

**CHARACTER VALUES IN ENGLISH AS FOREIGN LANGUAGE (EFL)
TEXTBOOKS FOR JUNIOR HIGH SCHOOLS**

A THESIS



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ABSTRACT

DYTA MAYKASARI : *Character Values in English as Foreign Language (EFL) Textbooks for Junior High Schools*. Thesis. Yogyakarta: Graduate School of Yogyakarta State University, 2019.

The present study aimed (1) to identify the character values embedded in English as Foreign Language (EFL) textbooks for junior high schools, and (2) to describe the techniques of integrating character values in the textbooks.

This study was qualitative content analysis research. Its procedure involved the inductive category formation process. It employed the note-taking as the data collection method. The data were gathered from four EFL textbooks published by government and commercial publisher. The instruments used to gather the data included the researcher as the human instrument, protocol instruction (analytical construct), and datasheet. The researcher used conformability, dependability, credibility, and peer debriefing to check the trustworthiness of the data. The data were analyzed qualitatively using the techniques of compiling, disassembling, reassembling, interpreting and concluding.

This study reveals that there are various values embedded in the textbooks. The values are not limited to 18 national values proposed by the Indonesian government but also other values related to Indonesian moral values. The EFL textbooks provide the character values integrated into all parts of textbooks, including visual displays, learning objectives, text, and learning activities. There are various techniques used to integrate character values in the EFL textbooks. Thus, the integration of character values in the textbooks could be the input for the students to develop character as well as improve their knowledge and competencies.

Keywords: *Character values, EFL textbook, Junior High Schools*

ABSTRAK

DYTA MAYKASARI: *Nilai-Nilai Karakter pada Buku Pelajaran Bahasa Inggris untuk SMP/MTs. Tesis. Yogyakarta: Program Pascasarjana Universitas Negeri Yogyakarta, 2019.*

Penelitian ini bertujuan (1) untuk mengidentifikasi nilai-nilai yang tertanam pada buku-buku pelajaran Bahasa Inggris sebagai Bahasa asing untuk Sekolah Menengah Pertama (SMP/MTs), dan (2) untuk mendeskripsikan teknik pengintegrasian nilai-nilai karakter yang terdapat pada buku-buku tersebut.

Penelitian ini merupakan penelitian analisis isi kualitatif dan menggunakan proses induktif sebagai prosedur penelitian. Penelitian ini menggunakan metode mencatat sebagai metode pengumpulan data. Data diperoleh dari empat buku pelajaran Bahasa Inggris yang diterbitkan oleh pemerintah dan penerbit komersil. Instrumen yang digunakan dalam penelitian meliputi peneliti sebagai instrumen manusia, instruksi protokol (konstruk analitis), dan tabel lembaran data. Peneliti menggunakan penglarasan, konsistensi, kredibilitas, dan *peer-debriefing* untuk memastikan keterpercayaan data. Teknik analisis data yang digunakan adalah kompilasi, pembongkaran, pengumpulan kembali, penafsiran, dan pemberian kesimpulan.

Hasil penelitian ini menunjukkan bahwa ada berbagai macam nilai yang terintegrasi pada buku-buku pelajaran Bahasa Inggris. Nilai-nilai tersebut tidak sebatas nilai pokok yang ditetapkan oleh pemerintah, tetapi juga nilai lain yang sesuai dengan nilai moral di Indonesia. Buku pelajaran Bahasa Inggris menyediakan nilai-nilai karakter yang terintegrasi dalam setiap bagian buku, meliputi tampilan visual, tujuan pembelajaran, teks, dan kegiatan pembelajaran. Terdapat berbagai teknik yang digunakan untuk mengintegrasikan nilai-nilai karakter dalam buku pelajaran Bahasa Inggris. Dengan demikian, integrasi nilai-nilai karakter pada buku-buku pelajaran dapat memberikan masukan bagi siswa untuk mengembangkan karakter serta meningkatkan pengetahuan dan kompetensi mereka.

Kata kunci: *buku pelajaran Bahasa Inggris, nilai-nilai karakter, SMP/MTs*

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Yogyakarta, 10 April 2019

Yang membuat pernyataan



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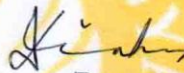
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CHAPTER I

INTRODUCTION

A. Background of the Problem

One of the significant roles of education during the last two decades has been focusing on character education (Lickona, 1991). The term of education does not merely refer to academic development but also character education. Battistich (2005) defines character education as one's action regarding his/her attitudes, behavior, motivation, and skills which are influenced by cognitive, social, emotional and ethical abilities. According to Lickona (1991), the purpose of character education is guiding the young generation to have good aptitude and attitude. Aptitude refers to one's cognitive ability while attitude reflects his/her behavior that is broadened by the character and moral.

Character education plays a key role in education since character development is the foundation for lifelong learning. Character education can lead the students to have qualities of good human beings. Implementing character education in the classroom might foster students to be more civilized, creative, independent, and respectful to others (Arthur, 2003; Smith, 2013). At these points, 8 of 10 nations in the world support character education in schools (Nuccy & Narvaez, 2008). In brief, the numbers of countries agree on integrating character as a part of education to prevent moral decadence, such as bullying, brawling among students, corruption, and such negative behavior.

In Indonesia, the government issued the act of national education system No. 20/2003 about the function and goal of national education to develop students' skills, build their character and build civilization of a dignified nation. The quality of national education is drawn by the students' development of intellectual, moral and civic virtues that lead them to become good people with all values of life.

Character education is an important element that has to be integrated into all aspects of the educational curriculum through all subjects (Lickona, 1991) and the teachers should implant character education during the learning process. Arthur (2003) states that the integration of character values during learning practices could help the students to avoid negative behavior. For English as Foreign Language (EFL) learning, character education becomes the core element for the students' development because language is a medium of communication that influences one's belief, value, and behavior (Byram, 2008). In conclusion, communicating through language somehow switch someone's mindset while understanding languages can build tolerance among different cultures and societies.

English teachers can enhance the students' character through learning activities and learning materials during the class. In addition, the learning materials have explicit content to develop character values for the students (Arthur, 2003), especially English which has multicultural content. English provides cognitive orientation focusing on acquiring knowledge and respecting cultural diversities (Byram, 2008). Therefore, the English teachers are given

opportunities to select or design the learning materials to develop the students' character as well as their knowledge.

During the teaching process, the teachers often use textbooks as the main resource, which according to Brown (2001), a textbook is a set of teaching materials which is used in educational purposes. It includes the instructional materials that might become the resources and references for the teachers and students to achieve learning objectives (Cunningsworth, 1995). Most of Indonesian teachers still depend on the use of textbooks (Diniah, 2013) that provides the necessary material and teaching guidelines to be used during the learning process. The textbooks are also suitable for the teachers' as well as students' teaching and learning needs. It helps the teachers to design the learning activities and facilitate the students in understanding the learning materials.

Every level of students' proficiency possesses their own textbooks and the teachers could develop their own materials or only use the textbooks as the basic learning resource. Lickona (1991) states that textbooks give input to the students' character and Madya (2013) argues that EFL textbooks have an influential contribution on developing the students' character because there are numerous values integrated into the textbook. It means that the EFL textbooks provide the materials which contain intended meaning to develop the students' character.

According to the US Commission on Civil Rights (1980), there are various kinds of information provided in the textbooks which allow the students to experience in real life situation. For instance, reading textbooks can affect students' self-esteem, aspiration, and fears when they try to identify the situation

and then they involve unconscious emotion. *Direktorat pembinaan Sekolah Menengah Pertama (SMP)*, the Indonesian Directorate of Junior High School founding (2010) states that textbooks might become the character input that provides not only learning materials but also explores the values from those materials. Furthermore, the textbooks are integrated with the values related to race, ethnicity, gender, or social status to enhance better attitudes and personalities. The students might read various texts in the textbooks and take into account the moral values from those texts.

