious place for individuals culturally and historically. Character education that instills the values of deep patriotism is still relevant.

5) Value of democracy

Values of democracy includes the willingness to discuss, negotiate, agree, and resolve problems and conflicts by peaceful means, not by force, but through a dialogue for the creation of a better social order. Therefore, the values of democracy should be the basic agenda of educational values in terms of character education. A freedom of thought and expression leads to a critical attitude.

Critical attitude maintains the dynamics of society in order to remain stable and effective in achieving its goals.

6) Value of unity

In the context of nation and state of Indonesia, the value of unity is the basis for the founding of this country. What is written in the third precepts of Pancasila, the Indonesian Unity, will not be maintained if each individual who became an Indonesian citizen can not respect the difference and plurality that exists in our society.

7) Moral support

This value is what Socrates referred to care for the soul. The soul determines whether a person is good or not as an individual. Thus, these moral values are vitally important to a character education.

8) Humanitarian values

The values of humanity presupposes the openness to other cultures, including the culture of different religions and beliefs. These human values become very relevant to apply in character education because our society has become a global society. Therefore, the spirit of nationality that wants to be embedded in character education is not sufficient if only by the boundaries of local, state, which is a narrow patriotism. It should help each individual to be able to live competently as demanded by the global community.

b. The Implementation of Character Education in Curriculum 2013

According to Mulyasa (2013: 6), character and competency-based curriculum is expected to solve the various problems facing the nation, especially

in the field of education, to prepare students through planning, implementation, and evaluation of the education system effectively, efficiently, and usefully. Therefore, it is a positive step when the government (Minister of Education) revitalizes character education.

Moreover, Mulyasa (2013: 67-68) mentions that some aspects or domains contained in the concept of competence can be described as follows.

- 1) Knowledge; the field of cognitive awareness, for example a teacher who knows how to identify learning needs, and how to conduct the study in accordance with the needs of learners.
- 2) Understanding; depth cognitive and affective owned by individuals. For example, a teacher who will carry out the study must have a good understanding of the characteristics and conditions of the learners, in order to carry out effective and efficient learning.
- 3) Skill; something that is owned by an individual to perform a task or job assigned to him. For example, the teachers' ability to choose and to make simple props to give ease of learning to students.
- 4) Value; a standard of behavior that has been believed and psychologically have fused in a person. For example, the behavior of the teacher in the learning standards (honesty, openness, democracy, etc.)
- 5) Attitude; feeling (happy-not happy, likes-dislikes) or a reaction to a stimulus that comes from outside. For example, a reaction to the economic crisis, feeling the increase in wages / salaries, and so on.
- 6) Interest; the tendency of a person to do something deeds. For example, interest in learning or doing something.

Mulyasa (2013: 7) says that the character education in curriculum 2013 aimed at improving the quality of processes and outcomes of education, which leads to the formation of students' good character in accordance with the standard of competence at any educational institution. In the implementation of the 2013 curriculum, character education can be integrated in all learning in any field of study contained in the curriculum.

As for the indicators of the achievement, the success of Curriculum 2013 in the form of competence and character in schools can be seen from many everyday behaviors that appear in every activity of students and other residents of schools (Mulyasa, 2013: 11). Such behaviors are realized in the form of: awareness, honesty, sincerity, simplicity, independence, care, freedom of action, accuracy, precision, and commitment.

c. Characters in Curriculum 2013

The Ministry of National Education (*Kemendiknas*) has established the basis of character education that rooted in 18 values of cultural education and national character. From those 18 characters, schools can provide additional character or reduce it according to the needs of learners. Those 18 characters are described by *Kemendiknas* (2010: 9-10) in Abidin (2012: 67-68) in the following table.

Table 2.1: **Characters and the Description of Cultural Education and National**

CHARACTERS	DESCRIPTIONS
Religiousness	Attitudes and submissive behavior in carrying out the teachings of their religion, tolerant implementation of the practice of other religions, and live in harmony with other religions
Honesty	Behavior based on an attempt to make himself as one who can always be trusted in words, actions, and employment
Tolerance	Attitudes and actions that respect the differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are different from themselves
Discipline	Actions indicating orderly and obedient behavior on various rules and regulations
Perseverance	Behaviors that indicate an earnest effort to

	overcome barriers in learning and assignments, as well as completing the task as well as possible
Creativity	Thinking and doing something to generate new method or result of something that has been owned
Independence	Attitudes and behaviors that are not easy to depend on others to complete tasks
Democracy	Way of thinking, behaving, acting, which assesses the same rights and obligations of himself and others
Curiosity	Attitudes and actions that are always working to find out more in depth and extend from something he learned, seen and heard.
Nationalism	Way of thinking, acting, and knowing that puts the interests of the nation above self-interest and group
Patriotism	Ways of thinking and doing that show loyalty, caring, and high appreciation of the language, environmental, physical, social, cultural, economic and political nation.
Appreciation	Attitudes and actions that encourage him to produce something useful for society, and recognize and respect other people's success
Friendliness/communication	Actions showed pleasure in speaking, associate and cooperate with others
Love of Peace	Attitudes, words, and actions that make other people feel happy and safe over the presence of him
Reading interest	Habits to take time to read the various readings that give him the benefit
Environmental awareness	Attitudes and actions which seeks to prevent damage to the surrounding natural environment and develop efforts to repair the environmental damage that has occurred
Social awareness	Attitudes and actions that always want to help other people and communities in need
Responsibility	Attitudes and behavior of a person to carry out the duties and obligations he should do, to himself, society, environment (natural, social, and cultural), the nation, and the Almighty God.

d. Techniques of Integrating Characters

According to Zuchdi, et al. (2008: 5) characters can be integrated directly or indirectly. Thus, the techniques of integrating character education are categorized into two forms, namely the explicit (direct) technique and implicit (indirect) technique. The explicitly integrating technique aims to make learners more easily understand characters contained in the texts of English textbook, while implicitly integrating technique aims to train learners' logical reason and imagination in order to find and understand the messages in of the characters contained in the texts of English textbook.

According to the Ministry of National Education (2010: 21), there are many ways or techniques to integrate the characters into their teaching included in textbooks. These methods include (1) expressing the characters that exist in the learning material, (2) integrating the characters to become an integral part of the learning material (3) using imagery and making comparisons with similar events in the lives of the students, (4) changing the negative things into positive, (5) expressing the characters through discussion and brainstorming, (6) using stories to bring the characters, (7) telling the life stories of great men, (8) using songs and music to integrate the characters, (9) using drama to portray the events that contain characters, (10) using a variety of activities such as services, practice field through clubs or group activities to bring character of humanity.

From the above description, methods number (1) and (2) imply that the characters in the textbook expressed directly (explicitly). Methods number (3) - (10) are the indirectly (implicitly) integrating technique of characters. The most important thing in presenting the material in textbooks is that it should be adjusted

between the subject matter and the level of cognitive development of learners. Zuchdi (2012: 36) also states that to achieve the purpose of character education/values/morals that is expected behavior, students must already have the ability to think in matters of values/morals to be able to make decisions independently in determining what action should be done.

According to Piaget in Jamaris (2013: 30), age 11 years to adulthood is a formal operation phase in a person's cognitive development. In this phase, a person has been able to think rationally and started to think about his identity. In addition, Erikson in Jamaris (2013: 33) and Djaali (2012: 60-61) says that in psychosocial development, age 12 to 18 years or adolescence period is a phase of Identity vs Role Confusion. At this stage, a person must integrate the whole personality to discover his true identity. In contrast, if he fails, he will experience confusion about his role in the future.

From the above explanation, it can be concluded that the cognitive and moral development of students must be considered in the preparation of textbooks. By understanding the stages of their intelligence, the preparation of textbooks can help in selecting appropriate textbooks with the age and development of learners in order to form the character as a national education expected.

5. Content Analysis

According to Krippendorff (2013: 18), content analysis is a research techniques for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use. He adds that as a technique,

content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher. As a research technique, content analysis provides new insights, increases a researcher's understanding of particular phenomena, or informs practical actions.

Holsti (1969) in Eriyanto (2011: 47-56) suggests content analysis approach as follow.

a. Descriptive

Content analysis is a descriptive analysis of the contents of which are intended to describe in detail a message, or a particular text. Content analysis solely describes the aspects and characteristics of a message.

b. Explanative

Content analysis is an explanatory content analysis in which there is a particular hypothesis testing. The analysis is not only limited to describe the descriptive content of a message, but also tries to find the relationship between the content of this message and other variables.

c. Predictive

Predictive content analysis seeks to predict the outcome as captured in the content analysis with other variables. Here, the researchers not only use other variables outside content analysis, but also must use the results with other methods - such as surveys and experiments.

In addition, Eriyanto (2011: 57) mentions some stages of content analysis as below.

- a. Formulation of the analysis purpose: what would be known through content analysis, what matters are the problems to be answered through research and content analysis
- b. Conceptualization and operationalization: formulate the concept of research and perform the operation so that the concept can be measured.
- c. Coding sheet: inserting operationalization into the coding sheet. Coding sheet inserts things you want to see and how to measure.
- d. Population and sample: researchers need to formulate population and sample content analysis.
- e. Training coder and reliability and validity testing: researchers provide training to the coder who will read and judge the content. Researchers tested reliability. If the reliability is not qualified, do change the coding sheet to figure high reliability.
- f. The process of coding: Encodes all news content into coding sheet that has been compiled.
- g. Calculation of the final reliability: Researchers calculated the reliability of the results of coding by using the formula / formulas available
- h. Input data and analysis: Perform data input from coding sheets and data analysis.

B. Review of Related Studies

Studies in analysing characters in textbooks have been conducted by some researchers. Rizqi Adnamazida (2013) in the thesis entitled *Character Building Values in Reading Text of English Textbooks for Students of Senior High School* analyzed characters in reading texts of English textbooks for students of Senior

High School. He chose English Textbooks entitled *Look Ahead* from grade X to XII.

There were 23 reading texts in English textbook, *Look Ahead*, grade X. There were seventeen characters. Those characters are religious, honest, tolerant, disciplined, hard-working, creative, democratic, curious, nationalistic, patriotic, appreciative, inclusive/ communicative, peace-loving, studious, caring and compassionate, empathetic, and responsible.

Meanwhile, the reading texts in grade XI were 25 texts. There were fourteen characters found on the reading texts which are religious, honest, tolerant, disciplined, hard-working, creative, curious, appreciative, inclusive/communicative, peace-loving, studious, caring and compassionate, empathetic, and responsible.

The last were 20 texts in grade XII. There were nine characters found which are honest, hard-working, independent, curious, appreciative, inclusive/communicative, caring and compassionate, empathetic, and responsible. There are other characters proposed by the government found on the English textbooks, *Look Ahead*, those characters were humble, faithful, and economical.

Another relevant study is conducted by Misbahul Aslamiah (2012) entitled *Integrasi Nilai-Nilai Pendidikan Karakter dalam Buku Pelajaran Bahasa Inggris SMP kabupaten Kotabaru Kalimantan Selatan* (Integration of Character Education Values in English Textbooks of Junior Secondary Schools in Kotabaru Regency, South Kalimantan). The problem which is raised in this study is the integration of characters in six mostly used English textbooks of Junior Secondary

Schools (JSSs) grade VII both electronic books (school e-book) and private textbooks by teachers in Kotabaru.

She divided the characters into five categories. The results of the study are as follows: (a) human to God: 0.05%; (b) human to themselves: 47.11%; (c) human to others: 51.77%; (d) human to the environment: 0.76%; (e) human to the nation: 0.30%. Based on the percentage it can be concluded that the characters of human to themselves and others are the most dominant from the other three characters, human to God, environment, and nation.

The study entitled *Analisa Pendidikan Karakter dalam Buku Sekolah Elektronik Pelajaran Bahasa Indonesia Kelas IX SMP* (An Analysis of Character Education in Electronic Course Books (ECB) of Indonesian Language Subject for Junior High School (JHS) class IX by Erwan Setiawan (2012) aimed to describe (1) the characters, (2) the integration of characters, (3) the technique of delivering characters in ECB Indonesian language subject for JHS class IX.

The finding shows that ECBs Indonesian language subject for JHS class IX contains the characters, the characters of human in relation to the Almighty God, oneself, others, the environment, and the nation. The frequent occurrence of the characters of human in relation to self and others shows that the author wanted to emphasize the human aspect that has a personal life as well as social life.

The characters are integrated into four components of language and literacy skills: listening, speaking, reading, and writing. As a whole, the integration of characters in the Indonesian language subject ECB for JHS class IX is seen more widely available on the aspect of reading and writing skills. This

shows that the electronic book authors see that the material aspects of reading and writing are easier and more practical to use in the learning process.

The technique of delivering characters in ECB Ind language subject for JHs class IX is both explicit and implicit. As a whole, the form of the delivering characters explicitly is 49.27%, while implicitly is 50.72%. In the delivery of the characters, the author seems to pay attention to the power of reason of junior class IX students who are considered to be able to understand the things that are abstract and attention if they have the sense in understanding the characters. This suggests that the author paid his attention toward the aspect of cognitive and affective of learners.

As a whole, the three studies above are relevant to this research in which each of them promote the researcher to have overview in conducting this research. This study focuses on analysing texts in only one English textbook for grade XI of senior high schools regular program based on Curriculum 2013 or the newest curriculum to reveal character values integrated in it according to 18 characters described by *Kemendiknas*.

In the end, this study does not only show the data of characters that are found, but also concludes whether the textbook covers all 18 characters described by *Kemendiknas* and considering students' cognitive and psychological development or not.

C. Conceptual Framework

Character building is one of the important issues in Indonesia recently. It comes from the fact that many problems such as corruption, conflict, brawl, free sex and fight among teenagers or students, murder, and many more happen because of the bad characters. The character itself is understood by Lickona in Saptono (2011:18) as a spiritual condition that is not completed yet. It means that people still can develop their character to be better. Therefore, it is needed to embed characters in a family, schools, and the society in order to create human beings with good characters for a better future. The government realize that education in schools is one of the main ways to achieve that goal as Furkan (2013: 82) says that education in schools has a big contribution in forming a person's character as well through the learning process and habituation processes in students.

Curriculum 2013 is the one that the Government applies by offering 18 characters to be integrated through the teaching and learning process. Those 18 characters are religiousness, honesty, tolerance, discipline, perseverance, creativity, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/communication, love of peace, social awareness, responsibility, independence, reading interest, and environmental awareness.

The characters above should be integrated in every subject, including English. English language teaching should not just give knowledge about language, but also the character input. One of the important things here is the textbook used. A textbook is a source of materials used in the process of learning

in which students do the activities contained in the book. In this particular study, the researcher is interested in analyzing texts in the English textbook for Senior High Schools. Texts give input to the students about some cases according to the topic in the chapter. Moreover, in a text, there should be some characters that need to be presented by the author.

This study focuses on analysing characters in the texts of the English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*. The reason for choosing this book is the existence of some kinds of texts with various themes. This book contains more texts comparing to the other textbooks.

According to Piaget in Jamaris (2013: 30), age 11 years to adulthood is a formal operation phase in a person's cognitive development. In this phase, a person has been able to think rationally and started to think about his identity. In addition, Erikson in Jamaris (2013: 33) and Djaali (2012: 60-61) says that in psychosocial development, age 12 to 18 years or adolescence period is a phase of Identity vs Role Confusion. At this stage, a person must integrate the whole personality to discover his true identity. In contrast, if he fails, he will experience confusion about his role in the future.

The analysis results are expected to be the overview of quality as well as a suggestion for teachers in selecting textbooks to be used in the learning process. In addition, it is expected to be beneficial for the publishers and the Central Curriculum in order to update the book published.

D. Analytical Construct

Based on the conceptual framework, the analytical construct of this research is illustrated in Figure 1:

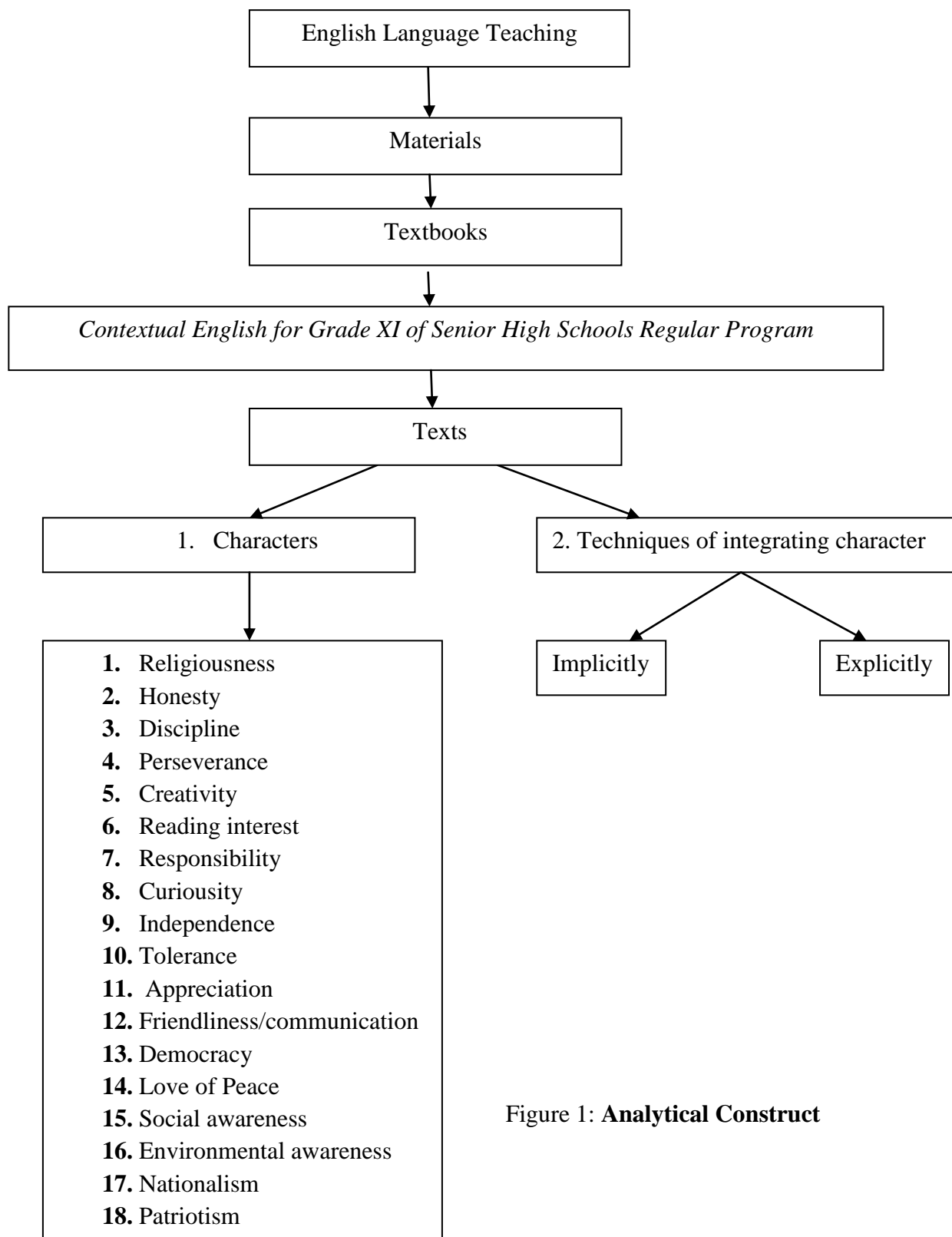


Figure 1: **Analytical Construct**

CHAPTER III

RESEARCH METHOD

A. Type of the Research

This research was descriptive qualitative approach using content analysis since it emphasized on describing messages or certain texts in detail. Content analysis shows the aspects and characteristics of a message (Eriyanto, 2011: 47).

This research, indeed, aimed to analyze and to describe data on the (1) characters and (2) the techniques of integrating characters in the texts of an English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.

The results of the study were described in descriptive form. However, this research conducted quantitatively in the form of numeration as well to state the findings.

B. Data Preparation

There are some things that should be considered in preparing the data. Those things are explained in this part. Those sub-parts are place and time of the research, object of the research (source, form, and context of the data), and the research instrument.

1. Place and Time of the Research

This was a research study of a book so that the researcher was not limited by a specific location. During the research, there were some activities as follows.

- a. March – September : Preparation of the research proposal
- b. September – October : The data analysis

- c. October – January : The research report

2. Subject and Object of the Research

The subjects were 33 texts in English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program..* The object of this research was character values in the texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program.* In more detailed, this research focused on the appearance of characters and the techniques of integrating characters in 33 texts. Those characters were based on 18 values formulated by The Ministry of National Education (*Kemendiknas*).

3. Source, Form, and Context of the Data

The source in this research was the English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program.* The reason of selecting a textbook for grade XI of Senior High Schools was due to the consideration that at the age of grade XI, students are in the process of looking for their identity so that they do need to know characters in what they learn. In addition, this textbook provides more texts comparing to other textbooks.

The data were in the form of texts. There were 33 texts which consisted of various topics and genres. Then, the context of the data was the contexts around texts.

4. Research Instrument

There were two kinds of instruments used in this research. The primary instrument was the researcher. As the first instrument, the researcher maintained the data, starting from the data collection until the data report. Then, she was the

researcher who designed, collected, analyzed, interpreted the data, and also reported the results of the research.

The secondary instrument was also used in this study. It was the data sheet which can be used to help the researcher in identifying and analyzing the data.

The format of the data sheet is presented as the following.

Table 3.1: The Data Sheet of the Data Findings of Characters and Techniques of Integrating Characters in the the Texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.


Code	Data	18 Characters	Techniques		Explanation
			E	I	

Note:

E: Explicitly

I: Implicitly

Code:

1/L1/P5 : number 1/ Lesson 1/ Page 5


MS: Mid Semester Test, S: Semester Test

C. Techniques of Data Collection

A careful and thorough reading of texts in English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* was done in order to know the research data that are absolutely necessary to answer the research questions. Some activities were taken in the following steps.

1. Reading carefully the texts in English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* in order to obtain valid information regarding to the research questions.
2. Understanding specific parts related to the focus of the research intensively in order to find the data that are valid according to the research questions.
3. Marking certain parts in the parts of the texts that are related to the research questions. This step aimed to interpret the data obtained from reading activities of the texts in English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.
4. Making a description of the data. This activity aimed to obtain data based on the research focus. The description of the data was accompanied by a coding process at certain parts in texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* related to the research focus. It was inserted into the table of the data.

According to Creswell (2008: 251), coding is the process of segmenting and labeling text to form descriptions and broad themes in the data. It aims to get categorization of the data developed from research questions. These codes are basically a suggestion that serve to organize and rearrange words, sentences,

paragraphs, or discourse that are appropriate to the research questions. This aims to facilitate researchers in classifying the parts related to the research focus.

The process of data collection was done by using several tools, such as a laptop that was used to type the necessary verbal data, stationery and books used to write notes and mark the character values that were in texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.

D. Techniques of Data Analysis

Analysis of the data followed the content analysis procedure proposed by Krippendorff (2013). Data analysis was done through the following steps.

1. Comparison of the data

In this stage, the data were compared to find similar data to be classified into a category.

2. Categorization of the data

The data that showed an indication of the research questions were tabulated according to the group that had been categorized. In this stage, the data categorization was done to insert the data of each element into the same categorization as a kind of comparative work in order to facilitate the analysis.

3. Presentation of data tabulation

Presentation of data was done systematically to present the results of data categorization in the form of tabulation and descriptions.

4. Stage of inference

In this stage, interpretation and inference results were done based on the categories that have been obtained during the study. Knowledge of the context of the data strongly influenced the success in making inferences.

E. Data Trustworthiness

To make this research reliable, valid, and useful, the researcher applied data trustworthiness by conducting a triangulation. The trustworthiness in qualitative research can be gained by conforming 4 criteria namely credibility, transferability, dependability, and conformability (Hoepfl in Setiyadi, 2006: 224-228). However, this research only used three of them excluding transferability.

1. Credibility

Credibility in qualitative research depends on the consistency of the data collected so that the conclusions drawn based on these data can be more than justified. In qualitative research, it is done by means of triangulation.

Cohen and Manion (1980) in Setiyadi (2006: 246-247) write that triangulation divides into several types, namely triangulation of time, place, theory, method, researcher, and methodology. This research used triangulation of researchers. The researcher had produced a relatively higher level of confidence by involving several people.

Source and theories were used as the triangulation technique in this research. The source was the English textbook entitled *Contextual English for*

Grade XI of Senior High Schools Regular Program. Meanwhile, theories of character, character education, and textbooks were referred in this research.

2. Dependability

The credibility of the findings in a qualitative study will never exist without the consistency of the data. When the credibility of aspect has been fulfilled, the consistency aspect of the data itself is not questioned anymore.

The selected texts were read and re-read again to examine them in certainty and stability to achieve consistency. The texts should be coherent with the research questions. Thus, the process of collecting and analyzing them were examined by matching the research questions with the results of the data collection.

3. Conformability

In a study, one can maintain a balance in reporting research results without compromising the objectivity of research results. There is an opinion that is not always true in which qualitative research is considered more subjective because it relies on personal interpretation of the researcher. Interpretation by the researcher was actually not only unsupported by the data interpretation; interpretation made by the researcher of course taking into account the completeness of the data so that the conclusions drawn can describe actual facts.

Finally, the data findings of this research were triangulated by two other students to avoid such subjectivity. Besides, the theory of this research were

consulted with the supervisors who had mastered the theory in which the data findings were related.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of two parts. They are findings and discussion. Findings and discussion are presented based on the research questions that are related to the occurrence of characters and techniques of integrating characters in the texts of an English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.

The data gained are presented in the form of tables in the finding section, they are Table 4.1 and Table 4.2, while the complete data are presented in the appendices. Furthermore, to clarify the results of the study, the data described in the form of analysis in the next sub-section, that is discussion section. The results of the analysis are expected to be a description of the occurrence of characters and techniques of integrating them in the texts of an English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.

A. Findings

1. Characters in the Texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*

From the analysis of 33 texts, there are 18 characters that are described by *Kemendiknas* and some other characters in the texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*. The 18 characters described by *Kemendiknas* are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy,

curiosity, nationalism, patriotism, appreciation, friendliness/communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. The frequency of those characters found in the texts can be seen in Table 4.1 below.

Table 4.1: The Data Findings of Characters in the Texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*

No.	18 Characters	Frequency	Percentage
1.	Religiousness	6	6.9%
2.	Honesty	4	4.6%
3.	Tolerance	2	2.3%
4.	Discipline	3	3.4%
5.	Perseverance	10	11.5%
6.	Creativity	6	6.9%
7.	Independence	1	1.2%
8.	Democracy	2	2.3%
9.	Curiosity	8	9.2%
10.	Nationalism	3	3.4%
11.	Patriotism	3	3.4%
12.	Appreciation	7	8%
13.	Friendliness/ communication	8	9.2%
14.	Love of peace	3	3.4%
15.	Reading interest	1	1.2%
16.	Environmental awareness	1	1.2%
17.	Social awareness	13	15%
18.	Responsibility	6	6.9%
Total		87	100%

Some other characters that are found in the texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* are healthy lifestyle care, cooperation, rational thinking, patience, respect, optimism, bravery, caution, gratitude, wisdom, fairness, and politeness with the occurrence of the data is from one to five times only. Cooperation is the one that is found in five data.

2. Techniques of Integrating Characters in the Texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*

Characters in the texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* are integrated through two kinds of techniques which are implicitly and explicitly. By analysing each text, techniques of integrating characters are presented in Table 4.2 as follows

Table 4.2: **The Data Findings of Techniques of Integrating Characters in the Texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program***

Techniques of Integrating Characters	Frequency	Percentage
Implicitly	92	82.9%
Explicitly	19	17.1%
Total	111	100%

Table 4.2 shows that characters in the texts of English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* are mostly delivered implicitly.

B. Discussion

1. Characters in the Texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*

Characters found in the texts of English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* are described in this part by providing the examples from the data. Those characters are 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 other characters that are not described by *Kemendiknas*.

a. Religiousness

Naim (2012: 124) defines that religiousness is the appreciation and implementation of religion in everyday life. Thus, it becomes clear that religiousness is a very important character to form the character. Naim (2012: 125) emphasizes that in terms of character building, the religious aspect needs to be invested to the maximum. Here is an example of religiousness found in the text.

In the first place, it is against the teaching of major religions, especially Islam. It is a form of idolatry and the biggest sin of all. In Islam, this is an unpardonable sin.

(4/L2/P34-35)

‘It’ in the sentence refers to ‘superstition’. Religiousness contained in those sentences of Text 4 entitled *Superstition is Superstition* is that people should not believe in other powers except God or Alloh in Islam. As stated above, superstition is a form of idolatry that is the biggest sin of all. Therefore, it is clear that people are prohibited to believe in such kind of idolatry.

Another example of religiousness found in the text below.

Whatever the case is, dealing with cartmen and helping them to improve their life is a noble commitment. We can always learn from our religious teachings that helping the orphans and the poor is a noble deed blessed by God.

(9/MS1/P56)

Paragraph above has religiousness that is stated clearly from the sentence '*We can always learn from our religious teachings that helping the orphans and the poor is a noble deed blessed by God.*' This sentence emphasizes that every religion always teaches people to help others who need a hand including the orphans and the poor like cartmen in this text. Religiousness that is conveyed here is the teaching to help each other. As a fellow human being, every religion teaches to help those who need our help although they are people we do not know. How wonderful if everyone runs this religious teachings so that each person has within him a sense of caring for the suffering of others.

Religiousness also can be found in the following sentence.

Orphans are the children of God, says God in the Holy Book, and whoever helps orphans God will provide an abundance of rewards. So for us, the children represent the possession of God. Neglect them, and we neglect God.

(30/L12/P211-213)

The piece of sentences above is said by Mr. Budhi as the one who manages the orphan in Text 30. What Mr. Budhi said in the text above teaches people to help orphans because he believes that orphans are the children of God that should not be neglected. This belongs to religiousness character as mentioned that this belief is stated in the Holy Book. If people want to get an abundance of rewards, helping orphans sincerely is a good action to do.

b. Honesty

Honesty can be learnt from Text 4 entitled *Superstition is Superstition* (4/L2/P34-35). The text informs about the issue of "SMS *santet*" that causes civic

unrest. From the first paragraph, it is stated that a text message received from numbers starting with 0866 or 0666 could turn the colour of a cell phone and hurt, or even kill, the receiver. Then, the next sentence says that the police and religious leaders called on the public to stay calm, saying that it was all a hoax. A hoax is a plan to deceive someone or a trick. By giving the statement that it was all a hoax, it means that the issue is not true and it breaks the essence of honesty. People should not spread the issue that is not true. Moreover, the issue causes many bad impacts to others. It teaches people to be honest to others.

Another example of honesty can be learnt from the role of taxi driver in Text 6 entitled *What's the name of the tree?* (6/L3/P52-53). He always gives true information about the trees to the foreign tourist or the passenger based on his knowledge. Here is the example of their conversation:

So, when they passed a field of tobacco plants, he said, **"This is tobacco, Sir. Farmers in this area produce high-quality tobacco."**

"How long do they grow the plants?" the tourist asked, not very excitedly.

"About three or four months, Sir," the driver answered. **"And then, the farmers will be happy because they will have a lot of money from selling their tobacco."**

"Oh, really?" The tourist said. "In my country, we grow tobacco only in one month"

The taxi driver was rather surprised, but he didn't say anything. A while later, they passed a garden of mango trees. **"On your left, Sir, are mango trees,"** he explained. **"We have quite a lot of mangoes here. Each mango has a special taste."**

"How long do they grow mango trees?" the tourist asked, still not very excitedly.

"That varies, Sir," the driver answered. **"Some needs five years to bear fruit. Some already have fruits in 3 or 4 years. Others may take 5 to 6 years."**

Another role that represents the icon of honest person is the woodman in Text 24 (24/L9/P168). The text tells about an honest but poor Woodman who lost his axe in the pool. When he was sad, the god Mercury suddenly appeared and helped him to find his axe by diving into the pool. The Mercury brought up the golden axe then the silver one to be given to the Woodman but he said that they were not belong to him honestly. He said that his axe was just an ordinary one with a wooden handle.

The woodman is poor but he is still honest about his real axe instead of accepting the golden and silver axe. This kind of person is rare to be found in this era where almost everything needs money to solve the problems and everyone can do anything to get the wealth including by saying lies. Although it is just a fiction story, but people still can learn to be an honest person like the woodman in this story.

c. Tolerance

The example of tolerance can be found in the following sentences.

On one fine afternoon, a taxi was passing in moderate speed along the road leading to the lake. Inside was a foreign tourist who didn't seem to be as happy as he should be. The driver, who was able to speak English, not very well though, was trying to do his best to make his guest enjoy his trip.

(6/L3/P52-53)

The sentences are found in paragraph 1 of Text 6. It shows how tolerant the taxi driver is. Knowing that his passenger is not in a good mood, he tries to make him enjoy the trip even though he is not very capable in speaking English. Sometimes people does not care about others' business or their condition. However, the taxi driver in this text is not included in that categorization of

people. Actually, he can just drive as usual without trying his best to make the passenger enjoy the trip. His action shows that he is a tolerant person who cares about others' condition even though that another person is a stranger to him.

Another tolerance exists in the sentence below.

Carried on the HNLMS Evertsen to Nusalaut, Tiahahu was the only captured soldier not punished; this was due to her young age.

(10/L4/P61-62)

Tiahahu (Martha Tiahahu) is a female hero of Indonesia. The sentence above exists in paragraph 3 of Text 10. The text is about her biography and the sentence is a part of her story when she was captured by Dutch troops. Although Dutch troops are the enemy in the text, the tolerance character appears in their action when they did not punish Martha Tiahahu by considering that she was still young at that time. It seems that they are not cold-hearted or not too cruel to still punish the young one. It can be said that they still have tolerant attitude in themselves even just in that case.

d. Discipline

Discipline can be learnt from Text 3 (3/L2/P22-23) about the scientific method of problem solving. Being disciplined is one of the keys in doing the scientific method of problem solving as mentioned in paragraph 4 below:

This means that you must treat the two trees in the same way. For example, if you water the experiment tree, you must also water the control tree. If you give fertilizer to the experiment tree, you must do so to the control tree.

(3/L2/P22-23)

What the observers or the researchers must do contains discipline. Discipline in this case is about following the rules well. ‘You’ in the text above refers to the researcher or observer. From the example above, he should follow the rules in treating the two trees in the same way. By being disciplined in following the rules, he will not ruin the results of the experiment or even will succeed it.

Another example of discipline is shown in Text 22 (22/L8/P151). The text is about The Baliem Valley Cultural. In the last paragraph, discipline is emphasized from the underlined phrase below.

As in previous years, a number of attractions and competitions were held on four consecutive days (August 8-11, 2008).

(22/L8/P151)

The underlined phrase ‘*As in previous years*’ infers that they held the event routinely at least for two years in succession. It is an action that indicates orderly behaviour which is the essence of discipline.

Text 31 (31/L12/P220) also delivers discipline. The text tells ‘the writer’ who meets a beggar on the way home. In paragraph 1, he shows that he is a disciplined man who obeys the rule as follows:

It was almost 5 o’clock in the afternoon, and the writer left the school on his motorcycle. He stopped at Merdeka junction because of the red light.

(31/L12/P220)

The red light is the traffic sign that symbolizes the rider to stop. A traffic sign is also the rule that should be obeyed by people on the road to keep the

safety. The writer gives a good example of being disciplined on the road. He stopped because of the red light.

e. Perseverance

Text 2 entitled *Global Handwashing Day: Children lead the way in Afghanistan, Somalia and Mozambique* (2/L1/P16-17) contains perseverance in paragraph 2 below:

To raise awareness of the benefits of handwashing with soap – and the dangers of diarrhoeal disease and pneumonia, which can be caused by poor hygiene – drawing contests, games and events have been organized for schoolchildren in 34 Afghan provinces today. Public service announcements are running on radio and television, and in national newspapers, as well.

(2/L1/P16-17)

The organizers are those who show perseverance in this text. It can be seen from their effort to raise awareness of the benefits of handwashing with soap and the danger of diarrhoeal disease and pneumonia. They draws many activities such as contests, games and events for schoolchildren in 34 Afghan provinces. Because of that, they also promotes the activities in many ways in order to achieve their goals.

Then, perseverance can be learnt from Martha Tiahahu in Text 10 (10/L4/P61-62) as well. She is a woman but she is very hard-working to fight against the Dutch. She joined in some battles bravely. Although she had ever been captured by the Dutch troops, she continued to fight when she was released. It teaches the readers that people should not give up easily on something they are fighting for no matter how hard it is.

There is another role who shows perseverance. He is the Woodman in Text 23. The Woodman is a fiction character in the story. Paragraph 1 below shows that he is a hard-working man:

A poor but honest Woodman lived in a village near a forest. One day, he went out to cut down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not as sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the water in the pool.

(23/L9/P155-156)

His perseverance is implied in the underlined sentence. It is stated that he had been working since sunrise until late in the day. It shows that he is a hard-working person who works all day long until he was tired and his strokes were not as sure as they had been early that morning.

f. Creativity

Text 8 (8/L3/P54-55) contains the example of creativity. Overall, the text is about the explanation of bonsai. The first paragraph contains creativity that can be seen from the definition of bonsai in this paragraph:

Bonsai is the art of dwarfing trees or plants and developing them into an aesthetically appealing shape by growing, pruning, and training them in containers according to prescribed techniques.

(8/L3/P54-55)

Another text that contains creativity is Text 21 (21/L8/P146-147). The text is about various Indonesian dances. The following sentence is the example of creativity.

Traditional dances from Sumatra, Kalimantan, Sulawesi, Bali, Nusa Tenggara, Irian Jaya, and many other islands in Indonesia have

movements in various styles and qualities which carry messages or symbols about important aspects of life.

(21/L8/P146-147)

It indicates how creative Indonesian people are. The existence of so many traditional dances with movements in various styles and qualities and certain messages is the result of creativity. This creativity can be found in paragraph 3 as well:

Indonesian traditional dances are commonly grouped into three categories: simple, folk, and classical.

(21/L8/P146-147)

Still about Indonesian culture, Text 29 entitled *The Wayang* (29/L11/P202) show creativity as well. This text explains about *Wayang* and its kinds. It has been known that *Wayang* is Indonesian cultural heritage that is very wonderful in terms of the stories, the appearances, the kinds, the traditional music, the concept as a whole package, and even the skills of the '*dalang*' who directs the certain kinds of *Wayang* such as *wayang kulit* and *wayang golek*. Without creativity, the idea of *Wayang* will never exist.

g. Independence

Independence is found once Text 3 (3/L2/P22-23) about scientific method of problem solving. In doing scientific method of problem solving, the researchers or the observers should do it independently. It can be seen in the sentence of paragraph 4:

So, you go out to your garden and choose two mango trees that do not bear fruits for a long time.

(3/L2/P22-23)

Another example is also found in the sentence of paragraph 5:

Fourth, drawing a conclusion, you watch what happens at the end of your experiment.