These days, there are numerous EFL textbooks available in the markets that are published by various publishers. This fact gives the teachers opportunities to select the textbooks by considering the content and the integration of character values. Both teachers and students need textbooks that provide a specific purpose to develop students' character implicitly and explicitly. In fact, some studies have already conducted the analysis of character education, yet only limited numbers of studies that try to investigate character values on the whole part of textbooks. Most of the studies only focus on the specific part of textbooks, such as the reading texts and learning activities (Ariesienta, 2016; Sulistyaningrum, 2015; Sallabas, 2013).

According to Madya (2013), EFL textbooks provide potential contribution to be integrated with character values. However, *Direktorat Pembinaan SMP* (2010) states that the integration of character education in the textbooks is not sufficient for developing students' character. Based on the researcher preliminary

observation on EFL textbooks, there are limited character values embedded in the EFL textbooks.

The researcher decides to analyze the textbooks for junior high schools because there are still many cases of juvenile delinquents that have come out. BPS, the Indonesian Central Bureau for Statistics (2010), reports that the teenage crime rate increases every year. This condition happens because the students at this age are in the transition process from children to teenagers and their psychological development is vulnerable to emotional aspects (e.g. love, care, support) and social aspects (e.g. absence of the peers, role model, guidance during a hard time) that influences their emotion, attitude and behavior significantly (Caskey & Anfara, 2007). In short, the students in this phase are characterized to find their identity and develop their analytical thought that makes them become makes them become more idealistic.

One of the solutions to solve this problem is the EFL teachers should integrate character values input on the learning materials. By doing so, the students could unconsciously learn to understand the importance of having good character. The teachers should also be more aware of the existence of character values in the textbooks that provide character input for the students. Therefore, the researcher is interested to analyze character values embedded in the learning materials, especially EFL textbooks.

Then, based on the preliminary observation, the researcher also indicates that each EFL textbook provides different values that carried on since the EFL textbooks provide different texts. There are some values that cannot be found in a

certain textbook because those textbooks also developed by different authors. For this reason, there is a necessity to analyze character values in the EFL textbooks for junior high schools to make sure those textbooks contain character values suggested by the government.

This study focuses on the integration of character values in EFL textbooks and its technique to integrate those values. There are two main points problems of this research, they are; the types of character values embedded in those textbooks and the way how those values are integrated with the EFL textbooks. The researcher expects that the result of this study can help teachers to select suitable textbooks that have a good influence on students' character.

B. Identification of the Problems

Based on the explanation above, here are some problems which are found related to the study, those are;

1. There are many issues related to moral decline that can be seen from the increasing number of crimes in the society (Indonesian Central Bureau of Statistics, 2013). It indicates that the demand for character and moral education is required for all of the citizens.
2. In Indonesia, the students are still doing bad deeds or even committing crimes (Putra, 2016). Therefore, character and moral development become the main concern in the Indonesian educational field that leads the young generation to have good aptitude as well as attitude.
3. There is a demand for developing students character to achieve the goal of national education. Although character values are integrated into the

school curriculum and have been added in religion subject and civic education, the integration in all subject, especially English is required to develop the students' character because English has multicultural contents that might influence students' behavior.

4. During the process of English language learning, most of the teachers still depend on the use of textbook (Diniah, 2013) and there are some materials or activities in the EFL textbooks that integrated with character values (Lickona, 1991; Madya, 2013). These textbooks need to be investigated further since the textbooks could be an input for the students to build their character.
5. Unfortunately, there are limited numbers of studies attempt to analyze character values in EFL textbooks, especially the textbooks for junior high school (Ariesienta, 2016; Sulistyaningrum, 2015; Sallabas, 2013) for the students at this age are in the transition from childhood becoming early adolescence. Character development is crucial to be taught at this period of age since they are vulnerable to moral degradation.
6. According to the guidebook for character education by *Direktorat pembinaan SMP* (2010) and based on the researcher's preliminary observation of textbooks for junior high schools, there are some textbooks that do not include rich values. Each textbook has different types of values suggested by the Indonesian government. For this reason, the teachers should be selective in selecting the suitable textbooks for the students that have the full contribution of character values.

Therefore, the researcher tries to investigate further and deeper concerning the integration of character education in English teaching materials especially character values which appear in the EFL textbooks for junior high schools.

C. Focus and Formulation of the Problems

Based on the identification of the problems aforementioned, the urgency of analysis of character education textbooks used in the English Language Teaching (ELT) classroom is important to support the character education program in Indonesia. This study concerns the values presented in the textbook and the technique used to integrate character values. Therefore, the researcher formulates two research questions from the focus of the study, those are;

1. What are the character values embedded in the EFL textbooks for junior high schools?
2. How the character values are integrated into the EFL textbooks for junior high schools?

D. Objectives of the Study

Based on the explanation and the problems that had been identified earlier, this study aims to;

1. identify the character values embedded in the EFL textbooks for junior high schools.
2. explain the technique for integrating character values in the EFL textbooks junior high schools.

E. The Significance of the Study

The results of this study are expected to be useful for ELT practitioners including EFL teachers, school principals, supervisors, and head of the education department; and also give a contribution to authors and publishers.

1. The school principals, supervisors, and head of education department

The result of this study can become useful information for the principals, supervisors, and head of education program to develop the curriculum integrated with character values.

2. Teachers

For teachers, the results of this study might be used as a reminder to be aware of the character values which emerged in their teaching materials. The results are used as resources for the teacher to teach the values of life indirectly. The findings can also help the teacher to select more suitable and appropriate textbooks used for their teaching process.

3. Material developers and publishers

The results of this study can be used as a piece of additional information and consideration to integrate character values during the process of developing an EFL textbook based on the recent curriculum.

4. Future Researchers

The results of this study are expected to be used as a reference for future researchers who will conduct similar studies in different areas.

CHAPTER II

THEORETICAL REVIEW

This chapter attempts to discuss the existing theories and review related literature that supports the current study. This chapter presents the analytical theories of character values on the students' textbooks. The review of related studies is presented to give shreds of evidence that support the analysis of character values in the EFL textbooks. Moreover, the conceptual framework is provided to summarize the relevant theories and perspectives of character values in those textbooks. At the end of the chapter, there are research questions as the specification of the research problems.

A. Theoretical Framework

This part presents the theories underlying the study and it is divided into four parts covering the notion of character, character education, textbook, and the techniques for integrating character values in EFL textbooks.

1. Notion of Character

a. Definition of Character

Character is derived from the Greek words which mean "to mark" or "to engrave" (Benninga & Wynne, 1998). The character describes one's qualities that distinguish an individual from another. It also refers to the words of ethics, attitudes, and morals that have a positive influence on human life (Lexmon & Reeves, 2009). Character is related to human personalities which are formed by the moral, integrity and virtues use to

scaffold the way of thinking, determine the attitude and take an action (*Puskurbuk*, 2010). Thus, one's character represents individuals' efforts to develop their ethical and moral values, overcome self-deficiency and promote a positive influence on their social environment.

The concept of character cannot be separated from what is right and wrong (Lickona, 1991) meaning that someone can be categorized as a good person when doing an action for a good life. The term of good life represents the human goal such as being happy or becoming good creatures and this can be achieved when people doing good attitudes, such as caring towards others, building relations to others, doing hard work, learning and educating (Lexmon & Reeves, 2009). Additionally, the good character represents good action or noble manner of an individual who wants a good life while bad character reflects on one's bad attitude which has a negative influence on their life. Therefore, educating character is needed to prepare and help the young generation become a better person for their future.

b. The Components of Character

There are two factors that influence character building according to the Indonesian ministry of education and cultures (*Kemendikbud*) (2010), those are nature (genetic) and nurture (environment). The environment, such as family, friendship, and school, contributes significant influence for character development. For instance, if someone is taught in a positive environment, it will make them have good character.

Lickona (1991) also mentions three major components of good character; those are the judgments of knowing the good, desiring the good, and doing the good. The further discussion of those components of good character is drawn in the figure below, (Lickona, 1991, pg 53),

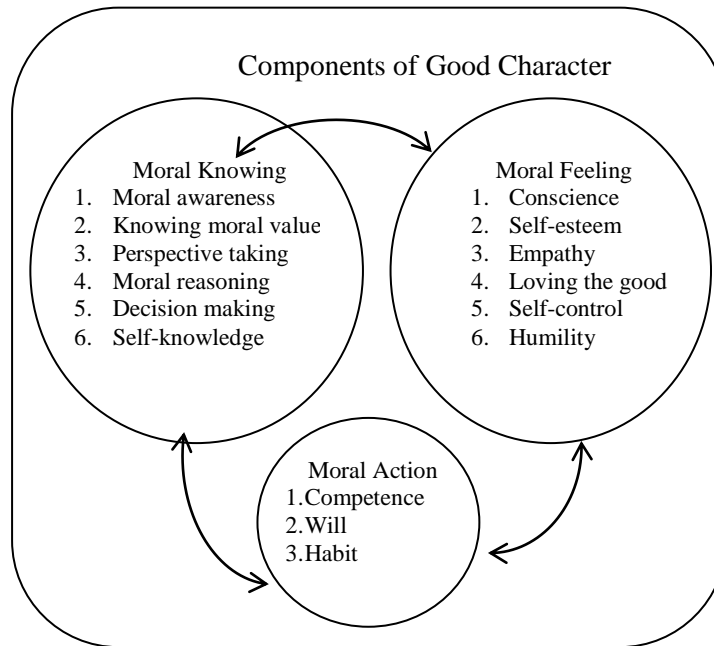


Figure 2.1. Components of good character

1) Moral knowing

It covers the 6 types; (a) moral awareness (being sensitive before judge what is right and wrong); (b) knowing moral values (applying the value of respect, responsibility, honesty, and others in such situation); (c) perspective taking (taking of others' point of view); (d) moral reasoning (knowing the grounds of moral); (e) decision making (choosing the best choice and take the consequences); (f) self knowledge (understanding the capability of oneself).

2) Moral feeling

The six kinds of moral feeling involve conscience (sensing the right and wrong), self-esteem (valuing or respecting oneself), empathy (showing compassion to others), loving the good (going for being good), self control (being able to control oneself in various condition), and humility (being humble to everyone).

3) Moral Action

It is about what tasks that people should do. There are three types of moral action, those are; competence (setting up the moral knowing and feeling become an action in terms of problem-solving), Will (having desire to be a good person), habit (developing good action regularly).

Those components are important and cannot be separated in developing one's character. The implementation of those components in developing one's character will contribute a positive influence on human life.

c. Character Values

The essence of values is crucial for human beings while character relates to someone's attitude, and behavior. According to Halstead (2005, p. 4), "value is a set of subjective criteria for making the judgment". The judgment of good or bad is subjective and depends on human perspectives. This can be derived that value refers to people's beliefs about the way of life that control them from negative action.

Value also provides the guideline for someone to do something good and avoid the bad things so that having good values can help people to behave in the society with good attitude and personalities. Hence, character values are defined as moral values that guide someone to being better in life since according to the *Kemendikbud* (2010) values are used to develop one's character. Someone who has a good character has a better understanding of what is right and wrong and always implements good deeds.

There are numerous character values in life but *Direktorat Pembinaan SMP*, (2010) categorizes five main values, including the values in relation to God, the values in relation to one's self, the values in relation to the society, the values in relation to the environment and the values in relation to the nation. Those values will be explained later on.

2. Character Education

a. Definition of Character Education

Defining character education is the first step to understand how an education with character works. Berkowitz and Bier (2005) explain character education as a learning process which relies on the aspects of character such as responsibility, ethical, and self-managed that covers the psychological development of students including society, education, and contextual processes. Henzy, O'Brian, Cook, Abourjilie, and Reardon (2006) state that character education is an intentional human effort to facilitate the aspects of character enhancement at school and in other environments.

In addition, Indonesia Center for curriculum and book (*Puskurbuk*) (2010) defines character education as an initiative endeavor to develop the students' habitual action based on national values. One of the aims of character education is to change a bad habit, then replace it with a good one. Developing character values is greater than controlling one's behavior, disciplining, or even training in order to be a better person. This involves the effort of all stakeholders including families, schools, and social networks.

Many experts argued that there is no exact meaning of character education because of the great scope of character education itself. But, based on the definitions aforementioned, it can be concluded that character education is an effort to develop students' personalities based on the good values to prepare them dealing with the future.

b. The Importance of Character Education

Character education possesses a key role in social life. Arthur (2003) states that promoting character and moral education is a major concept rather than an academic notion. In addition, Russell and Waters (2013) explain character education as the foundation for global citizenship. It can be derived that educating the students with character will assist them in understanding the values of life. Students' character is developed and nurtured by students' habits that take times. If the students do good deeds, it will prepare them to be a good citizen and a good personality in the future

In addition, McElmeel (2002) argues that building character of youngster represents an attempt of all stakeholders to guide the students to

be responsible citizens, having good integrity, being creative and contributing the positive attitude. *Puskurbuk*, Indonesia center for curriculum and book (2010) mentions the significances of character education, those are; (1) to build multicultural nationality; (2) to foster intelligent and cultured citizenship that contributes positive effect for human being by means of knowing, desiring and doing good; (3) to develop the attitudes of independent, creative and peace-loving and be able to build harmony in social relationship.

Developing students' character is also a major function in the national education system in Indonesia. According to the Act of National Education System No. 20 (2003), the aim of character education is to develop the students' skills and also build their character. Therefore, implementing character education can develop the young generation growth in several aspects including intellectual, emotional, social and moral development.

c. The Principles in Developing Character Education

The Indonesian ministry of education (2010) has developed four principles of developing character education, those are;

1) Sustainability

Character education is an integral part of the educational process. This means the process of character education is sustainable that continuously and regularly done by the students with their daily activities. Developing students' character requires a long process and needs much time that begins when the students' start to learn in

kindergarten, elementary school, junior high school until the end of life.

2) Through all subjects, and self-development

The implementation of character education should be integrated into all educational subjects and extracurricular activities. The integration of character education in all subjects should be in line with the core competencies whereas in extracurricular activities are based on the objectives of the activities. For instance, the extracurricular activities like scout can train the students to be independent, responsible and able to work on a team.

3) Values are neither caught nor taught, it is learned (Hermann, 1972)

Character education emerged in all subjects as the internalization process during the learning activities. It cannot be thought separately from the learning materials but the material itself might be used to learn about character. For instance, the narrative text in English subjects has implicit values inside of the story and the reading activities make the students absorb the values unconsciously.

4) Fun learning

The learning activity can encourage the students to learn that makes them understand the materials easily and active during the learning process. The teacher has an important role in designing fun activities that they need to integrate the materials and character values. It can develop the students' character as well as their intelligence.