(3/L2/P22-23)

Being independent is not only when conducting the research or the experiment, but also when doing other activities. It is a kind of application of human's attitude as the individual creature. It is true that human beings are also parts of society that are always related to others, but in some cases, they need to be independent especially in doing their own job or duties.

h. Democracy

The example of democracy is in the text about The United Nations/UN (25/L10/P185-186). Paragraph 1 informs the short history and its main purposes in which one of them is to promote respect for human rights and fundamental freedoms. Paragraph 2 explains six major organs as the equipment to enable it to work towards the goal. One of those majors is the General Assembly that is an international forum for debating world issues. Although it has no power to force its decision on any government, its recommendations carry moral weight as an expression of world opinion. As a whole, The United Nations (UN) can be said as the organization that emphasizes democracy in it. It proves how important democracy is in which such great organization as The UN considers it as one of its main purposes.

Democracy can be found in the first paragraph of Text 14 entitled *Seven Illegal AFGHANS Stage Hunger Strike in Mataram* as follows.

Seven illegal immigrants from Afghanistan are staging a hunger strike that began on Wednesday in the West Nusa Tenggara, the capital of Mataram. They demanded that the UN grant them refugee status and let them enter a third country.

(14/L5/P89-90)

Then, it can be found in the next paragraph too:

Jakfar one of the immigrants, said that they were very disappointed with the United Nation High Commissions for Refugee (UNHCR) for neglecting them. “We want them to send us to a third state right away. We don’t want to wait any longer and we don’t want to go back to Afghanistan,” he said.

(14/L5/P89-90)

The underlined sentences are those that show democracy. What they do is the example of being democratic in which they convey their aspiration freely. They are not afraid in conveying their aspiration because they do it based on the principle of democracy.

i. Curiosity

Text 3 (3/L2/P22-23) about the scientific method of problem solving contains curiosity as in paragraph 2 below.

First, asking a question, you ask the question: “Is chopping the bark of the trunk will make the tree bear fruits?” This question comes up as the results of your observation that your mango tree has not borne mango for a long time.

(3/L2/P22-23)

Those sentences teach people to have curiosity in themselves. It is important to be curious about everything around them even if it is a small thing. Being curious is a right way that will make them get new knowledge which will be beneficial for them. As the continued action of this curiosity, doing observation is the one that is suggested in the text. It is a good example because it is better not to ignore the curiosity.

Besides the example above, curiosity is shown in Text 6 entitled *What's the name of the tree?* (6/L3/P52-53). The text tells a conversation between a taxi driver and a foreign tourist as his passenger. The one who shows curiosity in this story is the passenger. Whenever the taxi driver shows and explains the trees that they see, the foreign tourist shows his curiosity. He always asks the driver about how long it takes to see them grow. He asks because he wants to know in order to make him able to compare with the one in his country.

The text tells about three woman scientists (17/L6/P114). Curiosity is shown from the reaction of Dr. Saniskovska and Dr. Robots when Dr. Bears says that her country will be the first to land a person on the sun as follows.

Dr Saniskovska and Dr Robots were of course very surprised. "Wow, but what about the heat and light of the sun? Have you developed material that won't melt under the heat of the sun?" Dr Saniskovska asked very excitedly. "And what about the sun's radiation? Ho would you protect your astronaut from the sun's radiation?" asked Dr Robots not less excitedly.

(17/L6/P114)

j. Nationalism

Nationalism can be learnt from the text entitled *Martha Tiahahu* (10/L4/P61-62). Martha Tiahahu is a female hero of Indonesia. Therefore it is no doubt that she has nationalism. How she fight against the Dutch in several battles proves of that. Of course Indonesian people do not have to do the same way as Martha Tiahahu because Indonesia has already gotten its freedom. However, there are still many things to do as proves of being nationalistic such as being proud of this country and trying our best to develop this country on any aspects we can do.

The same as Martha Tiahahu, Text 11 about Commodore Yosaphat “Yos” Sudarso (11/L4/P76-77) also the example of nationalism. Commodore Yosaphat Sudarso as known as Yos Sudarso is one of the Indonesian heroes as well. He was an Indonesian naval officer killed in a fight between Dutch and Indonesian vessels. He sacrifices his life to struggle in fighting against Dutch. It is the prove that he has nationalism in himself.

Another example of being nationalistic nowadays is by celebrating Indonesia’s Independence Day. It can be found in the following sentence.

This year’s cultural event was organized to coincide with Indonesia’s August 17 Independence Day celebrations.

(22/L8/P151)

The sentence above exists in Text 22 about The Baliem Valley Cultural. It is stated that this year’s cultural event is a form of celebration in Indonesia’s Independence Day. Celebrating that day means that they respect the heroes’ struggle in getting the freedom for Indonesia. It is the example of nationalism character.

k. Patriotism

Patriotism can found in Text 21 (21/L8/P146-147). The text is about various Indonesian dances. Patriotism can be found from the first sentence in the first paragraph, *‘Indonesia is blessed with amazing cultural heritages in the form of dances.’* It also can be found in the last sentence of this paragraph: *‘For a long time, people all over the world have admired the beauty of the various traditional dances of Indonesia.’* These sentences emphasize that people should be proud of Indonesia.

Another example of patriotism is found in Text 22 about The Baliem Valley Cultural (22/L8/P151). Having this kind of event to attract tourists is a form of patriotism because it proves that they love the country and proud of it as stated in this sentence, *‘The event offers tourists with an excellent reason to visit charming Wamena.’*

Text 29 entitled The *Wayang* (29/L11/P202) also shows patriotism in it. The text explains about *wayang*. It explains the definition and kinds of *wayang*. By reading this text, people will feel proud of Indonesia because this cultural heritage is designated as a Masterpiece of Oral and Intangible Heritage of Humanity by The UNESCO as stated in the last paragraph as follows.

The UNESCO designated wayang kulit as a Masterpiece of Oral and Intangible Heritage of Humanity on 7 November 2003. In return for the acknowledgment, this world organization requires us to preserve the wayang as one of our rich cultural heritages.

(29/L11/P202)

I. Appreciation

The example of appreciation is found in Text 16 about the conversation between President Zegger and President Lambas. They mutually appreciate each other's own as follows.

Presently, President Zegger looked at President Lambas' wrist watch and suddenly said to him, “Monsieur Lambas, that's a beautiful watch you're wearing.”

In the end, President Lambas also shows his appreciation:

After a while, President Lambas looked at his friend and said, “What a beautiful wife you have, Mister Zegger.”

(16/L6/P114)

Appreciation is also shown in Text 24 (29/L9/P168). In this text, the God Mercury appreciates the Woodman's honesty. The Woodman refused the golden and silver axes that the Mercury offered because he claimed that those axes do not belong to him. This is the piece of the text that shows appreciation:

"I admire your honesty," he said, "and as a reward you may have all three axes, the gold and the silver as well as your own."

(24/L9/P168)

Text 29 entitled *The Wayang* (29/L11/P202) gives the example of appreciation as well. The appreciation is given to the *wayang* by The UNESCO. This character exist in the last paragraph of the text below:

The UNESCO designated wayang kulit as a Masterpiece of Oral and Intangible Heritage of Humanity on 7 November 2003. In return for the acknowledgment, this world organization requires us to preserve the wayang as one of our rich cultural heritages.

(29/L11/P202)

m. Friendliness/ communication

Friendliness/ communication can be learnt from Text 6 entitled *What's the name of the tree?* (6/L3/P52-53). This text tells a conversation between a foreign tourist and a taxi driver. The conversation happens in a taxi about the trees that they pass by. The taxi driver is communicative and friendly. He does not just drive but also tries to communicate with the foreign tourist as his passenger.

The relationship between two countries also shows friendliness/ communication. This kind of relationship exists in Text 13 entitled *Pakistan, RI to Sign Trade and Business Pacts* (13/L5/P89-90) and Text 15 entitled *Thai-*

Malaysia Talks Focus on Security Development (15/L5/P91). Both of the texts are about the cooperation in developing certain aspect for their benefit. According to the title, Text 13 is about the cooperation between Pakistan and RI or Indonesia in the aspect of business, while Text 15 is about the cooperation between Thailand and Malaysia in the aspect of security. The cooperation will not happen without the existence of friendliness/ communication character between them.

n. Love of peace

Love of peace can be found in the text entitled *Superstition is Superstition* (4/L2/P34-35). This text is an example of how such phenomenon can causes civic unrest. It againts love of peace character. Keeping the peace is not only about avoiding war, it is also about not making any disturbance in the society. The rumour about “SMS *santer*” in the text is categorized as the disturbance because it makes people feel worried. When every person has love of peace in himself, this kind of rumour will not spread across the country and the society will live in peace.

If the text entitled *Superstition is Superstition* is the example of not applying love of peace character, Text 15 entitled *Thai-Malaysia Talks Focus on Security Development* (15/L5/P91) is the contrary. Based on the title, it is already said that the whole text is about the development of security in those countries, Thailand and Malaysia. The text is about the cooperation between Thailand and Malaysia to boost security. This is an action to keep the peace. Therefore, love of peace exists in this text.

Another example of love of peace is in the text about The United Nations/UN (25/L10/P185-186). Paragraph 1 informs the short history and its main purposes in which one of them is to save the coming generations from wars. Paragraph 2 explains six major organs as the equipment to enable it to work towards the goal. One of those majors is The Security Council that is responsible for the maintenance of international peace and security.

Then, paragraph 3 is begun with the sentence *'Since its establishment, the United Nations has developed and had impacts in the resolution of wars and the keeping of peace of the world.'* As a whole, The United Nations (UN) can be said as the organization that cares about maintaining the peace around the world. It proves how important love of peace character is in which such great organization as The UN puts the peace in one of its main purposes.

o. Reading interest

There is only one reading interest found amongst 33 texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*. It is found in the sentences below.

So, you go to the library, browse in the Internet, or do similar activities to find information that support your hypothesis. You will find a lot of information about this subject and you need to work out a theory that chopping tree bark will make the tree bear fruits.

(3/L2/P22-23)

The sentences above exist in Text 3 about scientific method of problem solving. In doing experiment, the researchers or the observers should make hypothesis before doing the experiment. In building the hypothesis, they have to find some information to gain their knowledge. Therefore, they are suggested to

do activities as stated in the text. It is clear that going to the library, browsing the Internet, or doing similar activities including reading the books are the example of activities to build reading interest character. Moreover, in the next sentence, it is said that it can help people to find a lot of information which is emphasizing the importance of reading interest. Reading interest is important to be built in the students' character in order to make them aware that there are too many things that they need to know in this world. However, this book just delivers it once through the context of doing research. It will be better if this character appears more considering how important this character is.

p. Environmental awareness

Like reading interest, there is only one environmental awareness found amongst 33 texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*. It is found in Text 23 that tells Young Banyan Tree, a young tree in the jungle that is not satisfied with his role (23/L9/P155-156). Environmental awareness can be learnt from the paragraphs below.

Once upon a time, five greedy illegal loggers came to the jungle to exploit the wood. Not only did they cut the trees for money but they also hunted the animals for pride and pleasure. For them, "enough" is not enough and for their greediness, this world is not enough.

The five illegal loggers stood in front of Small Banyan Tree. They did not care whether it was still not old enough to cut. They prepared their tools. They tied Young Banyan Tree with thick rope. One of the, held an axe and was ready to cut Young Banyan Tree.

(23/L9/P155-156)

The five illegal loggers in the story are the example of people who do not care about the environment. They did not care whether it was still not old enough

to cut. They did not only cut the trees, but also hunted the animals. It is not a good example to be done. People should show environmental awareness. People need good environment to live. Therefore, it is important to keep it from the destruction.

q. Social awareness

People are not just an individual creature but also a social creature that sometimes need others in particular condition. Social awareness can be found in Text 1 (1/L1/P5). The text informs the condition of Africa as one of the poorest continents on Earth. It gives 10 facts about the actual numbers behind Africa's poverty crisis and the negative impacts including hunger, disease, and a lack of basic necessities like electricity, water and sanitation. Social awareness is implicitly delivered by showing the facts in Africa that can make the readers want to help them or at least have sympathy for their suffering.

Another example of social awareness exist in Text 9 (9/MS1/P56). The text is about cartmen. Social awareness covers almost the whole text. It explains the condition of cartmen that can move the readers' hearts to help or at least have sympathy for them. This is the social awareness contained in paragraph 1:

Cartmen are people who live in a wooden cart as their house in which they do their living activities. They put their clothes, foods, and other living needs in the cart which is not big enough to accommodate the family.

In paragraph 2:

Cartmen often face difficult problems, especially when there is an official raid. It can be so saddening if all they possess is taken away by the guards. Some of them have not had the bad luck of being raided by the city police, but many of them have. In this case, it costs them everything. They lose all their things, they cannot get money from collecting trash, and they must stay in a detention house.

(9/MS1/P56)

Social awareness can be found in Text 31 (31/L12/P220) too. The text tells ‘the writer’ who meets a beggar on the way home. A beggar approaches him when he stops at Merdeka junction because of the red light saying that he and his little sister haven’t eaten. The writer ignored the boy beggar and continued his journey after the light changed to green. In the last paragraph, the writer regretted what he had done before to the beggar. It shows that he still has social awareness in himself.

r. Responsibility

The example of responsibility is found in paragraph 3 of Text 9 (9/MS1/P56) about cartmen. This is the following paragraph.

A city administrator says that cartmen are not citizens of the place. They come from afar to collect money, not to look for food. He further says that it is overacting to be sleeping in carts. The city has provided cheap apartments for houseless people to live. They have given apartment units for some cartmen. The city has also built some community houses for houseless people. These cartmen can be given access to these community houses. Managing cartmen is not an easy conduct. The official says that their duty is mainly to provide them with basic needs. Other things are the responsibilities of other departments. For example, for the problem of education, they need the involvement of the education office; for the problem of work, they need help from the workforce office; and so on. In addition, the cooperation of local and regional governments from other places can also be a significant help to the solution of the problem. However, they hope that, by giving these cartmen basic needs, they can change these people’s mindset from asking to giving.

(9/MS1/P56)

According to the paragraph above, the administrator or the city shows their responsibility to the cartmen by providing the cheap apartments and by providing them with basic needs. One of the duties of government is to solve social problems such as cartmen in this text. This paragraph proves that the government of the city is being responsible in doing their duties.

If the previous example integrates responsibility by giving the form of responsibility done by the government to solve the social problem, Text 20 entitled *Scientists Warn of Cancer Risk for Cell Phone Use* (20/L7/P133) tries to integrate it by suggesting to be responsible in solving the social problem. This is the last paragraph of the text that contains responsibility.

Every child is using cell phones all of the time, and there are three billion cell phone users in the world. The situation is as critical as any other public health issue. Everyone shares responsibility of this issue and helps governments and other bodies to find solutions to the problem.

(20/L7/P133)

It is stated that everyone shares responsibility of cancer risk for cell phone use. Therefore, as a form of responsibility, they should cooperate each other to help governments and other bodies to find solutions of the problem.

Another example of responsibility is taught by Mr. Budhi in Text 30 (30/L12/P211-213). Mr. Budhi is the one who manages the orphanage. The following paragraph depicts his actions as a form of responsibility in doing his duties.

“Orphans are the responsibility of the government. In this place, we raise orphans, children from poor families, and stray children and help them to grow as other children grow. We educate them to become members of the society who have high moral and intellectual integrity, are honest and well-behaved, and possess the necessary skills to support an independent life.”

(30/L12/P211-213)

s. Other Characters

Some other characters that are found in the texts of English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* are healthy lifestyle care, cooperation, rational thinking, patience,

respect, optimism, bravery, caution, gratitude, wisdom, fairness, and politeness. Among those additional characters, cooperation is the one that is the most frequent happened.

Text 15 entitled *Thai-Malaysia Talks Focus on Security Development* (15/L5/P91) is the example of cooperation that is found in the text. The text is about the cooperation between Thailand and Malaysia to boost security. Their cooperation itself is a kind of good relationship. Moreover, in the second paragraph, the importance of being cooperative is stated explicitly: “*We agreed that close cooperation is important in order to fight crime groups operating in the area.*” Thai Prime Minister told reporters after talks with his Malaysian counterpart.’

Healthy lifestyle care is also found in some texts. One of the examples is in Text 2 entitled *Global Handwashing Day: Children lead the way in Afghanistan, Somalia and Mozambique* (2/L1/P16-17). The main character that is shown from the text is healthy lifestyle care. The whole text supports one of the healthy lifestyle actions that is handwashing with soap. In paragraph one, the importance of handwashing is integrated explicitly by this sentence: ‘*Million of children in 70 countries around the world are marking the first-ever Global Handwashing Day with a simple act that will protect them from disease and save their lives.*’

Characters that are found excluding 18 characters described by *Kemendiknas* show that the author want to integrate additional characters that also exist in the society like cooperation, healthy lifestyle care, rational thinking,

patience, respect, optimism, bravery, caution, gratitude, wisdom, fairness, and politeness. These characters are needed to form students' character create a better society.

2. Techniques of Integrating Characters in the Texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*

a. Implicitly

The example of character that is integrated implicitly can be found in Text 13 entitled *Pakistan, RI to Sign Trade and Business Pacts* (13/L5/P89-90). The whole text contains friendliness/ communication character in which Indonesia and Pakistan cooperate in trade and business matters. This friendliness/ communication can be found by reading the whole text. There is no specific information that shows the existence of friendliness/ communication.

Another implicit character is discipline. It is integrated implicitly in Text 31 (31/L12/P220) through this sentence:

It was almost 5 o'clock in the afternoon, and the writer left the school on his motorcycle. He stopped at Merdeka junction because of the red light.

(31/L12/P220)

This sentence shows that 'the writer' in this text is a disciplined man who obeys the rule. It has been known that the red light is the traffic sign to stop the riders. This is one of the rules on the road. Obeying the rule means that the writer in this text has disciplined character. This text does not say explicitly that the writer is a disciplined man, but it can be found implicitly in the sentence.

Social awareness is found implicitly in Text 32 (32/L12/P223-224). The text informs the statistics data of poverty in Indonesia. By knowing this fact, the readers will have sense to develop social awareness in themselves. In this text, there is no explicit information that social awareness exists. However, this text provides information to develop social awareness for the readers.

b. Explicitly

One of the characters that integrated explicitly is reading interest (3/L2/P22-23). In paragraph 3, reading interest is integrated explicitly through these sentences:

So, you go to the library, browse in the Internet, or do similar activities to find information that support your hypothesis. You will find a lot of information about this subject and you need to work out a theory that chopping tree bark will make the tree bear fruits. (3/L2/P22-23)

It is clear that going to the library, browsing the Internet, or doing similar activities including reading the books are the example of activities to build reading interest character. Moreover, in the next sentence, it is said that it can help people to find a lot of information which is emphasizing the importance of reading interest.

Text 4 entitled *Superstition is Superstition* (4/L2/P34-35) integrates religiousness explicitly too. It exists in the last paragraph below:

In the first place, it is against the teaching of major religions, especially Islam. It is a form of idolatry and the biggest sin of all. In Islam, this is an unpardonable sin.

(4/L2/P34-35)

“It” in this paragraph refers to superstition. This paragraph teaches that superstition is a form of idolatry and the biggest sin of all in Islam. Idolatry is an unpardonable sin so that people is not allowed to do this.

Another character that is integrated explicitly is appreciation in Text 29 entitled *The Wayang* (29/L11/P202). Appreciation can be found in the last paragraph below.

The UNESCO designated wayang kulit as a Masterpiece of Oral and Intangible Heritage of Humanity on 7 November 2003. In return for the acknowledgment, this world organization requires us to preserve the wayang as one of our rich cultural heritages.

(29/L11/P202)

It is stated explicitly that The UNESCO appreciates *The Wayang* by designing it as a Masterpiece of Oral and Intangible Heritage of Humanity. Therefore, appreciation exists in this text.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions in chapter IV, there are two conclusions that can be drawn in this research. They are the characters and the techniques of integrating characters in the texts of English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*.