Therefore, those principles of character development should be applied during the class in order to achieve the learning objectives. The students can master the knowledge and have a good character at once.

d. The Values of Character Education

There are numerous values for character education. Firstly, *kemendikbud* (2010) has classified 18 values and these values should be integrated during the learning process inside or outside the classroom. The values are shown in the table below,

Table 2.1. National Character Values

No.	Value	Description
1.	Religiosity	This value involves the relationship between humans and God that reflects faith. Human thought, attitudes, and behavior should be based on religious perspectives that serve as basic values of life. Therefore, all values have to be underlying in religious principle
2.	Integrity	It indicates that someone's attitudes and actions in doing the duty should be trusted by oneself or others. It also covers the ability to being honest and refusing to speak falsely that synchronizes about what people say and do are in line.
3.	Tolerance	The willingness to endure the diversities such as beliefs, ideas, ethnic, and behavior that involves the ability to deal with undue action and unpleasant situations. Someone who forces himself to continue his action despite facing difficulties as long as it is for goodness.
4.	Discipline	It refers to the self-control of one's actions, words, and desires. The students can manage the ability to obey the rules and regulations given by the principal or teacher that leads them doing appropriate behavior. Discipline includes the ability to control themselves to improve someone to be better in his/her life.
5.	Hard working	Hard work shows human efforts to achieve their goals. It relates to someone endurance towards

		something. During the learning process, the students attempt to give valuable contributions in order to accomplish the learning objectives. They take all consequences no matter what happens to them.
6.	Creativity	It refers to the ability to produce something involving artistic skill to develop new ideas or invent something in order to achieve the learning objectives. For instance, the students are asked to make something artistic (advertisement, brochure, invitation, and so on).
7.	Independence	It represents self-reliance to work independently without the interference of others. In the learning context, the students are given the opportunity to stand on their own feet and take all responsibility for their choice to achieve the learning goals.
8.	Democracy	It involves human beliefs and rights in freedom and equality. Democracy in the classroom can be done when the students work on a team to achieve the objectives by considering others' opinions, ideas and thought. It means that every student has equal rights to share their ideas. The final contribution of democracy is to get a final decision by taking into account all the voices and views of each member.
9.	Curiosity	It indicates human emotion and desire which is related to the natural inquisitive behavior. Curiosity arises when someone wants to explore in depth about the information that he/she is needed. During the classroom activities, the students are encouraged to learn something new. They are attracted to challenge themselves about what, who, when, where, why and how the occurrence of the given information.
10.	Nationalism	It indicates people thought, attitude, and act are correlated with the sake of national goals. It trains the students to become good citizens wherein they have an understanding of the rights and responsibilities of a citizen.
11.	Patriotism	This value refers to the action of the affection of a country. It occurs when the students care and proud of their nation. It involves the activity showing love and respect to the country.
12.	Appreciation	It shows the ability to recognize that something is valuable for someone. The students appreciate others' works and respect all the things that have

13.	Friendship / Being Communicative	done by complimenting their success. It reflects an action that shows respect to their friends with different cultures, spiritual beliefs, ethics, race, social status, and other characteristics. The students are able to build intimacy with their friends by sharing their feeling, ideas, and thoughts. The students have good communication among classmates and being able to cooperate with their classmates on a team. They are willing and eager to take part in the discussion during the learning process. Mostly this kind of value can be done when showing pleasure in the speaking activity.
14.	Peace-loving	This value involves the action with respect to others and being kind to others' action, attitude, and thought without disagreement. It occurs when students feel free to share their opinion without any forceful argument from others. The students can keep the peace during the discussion section.
15.	Reading interest	It is a human habit to spare time in reading the various reading texts. The students are attracted to read various text types and take all the valuable information given in the text.
16.	Environmental awareness	It covers the ability to avoid environmental damage and prevent nature from any destruction. In the learning process, the students are aware of nature and understanding the importance of maintaining environmental condition.
17.	Social care	It shows attitudes and actions to be sensitive to all social aspects. It can be done by some kind of activities such as helping people who need care and support, being respectful to others and promoting anti-discrimination when someone is treated unfairly in comparison to others.
18.	Responsibility	It includes someone's attitudes to do the obligation and ensure that particular works are done. The teacher and students have their own responsibilities where the teacher has the duty to teach while students have to finish the task given by the teacher.

The values above must be integrated into the national curriculum during the learning process inside or outside the classroom. Thus, the students are aware of the national values and can implement them in their lives.

There are many experts who classify character values in addition to the 18 character values proposed by the Indonesian government. Lickona (2004) mentions 10 good values, those are:

Table 2.2. Character Values by Lickona (2004)

No.	Value	Description
1.	Wisdom	The ability to make a decision by using knowledge and experience.
2.	Justice	Related to fairness which shows respect and treats others equally.
3.	Fortitude	Enable to select the right decision to solve the problems. It involves courage, perseverance, resilience, patient, endurance, and self-confidence.
4.	Temperance	The ability to have the self-control of his/her behavior.
5.	Love	The feeling of affection towards others who closely related.
6.	Positiveness	Being hopeful and confident about everything.
7.	Hardworking	Doing for the best and giving the best effort to achieve something.
8.	Integrity	Related to honesty and moral principle which rooted in the soul.
9.	Gratitude	Being grateful for everything happens in life.
10.	Humbleness	Feeling of inferiority and respecting others.

Then, Peterson and Seligman (2004: 29) also classify character values into 24 virtues. They are shown in the following table

Table 2.1. Character Values by Peterson and Seligman (2004)

No.	Value	Description
1.	Creativity	An ability to think or invent new ideas to do things involving an artistic achievement.
2.	Curiosity	Having interested in doing something to explore and discover new information.
3.	Judgment	An ability to decide something through thinking and examining from all aspect
4.	Love for learning	Passion or motivation of mastering new skills or knowledge and developing the existing

		knowledge.
5.	Perspective	Considering others' opinions or thinking wisely.
6.	Bravery	Be brave from threats, challenges, and difficulties.
7.	Honesty	speaking the truth and being trusted by anyone.
8.	Perseverance	Being persistent of the action that already started
9.	Zest	Having excitement to do things whole-heartedly.
10.	Kindness	Being kind and generous to others
11.	Love	Having affection towards people who closely related
12.	Social intelligence	The ability to be sensitive and aware of others' feelings in social life.
13.	Fairness	Treating people equally according to justice without involving personal feelings.
14.	Leadership	The ability to organize the group to achieve the goals.
15.	Teamwork	Become responsible as a member of the group.
16.	Forgiveness	Willingness to forgive the people who have done wrong.
17.	Humility	Be humble to everyone and acknowledge the imperfection about what has already done.
18.	Prudence	The ability to be careful before making the decision
19.	Self-regulation	Having self-control and being discipline towards the regulation.
20.	Appreciation of beauty	Noticing the beauty and excellence of others' achievements.
21.	Gratitude	Being grateful for the good things happened in life.
22.	Hope	Expecting good things happen in the future and giving all efforts to achieve them.
23.	Humor	The ability to bring a smile and tease others in order to entertain them.
24.	Spirituality	Involving religious feelings and beliefs about the meaning of life.

There is no significant difference between the 18 values which are classified by the Indonesian ministry of education and culture, Lickona, and Peterson-Seligman. Those three classifications are quite similar because some of them are categorized in similar terms. For example, the value of religiosity of the Indonesian ministry of education and culture in line with the value of spirituality classified by Peterson-Seligman. It also occurs in

the value of social care and social intelligence for both classifications which have the same meaning.

Moreover, the value of hard working is found in all three classifications even though Peterson and Seligman do not use the same terms. They use zest value that has similar meaning to hard working. Then, the value of love (Peterson & Seligman, 2004) is classified into the subcategories of social care value (Puskurbuk, 2010) but the value of social care cannot mean the value of love. It can be put on the simple analogy, a person who loves does always care but if the person cares, it does not always mean love. Therefore, there are no exact numbers of the character value because all of them have a good impact to build students' character. The integration of each value depends on the teacher's wisdom to select the values that should be implemented for the student's development.

e. Character Education in Junior High School

Character education has to be implemented in every grade of students. According to *Direktorat Pembinaan SMP* (2010), the implementation of character education in Junior High School should be done through 3 ways, those are;

1) Learning activities

The integration of character values in learning activities includes in all subjects that involve the activities of identifying values, understanding its function, and implementing those values in daily life. In spite of understanding the materials, the students need to recognize the positive

impact of character values integrating the values in real life so that it will be effective in developing students' attitudes.

2) School management

The school management covers the process of planning, organizing, actuating, and controlling the educational system in order to accomplish the objectives of national education. The values integration in school management involves the curriculum, learning process, teachers, staff, students and all stakeholders. Here some activities to integrate character values in the school management of the junior high school; giving educated punishment to the students who break the school rules, equipping the garbage can, and keeping the cleanliness of the classroom.

3) Extracurricular activities

Students learn not only in the classroom but they can learn outside the classroom. Extracurricular activities are off-classroom activities in which the students doing some activities outside the classroom. These activities, such as sports, religion, arts, and scout, can be alternative ways to promote character education at schools. For instance, Scout activity trains the students to become more independent and responsible.

Therefore, those are the three principles for integrating character education in junior high schools. Those three aspects must be done by all members of the schools in order to achieve the goals of national education. The next discussion discusses character education in English Language Teaching.

f.Character Education in English as Foreign Language (EFL) Classroom

Character education is a major component of the teaching and learning process because, according to *Kemendikbud*(2010), character education builds the students' habits about the right and wrong so that the students can understand the knowledge as well as do good deeds. It means that character education should be embedded through all subjects to make them aware of the importance of character education for their future. Character education also helps the students to implement those values in everyday life during the learning process (*Puskurbuk*, 2011). *Kemendikbud* also adds the integration of character values on each subject can be fulfilled through inserting those values in the core and standard competencies and developing the syllabus and lesson plan which in line with character building.

For English subject which is a foreign language, character education becomes more important to be thought in school because English has a central status in an international context (Matsuda, 2012). English can be a tool for students to prepare them dealing with global communities. The cultural barriers challenge the students to deal with cultural differences in communication across cultures that can be an obstacle to obtain the goal of intercultural communication (Novinger, 2001). The students need to learn about the cultural knowledge across cultures to develop their intercultural communicative competence.

However, some cultures provided in English materials are not in line with Indonesian culture, so that the students might be vulnerable to absorb the cultural content without knowing their own identity. Furthermore, English also gives influence on their character development. The integration of character values ELT has a central role to make the students realize their identity and give effect on their behavior (Saputra, Nitiasih, and Putra, 2013). Actually, there are three major goals in the English language and teaching process, those are mastering the basic knowledge, applying the skills in communication context and building the students with character. One of the teacher tasks is to integrate character values during the teaching and learning process through learning activities and learning materials (Lickona, 1991; Madya, 2013). Hence, the ELT facilitates the students to understand the knowledge and develop character values.

According to Madya (2013) character values development occurs when the students require accuracy, patience, persistence to accomplish the learning activities. They explore the values in the various learning experience, for instance, in communicative activity, the students learn about how to listen and respect others' ideas and opinion or the teacher can appreciate and compliment the students' work at the end of the lesson as motivation. The teacher also can embed the values that are relevant to the learning activities in order to develop students' competence and good habit at the same time.

The values are not only embedded in the learning activities, but the text materials also contain character values. The English texts have great potential to be integrated with character values (Madya, 2013). Madya also explains that the values are integrated through the structure and content of the text provided in the learning materials. The values are integrated through the text structures since the structure is a tool to convey meaning in achieving the aims of the text. For instance, in the comparison text, the substances are explained fairly about the details, components, strengths, and shortcomings.

Then, the character values can be obtained through the content of the text. The text provides events related to character development. For example, the recount text which tells about historical stories can build students' nationality and patriotism. Some texts contain the message related to life issues, environment, social, culture, and many others. The students can gain and absorb the values by reading those kinds of texts.

Moreover, *Direktorat Pembinaan SMP* (2010) states that learning material can be an input for developing students' character that not only provides knowledge but also integrates the materials with the relevant values. On top of that, the teacher should determine whether the learning materials are suitable for developing the students' character or not (Soniawan, 2016). The focus of the teacher in designing the material is not only delivering the knowledge but also drives the students to understand the values for their future life.

As an educator, the teacher should be selective to choose the learning materials used to teach the students. The teacher also can embed the character values by giving the appropriate English materials which in line with good values. Therefore, the goals of education are not merely for educating the students' aptitude or cognition but also their attitudes. It makes them become a good citizen for the present or future.

3. Textbooks

a. Notion of Textbooks

The teaching and learning process cannot be separated from the textbooks as media in teaching and learning. According to UNESCO (2016), the textbooks are kind of learning materials which draws the indicator of the educational qualities that takes the central role in the educational system (Heyneman, 2006). Textbooks are printed materials that contain a set of materials including a certain topic and content based on the learning objectives. It also facilitates the teachers in delivering the materials and helps the students to understand the materials.

The textbook provides learning materials and instructional activities based on the organized curriculum (Heyneman, 2006). Seguin (1989) states that a textbook is organized systematically which offers the structure, contents' order, and sequences of learning concepts while English textbooks are used in the form of a thematic approach for every unit (Anjaneyulu, 2014), meaning that the EFL textbooks are compiled by the activities and lesson that support the content on multiple areas and integrated within a

theme. Mostly, the EFL textbooks are designed into two types, those are teacher textbooks used to guide the learning process and students textbooks contained the learning resources, learning tasks, and exercises.

Based on the explanation above, it can be concluded that the textbooks are educational guide books used by the teachers and the students to assist their learning. The textbooks provide various materials and procedures for teaching and learning process. It is not only designed appropriately based on the syllabus on the educational curriculum but also based on students' needs for every level of proficiency. Using textbooks can help teachers and students to solve the learning problems easily.

Textbooks become an important part of educational aspects that contribute to a significant influence on the learning process whether running well or not. The textbooks offer the topic that suitable with the national curriculum, students' interest, and level of proficiency. Textbooks also provide information and activities related to a real-life situation that allows the students to create meaningful learning. So, the use of textbooks as learning media cannot be separated from the teaching and learning process.

b. The Structures of Textbooks

The textbooks are divided into three parts, those are front, main, and end part. In the front part, the textbooks consist of the title, copyright, dedication, acknowledgment, foreword, table of content, and preface. The main part includes the core material of the textbooks. At the end of textbooks cover the glossary, bibliography, and index.

The main parts of the textbooks or the body are developed based on the school curriculum and its syllabus (Brown, 2001, p. 141). It consists of learning material in a sequence that made up of written words and visual language (Seguin, 1989). The written and visual languages in the textbooks are classified into the text because both of them represent language as means of communication. The written text uses verbal language while illustration uses visual language (Leeuwen, 2005). Those texts are designed in the same space to deliver information from the material developers to the teacher and students. Hummel (1988) classifies four categories of good textbooks, as follows;

- 1) Attractive appearance

The materials or textbooks developers design their textbooks in order to attract potential users. Several techniques such as eye-catching covers, colored images, and illustrations, attractive layout are used in order to attract the teacher and students to use the textbooks effectively. The attractive appearance of the textbooks can stimulate the student's interest to learn from the textbooks.

The illustration, drawing, photograph, chart, and diagram are designed as informative as possible to address the educational purposes so that it can be meaningful for the students. The illustration also provides meaning and semantic content. There are semantic contents of the visual display on the textbooks, (Dimopoulus, Koulaidis, & Sklaventi, 2003) meaning that the illustration provided in the textbooks

are not only used to attract the students' attention but it can deliver meaning.