Related to the first objective of this research, characters that are found in the texts of English textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* cover 18 characters described by *Kemendiknas*. Those characters are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/ communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. From those 18 characters, social awareness character is the most dominant with the percentage of 15%. Meanwhile, independence, reading interest, and environmental awareness characters stand in the lowest position with only 1.2%.

The dominance of social awareness character implies that the author wants to raise the students' social awareness of students to other human. The texts in this book cover more social themes than others. This may imply that the character that wants to be prioritized in this book is the character that is related to relationship of one human with other humans as a social being. In addition to the 18 characters described by *Kemendiknas*, other characters are found in the texts. They are healthy lifestyle care, cooperation, rational thinking, patience, respect, optimism,

bravery, cautious, gratitude, wisdom, fairness, and politeness with the occurrence of the data is from one to five times only. Cooperation is the one that is found in five data.

Furthermore, this research also studies the techniques of integrating characters in the texts of English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*. Techniques of integrating characters that are found in the texts consist of two techniques, namely explicit and implicit technique.

The integrating technique of characters implicitly is more dominant in the texts of this book. This is in accordance with the development of the students' power of reason and power of thought who are able to think abstractly. At this stage, students have been able to think critically and to understand the implied meaning. In addition, students have been able to solve the problem logically by involving various related problems. This shows that the author seems to pay attention to the cognitive and affective aspects of the students.

B. Implications

Based on the conclusions above, some implications can be derived theoretically and practically as follows:

1. Theoretical Implications

The results show that the texts of English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program* has already covered all of the 18 characters described by *Kemendiknas*. Moreover, it also

covers other characters. It can be said that this book is relevant to the Curriculum 2013 although some characters still need to be integrated more such as reading interest, independence, and environmental awareness that only appear once. By knowing the characters that are mostly delivered implicitly, the teachers and the students are expected to accept the message given by the author through the texts of this book. The preparation of the next textbooks either by *Depdiknas* or other publishers need to adjust the function and the purpose of national education and the policy of character development of the nation.

2. Practical Implications

Practically, the results of this study can be used as an input or additional information for the author to pay attention to elements of the integrated character education in the textbooks that they have written on the next occasion. For teachers, the results of this study can be used as a reference in choosing the materials and activities of good textbooks. Teachers can add, reduce, or adapt which material and activities that can support the students' competence in communication and also have positive characters to guide their ways of life. Moreover, the results of this study can be used as a practical consideration for the authors to be more careful in compiling textbooks for the sake of English learning and the formation of the positive character of learners.

C. Limitations

This study is attempted to obtain maximum results, but in reality there are still deficiencies that caused some limitations as follows.

1. This study used only one text book entitled *Contextual English for Grade XI of Senior High Schools Regular Program* by Platinum. Therefore, other studies using other published books still need to be done.
2. This study focused on the description of the form of character education in the English language textbooks. Other aspects such as the attitude of learners and teachers innovation when using this textbook were not been studied yet, so that further research is still needed.

D. Suggestions

Based on the conclusions, the limitations, and the implications, the researcher proposes some suggestions as follows.

1. For principals, supervisors, and head of education: They should pay attention to the circulation of textbooks used in schools. It is intended to support the integrated character education development in all subjects, especially English. In addition, they should pay attention to the condition of all educational components to support the implementation of character education.
2. For teachers who use English textbooks: They are expected to be more selective in choosing books or instructional materials and activities that already exist in the textbook for the application in the classroom. Teachers should be able to raise or deliver characters of character education in the material or activity explicitly. Teachers can apply contextual and cooperative learning so that these characters can be integrated optimally.
3. For the authors: They are expected to be more careful in typing the function of language in order to avoid typing errors. It is expected that the writers can use

the information from this research to write a book that not only support the success of students to communicate, but also has a strong positive characters. In addition, the author should be able to incorporate the materials related to their affective, cognitive competence. The authors of textbooks of English should critically observe and follow the guidelines and instructions of writing text books carefully and thoroughly in order to create a good book. Thus, learning English will have some significances, which can achieve competency goals and compose language skills as well as to establish a positive character learners.

4. For other researchers who want to conduct relevant research: This research is only focused on analysing the texts of one English textbook of Curriculum 2013. It will be better if other researchers who want to conduct relevant research can analyse other textbooks for the same or different grades and also analyze the implementation of the characters in the teaching learning process. They can make this study as additional information or reference.

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Appendices

Appendix 1: **The Findings of Characters and Techniques of Integrating Characters in the Texts of English Textbook entitled**
Contextual English for Grade XI of Senior High Schools Regular Program.

Note:

E : Explicitly

I : Implicitly

Code :

1/L1/P5 : number 1/ Lesson 1/ Page 5



MS: Mid Semester Test, S: Semester Test

Code	Data	18 Characters	Techniques		Explanation
			E	I	
1/L1/P5	Text 1	Social awareness		√	The text informs the condition of Africa as one of the poorest continents on Earth. It gives 10 facts about the actual numbers behind Africa's poverty crisis and the negative impacts including hunger, disease, and a lack of basic necessities like electricity, water and sanitation. Social awareness character is implicitly delivered by showing the facts in Africa that can make the readers want to help them or at least have sympathy for their suffering.
2/L1/P16-17	Text 2 (Global Handwashing Day: Children lead the way in Afghanistan, Somalia and Mozambique)	Perseverance Social awareness Religiousness Other characters: Healthy lifestyle	√	√ √ √ √	The main character that is shown from the text is healthy lifestyle care. The whole text supports one of the healthy lifestyle actions that is handwashing with soap. In paragraph one, the importance of handwashing is delivered explicitly by this sentence: <i>'Million of children in 70 countries around the world are marking the first-ever Global Handwashing Day with a</i>

Code	Data	18 Characters	Techniques		Explanation
			E	I	
		Care Cooperation	√		<p><i>simple act that will protect them from disease and save their lives.'</i></p> <p>Perseverance character can be seen from two paragraphs of this text as follows: Paragraph 2: <i>'To raise awareness of the benefits of handwashing with soap – and the dangers of diarrhoeal disease and pneumonia, which can be caused by poor hygiene – drawing contests, games and events have been organized for schoolchildren in 34 Afghan provinces today. Public service announcements are running on radio and television, and in national newspapers, as well.'</i></p> <p>This paragraph shows how hard-working the organizer is to succeed Global Handwashing Day.</p> <p>A sentence in paragraph 4: <i>'Salmo won a school essay competition with an account of how she came to understand the importance of handwashing with soap and her own efforts to get her friends to do so.'</i></p> <p>Salmo is the example of the one who is hard-working. It is proven from the fact that she won the competition and how she tries hard to persuade her friends to do handwashing with soap.</p> <p>A sentence in paragraph 4 implies social awareness character. That sentence is <i>'Water-borne diseases account for almost 20</i></p>

Code	Data	18 Characters	Techniques		Explanation
			E	I	
					<p>percent of deaths of children under five in Somalia, and only a quarter of Somalis have access to adequate sanitation facilities.’ This condition activates the readers’ sympathy for Somalis.</p> <p>In paragraph 5, there is a sentence <i>“I used to think when children suffer from diarrhoea, that it is punishment from God.”</i> This sentence contains religious character. It can be implied that ‘I’ in this sentence believes that the punishment from God exists. This belief is one of the aspects of religiousness character.</p> <p>There are two paragraphs that explicitly contain cooperation character. Those paragraphs are as follows. Paragraph 3: <i>“Schoolchildren, teachers, NGOs, government institutons and the communities ... are contributing to the prevention of diseases and deaths among the population, and particularly children,” said UNICEF Representative in Afghanistan Catherine Mbnegue.</i> What schoolchildren, teachers, NGOs, government institutons and the communities do is an example of cooperation character. They are contributing to the action cooperatively. Paragraph 6: <i>‘Salmo’s is among 90 schools participating in a week of activities in which more than 20.000 children are expected to take part.’</i> Once again, Salmo is the example of the</p>

Code	Data	18 Characters	Techniques		Explanation
			E	I	
					one who has the character in this text, that is cooperation character. She gives an example to the readers to cooperate in doing something beneficial.
3/L2/P22-23	Text 3	Curiosity Reading interest Independence Discipline Honesty	√ √	√ √ √ √	<p>The text explains the scientific method of problem solving. The problem that wants to be solved is mango tree that did not bear fruits for a long time. The scientific method begins with the curiosity. This is the first step of this method as stated in the last sentence of paragraph two, <i>'First, asking a question, you ask the question: "Is chopping the bark of the trunk will make the tree bear fruits?" This question comes up as the results of your observation that your mango tree has not borne mango for a long time.'</i> This sentence contains curiosity character in which in doing the scientific method, the observers or the researchers should have something that they want to know.</p> <p>In paragraph 3, reading interest character is delivered explicitly through these sentences: <i>'So, you go to the library, browse in the Internet, or do similar activities to find information that support your hypothesis. You will find a lot of information about this subject and you need to work out a theory that chopping tree bark will make the tree bear fruits.'</i> It is clear that going to the library, browsing the Internet, or doing similar activities including reading the books are the example of activities to build reading interest character. Moreover, in the next sentence, it is</p>

Code	Data	18 Characters	Techniques		Explanation
			E	I	
					<p>said that it can help people to find a lot of information which is emphasizing the importance of reading interest character.</p> <p>In doing scientific method of problem solving, the researchers or the observers should do it independently. It can be seen in paragraph 4: <i>'So, you go out to your garden and choose two mango trees that do not bear fruits for a long time.'</i> and in paragraph 5: <i>'Fourth, drawing a conclusion, you watch what happens at the end of your experiment.'</i> That is how independence character exists in this text.</p> <p>Being disciplined is one of the key in doing the scientific method of problem solving as mentioned in paragraph 4: <i>'This means that you must treat the two trees in the same way. For example, if you water the experiment tree, you must also water the control tree. If you give fertilizer to the experiment tree, you must do so to the control tree.'</i> What the observers or the researchers must do contains discipline character.</p> <p>Finally, in concluding the experiment, the researchers or the observers should be honest about the result. In paragraph 5: <i>'Fourth, drawing a conclusion, you watch what happens at the end of your experiment. After some time (it can be long, though), you will see the result of your experiment. If the</i></p>

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					<i>chopped tree bears mangos, then you accept your hypothesis, that is, the hypothesis is correct. If, on the other hand, it does not bear mangoes, then you reject your hypothesis; that is, the hypothesis is not correct.'</i>
4/L2/P34-35	Text 4 (Superstition is Superstition)	Religiousness Love of peace Honesty Another character: Rational thinking	√	√ √ √ √	<p>This text is about an issue of SMS santet that causes civic unrest. Generally, it contains rational thinking character in which people should not believe easily in that kind of issue in this modern, technological time because such phenomenon is a superstition as mentioned in the first sentence of the second paragraph: <i>'Such phenomenon is a superstition. How can this still happen in this modern, technological time?'</i> and in the last paragraph: <i>'Superstition is superstition, however digital it is. While it is an irrational backward phenomenon, at the same time it goes against modern ways of thinking.'</i></p> <p>This text also covers the religion point of view explicitly like in the last paragraph: <i>'In the first place, it is against the teaching of major religions, especially Islam. It is a form of idolatry and the biggest sin of all. In Islam, this is an unpardonable sin.'</i></p> <p>This text is an example of how such phenomenon can causes civic unrest. It is againts love of peace and honesty character because it is just a hoax, it cannot be trusted and unfortunately, this hoax makes people feel worry. By reading thistext,the</p>

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					readers can learn that honesty, religiousness, rational thinking, and love of peace character can prevent them from doing such horrible thing.
5/L3/P48-49	Text 5	Curiosity Creativity	√	√	<p>The text explains about horticulture. The curiosity character appears in the first paragraph: <i>'What will happen if we crossbreed a red rose and a white rose? Theretically, we will get one red rose, two pink roses, and one white rose. Sometimes, however, we will get three reds and one white. How do we know about these things? There is one branch of agricultural science which deals with a matter like these. It is called horticulture.'</i></p> <p>Creativity character can be learnt explicitly from what horticulturalists do in these sentences: <i>'They produce different kinds of food intakes for different parts of the plant. For example, if we want our plant to have good leaves, we can use the herb fertilizer. Plant geneticists work on various techniques of plant breeding such as hybridization, cross-breeding, grafting, etc. They produce new ways of plant breeding which are both interesting and unique.'</i></p>
6/L3/P52-53	Text 6 (What's the Name of the Tree?)	Communication/ friendliness Tolerance Curiosity Honesty		√ √ √ √	This text tells us a conversation between a foreign tourist and a taxi driver. The conversation happens in a taxi about the trees that they passes by. The taxi driver is communicative and friendly. He does not just drive but also tries to communicate with the foreign tourist as his passenger.

Code	Data	18 Characters	Techniques		Explanation
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		Other characters: Respect Optimism Patience	√	√ √	<p>In paragraph 1: <i>'Inside was a foreign tourist who didn't seem to be as happy as he should be. The driver, who was able to speak English, not very well though, was trying to do his best to make his guest enjoy his trip.'</i> It shows how tolerant the taxi driver is. Knowing that his passenger is not in a good mood, he tries to make him enjoy the trip even though he is not very capable in speaking English.</p> <p>Whenever the taxi driver shows and explains the trees that they see, the foreign tourist shows his curiosity. He always asks the driver about how long it takes to grow them. The taxi driver always answers it honestly as he knows. However, after knowing the answer, the passenger always responds to it by comparing to his country which is faster in growing the plants. It is a bad example of personality. A person should respect others because being disrespectful may hurt others' heart. Fortunately, the taxi driver is a patient person dealing with the tourist's response. He is not angry although the tourist always does that. He has optimism in himself as well. It is proven in this sentence: <i>'This time, the driver was sure that his guest would be interested.'</i> This sentence comes when the driver sees the <i>durian</i> trees after he failed to make the tourist amazed at some trees he showed before.</p>
7/L3/P54	Text 7	Perseverance		√	The text explains the development of civilization. It starts from

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		Creativity		√	the ancestors' discoveries like inventing language or discovering tools and weapons, learning to use fire. What they have done is a kind of example that people should always develop their life by being creative. This development continues to the hunting and gathering for survival, then finally arrives to the agricultural revolution. It is not just a result of creativity but also a result of perseverance character especially when people must do hunting and gathering for survival.
8/L3/P54-55	Text 8 (Bonsai)	Creativity Perseverance Appreciation		√ √ √	<p>Overall, the text is about the explanation of bonsai. The first paragraph contains creativity character that can be seen from the definition of bonsai in this paragraph: <i>'Bonsai is the art of dwarfing trees or plants and developing them into an aesthetically appealing shape by growing, pruning, and training them in containers according to prescribed techniques.'</i></p> <p>The next two paragraphs give explanation about how to grow bonsai. It is not easy so that perseverance character is needed to make it successful. Then, the last paragraph is a kind of appreciation of bonsai: <i>'Overall, <u>bonsai is a great interest, hobby or even profession to undertake.</u> Although famous theologians have claimed that it is actually 90% art to a 10% of horticulture, <u>it has to be said that a successful bonsai is most definitely a horticultureal masterpiece.</u></i></p>

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9/MS1/P56	Text 9	Social awareness Responsibility Religiousness	√	√	<p>The text is about cartmen. Social awareness character covers almost the whole text. It explains the condition of cartmen that can move the readers' heart to help or at least have sympathy for them. In paragraph 1: <i>'Cartmen are people who live in a wooden cart as their house in which they do their living activities. They put their clothes, foods, and other living needs in the cart which is not big enough to accommodate the family.'</i> In paragraph 2: <i>'Cartmen often face difficult problems, especially when there is an official raid. It can be so saddening if all they possess is taken away by the guards. Some of them have not had the bad luck of being raided by the city police, but many of them have. In this case, it costs them everything. They lose all their things, they cannot get money from collecting trash, and they must stay in a detention house.'</i></p> <p>The third paragraph explains the phenomenon of cartmen from the city's side: <i>'A city administrator says that cartmen are not citizens of the place. They come from afar to collect money, not to look for food. He further says that it is overacting to be sleeping in carts. The city has provided cheap apartments for houseless people to live. They have given apartment units for some cartmen. The city has also built some community houses for houseless people. These cartmen can be given access to these community houses. Managing cartmen is not an easy conduct. The official says that their duty is mainly to provide them with basic needs. Other things are the responsibilities of other departments. For example, for the problem of education,</i></p>

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					<p><i>they need the involvement of the education office; for the problem of work, they need help from the workforce office; and so on. In addition, the cooperation of local and regional governments from other places can also be a significant help to the solution of the problem. However, they hope that, by giving these cartmen basic needs, they can change these people's mindset from asking to giving.</i> 'What is stated above means that the government of the city has already tried to be responsible in doing their jobs to solve the problem.</p> <p>In the last paragraph, the religiousness character is delivered explicitly: <i>'Whatever the case is, dealing with cartmen and helping them to improve their life is a noble commitment. We can always learn from our religious teachings that helping the orphans and the poor is a noble deed blessed by God.'</i> It is clear that helping others is taught in every religion.</p>
10/L4/P61-62	Text 10 (Martha Christina Tiahahu)	Nationalism Tolerance Perseverance Another character: Bravery		√ √ √ √	Martha Christina Tiahahu is one of Indonesian woman heroes. Nationalism, perseverance, and bravery character can be learnt from how she fight againsts the Dutch. Meanwhile, tolerance character is found in a sentence of paragraph 3: <i>'Carried on the HNLMS Evertsen to Nusalaut, Tiahahu was the only captured soldier not punished; this was due to her young age.'</i> In this case, it can be

Code	Data	18 Characters	Techniques		Explanation
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					said that Dutch troops has tolerance character to not punish her because she is still young.
11/L4/P76-77	Text 11	Nationalism Another character: Respect	√	√	The text is about Commodore Yosaphat “Yos” Sudarso, an Indonesian hero. What has been done by him is an example of nationalism character. He was dead in the battle againts Dutch. Therefore, the last paragraph contains respect character explicitly: <i>‘Twelve years after his death, Yos Sudarso was officially added to the register of Indonesian heroes of the Revolution, Indonesia issued a special postage stamp to commemorate his service to his country, while the KRI Harimau was made into a monument in Taman Mini Indonesia Indah. Indonesi’s Yos Sudarso Island and Yos Sudarso Bay are named in his honor. There is also an ex-Dutch warship named KRI Yos Sudarso (ship number 353) in honor of him. It is still active in the fleet today.’</i>
12/L5/P89-90	Text 12 (Asia Urged to Ensure Children’s Welfare)	Perseverance Social awareness		√ √	Perseverance character can be found in the first paragraph: <i>‘Asian nations must commit themselves to developing the potentials of their 600 children, delegates of UNICEF conference said on Sunday.’</i> It infers that to achieve the goal in developing the potentials of their 600 children, Asian nations must have perseverance character. Social awareness character can be found in the next paragraph: <i>‘The three-day meeting in Bangkok heard that of the 150 million Asian under-fives, 35 million suffer from ill growth and in some places child mortality is rising.’</i>

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13/L5/P89-90	Text 13 (Pakistan, RI to Sign Trade and Business Pacts)	Communication/ friendliness		√	The whole text contains friendliness/ communication character in which Indonesia and Pakistan cooperate in trade and business matters.
14/L5/P89-90	Text 14 (Seven Illegal AFGHANS Stage Hunger Strike in Mataram)	Democracy, Social awareness		√ √	Democracy character can be found in the first paragraph: <i>'Seven illegal immigrants from Afghanistan are staging a hunger strike that began on Wednesday in the West Nusa Tenggara, the capital of Mataram. <u>They demanded that the UN grant them refugee status and let them enter a third country.</u></i> ' Then, the next paragraph too: <i>'<u>Jakfar one of the immigrants, said that they were very disappointed with the United Nation High Commissions for Refugee (UNHCR) for neglecting them.</u> "We want them to send us to a third state right away. We don't want to wait any longer and we don't want to go back to Afghanistan," he said.'</i> What they do is the example of being democratic that they convey their aspiration freely. The example of an action that shows social awareness character can be found in the last paragraph: <i>'The NGO has given them food, proper beds, and medical treatment.'</i>
15/L5/P91	Text 15 (Thai-Malaysia Talks Focus on Security Development)	Love of peace Communication/ friendliness		√ √	The text is about the cooperation between Thailand and Malaysia to boost security. This is an action to keep the peace. Therefore, love of peace character exists in this text. Their cooperation itself is a kind of good relationship. Moreover, in