2) Interesting and stimulating content

The content of the textbooks must be developed by considering the curriculum and syllabus. Designing the textbooks based on the students' level of difficulties is also important to stimulate the curiosity of the students because every student will use different textbooks depends on their level of proficiency.

The relevance of the content with subject matters is also a vital component in developing textbooks. To attract the students' interest, the textbooks should discuss the relevant theme which in line with the subject. Therefore, the integration of the content that arouses the students' interest and their personal experiences can stimulate them to learn.

3) Readable and stimulating language

The language used of the textbooks should be evaluated based on the level of comprehension such as vocabulary, phrases, construction, length, punctuation, and style of writing. Those kinds of formulae can affect the comprehensibility for students in reading. For instance, reading difficult texts makes the students feel uneasy to comprehend and understand the text itself. It means that the textbooks must be written in language that is easily understood by the students. Therefore, the textbooks should consider the reading ability of the students in order to facilitate them in the process of learning.

4) Stimulation through a variety of learning experiences

The textbooks can stimulate the students through various learning techniques that provide interesting activities to attract students' interest. The activities, such as games, quizzes, project works or drawings might be included in the textbooks to stimulate the curiosity of the students and increase the students' motivation. Those kinds of activities help the students experience learning in a new way.

Based on the categorization of good textbooks above, these refer to the core material in the main part of the textbooks that usually consists of visual display, learning objectives, text material, and learning activity.

i. Visual display

The textbooks provide visual displays in the form of illustration, image, chart, diagram, or drawing (Seguin, 1989) which used to help the reader in understanding the material. The organization and layout of the visual display are designed attractively to engage the students' interest (Anjaneyulu, 2014). Tomlinson (2008) states that the students are more at ease in terms of the visual display that used to describe the text which is suitable for their culture. Therefore, the textbooks which provide the visual display can make the students easier to recognize the text content and context.

ii. Learning objective

At the beginning of each chapter in the textbooks explains brief introduction of the learning objectives (Seguin, 1989) that written based

on curriculum design/syllabus. The aim of learning objectives is to make the user easier in identifying the content of the textbooks.

iii. Text

All of the textbooks are in the form of text, yet the text which is discussed in this part is written text. The words written in the textbooks inform the students about the material being learned. There are several classifications of text. Firstly, Foster and Cronbach (1955) as cited in Heyneman (2006) categorize the text material into four general categories which are narration and description; prescription and directives; and generalization and theoretical laws.

The first category is narration and description which are usually presented in the literary material that allows the reader to take a part of the scene in the text directly. The category of these texts including narrative, descriptive, recount, or reports. Second, prescription and directives involve imperative statements that lead to direct action aimed to tell the reader what to do and cover the issues of command, instruction, making the request, and giving advice. This type of text requires repetition and drill during learning activities. The generalization and theoretical laws have a sustainable relationship which aims to meaningful communication. It allows the students to connect the theories with experienced for long term utility.

On the other hand, Feez and Joice (1998) mention the *Certificates in Spoken and Written English* that classify the common features of

families of text types based on the social purpose, structure and language features. Those types of the text are;

a) Exchanges

Exchanges refer to oral texts involving more than one speaker which has interactively communication. This is also called conversation in which the topic shifts occur and requires the turn-taking mechanism between the speakers to achieve the purpose of communication. The examples of simple exchanges are greeting, asking information, requesting, etc.

b) Form

The form is written text which aims to deliver information in a specific format of space that usually used for administrative function. Curriculum vitae that explains about personal identity can be classified as a form.

c) Procedure

The procedure consists of a set of actions used to accomplish a specific goal which is done step by step. An imperative clause is also used in the form of action verbs to show how the goal is achieved. This shows demonstrative text that can be in the form of spoken or written text.

d) Information text

The information text provided in almost all the texts that aim to deliver the basic information of a text covering description, directive,

explanations, and reports. It requires receptive skills (reading and listening skills) to understand the materials in the information text.

e) Story text

Narrative and recount are classified into story text because both of them tell about a set of events that has a sequence of events inside the story. Recount text is a written story about personal events that happened in the past while the narrative text is more complex. The narrative presents events of the story on linear and provides a conflict that must be solved by the character in the story.

f) Persuasive

It used to deliver the opinion or idea of the speaker or writer. Opinion, exposition, and discussion are classified into persuasive text that has rhetorical function leading the audience or reader to support the arguments or ideas. The persuasive text explains the general into specific information and usually use the directive expression.

Those different classifications of the text types occur as the terminology problems dealt with its purpose. For instance, Foster and Cronbach (1955) classified descriptive and narrative while Feez and Joyce (1998) mention informative and story texts. Both terms address the same text types such as descriptive, narrative, recount, report, etc. However, the classifications are categorized based on its function. Therefore, the different classification of texts only on the matter of the terminology which is used.

iv. Learning activity

The teacher can use the textbooks as the material resources and also involves the students to work by themselves. It also includes practical exercise, activities, and evaluation for the students (Seguin, 1989) meaning that various learning activities can engage the students to be active during the learning process that effectively improves the students' cognitive, affective and psychomotor ability. The learning activities in the textbooks are designed to promote positive activities that can build the students' personalities.

c. The Advantages and Drawbacks of Using Textbooks

The role of textbooks cannot be separated from the learning process. Many experts believe that using textbooks can help the teacher and students to accomplish the learning objectives. It provides guidance to learn the material based on the syllabus. Despite the textbooks offer advantages for teachers and students, there are also weaknesses in using textbooks. Richards (2001, p. 254-255) explains that using the textbooks gives some following advantages as follows:

- 1) Providing structure and syllabus for a learning program. The textbooks present the central core of the course which has been designed and developed.
- 2) Helping standardize instruction that makes the students in different classes receive the same materials.

- 3) Maintaining the quality of good textbooks that provide well-developed material, so that the students can explore the materials based on the learning principle.
- 4) Giving various learning resources, such as CDs for listening skill, workbooks for the students, and teaching guideline for the teacher.
- 5) Saving the teachers time to prepare the materials because they do not waste their time to find the learning materials.
- 6) Providing effective language models and input for teachers who are NNS.
- 7) Training teachers who have limited English skills and teaching experience.
- 8) Giving visual attraction in which each textbook provides a good design for the teacher and students.

However, Richards (2001, p. 255-256) also says that using textbooks gives some following drawbacks, such as:

- 1) May contain inauthentic language and the content that are not suitable with the real language use.
- 2) May distort the content since it covers general topics in the world so that the current issues are not covered.
- 3) May not reflect students' needs as it is written globally which is not based on the needs and interests of students.
- 4) Reducing the teacher's role during the class since textbooks present the primary materials.

- 5) Buying textbooks are expensive for some students since they have to purchase textbooks.

Knowing that the textbooks give advantages and disadvantages, the teachers should be careful to decide the suitable for guiding the students during the learning process. So, the teaching-learning process can run as effectively as possible and the students will enjoy it.

d. The Principles of Textbooks Selection

There are various textbooks to assist the learning process that developed based on the applied curriculum. UNESCO (2005) defines the standards and principles for textbooks' qualities used by the teacher and principal to select the readily used textbooks. Those principles as follows;

- 1) Concerning on right-based of universal education.
- 2) Based on the process of the current curriculum development. There is a long process on developing curricula such as the process of review, reform, and revision. The textbooks should be developed or revised based on those processes as well.
- 3) Integrating the textbooks with the human right principles and the academic process. The character values have to be inserted on the textbooks. The instructional design on the textbooks needs to resolve the racial, gender, beliefs and other discrimination issues.
- 4) Involving the assessment of each learning objective by considering the students' diversities such as learning styles, and modalities (knowledge, skills, and attitudes).

- 5) Deliberating the key factors of content and design in the textbooks involving the students' level of proficiency, linguistics environment, background, and needs.
- 6) Assisting the learning activities that encourage the students to be active during the teaching and learning processes.
- 7) Having reasonably priced, so that every student can access the textbooks.

Those seven principles in selecting the textbooks must be considered by the teacher before determines the textbooks that will be used. Both the content and quality of the textbooks have to be suitable for the curriculum as the goal of the educational system.

e. The Textbooks Evaluation

Evaluating the quality of the textbooks is very important before using the textbooks since it contains learning guidance for the teacher in delivering the materials. Richards (2001, p. 256-257) states that evaluating the quality of the textbooks should consider three important aspects namely the role of the textbooks in the program, the teachers in the program, and the students in the program. They are presented as follow:

- 1) The Role of the Textbooks in the Program
 - a) The textbooks should describe the objectives syllabus and content of the program based on the well-developed curriculum.
 - b) The textbooks should provide the core of the program.
 - c) The textbooks should relevant to the classroom condition.

- d) The textbooks should provide all the practice students need.
- 2) The Teachers in the Program
- a) The textbooks should be relevant to the teacher's experience and level.
 - b) The textbooks should be appropriately used closely or simply as a resource.
 - c) The textbooks should be easily adapted and developed by the teachers.
- 3) The Students in the Program
- a) The textbooks should be appropriately used in a class and home.
 - b) The textbooks should recover primary classroom activities.
 - c) The textbooks should be easily gotten by the students.

Those three important aspects above help the teacher to evaluate the textbooks easily whether the textbooks are appropriate or not. The teachers, students, and textbooks are three important components in the teaching and learning process because the textbooks as guide book contain various materials and learning procedures used by the teachers and the students to assist their teaching and learning. Furthermore, the teachers need to evaluate the textbooks before using it to justify the content of the textbooks. The teacher might adapt or adopt the textbooks or any other learning resources that support the current curriculum.

f. EFL Textbooks for Junior High Schools

Before describing the situation of EFL textbooks for junior high schools, the students' perspectives of English lessons need to be discussed.

Jeeves (2010) has been classified as the students' perception of the relevance of English for junior high schools as follows;

1) Inner Self

Inner self draws a connection between English and sense of enjoyment since the approach of the English class is fun, attractive and stress-free. Through English, the students can gain self-confidence in social interaction and sometimes, the English materials attract the students' interest or build new interest for students. The students also can develop responsibility for their own learning. For instance, the teacher can ask the teacher if they do not understand the materials.

2) Learning Self

The students gain knowledge of English through learning in order to improve their proficiency level in which they acquire new knowledge through English materials (reading and project learning). They also learn English skills and social skills at once because learning English requires social interaction. However, the situation of English language learning challenges the students to learn English in various places inside or outside the classroom. This can develop teacher responsibility to prepare the material and design fun activities for the students.

3) International Self

English as an international language provides access for students in a foreign context. English teaching inevitably includes the culture teaching of the target language. The topics such as family, holiday, or

future plans in foreign countries are discussed in English materials. The teacher must help the students to realize the views of different culture between native and target culture. Learning English can also be a stepping stone for students who want to study abroad since the requirements for studying abroad is the English proficiency level.

4) English Self

People believe that English used for daily life that used to find any information through the internet. The students can communicate with relatives, friends, and foreigners from all over the world using English through social media and most students enjoy learning English as entertainment, such as listening to English music; watching English TV programs; and other entertainment activities.

After understanding the students' perspectives of English, it turns to discuss the role of English textbooks for junior high schools students. The study of Iqbal (2013) reveals that EFL textbooks at the secondary level in Pakistan provide materials which are suitable for the students' English proficiency because it provides reading text that easy to understand for students. The level of difficulties in those textbooks is well arranged and the detail information and its example are provided to help the students understanding the materials. The textbooks allow the integration of English skills, so that the skills such as reading, listening, speaking and writing are correlated.

In Japan, Yamada (2010) indicates that EFL textbooks for junior high schools consist of multicultural phenomena which integrate the Japanese cultures and other culture through English. The communication among people in the different cultural background is provided in the English textbooks for junior high school and the understanding of various races and ethnicities are discussed as well.

However, Deuri (2012) finds out the six problems which might appear in English at the junior high school level. First, the problems related to physical appearance involve the font size, binding, color, and theme. Second, the problem related to the academic function is the materials provided are not clear, and insufficient. The level of difficulties of the materials is not suitable for the students' level. Third, the problems related to the organization and presentations of the content of textbooks are not explained in detail and unsystematic. The English textbooks provide unsuitable illustration and defective question or instruction. Last but not least, the textbooks might not be developed with the latest information.

Therefore, those are brief explanations of the evaluation of EFL textbooks for junior high schools from in several studies. Indeed, learning English provides an opportunity for students to explore the new world and prepares them to deal with the future. The teacher task is to design the learning activities attractively that help the students understand the material easily. Most English teachers for junior high school still use textbooks as learning resources. The English textbooks are well developed based on the

curriculum and syllabus by considering the communicative function, intercultural content and character values.

4. The Techniques of Character Values Integration in EFL Textbooks

According to the Ministry of National Education (2010, p.21) mentioned the techniques of character values integration in teaching and learning, those are as follow:

- a. Expressing the character values in the learning material and integrating the character values as a part of the learning material: The character values are expressed directly in the learning materials that provide expression to address one or more character traits.
- b. Using imagery or analogy of students' life: The learning materials provide imagery of the students' lives to express character values that require the use of figurative language to show the integration of character values in the students' life.
- c. Changing negative attitude and thoughts become positive: The learning materials show someone's action from a bad attitude can be changed into a good person. The textbooks provide an explanation about the effect of a bad person and the benefit of being good.
- d. Expressing the character values through class or group discussion: The textbooks present an activity that encourages the students to do group discussion. This activity appears in the part of learning instruction of textbooks.

- e. Using literary works to build up students' character: The learning materials provide literary works (such as poems, short stories, novel, etc) that integrates with character values.
- f. Using storytelling of the inspirational people: The learning materials present character values from the story of inspirational people.
- g. Using music to integrate the character values: Music and can be one of the ways to shows character values in learning material.
- h. Using plays to represent the implementation of character in real life: The learning materials provide play script that indicates an action of doing good deeds.
- i. Using various activities that show the character building such as giving services, doing a field trip or organizing the class in a group.

Those kinds of activities can be used by the teacher to develop the students' character. The techniques used in the first two points are explicitly or directly because the character values directly appear in the students' learning materials while the rest points 3-10 use an indirect technique or implicitly.

Additionally, character values can be found in all parts of textbooks whether it is in the form of text or non-text (Sudartini, 2017). So, based on the main parts of textbooks, character values can be found through;

- a. Picture or illustration

In the semiotic study, illustration or picture is used in communication that provides signs such as facial expression or gestures to convey meaning Leeuwen (2005). The picture and illustration in the textbooks provide a

message for the purpose of communication. In terms of school textbooks, Turan and Ulatus (2016) confirm that picture or illustration in the storybook can support character education because the pictures can reflect character traits. Hence, Character values can appear through picture or illustration when it shows any sign of character traits.

b. Types of text materials

The character values can be integrated through text materials when it provides information or messages related to the character traits (*Puskurbuk*, 2010). Based on the text classification of Feez and Joice (1998), text materials are divided into 5 types. They are as follows,

- 1) Exchange: It involves interaction between more than one person to achieve communicative goals. Conversation or dialogue are the parts of exchange since it requires turn-taking in the process. The character values embed when the speakers discuss the topic related to character values.
- 2) Information text: It only involves one person to convey information or ideas or thoughts. It is also called one-way communication in which the speaker or writer gives the information about character values.
- 3) Story text: This text tells about stories that have intended meaning to convey the values. Recount and narrative are classified into this text type.
- 4) Persuasive text: It provides arguments to share their opinion which is used to lead the reader to support ideas about character values.

c. Learning activity

The textbooks provide learning activities and practical exercises for the students (Seguin, 1989). In terms of character education, learning activities should be integrated into character values. The students need to do activities that are relevant to the traits of character values (*Kemendiknas*, 2010) meaning that all learning activities should promote and be integrated with the character values. The learning activities provided in the textbooks are in the form of learning instruction and learning exercises. There are some learning activities and exercises on the textbooks which can foster character values for the student, such as;

1) Role play

According to Brown (2004) role plays is one of learning strategy which involves two or more participants to take the role as characters in the dialogue or conversation. Role play can be used effectively to help the students to develop their social and communication skills (Khan, 2001) during the interaction. The students need to exchange their character based on the situation written in the script.