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		Another character: Cooperation	√		the second paragraph, the importance of being friendly or cooperative is stated explicitly: “ <i>We agreed that <u>close cooperation is important</u> in order to fight crime groups operating in the area.</i> ” Thai Prime Minister told reporters after talks with his Malaysian counterpart.’
16/L6/P114	Text 16	Appreciation Communication/ friendliness Religiousness	√ √	√	The text is about the conversation between President Arnold Zegger and President Lambas in a car. Appreciation character can be seen from President Zegger’s attitude: ‘ <i>Presently, President Zegger looked at President Lambas’ wrist watch and suddenly said to him, “Monsieur Lambas, <u>that’s a beautiful watch you’re wearing.</u>”</i> ’ In the end, President Lambas also shows his appreciation: ‘ <i>After a while, President Lambas looked at his friend and said, “<u>What a beautiful wife you have, Mister Zegger.</u>”</i> ’ Their conversation shows communication/ friendliness character. In this text, there is religiousness character as well that is shown from what President Lambas’ said: “ <i>In our country, when someone likes something, then he must have it. <u>Ours is just a borrowing from God, you know.</u>”</i> This religiousness character teaches that people have nothing, all that they have is from God and President Lambas does believe in that.
17/L6/P114	Text 17	Appreciation Curiosity		√ √	The text tells about three woman scientists. Appreciation character is shown from how the writer describes them: ‘ <i><u>Dr Maria Saniskovska was a great space scientist.</u> Her country was</i>

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		Another character: Rational thinking		√	<p><i>the first to send a person into space. <u>Dr Julia Roberts was also a great space scientist</u>, and her country had send the first person to the moon. Now, <u>Dr Britney Spears was also a great space scientist</u>, but her country had not done anything great. She was very jealous with her two friends.’ The last sentence, ‘She was very jealous with her two friends.’ is an example of a bad attitude. A person should not be jealous of others’ achievement, she should be appreciative of them.</i></p> <p>Curiosity and rational thinking are shown from the reaction of Dr. Saniskovska and Dr. Roberts when Dr. Spears says that her country will be the first to land a person on the sun: ‘<i>Dr Saniskovska and Dr Roberts were of course very surprised. “Wow, but what about the heat and light of the sun? Have you developed material that won’t melt under the heat of the sun?” Dr Saniskovska asked very excitedly. “And what about the sun’s radiation? How would you protect your astronaut from the sun’s radiation?” asked Dr Roberts not less excitedly.</i>’</p>
18/S1/P117-118	Text 18	Curiosity Perseverance Another character: Optimism	√	√	<p>The text explains some theories from some great scientists. Curiosity character is found in the first paragraph: ‘<i>What is a crystal made of? What causes tides? How can atoms and electrons be understood? Questions such as these are problems that scientists of the world struggle for. Scientists work to formulate scientific theories that will explain how things</i></p>

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					<p><i>happen. So, the aim of a scientific inquiry is to find out how the world works.'</i> Scientists are the example of people who have curiosity and it leads them to discover some great theories. Optimism character is found in the second paragraph: <i>'Scientists of the world have high optimism that natural phenomena of the world can be understood and controlled by science. During the 17th century, great men such as Galileo, Francis Bacon, Rene Descartes, Isaac Newton, and Robert Boyle were convinced that with the help of scientific research, science would be able to respond to the challenges of the uncountable secrets of the amazing world phenomena.'</i></p> <p>Perseverance character is found in a sentence of the next paragraph: <i>'The scientists worked out evidences for the validity of the theories by rationalizing their experiences until they reached a state where no doubt could be produced.'</i> It depicts how hard-working the scientists are to come to their discoveries.</p>
19/L7/P129	Text 19	Social awareness Another character: Healthy lifestyle care		✓ ✓	<p>The text explains about health insurance. In the first paragraph, there is an example of social awareness action: <i>'Suppose you raise a health fund for your class. Each month, each of you contributes Rp 1.000 to this fund. In a month, you will have around Rp 30.000 to 40.000 thousand rupiahs. Now, when a member of the class is sick, you draw an amount of this health fund to be given to this member.'</i> When there is a friend who is</p>

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					<p>sick, it is common to help him as a form of social awareness attitude.</p> <p>Health insurance is an example of lifestyle that shows how care people to their own health. It is a kind of preparation if anything bad happens to their health. By preparing this, it shows that they do care about their health because they realize it as an important thing.</p>
20/L7/P133	Text 20 (Scientists Warn of Cancer Risk for Cell Phone Use)	Responsibility Other characters: Caution Healthy lifestyle care Cooperation	√	√ √	<p>The text explains the danger of cell phone use especially that can risk a cancer. A whole text teaches that people should be careful with the use of cell phone. Knowing that it is dangerous for people's health and being careful with that is a kind of healthy lifestyle care.</p> <p>In the last paragraph: <i>'Every child is using cell phones all of the time, and there are three billion cell phone users in the world. The situation is as critical as any other public health issue. Everyone shares responsibility of this issue and helps governments and other bodies to find solutions to the problem.'</i> It contains responsibility and cooperation character. Everyone should be responsible to this issue and also should be cooperate to overcome this problem.</p>

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21/L8/P146-147	Text 21	Patriotism Appreciation Creativity Social awareness Religiousness		√ √ √ √ √	<p>The text is about various Indonesian dances. Patriotism character can be found from the first sentence in the first paragraph: <i>'Indonesia is blessed with amazing cultural heritages in the form of dances.'</i> It also can be found in the last sentence of this paragraph: <i>'For a long time, people all over the world have admired the beauty of the various traditional dances of Indonesia.'</i> These sentences emphasize that people should be proud of Indonesia.</p> <p>Then, the second sentence shows appreciation character: <i>'Dances in the wayang performance in Java, for example, involve <u>fine, intricate movements</u>.'</i> The phrase <i>'fine, intricate movements'</i> indicates how good it is. Appreciation character is shown again in the last paragraph: <i>'Classical dances are <u>very fine and delicate</u> in the movements, musical accompaniment, and costumes.'</i> And <i>'Classical dances have the quality of <u>being highly artistic and sophisticated</u>.'</i></p> <p>The next sentence shows creativity character: <i>'Traditional dances from Sumatra, Kalimantan, Sulawesi, Bali, Nusa Tenggara, Irian Jaya, and many other islands in Indonesia have movements in various styles and qualities which carry messages or symbols about important aspects of life.'</i> It indicates how creative Indonesia people are. This creativity character can be</p>

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					<p>found in paragraph 3 as well: <i>‘Indonesian traditional dances are commonly grouped into three categories: simple, folk, and classical.’</i> Moreover, the explanation of those three categories in the next paragraph proves that traditional dances are the result of creativity.</p> <p>Then, traditional dances can contain social awareness and religiousness character as mentioned in the second paragraph: <i>‘Dances have social, religious, and magical functions. In their social function, dances are performed for and during social events such as <u>births, marriages, hunting, wars, etc.</u> In Bali and certain parts of Kalimantan and Irian Jaya, for example, dances cannot be separated from the social life of the members of the society. In their religious function, dances are performed for religious rituals such as <u>worshipping, offering, initiation, burials, etc.</u> The Pendet and Gabor dances of Bali, for example, are used in offering ceremonies.’</i> Those events are parts of society and religion. Those dances are the result of caring for the society and believing the religion.</p>
22/L8/P151	Text 22	Creativity Patriotism Nationalism Discipline		√ √ √ √	The text is about The Baliem Valley Cultural. This event is a form of creativity like stated in the first paragraph: <i>‘The Baliem Valley Cultural is an annual festival event in which Papuan tribes renowned for their histories of war and violence. The festival reenacts mock battles among tribes as a cultural</i>

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					<p><i>attraction for tourists.'</i></p> <p>Having this kind of event to attract tourists is a form of patriotism because it proves that they love the country and proud of it as stated in this sentence: <i>'The event offers tourists with an excellent reason to visit <u>charming</u> Wamena.'</i></p> <p>In this text, nationalism character is delivered through this sentence: <i>'This year's cultural event was organized to coincide with Indonesia's August 17 Independence Day celebrations.'</i> It shows that they want to make the event as the celebration of Indonesia's Independence Day.</p> <p>The first sentence of the last paragraph shows discipline character: <i>'<u>As in previous years</u>, a number of attractions and competitions were held on four consecutive days (August 8-11, 2008).'</i>' It depicts that they held the event routinely and it is the example of discipline character.</p>
23/L9/P155-156	Text 23	Perseverance communication/ friendliness Environmental awareness		√ √ √	<p>The text tells Young Banyan Tree that complained about his life. He was not grateful about his role in the jungle. He felt that it was just a small role to help other creatures. Young Banyan Tree also get jealous of other creatures like he said: <i>"I feel that I am just a passive creature. I cannot walk anywhere like what lions, monkeys and elephants do. Although snakes have no leg, they</i></p>

Code	Data	18 Characters	Techniques		Explanation
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		Responsibility		√	<p><i>still can go anywhere,” Young Banyan complained.’ It is not a good example. Everyone and everything in this world exist for certain reason and each of them has his own function to others. We should not get jealous of others, but we should be grateful and do the best to be better. However, perseverance character can be learnt from Young Banyan Tree. In the first paragraph: ‘Every morning and daytime, he had to inhale dirty air and with the help of the sun, he had to spread fresh air for the animals to breathe. He had to prepare his thick leaves to prepare the place for birds to make their nest and for other animals to take shelter under him.’ Then, after he realized that he was also an important part of the jungle, he promised to work hard in the future like this: “I understand now,” Young Banyan Tree said. “I am going to do the best in my small role in building best situation and condition to make this jungle become the best place for its inhabitants.”</i></p> <p>Wisdom character can be learnt from Old Banyan Tree. When Young Banyan Tree complained about his small role, Old Banyan Tree adviced him like as follows: <i>“Try to keep going green to make the animals around us happy!” Old Banyan Tree said. “Your leaves, which fall to the ground, make the soil fertile,” Old Banyan Tree said.</i></p>
		Other characters:			
		Gratitude	√		
		Wisdom		√	
		Cooperation	√		

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					<p><i>“Hi, Young Banyan, you are a kind of plants. You are one of important parts in food chain and creature interaction in this jungle. Plants have very important role. Although lions are strong animals, they cannot live without plants,” Old Banyan Tree tried to make Young Banyan Tree’s feel better.</i></p> <p>The conversation between Old Banyan Tree and Young Banyan Tree is the example of communication/ friendliness character.</p> <p>One day, five greedy illegal loggers came to the jungle to exploit the wood. They did not care whether it was still not old enough to cut. They did not only cut the trees, but also hunted the animals. It is not a good example to be done. People should be environmental awareness.</p> <p>When the five loggers stood in front of Young Banyan Tree to cut him, suddenly a lion and his friends came to help Young Banyan Tree. What great lion, his wife, and Old Banyan Tree said after helping Young Banyan Tree teaches responsibility and cooperation character as below:</p> <p><i>“You are part of this jungle,” Great Lion said to Young Banyan Tree. “You and your family make this place green. It is the place where wildlife lives. This jungle provides food for other animals and us. This jungle is the best place for us to live and <u>we will defend this jungle.</u>”</i></p>

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					<p><i>“If we want the best ones to live and defend us faithfully, <u>we must work together</u> to make this jungle as the organization becomes the best place for the inhabitants in it,” Great Lion’s wife said.</i></p> <p><i>“If we cannot create the best environment for them, they will leave this jungle and greedy hunters and illegal loggers will steal and destroy us,” Old Banyan Tree added. “<u>This is mutual relationship between a good organization and its best members.</u>”</i></p>
24/L9/P168	Text 24	Honesty Perseverance Curiosity Appreciation	√ √	√ √ √	<p>The text tells about an honest but poor Woodman who lost his axe. He is a hard-working person. It can be inferred from the first paragraph: <i>‘A poor but honest Woodman lived in a village near a forest. One day, he went out to cut down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. <u>He had been working since sunrise</u> and his strokes were not as sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the water in the pool.’</i></p> <p>Paragraph 2: <i>‘The Woodman was in despair. The axe was all he possessed with which to make a living, and he did not have enough money to buy a new one. As he stood wringing his hands and weeping, <u>the god Mercury suddenly appeared and asked what the trouble was.</u> The Woodman told what had</i></p>

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					<p><i>happened, and immediately the kind Mercury dived into the pool.</i>’ Here, the god Mercury shows his curiosity about what happened to the Woodman.</p> <p>After that, Mercury brought up the golden axe then the silver one to be given to the Woodman but he said that they were not belong to him honestly. He said that his axe was just an ordinary one with a wooden handle. Mercury showed his appreciation to the Woodman’s honesty by giving the three axes to him: <i>“I admire your honesty,” he said, “and as a reward you may have all three axes, the gold and the silver as well as your own.”</i>’</p> <p>After knowing the story of the honest Woodman, several woodmen tried to trick the Mercury by hiding their axe and asking the Mercury’s help. The last paragraph teaches that lying will give bad consequence to the liar: <i>‘And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Instead he gave them each a hard whack over the head with it and sent them home. And when they returned next day to look for their own axes, they were nowhere to be found.’</i></p>
25/L10/ P185-186	Text 25	Love of peace Responsibility		√ √	The text explains about The United Nations (UN). From the first paragraph, love of peace, communication/ friendliness, and

Code	Data	18 Characters	Techniques		Explanation
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		Communication/ friendliness Democracy Social awareness Perseverance Another character: Cooperation		✓ ✓ ✓ ✓ ✓	<p>cooperation characters can be found: <i>'The United Nations came into existence on 24 October 1945 when 51 original members ratified its charter. Replacing the League of Nations founded in the aftermath of World War I, the main purposes of the UN were to save the coming generations from wars, <u>develop friendly relations among nations, cooperate in solving international problems,</u> and promote respect for human rights and fundamental freedoms.'</i> What UN has done is an action to keep the peace of the world as stated in the first sentence of paragraph 3: <i>'Since its establishment, the United Nations has developed and had impacts in the resolution of wars and the keeping of peace of the world.'</i></p> <p>Then, in paragraph 2 gives the explanation of six major organs of UN that cover responsibility, democracy, social awareness, and again love of peace characters. The Security Council is responsible for the maintenance of international peace and security. The General Assembly is an international forum for debating world issues. The Economic and Social Council functions as an international body to help raise the standard of living and improve the economic conditions of poor countries.</p> <p>In the last paragraph, perseverance character is delivered implicitly: <i>'The United Nations, however, is not free from</i></p>

Code	Data	18 Characters	Techniques		Explanation
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					<i>criticism. Its total powerlessness during the Vietnam and Iraqi wars is often seen as one of its seeming inability to deal with certain political crises. Voting rules, including the veto right, have also been a target of sharp tongues. Nations of the world, nevertheless, feel it useful to stay put in the organization rather than leave it.</i> By facing some difficulties, UN should work harder in order to achieve their goal in keeping the peace of the world.
26/L10/ P189-190	Text 26 (Gud-da-bon)	Communication/ friendliness Responsibility Curiosity Another character: Optimism		√ √ √ √	The text tells about an administrator who was sent by an international body to help people in the deepest jungle of Africa in raising their standard of living. He interacted to the villagers with high enthusiasm. It shows that he has communication/ friendliness character. Unfortunately, he cannot speak in their language, so that the translator is responsible to translate his speech to them. The translator did his job well. It is the example of being responsible. Whenever the administrator finish his speech, the villagers always respond by saying ‘Gud-da-bon’. Assuming that it is a good response, the administrator was optimistic and continued his speech more enthusiastic. In the end, he felt curious and asked the translator about the meaning of ‘Gud-da-bon’.
27/L10/ P191	Text 27	Social awareness		√	The text is about The United Nations Educational, Scientific, Cultural Organization (UNESCO). It explains the purpose of

Code	Data	18 Characters	Techniques		Explanation
			E	I	
					UNESCO and its activities in helping governments of the world to develop the education, research, cultures, social sciences, and a balanced flow of information.
28/L10/ P191	Text 28 (Africa)	-			There is no character in this text. The text just gives information about Africa.
29/L11/ P202	Text 29 (The <i>Wayang</i>)	Creativity Appreciation Patriotism		√ √ √	<p>The text explains about <i>wayang</i>. It explains the definition and kinds of <i>wayang</i>. By reading this text, people will find creativity character in which <i>wayang</i> itself is the result of creativity. Many kinds of <i>wayang</i> prove how creative the creators are.</p> <p>In the last paragraph, appreciation and patriotism character can be found: <i>'The UNESCO designated wayang kulit as a Masterpiece of Oral and Intangible Heritage of Humanity on 7 November 2003. In return for the acknowledgment, this world organization requires us to preserve the wayang as one of our rich cultural heritages.'</i> What The UNESCO did is a form of appreciation and as Indonesian people, we should be proud of this heritage.</p>
30/L12/ P211-213	Text 30	Responsibility Perseverance Social awareness Religiousness Appreciation	√ √	√ √ √	The text tells a man who visits an orphanage and asks Mr. Budhi how to manage it. Responsibility, perseverance, and social awareness characters are shown from what Mr. Budhi said in the first paragraph: <i>"Orphans are the responsibility of the government. In this place, we raise orphans, children from poor families, and stray children and help them to grow as other</i>

Code	Data	18 Characters	Techniques		Explanation
			E	I	
		Curiosity Communication/ friendliness		√ √	<i>children grow. We educate them to become members of the society who have high moral and intellectual integrity, are honest and well-behaved, and possess the necessary skills to support an independent life."</i>
		Other characters: Fairness Politeness Gratitude	√ √	√	<p>Still from what Mr. Budhi said, religiousness and fairness characters can be found in the second paragraph: <i>"We have children from almost all major cities in Java. Outside Java, we have orphans and stray children from Sumatera, Kalimantan, Sulawesi, Lombok, and Sumbawa. <u>We never differentiate them. Wherever they come from, we accept them as our children. Our motif is purely divine. Orphans are the children of God, says God in the Holy Book, and whoever helps orphans God will provide an abundance of rewards. So for us, the children represent the possession of God. Neglect them, and we neglect God.</u> Well, anyway, many of our children have become successful person who are useful to the society. Two of them are now teaching at the university."</i></p> <p>Politeness and gratitude characters are found in the third paragraph: <i>'A man came in and bowed to Mr. Budhi. He said that he had come to file in his monthly contribution. He took out a thick envelope and handed it to Mr. Budhi. After saying a word or two, he asked permission to leave, saying that he still had some other errands to do. Mr. Budhi thanked his guest and escorted him to the door.'</i> The man who came shows polite</p>

Code	Data	18 Characters	Techniques		Explanation
			E	I	
					<p>attitude toward Mr. Budhi. Then, Mr. Budhi shows his grateful attitude toward his help. Again, Mr. Budhi gives a statement and it shows that he is a religious person: <i>“He is a regular donator,” he explained after sitting back at his chair. “There are people like him who know exactly how to spend their spare money for heavenly causes.</i></p> <p>The man or ‘I’ in the text always ask Mr. Budhi. It shows his curiosity to collect information from him. Their conversation contains communication/ friendliness character. In the last paragraph, the man shows his appreciation to Mr. Budhi: <i>‘I stayed for a while longer before I thanked Mr. Budhi and left the orphanage. On my way home, I kept thinking with all kinds of mixed feelings. Here is a man, a simple man who leads a simple life, who is able to save the life of so many people. And he has done all that just for the merciful grace of God. May God bless this kind man. But what about these children of the street at the crossroads, the homeless families under the fly bridge, and those attemps who saunter across town?’</i></p> <p>Mr. Budhi in this text is an example of good figure or person to be followed. He helps others sincerely and kindly. He is responsible and hard-working as well. Overall, he is a religious man who always does something for the sake of God.</p>
31/L12/ P220	Text 31	Discipline Social		√ √	The text tells the writer or ‘I’ who meets a beggar on the way home. In paragraph 1, he shows that he is a disciplined man who

Code	Data	18 Characters	Techniques		Explanation
			E	I	
		awareness			obeys the rule: <i>'It was almost 5 o'clock in the afternoon, and the writer left the school on his motorcycle. <u>He stopped at Merdeka junction because of the red light.</u></i> Then a beggar approaches him saying that he and his little sister haven't eaten. The writer ignored the boy beggar and continued his journey after the light changed to green. In the last paragraph, the writer regreted what he had done before to the beggar. It shows that he still has social awareness character in himself.
32/L12/P223-224	Text 32	Social awareness		√	The text informs the statistics data of poverty in Indonesia. By knowing this fact, the readers will have sense to develop social awareness character in themselves.
33/S2/P226	Text 33 (The Real Wealth of Asia)	Social awareness		√	This text exposes the fact that the poverty cases like hunger and lack of education still exist in Asia. By realizing it, people will have sense to develop social awareness character in themselves.

Appendix 2: **The Texts in an English Textbook entitled *Contextual English***
Grade XI of Senior High Schools Regular Program.

LESSON 1: The Neglected

Text 1: No title (1/L1/P5)

Africa is internationally known as one of the poorest continents on Earth. But what many people may not know are the effects of poverty in Africa-including hunger, disease, and a lack of basic necessities. Here are 10 quick facts about the actual numbers behind Africa's poverty crisis and the negative impacts:

1. 75 percent of the world's poorest countries are located in Africa. This statistic includes historically poor regions like Zimbabwe, Liberia, and Ethiopia. For the past two years, the Democratic Republic of Congo, Africa's second largest country, has also been ranked the poorest in the world.
2. In 2010, 414 million people were living in extreme poverty in sub-Saharan Africa. Extreme poverty is defined as living on \$1.25 or less a day. According to the World Bank, those living on \$1.25-a-day accounted for 48.5 percent of the population in that region in 2010.
3. Approximately 1 in 3 people living in sub-Saharan Africa are undernourished. The Food and Agriculture Organization (FAO) of the United Nations (UN) has estimated that 239 million people (around 30 percent of the population) in sub-Saharan Africa were hungry in 2014. This is the highest percentage of any region in the world.
4. 547 million people live without electricity in sub-Saharan Africa. As a result, a staggering 80 percent of the population relies on biomass products, such as wood, charcoal, and dung, in order to cook.
5. Over 500 million Africans suffer from waterborne disease. According to the UN Millennium Project, more than 50 percent of Africans have a water-related illness like cholera.
6. Every year, sub-Saharan Africa loses \$28.4 billion to water and sanitation problems. This amount accounts for approximately 5 percent of the region's gross domestic product (GDP) – exceeding the total amount of foreign aid sent to sub-Saharan Africa in 2010.
7. 38 percent of the world's refugees are located in Africa. Many of these 13.5 million refugees and displaced persons have lost their homes due to widespread violence and conflict.
8. Fewer than 20 percent of African women have access to education. Uneducated African women are twice as likely to contract AIDS and 50 percent less likely to

immunize their children. The children of African women with at least five years of schooling have a 40 percent higher chance of survival.

9. Women in sub-Saharan Africa are over 230 times more likely to die during childbirth or pregnancy than women in North America. Approximately 1 in 16 women living in sub-Saharan Africa will die during childbirth or pregnancy. Only 1 in 3,700 women in North America will.
10. Over 1 million African children die every year from malaria. Malarial deaths in Africa alone account for 90 percent of all malarial deaths worldwide. 80 percent of these victims are African children. The UN Millenium Project has calculated that a child in Africa dies from malaria every 30 seconds.

Text 2: Global Handwashing Day: Children lead the way in Afghanistan, Somalia and Mozambique (2/L1/P16-17)

Millions of children in 70 countries around the world are marking the first-ever Global Handwashing Day with a simple act that will protect them from disease and save their lives. The message is badly needed in places such as Afghanistan, where a recent government study shows that only one in three Afghan mothers washes her hands before feeding her children.

To raise awareness of the benefits of handwashing with soap – and the dangers of diarrhoeal disease and pneumonia, which can be caused by poor hygiene – drawing contests, games and events have been organized for schoolchildren in 34 Afghan provinces today. Public service announcements are running on radio and television, and in national newspapers, as well.

“Schoolchildren, teachers, NGOs, government institutons and the communities ... are contributing to the prevention of diseases and deaths among the population, and particularly children,” said UNICEF Representative in Afghanistan Catherine Mbneque.

In Northeast Somalia, Salmo Musse, 9, has become a handwashing advocate in her community of Biyo Kulule village. Salmo won a school essay competition with an account of how she came to understand the importance of handwashing with soap and her own efforts to get her friends to do so. Water-borne diseases account for almost 20 per cent of deaths in children under five in Somalia, and only a quarter of Somalis have access to adequate sanitation facilities.

“I used to think when children suffer from diarrhoea, that it is punishment from God. One day, I overheard something from the radio that the diarrhoea is a result of bad hygiene.” she wrote in her essay.

Salmo's is among 90 schools participating in a week of activities in which more than 20.000 children are expected to take part.

Young people are also showing the way to better hygiene practices in Mozambique, where third-grade students at Nhanhubua primary school, on the outskirts of Quelimane, took over the classroom.

"Who knows how to wash their hands?" asked Odecio Mario, 18, chairperson of Quelimane's Forum of School Sanitation Committees, which brings together sanitation groups from 27 primary schools.

After few students raised their hands at a recent session on hygiene, Odecio invited them to come to the front of the classroom, where two buckets of water, a bar soap and a towel were placed on the floor.

LESSON 2: Research

Text 3: No title (3/L2/P22-23)

Suppose, coming out of your house, you saw that your mango tree did not bear fruits for a long time. Somebody told you: "Okay, chop the bark of the tree trunk in some places, and the tree'll bear fruits." Would you believe what your neighbour said? Well, to answer this question, you can apply what is called the scientific method of problem solving.

The scientific method involves looking at the world around you, coming up with an explanation for what you observe, testing your explanation to see if it is right, and then either accepting your explanation or rejecting it. There are basically four steps to the scientific method: asking a question, proposing a hypothesis, testing the hypothesis, drawing a conclusion. First, asking a question, you ask the question: "Is chopping the bark of the trunk will make the tree bear fruits?" This question comes up as the results of your observation that your mango tree has not borne mango for a long time.

Second, proposing a hypothesis, you speculate an answer to your question. A hypothesis is a tentative answer to the question. So, you state: "Yes, chopping the bark of the trunk will make the mango tree bear fruits." This is not a random answer, however. To come up with this answer, you need to have some supporting theories. So, you go to the library, browse in the Internet, or do similar activities to find information that support your hypothesis. You will find a lot of information about this subject and you need to work out a theory that chopping tree bark will make the tree bear fruits. Based on this theory, you come up with that hypothesis.

Third, testing the hypothesis, you conduct some kind of an experiment to find out whether your hypothesis is correct or wrong. So, you go out to your

garden and choose two mango trees that do not bear fruits for a long time. The first tree is an experiment tree and the second is a control tree. You take a blade and make some chops on the bark of the experiment tree. You leave the control tree alone; you do not do anything to it. Remember that there should be only one reason for the mango tree to bear fruits: that is, the chopping of the bark of the tree trunk. This means that you must treat the two trees in the same way. For example, if you water the experiment tree, you must also water the control tree. If you give fertilizer to the experiment tree, you must do so to the control tree. You must make sure that the only different treatment is the bark chopping.

Fourth, drawing a conclusion, you watch what happens at the end of your experiment. After some time (it can be long, though), you will see the result of your experiment. If the chopped tree bears mangos, then you accept your hypothesis, that is, the hypothesis is correct. If, on the other hand, it does not bear mangoes, then you reject your hypothesis; that is, the hypothesis is not correct.

Text 4: Superstition is Superstition (4/L2/P34-35)

Once, people were haunted by “SMS *santet*”, an evil sorcery sent via text messages on the cell phones. A rumour quickly spread across the country that a text message received from numbers starting with 0866 or 0666 could turn the colour of a cell phone and hurt, or even kill, the receiver. The police and religious leaders called on the public to stay calm, saying that it was all a hoax. The media, however, fuelled the terror by reporting stories of “victims”, those who were fooled by the tricksters.

Such phenomenon is a superstition. How can this still happen in this modern, technological time? Well, first of all, according to one university anthropologist, we are not ready to accept modernization and technology. We have jumped from an oral, pre-alphabetic culture to an electronic culture, without first passing the visual, alphabetic and print culture that could develop rational thinking. Secondly, superstition can be used as a commodity in this digital era. People still believe that they can solve their life problems just by sending text messages to the witchcraft providers. People still believe in these kinds of things, the anthropologist continues. And last, this stupidity produces a lot of money. With the number of cell phones closing to 120 million today, and one “mystical” message costing Rp. 2,000, “digital fortune telling” becomes a lucrative market in the informational technology (IT) industries.

Superstition is superstition, however digital it is. While it is an irrational backward phenomenon, at the same time it goes against modern ways of thinking. In the first place, it is against the teaching of major religions, especially Islam. It is a form of idolatry and the biggest sin of all. In Islam, this is an unpardonable

sin. Second, it violates an article in the Telecommunication Law. This article prohibits the exploitation of IT that causes civic unrest. This is punishable by legal measures. Last but not least, it is a hoax. It misleads people by saying that a text message can “change people’s lives”, or that phone numbers “choose people”, not the other way around. It just does not make sense. It is definitely misleading and disadvantageous to consumers, especially those who can easily be cheated on.

LESSON 3: Agriculture and Farming

Text 5: No title (5/L3/P48-49)

What will happen if we crossbreed a red rose and a white rose? Theretically, we will get one red rose, two pink roses, and one white rose. Sometimes, however, we will get three reds and one white. How do we know about these things? There is one branch of agricultural science which deals with a matter like these. It is called horticulture.

Horticulture comes from the Latin words *horti* meaning “garden” and *cultura* meaning “cultivation”. So, horticulture is the science and art of cultivating garden plants: fruits, vegetables, flowers, ornamental plants, and bushes. Horticulture is different from agronomy. In agronomy, people cultivate field crops such as rice, corn, coffe, tobacco, sugar cane, etc. in horticulture, people cultivate plants not as crops. However, sometimes there is an overlap between horticulture and agronomy because, now, many fruits and vegetables are grown as field crops.

In its practice in the field, horticulture is divided into four areas: pomology, olericulture, floriculture, and ornamental horticulture. Pomology deals with the cultivation of all fruits and nuts. One of the most important functions of pomology is to work on the superior species of fruits and nuts. Olericulture deals with the cultivation of vegetables. In olericulture, people work on the root (e.g. carrot, ginger), leaf (e.g. cabbage, spinach), tube (e.g. potato, sweet potato), fruit (e.g. tomato, chili paper), and seed (e.g. beans). In floriculture, people deal with flowers, herb plants and houseplants. Some important objects of floriculture are roses and other popular flowers, tulips, and orchids. Ornamental horticulture deals with decorative plants. In this field, people work with soft trees, ferns, bushes, and grass for landscape designs such as for gardens, parks, and sport fields.

The primary aim of horticulture is to develop the highest quality of garden plants. For example, horticulturalists study the problems of food for garden plants and develop various nutrients which are good for them. They produce different kinds of food intakes for different parts of the plant. For example, if we want our plant to have good leaves, we can use the herb fertilizer. Plant geneticists work on various techniques of plant breeding such as hybridization, cross-breeding,

grafting, etc. They produce new ways of plant breeding which are both interesting and unique. Entomologists work on various kinds of insect pests. They try to protect plants from harms that are caused by insects. For example, they use the natural enemies of insects to control their spread, sterilize male insects by using radiation or chemical materials, trap male insects by using artificial female smells, etc.

Nowadays, horticulture becomes a popular practice in the community. Farmers do not only work on the development of the best plant products, but they also use their gardens and fields for other purposes such as tourism. In many parts in our country, farmers, assisted by the agriculture and tourism departments, develop agro-tourism which gives them high profit.

Text 6: What's the Name of the Tree? (6/L3/P52-53)

On one fine afternoon, a taxi was passing in moderate speed along the road leading to the lake. Inside was a foreign tourist who didn't seem to be as happy as he should be. The driver, who was able to speak English, not very well though, was trying to do his best to make his guest enjoy his trip. So, when they passed a field of tobacco plants, he said, "This is tobacco, Sir. Farmers in this area produce high-quality tobacco."

"How long do they grow the plants?" the tourist asked, not very excitedly.

"About three or four months, Sir," the driver answered. "And then, the farmers will be happy because they will have a lot of money from selling their tobacco."

"Oh, really?" The tourist said. "In my country, we grow tobacco only in one month"

The taxi driver was rather surprised, but he didn't say anything. A while later, they passed a garden of mango trees. "On your left, Sir, are mango trees," he explained. "We have quite a lot of mangoes here. Each mango has a special taste."

"How long do they grow mango trees?" the tourist asked, still not very excitedly.

"That varies, Sir," the driver answered. "Some needs five years to bear fruit. Some already have fruits in 3 or 4 years. Others may take 5 to 6 years."

"That long?" The tourist said. "In my country, mango trees bear fruits in one year only."

The taxi driver was quite surprised. He wanted to enquire further, but he changed his mind, and kept silent.

Not long after, they passed a garden with some *durian* trees. This time, the driver was sure that his guest would be interested. So, he said, "On our right, Sir,

are Some *durian* trees. You have tasted the delicious flavour of *durians*, haven't you?"

To his surprise, the tourist asked, "How long does it take to grow *durians*?"

"Well, quite long, Sir." The driver answered. "At least 5 years. Some *durian* trees may bear fruits after they are ten years old."

"That's too long," the tourist said. "In my country, we can harvest *durians* in two years."

The taxi driver was getting rather uneasy, now. But he was a good host; so, when they passed a row of coconut trees, he said to his guest, "These, Sir, are coconut trees. I suppose they don't grow in your country?"

"And how long does it take you before you can bring down the coconut?"

"Ten years, Sir." The driver answered briefly.

"In my country," the tourist said, "coconut trees grow only in three years."

Now, this time, the taxi driver was getting quite unhappy. So, he kept silent during the rest of the tour.

But, not long after that, the tourist suddenly shouted, while pointing at a giant tamarind tree at the side of the road, "Look there! What a gorgeous tree! What's the name of that tree?"

"Well, I don't know, Sir," "It was not grown yet when I passed this road this morning."

Text 7: No title (7/L3/P54)

Our ancestors made a series of discoveries on their way to civilization, like inventing language or discovering tools and weapons, learning to use fire.

The beginning of hunting was also a big jump. For hundreds of thousands of years, humans depended on hunting and gathering for survival. But this is not how we imagine "civilized people". At best, we think, these hunter-gatherers lived at an intermediate stage halfway between savagery and civilization.

The shift from hunting and gathering to agriculture, many believe, was a crucial step to civilization. With the arrival of agriculture, we became able to grow food, and store food, instead of depending on blind luck as our ancestors did. Unlike us, they had to start anew each day to secure food.

Besides, once the agricultural revolution occurred about 10,000 years ago, it gradually spread over almost all the world until there were very few remaining groups of hunter-gatherers. Isn't that a clear sign of agriculture's superiority?

Text 8: Bonsai (8/L3/P54-55)

Bonsai is the art of dwarfing trees or plants and developing them into aesthetically appealing shape by growing, pruning and training them in containers according to prescribed techniques.

In Japanese, bonsai can be literally translated as ‘tray planting’ but since originating in Asia, so many centuries ago – it has developed into a whole new form. To begin with, the tree and the pot form a single harmonious unit where the shape, texture and colour of one, compliments the other. Then the tree must be shaped. It is not enough just to plant a tree in a pot and allow nature to take its course – the result would look nothing like a tree and would look very short-lived. Every branch and twig of a bonsai is shaped or eliminated until the chosen image is achieved. From then on, the image is maintained and improved by a constant regime of pruning and trimming.

Any substantial plant can be trained into a bonsai with a bit hard work – although some plants are very difficult to make to adapt to the shallow pots and restricted growth. Tress/shrubs which are used more commonly for bonsai – and adapt quite well are evergreens such as Pine, Cypress, Camelia, Azalea, Pomegranate, Holly, Serissa, Fig (Rainforest and Mediterranean) and Cedar. Deciduous trees such as Cherry, Maple (Japanese and Trident), Zelkova and Beech are also prime candidates. All of these plants are favoured for bonsai because they are great plants for both the novice and expert. They offer many special characteristics such as beautiful flowers, a strong and hardly nature, attractive bark, interesting foliage or seasonal fruits and cones. Whatever the attribute, the above plants really do make beautiful bonsai – while also being traditional plants which have been used in this art for centuries.

Overall, bonsai is a great interest, hobby or even profession to undertake. Although famous theologians have claimed that it is actually 90% art to a 10% of horticulture, it has to be said that a successful bonsai is most definitely a horticultueal masterpiece.

Mid Semester 1 Test

Text 9: No title (9/MS1/P56)

Cartmen are people who live in a wooden cart as their house in which they do their living activities. They put their clothes, foods, and other living needs in the cart which is not big enough to accommodate the family. Everyday they go out wandering in places where they can find trash and unused things. Data in the office of the Social Department show that cartmen mostly come from places outside the city. The data also have evidence that these cartmen come to the city in order to collect money without having to work.

Cartmen often face difficult problems, especially when there is an official raid. It can be so saddening if all they possess is taken away by the guards. Some of them have not had the bad luck of being raided by the city police, but many of them have. In this case, it costs them everything. They lose all their things, they cannot get money from collecting trash, and they must stay in a detention house. Inside their heart, they know that being cartmen violates the city regulations but, alas, what can they do? They do not have skills necessary to get a job. They finally submit to fate and opt to brave all the risks and threats of being cartmen.

A city administrator says that cartmen are not citizens of the place. They come from afar to collect money, not to look for food. He further says that it is overacting to be sleeping in carts. The city has provided cheap apartments for houseless people to live. They have given apartment units for some cartmen. The city has also built some community houses for houseless people. These cartmen can be given access to these community houses. Managing cartmen is not an easy conduct. The official says that their duty is mainly to provide them with basic needs. Other things are the responsibilities of other departments. For example, for the problem of education, they need the involvement of the education office; for the problem of work, they need help from the workforce office; and so on. In addition, the cooperation of local and regional governments from other places can also be a significant help to the solution of the problem. However, they hope that, by giving these cartmen basic needs, they can change these people's mindset from asking to giving.

Whatever the case is, dealing with cartmen and helping them to improve their life is a noble commitment. We can always learn from our religious teachings that helping the orphans and the poor is a noble deed blessed by God.

LESSON 4: National Struggle

Text 10: Martha Christina Tiahahu (10/L4/P61-62)

Martha Christina Tiahahu was born in the abubu village on Nusalaut Island, near Maluku, on 4 January 1800. Her father was Captain Paulus Tiahahu of the Soa Ulupati clan. After her mother died while she was an infant, Tiahahu was raised by her father. As a child, she was stubborn and followed her father wherever he went, at times joining him in planning attacks.

Beginning in 1817, Tiahahu joined her father in a guerrilla war against the Dutch colonial government. They also backed Pattimura's army. She saw several battles. In a battle at Saparua Island, the troops killed Dutch Commander Richement and wounded his replacement Commander Meyer.

In another battle, she and her troops succeeded in burning Duurstede Fortrees to the ground. During battles, she was said to throw stones at the had her woelding spears. After Vermeleun Kringer took over the Dutch military in Maluku, Tiahahu, her father, and Pattimura were captured in october 1817. Carried on the HNLMS Evertsen to Nusalaut, Tiahahu was the only captured soldier not punished; this was due to her young age. After a period of time in holding in Fort Beverwijk, where her father was executed, in late 1817, Tiahahu was released. She continued to fight against the Dutch.

In a sweep in December 1817, Tiahahu and several other former robels were caught. The captured guerrillas were placed on the Evertsen to be transported to Java; they were meant to be used as slave labor on the coffee plantations there. However, on the way Tiahahu fell ill. Refusing medication and food, she died on 2 January 1818 while the ship was crossing the Banda Sea; she received a burial at sea later that day.

Text 11: No title (11/L4/P76-77)

Commodore Yosaphat “Yos” Sudarso who was born on 24th of November 1925 was an Indonesian naval officer killed in a fight between Dutch and Indonesian vessels. At the time of his death, Yos Sudarso was deputy chief of staff of the Indonesian Navy and was in charge of an action to infiltrate Dutch New Guinea.

The battle near Vlakke Hoek (Etna Bay) of the Arafura Sea stopped an attempt by the Indonesian Navy to drop off 150 sodiers in Kaimana, in Dutch New Guinea, for sabotage and to incite the local population against the Dutch government. Sudarso was in charge of the operation at sea, while colonel Murshid commanded the infiltrants. Three torpedo boats left the Aru Island in the middle of the night (15 January 1962) but were intercepted by a Dutch reconnaissance plane, as the Dutch had anticipated the action of the Indonesian navy soldiers for weeks.

The torpedo boats responded to the flares sent off by the plane by shooting at it. The Dutch frigate HMS Evertsen then joined the scene and sunk the KRI Macam Tutul, commanded by Sudarso. The other two ships, KRI Macan Kumbang and KRI Harimau, fled, but one hit a reef and the other was disabled by shooting. The Evertsen was able to save most occupants of the Macan Tutul, but at least three sailors died, among whom who was commodore Sudarso. The action itself was an abject failure and General Nasution even refused to relay the bad news to Sukarno, forcing colonel Murshid to do this in person. However, the small battle was partially responsible for the subsequent involvement of the Soviet

Union and United States in the case of Dutch New Guinea, and it is honored in Indonesia by the “Sea Sacrifice Day,” an annual nation-wide day of remembrance.

Twelve years after his death, Yos Sudarso was officially added to the register of Indonesian heroes of the Revolution, Indonesia issued a special postage stamp to commemorate his service to his country, while the KRI Harimau was made into a monument in Taman Mini Indonesia Indah. Indonesia’s Yos Sudarso Island and Yos Sudarso Bay are named in his honor. There is also an ex-Dutch warship named KRI Yos Sudarso (ship number 353) in honor of him. It is still active in the fleet today.

LESSON 5: ASEAN

Text 12: Asia Urged to Ensure Children’s Welfare (12/L5/P89-90)

Asian nations must commit themselves to developing the potentials of their 600 children, delegates of UNICEF conference said on Sunday.

The three-day meeting in Bangkok heard that of the 150 million Asian under-fives, 35 million suffer from ill growth and in some places child mortality is rising.

“Child survival comes first,” said Patriati Wiryawan, a UNICEF child development specialist. *“At the end of this forum, it goes without saying that improving the survival, growth, and development of the youngest children is not a question of charity. It is absolutely central in all development in all countries,”* she read the conclusion.

Delegates from 27 Asian and Pacific countries attended the conference. It was the first regional review on childhood development adopted by UNICEF as one of its five priorities in 2004.

Text 13: Pakistan, RI to Sign Trade and Business Pacts (13/L5/P89-90)

The leaders of the world’s two largest Muslim countries, Pakistan and Indonesia, held talks Monday. They were set to witness the signing of trade and business agreements, the state news agency reported.

“We would like to gradually move to establishing a free trade area between Pakistan and Indonesia.” The Pakistani President was quoted as telling the Indonesian leaders. The two countries have friendly relations and bilateral trade worth US\$450 million in 2004, heavily in Indonesia’s favour.

Indonesia is currently the chair of the 10-nation ASEAN and, in her talk with the Pakistani President, the Indonesian President said that Asean countries –

potentially a big market for Pakistan – support Pakistan’s hope of becoming a full dialogue partner.

It is her first visit to Pakistan since she took office in July 2001. She was scheduled to hold talks with the Prime Minister later Monday on trade and business matters.

Text 14: Seven Illegal AFGHANS Stage Hunger Strike in Mataram (14/L5/P89-90)

Seven illegal immigrants from Afghanistan are staging a hunger strike that began on Wednesday in the West Nusa Tenggara, the capital of Mataram. They demanded that the UN grant them refugee status and let them enter a third country.

They spread a plaited mat in front of Nusantara Building that has accommodated them for the past three years. Jakfar one of the immigrants, said that they were very disappointed with the United Nation High Commissions for Refugee (UNHCR) for neglecting them. *“We want them to send us to a third state right away. We don’t want to wait any longer and we don’t want to go back to Afghanistan,”* he said.

There are currently 67 illegal immigrants from Afghanistan living in a refugee camp in Mataram. Thirty-five of them are men, 14 are women, and the remaining are children. In their refugee camp, they are under supervision of the local police personnel and the International Organization for Migration, an international non-government organization (NGO).

The NGO has given them food, proper beds, and medical treatment. They refused to disclose why they did not wish to return to Afghanistan although the fundamentalist regime had collapsed some time ago.

Text 15: Thai-Malaysia Talks Focus on Security Development (15/L5/P91)

Malaysia and its neighbour Thailand agreed on Friday to boost security and development along their common border.

“We agreed that close cooperation in order to fight crime groups operating in the area.” Thai Prime Minister told reporters after talks with his Malaysian counterpart.

The Malaysian Prime Minister, in turn, pledged that his government would cooperate with Thai officials in calming the situation in Southern Thailand. He pointed that even now, Thai and Malaysian troops have begun joint border patrols.

Most of Thailand’s six million Muslims, about 10 percent of the population of the mainly Buddhist country, live in the jungle area bordering

Malaysia. Many Southern Thai Muslim speak a Malay dialect. Many of them hold dual citizenship and have strong religious and cultural ties with their neighbours across the border. Both leaders said economic development was the key to bringing peace and stability.

LESSON 6: The Letter

Text 16: No title (16/L6/P114)

President Arnold Zegger was once in a car with President Lorenzo Lambas. Presently, President Zegger looked at President Lambas' wrist watch and suddenly said to him, "*Monsieur Lambas, that's a beautiful watch you're wearing.*"

President Lambas did not say a word. He took off his wrist watch and handed it to President Zegger. "It's yours," he said. President Zegger was of course very embarrassed and wanted to refuse his friend's gift. "No-no, it's okay," President Lambas assured him. "In our country, when someone likes something, then he must have it. Ours is just a borrowing from God, you know."

After a while, President Lambas looked at his friend and said, "What a beautiful wife you have, Mister Zegger." Without waiting a second, President Zegger took off the watch and said, "Here, take it back."

Text 17: No title (17/L6/P114)

Dr Maria Saniskovska was a great space scientist. Her country was the first to send a person into space. Dr Julia Robots was also a great space scientist, and her country had send the first person to the moon. Now, Dr Britney Bears was also a great space scientist, but her country had not done anything great. She was very jealous with her two friends. And so, one day, at the end of a great conference, she said, "My country will be the first to land a person on the sun." Dr Saniskovska and Dr Robots were of course very surprised. "*Wow, but what about the heat and light of the sun? Have you developed material that won't melt under the heat of the sun?*" Dr Saniskovska asked very excitedly.

"*And what about the sun's radiation? How would you protect your astronaut from the sun's radiation?*" asked Dr Robots not less excitedly.

"Do you think we are stupid?" answered Dr Bears, chewing a peanut-butter chocolate. "We'll go at night."

Semester 1 Test

Text 18: No title (18/S1/P117-118)

What is a crystal made of? What causes tides? How can atoms and electrons be understood? Questions such as these are problems that scientists of the world struggle for. Scientists work to formulate scientific theories that will explain how things happen. So, the aim of a scientific inquiry is to find out how the world works.

Scientists of the world have high optimism that natural phenomena of the world can be understood and controlled by science. During the 17th century, great men such as Galileo, Francis Bacon, Rene Descartes, Isaac Newton, and Robert Boyle were convinced that with the help of scientific research, science would be able to respond to the challenges of the uncountable secrets of the amazing world phenomena.

In 1637, Rene Descartes, a French philosopher, mathematician, and scientist, stated that science should be based on the systematic analysis of intuitive ideas. A theory was said to be scientific if it could be rationalized beyond doubt. The power of thought became the primary source of scientific theories. “*Cogito, ergo sum*”. I think, therefore I am. In this ever-living motto, Descartes wanted to say that we existed because we used our intellect. According to this philosophy, scientific theories were developed through introspection. The scientist worked out evidences for the validity of the theories by rationalizing their experiences until they reached a state where no doubt could be produced. Called the deductive logic, this approach to scientific inquiry was often referred to as the rational approach to scientific research.

About ten years earlier, Francis Bacon, an English philosopher, had proposed a method of scientific inquiry which was very different from that of Descartes. Bacon believed that, instead of using intuitive power, scientists should base their theories on the results of observations. The scientists should empty their mind, made observations of phenomena, and generalized the results of their observations to formulate scientific theories. Called the inductive logic, this approach to scientific research would be able to generalize particular cases into a general theory which would be able to explain the fundamental laws of nature. Because this scientific method was based on experiences of observations of scientists, it was called the empirical approach to scientific inquiry (*empeira* is a Greek word which means experience).

Rene Descartes and Francis Bacon were two great man of the world who established the principle foundations of science. Both had tried to provide a simple method for scientific inquiry. While Bacon wanted scientists to rely their

research solely on experience, Descartes wanted scientists to base their products of inquiry solely on pure reason. Both had their own strengths and weaknesses.

Modern scientists, however, tend to believe that both reason and experience play an important role in science. On the other hand, reason, or intuition, or imagination provides the scientists with early speculative hypotheses. On the other, experience provides the scientists with evidence whether to accept or reject the hypotheses. While both Bacon and Descartes wanted to arrive at whether a theory is true, modern scientists would be more reserved when coming to contact with what is called a “true” theory. It is possible, however, to find ways in which the correctness of a theory can be tested. Finally, modern scientists tend to believe that no theory, however well it has been tested, is without some weakness.

So, how does one come back to the questions above? One would, first of all, tries to formulate speculative answers based on available theories. Equipped with these speculative answers, which are called hypotheses, one will move further to conduct observation in the field to collect data. One will then analyze the data, and, based on the results of the analysis, one will be able to accept or reject the hypotheses. This is called the inductive-deductive approach which is widely followed by many of the modern scientists of the world.

LESSON 7: Health

Text 19 (19/L7/P129)

Suppose you raise a health fund for your class. Each month, each of you contributes Rp 1.000 to this fund. In a month, you will have around Rp 30.000 to 40.000 thousand rupiahs. Now, when a member of the class is sick, you draw an amount of this health fund to be given to this member. Of course, you need to make a regulation, first, about how much you give to the member who is sick. The regulation can be very simple or it can be very complicated. For example, if a member has a common cold, you give out Rp 10.000, good enough for buying on-the-counter medicine. If a member has this sickness, you give out that amount. And so on. What happens if somebody is always sick and you are never sick? That somebody will always get some money from this fund and you never get one. Well, that is the risk you are paying.

The above illustration shows the basic principle of the work of insurance, in this case, health insurance. Just like the history of health and medicine, the history of health insurance dated back to Ancient Babylonia (about 3.000 years ago) when traveling merchants insured their caravans against robbery and other road troubles. Modern insurance practices date back to middle of the 14th century

when new insurance policies were written in Genoa, Greece, and other European cities. The London fire of 1666 inspired the first insurance company against fire, run by Dr. Nicholas Barbon. The first life insurance contract was also signed in England, only ten years later, and life-insurance companies began to grow in the 18th century. In the 20th century, many kinds of insurance companies enjoyed an enormous growth. The total value of insurance transactions in 1969 was 100 times that of 1909.

How good is insurance for our life? Well, as you can see from the illustration above, you are playing with some risk, liability as the term is called. At least, when you are insured, you have the feeling that you are safe. For example, when you have a common cold, you will, for sure, get Rp 10.000 from your insurance fund. And then when you are never sick, you will never get any money from the fund. That is the risk. But, then, the whole old question, who wants to be sick? So important is insurance that in some countries insurance is formed by the government. In big countries like the United States of America, Germany, and Britain the majority of insurance policies is run by the government. In Indonesia, too, the biggest health insurance company is run by the government.

Text 20: Scientists Warn of Cancer Risk for Cell Phone Use (20/L7/P133)

Scientists have different opinions on the level of dangerous effects of the magnetic field from cell phones. However, we must be prepared although there is no final evidence yet about the risk using cell phones especially to children. We must not do the same mistakes as we have already done in the past. That is, we must be alert to this danger and do not wait until things become uncontrollable.

Studies that claim that there is no link between cell phones and brain tumors are outdated, have some methodological problems, and do not include sufficient numbers of long-term cell phone users. Many of these studies define regular cell phone use as “once a week”. At present, this definition is inapplicable at all.

A brain tumor can take dozens of years to develop. The risk from cell phone use is far greater for children than for adults. In a recent study, radiation from a cell phone penetrates far deeper into the brain of a five-year-old than into that of an adult. Particular surveys from Scandinavia – where the cell phone was first developed – show that the radiation emitted by cell phones has definite biological consequences. From another study, frequent cell phone users are twice as likely to develop a tumor on the auditory nerve: the ear most used with the handset, compared to the other. In a separate study, heavy phone users have a 50 percent increased likelihood in developing a salivary gland tumor. In addition, adolescents who start using cell phones before the age 20 are five times more

likely to develop brain cancer at the age of 29 than those who can't use a cell phone.

Every child is using cell phones all of the time, and there are three billion cell phone users in the world. The situation is as critical as any other public health issue. Everyone shares responsibility of this issue and helps governments and other bodies to find solutions to the problem.

LESSON 8: Performing Arts

Text 21: No title (21/L8/P146-147)

Indonesia is blessed with amazing cultural heritages in the form of dances. Dances in the *wayang* performance in Java, for example, involve fine, intricate movements. Traditional dances from Sumatra, Kalimantan, Sulawesi, Bali, Nusa Tenggara, Irian Jaya, and many other islands in Indonesia have movements in various styles and qualities which carry messages or symbols about important aspects of life. For a long time, people all over the world have admired the beauty of the various traditional dances of Indonesia.

Dances have social, religious, and magical functions. In their social function, dances are performed for and during social events such as births, marriages, hunting, wars, etc. In Bali and certain parts of Kalimantan and Irian Jaya, for example, dances cannot be separated from the social life of the members of the society. In their religious function, dances are performed for religious rituals such as worshipping, offering, initiation, burials, etc. The *Pendet* and *Gabor* dances of Bali, for example, are used in offering ceremonies. In their magical function, dances are performed in such occasions as healing, purifying, driving evils, asking for rains, etc. The *Ndi* dance from Irian Jaya, for example, is performed to communicate with the souls of the dead.

Indonesian traditional dances are commonly grouped into three categories: simple, folk, and classical. As is suggested by the term, simple dances have simple movements such as kicking, treading, body weaving, and head shaking. The accompanying music is also very simple such as the tapping of drums or gongs, hand clapping, or just shouting. The dancers also wear simple costumes and make-ups. Simple dances are commonly performed for religious and magical purposes. The *Mandau* dance of the Dayak tribe is a good example of these dances.

Folk dances arise from the needs of the ordinary people for the aesthetic aspects of their life. In folk dances, dance movements are more arranged, more music is used, costumes are more specialized, and more make-up is used. Folk dances are commonly performed for special purposes. *Kuda Lumping* and *Tayub*

of Middle and East Java, *Sanghyang* of Bali, *Lengso* of Ambon, *Ketuk Tilu* and *Ronggeng* of West Java, and *Cupuk* of Lombok are examples of folk dances. Folk dances are usually merry and have dynamic movement.

Classical dances stem from the aesthetic needs of the members and relatives of the royal families in the royal palaces. Classical dances are very fine and delicate in the movements, musical accompaniment, and costumes. This is because the royal families possess the expertise and resources to develop and refine dances. Classical dances have the quality of being highly artistic and sophisticated. *Kanja* and *Lenggo* of Nusa Tenggara, *Gandrung* and *Janggri* of Bali, and *Serimpi* and *Bedaya* of Java are examples of these dances.

Text 22: No title (22/L8/P151)

The Baliem Valley Cultural is an annual festival event in which Papuan tribes renowned for their histories of war and violence. The festival reenacts mock battles among tribes as a cultural attraction for tourists. It is held at Muliama village, Asologaima district, about 20 kilometers from mountainous Wamena, capital of Jayawijaya regency in Papua. The event offers tourists with an excellent reason to visit charming Wamena.

The festival was first held as a way to transition the tribes away from wars that had claimed hundreds of lives. These tribal wars continue today but are no longer accompanied by tears and bloodshed. The idea of turning tribal – war brutality into a cultural attraction has proven successful and has brought in material profit to the Wamena’s community.

This year’s cultural event was organized to coincide with Indonesia’s August 17 Independence Day celebrations. Hundreds of residents from the districts in Jaya-wijaya regency and its surrounding areas took part in this year’s 19th Baliem Festival. Oil and clay were applied to the tall and burly bodies of the tribal warriors to make motifs. Meanwhile, charcoal powder was rubbed on their faces with the result that the warriors sparkled in the sunshine. These people were the “traditional soldiers”. Wearing their *koteka*, they held spears in their left hands and bows and arrows in their right. Their faces were fierce looking. Adding to their ferocity were hog fangs, measuring about 20 centimeters in length, which hung from their nostrils. The two tribes’ “soldiers” acted out the battle. The “soldiers” furrowed their eye-brows and looked ready to pounce on their enemies. They aimed their arrows at their enemy, then at the sky and finally at the audience, while calling out their enemies using the traditional chant: “Hu...hu...hu...” The warriors assumed their battle formations in an arena in the beautiful Baliem Valley.

As in previous years, a number of attractions and competitions were held on four consecutive days (August 8-11, 2008). The festival concluded with a parade of decorated vehicles around Wamena city.

LESSON 9: The *Gotong Royong*

Text 23: No title (23/L9/P155-156)

Long years ago, Young Banyan Tree complained to the Old Banyan Tree about his small role to help other creatures in the jungle. Every morning and daytime, he had to inhale dirty air and with the help of the sun, he had to spread fresh air for the animals to breathe. He had to prepare his thick leaves to prepare the place for birds to make their nest and for other animals to take shelter under him.

“Try to keep going green to make the animals around us happy!” Old Banyan Tree said.

“I feel that I am just a passive creature. I cannot walk anywhere like what lions, monkeys and elephants do. Although snakes have no leg, they still can go anywhere,” Young Banyan complained.

“Your leaves, which fall to the ground, make the soil fertile,” Old Banyan Tree said.

“But it does not prove that I am powerful and important creature.”

“Hi, Young Banyan, you are a kind of plants. You are one of important parts in food chain and creature interaction in this jungle. Plants have very important role. Although lions are strong animals, they cannot live without plants,” Old Banyan Tree tried to make Young Banyan Tree’s feel better.

Once upon a time, five greedy illegal loggers came to the jungle to exploit the wood. Not only did they cut the trees for money but they also hunted the animals for pride and pleasure. For them, “enough” is not enough and for their greediness, this world is not enough.

The five illegal loggers stood in front of Small Banyan Tree. They did not care whether it was still not old enough to cut. They prepared their tools. They tied Young Banyan Tree with thick rope. One of them held an axe and was ready to cut Young Banyan Tree.

Suddenly, a lion jumped into the man with the axe. The man instinctively ran back to his friends to save him. Another lion was roaring from behind. The loggers were ready to fight but they heard the roar of two other lions from their left and two from their right. The illegal loggers thought that five people were not enough to fight the lions. They were afraid and ran away from the jungle.

“Thank you for saving my life” Young Banyan Tree said to the lions.

"You are part of this jungle," Great Lion said to Young Banyan Tree. "You and your family make this place green. It is the place where wildlife lives. This jungle provides food for other animals and us. This jungle is the best place for us to live and we will defend this jungle."

"If we want the best ones to live and defend us faithfully, we must work together to make this jungle as the organization becomes the best place for the inhabitants in it," Great Lion's wife said.

"If we cannot create the best environment for them, they will leave this jungle and greedy hunters and illegal loggers will steal and destroy us," Old Banyan Tree added. "This is mutual relationship between a good organization and its best members."

"I understand now," Young Banyan Tree said. "I am going to do the best in my small role in building best situation and condition to make this jungle become the best place for its inhabitants."

That moment made Young Banyan Tree aware of the importance of his small role. He did not complain anymore. He did his role with joy. He understood the worth of working together.

Text 24: No title (24/L9/P168)

A poor but honest Woodman lived in a village near a forest. One day, he went out to cut down a tree near the edge of a deep pool in the forest. It was late in the day and the Woodman was tired. He had been working since sunrise and his strokes were not as sure as they had been early that morning. Thus it happened that the axe slipped and flew out of his hands into the water in the pool.

The Woodman was in despair. The axe was all he possessed with which to make a living, and he did not have enough money to buy a new one. As he stood wringing his hands and weeping, the god Mercury suddenly appeared and asked what the trouble was. The Woodman told what had happened, and immediately the kind Mercury dived into the pool.

When he came up again he held a wonderful golden axe.

"Is this your axe?" Mercury asked the Woodman.

"No," answered the honest Woodman, "that is not my axe."

Mercury laid the golden axe on the bank and sprang back into the pool. This time he brought up an axe of silver, but the Woodman declared again that his axe was just an ordinary one with a wooden handle.

Mercury dived down for the third time, and when he came up again he had the axe that had been lost.

The poor Woodman was very glad that his axe had been found and could not thank the kind god enough. Mercury was greatly pleased with the Woodman's honesty.

"I admire your honesty," he said, "and as a reward you may have all three axes, the gold and the silver as well as your own."

The happy Woodman returned to his home with his treasures, and soon the story of his good fortune was known to everybody in the village. Now there were several woodmen in the village who believed that they could easily win the same good fortune. They hurried out into the woods, one here, one there, and hiding their axes in the bushes, pretended they had lost them. Then they wept and wailed and called on Mercury to help them.

And indeed, Mercury did appear, first to this one, then to that. To each one he showed an axe of gold, and each one eagerly claimed it to be the one he had lost. But Mercury did not give them the golden axe. Instead he gave them each a hard whack over the head with it and sent them home. And when they returned next day to look for their own axes, they were nowhere to be found.

Mid Semester 2 Test

(There is no text to be analysed)

LESSON 10: UNO

Text 25: No title (25/L10/P185-186)

The United Nations came into existence on 24 October 1945 when 51 original members ratified its charter. Replacing the League of Nations founded in the aftermath of World War I, the main purposes of the UN were to save the coming generations from wars, develop friendly relations among nations, cooperate in solving international problems, and promote respect for human rights and fundamental freedoms.

To enable it to work towards its goal, the UN is equipped with six major organs: the Security Council, the General Assembly, Economic and Social Council, Trusteeship Council, International Court of Justice, and the Secretariat. The Security Council is responsible for the maintenance of international peace and security. With five members given the veto right – the United States of America, the Union of Soviet Socialist Republic, Great Britain, France, and China – the Security Council is to be the international guardian of peace. The General Assembly is an international forum for debating world issues. Composed of all member states, the General Assembly has the right to discuss and make

recommendations on all matters within the scope of the charter. Although it has no power to force its decisions on any government, its recommendations carry moral weights as an expression of world opinion. The Economic and Social Council functions as an international body to help raise the standard of living and improve the economic conditions of poor countries. The Council makes recommendations and initiate activities relating to the development of nations, world trade, natural resources, human rights, populations, social welfare, and science and technology. The trusteeship Council deals with matters related to non-independent territories as a result of World War II. Operating under the authority of the General Assembly, the Trusteeship Council supervises the administering of these non-independent territories. The International Court of Justice deals with cases of disputes among states and from international organizations. Established under the assumptions of the absence of common legal standards among nations, the International Court of Justice is empowered to give advisory opinions to resolve international disputes. The Secretariat is the UN body to provide civil services to the nations of the world. Positioned at the UN headquarter, the Secretariat carries out the day-to-day work of the international organizations. It provides meditations in resolving international disputes, administers peace-keeping operations, studies human rights and natural resources, and organizes international conferences.

Since its establishment, the United Nations has developed and had impacts in the resolution of wars and the keeping of peace of the world. UN military actions in Korea, the Middle East, Africa, and Cyprus were able to prevent the world from deadly wars. Important international treaties in the area of arms control have also been the work of the UN. The greatest contribution of the UN to the welfare of the international community has been the integrated approach of the organization to lay a hand on non-military problems. Among these are resolutions on raw materials and development, the law of the sea, world population, world food, planetary management, status of women in the world, and urban growth.

The United Nations, however, is not free from criticism. Its total powerlessness during the Vietnam and Iraqi wars is often seen as one of its seeming inabilities to deal with certain political crises. Voting rules, including the veto right, have also been a target of sharp tongues. Nations of the world, nevertheless, feel it useful to stay put in the organization rather than leave it.

Text 26: Gud-da-bon (26/L10/P189-190)

In the deepest jungle of Africa, an administrator was sent by an international body who was supposed to help the people raise their standard of living. He was accompanied by a translator because he did not know a word of the

language of the people. With high enthusiasm, he began to give his speech to the people who gathered under a shade. The people, who used to be very happy, looked anxious and uneasy.

“Men and women, I was sent by a distinguished organization to tell you about the great changes that you will undergo with the money that we will give you. These changes will improve your lives beyond your imagination.”

After the translator conveyed his meaning to the villagers, they all rose to their feet, clenched their fists together, swung them to the air, and shouted in unison: “Gud-da-bon! Gud-da-bon!” The administrator was very excited about the warm responses from the villagers. He was sure that he was going to have a good day.

“We will build for you,” he continued with more dignity while the villagers sat down one by one. “Roads, bridges, offices, shops, restaurants. Everything that will make your place a modern city. We will also build factories, banks, and other business centres. In short, you will have a new place to live in, one that will improve your life.”

The translator continued to do his job, and at the mention of each of the items spoken by the administrator, the crowd raised their fists and shouted: “Gud-da-bon!” This made the administrator more and more excited.

“And we will build you a modern school and modern hospital. Everyone in this village must go to school. and if someone is sick, he must be taken to hospital. No more herb medicine. Everybody must wear good clothes, and shoes. You must leave your stone age and come to the glory of this modern twenty-first century.”

“Gud-da-bon! Gud-da-bon!”

“You see the big tree over there? So he went on as if he were on his own. That will become a nice two-story apartment building. Then there will be a park square where people can jog or do other sports. In short, we will make you the happiest people in the world.”

“Gud-da-bon! Gud-da-bon!”

That concluded the meeting. One by one the villagers left the place, saying nothing. After everybody had left, the administrator turned to the translator and said, “That went quite well for a first meeting. I’m glad that they received me well and responded enthusiastically to my speech. Very nice people. By the way, what does that expression mean, Gud-da-bon? It sounds so sweet to my ear.”

Calmly but blushing, the translator whispered: “Sir, it means go to hell.”

Text 27: No title (27/L10/P191)

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) was established at an international conference in 1945. Its purpose was to develop understanding among the members through educational and research. The organization was the culmination of 25 years of international efforts in education and research.

UNESCO's activities fall into five categories. First, it helps governments of the world expand and direct the education of the people so that they can develop their country. Second, it helps governments of the world establish research and development so that they can make use of their resource maximally. Third, it encourages the preservation of the traditional cultures of the countries of the world. Fourth, it promotes the social sciences for the development of human rights, justice, and peace. Finally, it develops a balanced flow of information for all nations of the world.

UNESCO has been able to help countries of the world overcome their crises. For example UNESCO set education services for Arab refugees in the Middle East.

Text 28: Africa (28/L10/P191)

Africa is the world's second-largest and second most-populous continent, after Asia. At about 30,221,532 km² (11,668,545 sq mi) including adjacent islands, it covers 6% of the Earth's total surface area, and 20.4% of the total land area. With more than 900,000,000 people (as of 2005) in 61 territories, it accounts for about 14% of the world's human population. The continent is surrounded by the Mediterranean Sea to the north, the Suez Canal and the Red Sea to the northeast, the Indian Ocean to the southeast, and the Atlantic Ocean to the west. There are 46 countries including Madagascar, and 53 including all the island groups.

Africa, particularly central eastern Africa, is widely regarded within the scientific community to be the origin of humans and the Hominidae tree, as evidenced by the discovery of the earliest hominids, as well as later ones that have been dated o around 7 million years ago – including *Sahelanthropus tchdensis*, *Australopithecus africanus* and *Homo erectus* – with the earliest humans being dated to ca. 200,000 years ago, according to this view.

Africa straddles the equator and encompasses numerous climate areas; it is the only continent to stretch from the northern temperate to southern temperate zones. Because of the lack of natural regular precipitation and irrigation as well as

glaciers or mountain aquifer systems, there is no natural moderating effect on the climate except near the coasts.

LESSON 11: The *Wayang*

Text 29: The *Wayang* (29/L11/P202)

Wayang is a Javanese word to refer to kinds of puppet theatres. *Wayang* is “shadow” and the *Wayang* is a shadow puppet theatre. In modern daily Javanese and Indonesian, *wayang* can be the puppet itself or the whole puppet theatre performance. There are several different types of *wayang*. The word *wayang* is a generic term for these different types of puppet theatres. Below are some of the many kinds of *wayang* that can be found in our rich cultures.

First, there is the *wayang kulit*. *Kulit* means “skin”, and refers to the leather construction of the puppets that are carefully chiseled with very fine tools and supported with carefully shaped buffalo horn handles and control rods. The puppets are crafted from buffalo hide and mounted on bamboo sticks.

When held up behind a piece of white cloth, with an electric bulb or an oil lamp as the light source, shadows are cast on the screen. The stories are usually drawn from the Hindu epics the *Ramayana* and the *Mahabharata* or from the *Serat Menak*, (a story about the heroism of Amir Hamza, an uncle of the Moslem Prophet Mohammed.)

Second, there is the *wayang wong*. Literally it means human *wayang*. *Wong* means human. This is precisely like the theatre. The *wayang*, the characters, are acted by persons. It is not *wayang* in its original meaning since it is not using shadows, but real people. The *wayang wong* was originally performed only as an aristocratic entertainment in the four places of Yogyakarta and Surakarta. In the course of time, it spread to become a popular and folk form as well.

Third, there is the *wayang beber* (the sound “e” is pronounced like that in ‘bed’, ‘men’, etc.) means “scroll”. On one scroll is painted a scene of the story. In the performance, the story is told scroll by scroll. The content of the story typically stems from the Panji romances which are famous semi-historical legends from East Javanese kingdom of Jenggala, Daha, Kediri, and Bali. Many of the *wayang beber* scrolls are found in East Java, especially in the areas of Kediri and Pacitan regencies.

Fourth, there is the *wayang golek*. The word *golek* truly means “puppet” or “doll”, three-dimensional. The puppets are made of wood. It is believed that the *wayang golek* was originated from the north-coast areas of Java Sea, brought from

China by the Moslem walis. Now, the wayang golek is most popular in Priangan areas such as Bandung, and some other places in West Java such as Cirebon, Bogor, and Jakarta. The earlier wayang golek mostly tells about the Amir Hamza menak stories. The more modern wayang golek, however, tells about the Ramayana and Mahabharata stories, the same as those in the wayang kulit of Central Java.

The UNESCO designated wayang kulit as a Masterpiece of Oral and Intangible Heritage of Humanity on 7 November 2003. In return for the acknowledgment, this world organization requires us to preserve the wayang as one of our rich cultural heritages.

LESSON 12: The Orphans

Text 30: No title (30/L12/P211-213)

“This way, we’re assisting the government,” Mr. Budhi continued. “Orphans are the responsibility of the government. In this place, we raise orphans, children from poor families, and stray children and help them to grow as other children grow. We educate them to become members of the society who have high moral and intellectual integrity, are honest and well-behaved, and possess the necessary skills to support an independent life.”

“Where did all these kids come from?” I asked.

“All over the country,” Mr. Budhi said, pointing to the map on the wall. “We have children from almost all major cities in Java. Outside Java, we have orphans and stray children from Sumatera, Kalimantan, Sulawesi, Lombok, and Sumbawa. We never differentiate them. Wherever they come from, we accept them as our children. Our motif is purely divine. Orphans are the children of God, says God in the Holy Book, and whoever helps orphans God will provide an abundance of rewards. So for us, the children represent the possession of God. Neglect them, and we neglect God. Well, anyway, many of our children have become successful person who are useful to the society. Two of them are now teaching at the university.”

A man came in and bowed to Mr. Budhi. He said that he had come to file in his monthly contribution. He took out a thick envelope and handed it to Mr. Budhi. After saying a word or two, he asked permission to leave, saying that he still had some other errands to do. Mr. Budhi thanked his guest and escorted him to the door.

“He is a regular donator,” he explained after sitting back at his chair. “There are people like him who know exactly how to spend their spare money for heavenly causes. We receive some fund from the government, of course, but most

of our expenses are covered by money collected from the private donators. I can see happiness in their eyes when they look at how many orphans have left with promising opportunities awaiting them in their future life.”

“How many have come out of the orphanage?” I asked.

“Thousands,” he answered. “Last year, we recorded 115 orphans who left ready for a successful career in their life. Many are married and most find jobs. This year, we are looking at 150 or so to leave the orphanage. It is our satisfaction to see them off from this very door to become useful members of the society. This satisfaction is a priceless reward for us.”

I stayed for a while longer before I thanked Mr. Budhi and left the orphanage. On my way home, I kept thinking with all kinds of mixed feelings. Here is a man, a simple man who leads a simple life, who is able to save the life of so many people. And he has done all that just for the merciful grace of God. May God bless this kind man. But what about these children of the street at the crossroads, the homeless families under the fly bridge, and those attempts who saunter across town?

Text 31: No title (31/L12/P220)

It was almost 5 o'clock in the afternoon, and the writer left the school on his motorcycle. He stopped at Merdeka junction because of the red light.

A beggar approached the writer. He was about 10 years old. He wore a rugged T-shirt and a pair of torn pants. He held up his hand asking for small change. “Bid brother, I haven’t eaten,” he said. “My little sister haven’t eaten either.” The writer ignored the boy beggar. He thought that the beggar just tricked him. The boy didn’t go. He remained at the writer’s side, holding up his hand. The light changed to green and the writer turned up the accelerator.

About a block from the red light, I stopped at the side of the road. “My god,” he exclaimed to myself. “What have I done? What if he really hasn’t eaten? And her sister. What if other people do the same as I did? I really am very sorry.” The writer promised to himself that he would never do the same thing again.

Text 32: No title (32/L12/P223-224)

The UN’s International Fund for Agricultural Development has warned that with the earth’s population set to reach nine billion by 2050, there is a real threat of massive food shortages and poverty in developing countries. The picture of Indonesian development, to take an example, reveals that many families are not benefiting from national economic growth. Fifty percent of Indonesia’s population is still poor, hovering around the poverty line, living on less than US\$2

per day. Also, concerns have arisen as data on poverty status exist. If this continues, it will create unpredictable progress in terms of the country's prosperity in the future.

For example, the Center for Welfare Studies reported that the number of poor people in Indonesia increased by 6.7 percent over the last three years to 43.1 million. The report showed the number of Indonesian living in extreme poverty was 40.36 million in 2008, 44.83 million in 2009, and 43.07 million in 2010. In 2011, Indonesia experienced a decline in poverty rates from 12.49 percent in March, but it decreased to 12.36 percent in September. Some islands have different poverty percentages. For example, Maluku and Papua had the largest percentage of its people in poverty, at 25 percent, while Kalimantan had the lowest at 7 percent. Java is the island that hosted the poorest Indonesians, at 16.74 million people, while the major island with the smallest number of poor people was Kalimantan, with 97,000 people.

The Asian Development Bank (ADB), however, said not all the statistics shown were directly comparable, as they were based on different sources and methodologies. For example, the 2008 data was based on the Indonesian government's National Socio-Economic Survey; the 2009 data was collected from the World Bank's PovcalNet database, whereas the 2010 data was taken from an economic modeling method assuming poverty rates change relative to a country's Gross Domestic Product (GDP). The government also has different methodologies of creating poverty data. According to the Central Statistics Agency (BPS), the number of Indonesia's poor is at 30.2 million, which is much lower than the ADB's 43.12 million. In this case, the ADB marks the country's poverty line at an earning level of \$1.25 per day, while the government has set it at \$1.13. If the poverty line was set at \$2 per day as suggested by the ADB, the statistic for the number of poor people here would further increase to reach at least 117 million, or about 50.57 percent of the population. In 2011, the BPS reported that the number of poor people was only 12 percent of the population. In this case, the poverty line used was the monthly per capita earnings of Rp 243,729 (\$26.80) in September and Rp 233,740 in March. The use of different values of poverty lines to count the poor has caused confusion for common audiences. Data from the last six years shows a decline in the number of low income people from 17.75 percent in 2006, 16.58 percent in 2007, 15.42 percent in 2008, 14.15 percent in 2009, 13.3 percent in 2010 and 12.49 percent in 2011. However, this trend has not proved that the poor population in Indonesia has significantly declined.

In reality, using the income and the poverty line to measure poverty still does not picture poverty reduction. For example, as reported by ADB, Indonesia is the only country in Southeast Asia in which poverty is on the rise. It is upsetting

since Laos and Cambodia have few natural resources and inattentive governments.

Semester 2 Test

Text 33: The Real Wealth of Asia (33/S2/P226)

Providing children with a good education is a priority for all of Asia. Yet millions of children are still being denied a proper education., because their parents are too poor to send them to school. This is not to count millions of orphans spread through out the continent.

For the last 40 years, AWFP has been providing nutritious meals to million of schools, giving even the poorest parents a good reason to send them there. It reduces child hunger and boosts school attendance at the same time.

This year, we expect to feed 5 million school children in Asia. Support us, help build the real wealth of Asia.

PERNYATAAN

Yang bertanda tangan di bawah ini, saya

Nama : Nurhidayah Permata Nurani

Pekerjaan : Mahasiswi S1 Pendidikan Bahasa Inggris Universitas
Negeri Yogyakarta

menyatakan telah melakukan tringulasi data sehubungan dengan analisis data yang dilakukan oleh mahasiswa yang bersangkutan dalam penelitian yang berjudul "An Analysis of Character in the Texts of an English Textbook entitled *Contextual English for Grade XI of Senior High Schools Regular Program*".

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Yogyakarta, 3 November 2014

Yang membuat pernyataan



Nurhidayah Permata Nurani

PERNYATAAN

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Yang membuat pernyataan



Dita Arintia