2) Interview

This is a communicative activity between people when the questions are asked and answered in order to obtain information (Brown, 2004). In terms of character development *Kemendikbud* (2010) states that the teacher needs to create a learning environment that can trigger the students'

curiosity. It means the interview can be used as an activity to develop students' curiosity when they are asking and answering the questions.

3) Presentation

Ziamba (2007) argues that presentation helps the students to understand the materials in different ways. This kind of activity can encourage the students to experience in various learning activities that can be integrated with character values.

4) Game

A game usually used to attract the students' learning interest to learn new materials (Brown, 2004). The students explore the materials unconsciously during the game since it is categorized as a fun learning activity. The game can be integrated with character values if the activity promotes one or more character traits.

5) Project work

Project work can stimulate students to experience various learning activities. Fried-Booth (1982, p.99) states project work is one of the learning strategies which can enhance students' motivation and communicative skills. It can attract the students' interest in order to fulfill the learning objectives. This kind of activity requires group activities that foster the students to maintain social interaction among students.

B. Review of Related Studies

There are several studies which are relevant to this study. A paper presented in International conference by Sudartini (2017) entitled presenting *Indonesian*

character in ELT materials: Is it possible?, indicates that the ELT Materials especially textbooks for Grade X are integrated with moral values. This study was a qualitative study using a hermeneutic approach to meaning-making. The result of the study showed that the moral values are integrated in the ELT textbooks covered religious obedience, honesty, responsibility, integrity, work ethos, independence, synergy, being critical, being creative and innovative, having a good vision, care and empathy, generosity, fairness, being simple, nationalism and internationalism.

Moreover, a study by Ariesinta (2016) entitled an analysis of character education in the 2013 curriculum English textbook of seventh-grade students' revision 2014. This study focused on the qualitative and documents research of the students textbook. The analysis of the textbook only focused on the first semester which covers chapter I-VI. It identified 109 activities involved in this analysis. The result showed the values that emerge in that textbooks are social care, honesty, love and peace, discipline, curiosity, and creativity.

The other study conducted by Sulistyaningrum (2015) focused on the analysis of characters in the text of the English textbook which is used for the eleventh grade of senior high school. This study tried to analyze the content values and the technique used to integrate character values in the textbook. The data were 33 texts which consist of various topics and genre. The findings explained that there are 18 character traits which are proposed by the Indonesian Center of Curriculum and Book (*Puskurbuk*), the ministry of education and culture. The most characters traits that papered in the students' textbook were

perseverance. The integration technique that mostly used in this textbook is delivered implicitly.

The last but not least, Sallabas (2013) analyzed the narrative text on the students' textbook of secondary school which integrates with educational values. The method that used is document analysis of the students' textbooks. He gave a limit on the texts that were analyzed such as informative text, narrative texts, and poems. The values which had been analyzed are based on the Social Sciences Subject Instruction Program prepared by the Turkish Ministry of National Education. The result of this study identified that the textbooks are rich of educational values like diligence, sensitiveness, and love; there is lack of certain values such as peace, tolerance, fairness, freedom, cleanness, and hospitality. The value of hard-working is the most values emphasized in the textbooks that had been analyzed.

Those reviews of related literature can be used by the researcher to conduct a similar study. Those studies attempted to analyze the character values on EFL textbooks. The first study aimed to identify the character values in EFL textbooks using a hermeneutic approach in which it explained the values emerged in those textbooks deeply. The second study only uses a single English textbook for grade seventh. The research object was the activities which are integrated with character values. It merely focuses on the types of values covered on the learning activities of the textbook and describes the values only without examining the techniques used.

On the other hand, the next study of Sulistyaningrum (2015) employed content analysis of reading texts in an English textbook for grade XI. This study examined eighteen national values suggested by the Ministry of Education and Culture. In this study investigated the types of values and the techniques which are used. There are two techniques used in integrating character values, such as explicit and implicit. The last study used document analysis focused on the narrative text in the textbooks without exploring the technique of character values integration (Sallabas, 2013). Both of the studies concern the reading text of a textbook.

For this reason, this study used four EFL textbooks for junior high schools grade VII and VIII. The two textbooks are published officially by the Indonesian Ministry of Education and Culture which are entitled *when English rings a bell*. The other textbooks are published by a commercial publisher, *Erlangga*, entitled *Bright: An English course for junior high schools students*. This study also focuses on several units of analysis of the textbooks covering all parts of textbooks such as visual displays, learning objectives, text materials, and learning activities. Moreover, this study includes nine techniques on character integration of textbooks proposed by the ministry of education. Therefore, the analysis of four textbooks, the content of the textbooks, and the techniques for integrating into character values were examined to enrich the data findings on this study.

C. Conceptual Framework

Character education becomes the main concern in Indonesian educational field referring to Act No. 20/2003 on National Education System, in which the

function of national education is to develop students' ability, character, and civilization of the nation in order to develop intellectual capacity, and is aimed to develop all potentials of the students to be good persons imbued with human values who are devoted to God, noble, healthy, knowledgeable, capable, creative, independent, become democratic citizens and responsible. Therefore, character education should be integrated into the school curriculum to fulfill the goal of National Education. There are 18 national values proposed by the government covering the values related to God, one's self, others, environment, and nation. Those values should be practiced during the learning activities through all subjects.

For EFL learning, the implementation of character values can be done through learning materials and activities. The students learn the values from the content of learning materials and from the various learning experience. EFL teachers still depend on the use of textbooks to teach the students. There are many EFL textbooks provided in the market. The researcher selects four textbooks from two different publishers considering the usage of those textbooks in the field. Those textbooks are the most well-known textbooks used by the teacher to assist their teaching process.

Madya (2013) states that English textbooks have a potential contribution to developing students character. In fact, according to Direktorat Pembinaan SMP (2010) character values in the junior high school textbooks are not sufficient to be integrated with character values. This condition attracts the researcher to conduct content analysis study in EFL textbooks for junior high school. Each part of

textbooks can be input for character development. The previous studies only focus on the explicit and implicit techniques of character values integration. The researcher found several ways to integrate character values in EFL textbooks covering 8 techniques proposed by *Kemendikbud* (2010).

Therefore, this study concerns the analysis of character values in EFL textbooks for junior high schools in all parts of EFL textbooks, including the illustrations, learning objectives, text materials and learning activities. The researcher tries to find the values embedded in these textbooks and its techniques used. This kind of study is important because identifying the character values of the students textbook can make them aware of character development and build their character. The teacher can use the textbook to educate the students about character values.

The results of this study can promote the textbooks to the users, if the textbooks are integrated with rich values, while, if the values in the textbooks are not sufficient to deliver character values, it can be the material evaluation for material developers to design better English textbooks integrated with character values. Thus, the students can learn the values from the textbooks. The conceptual framework of this research is shown in the chart below,

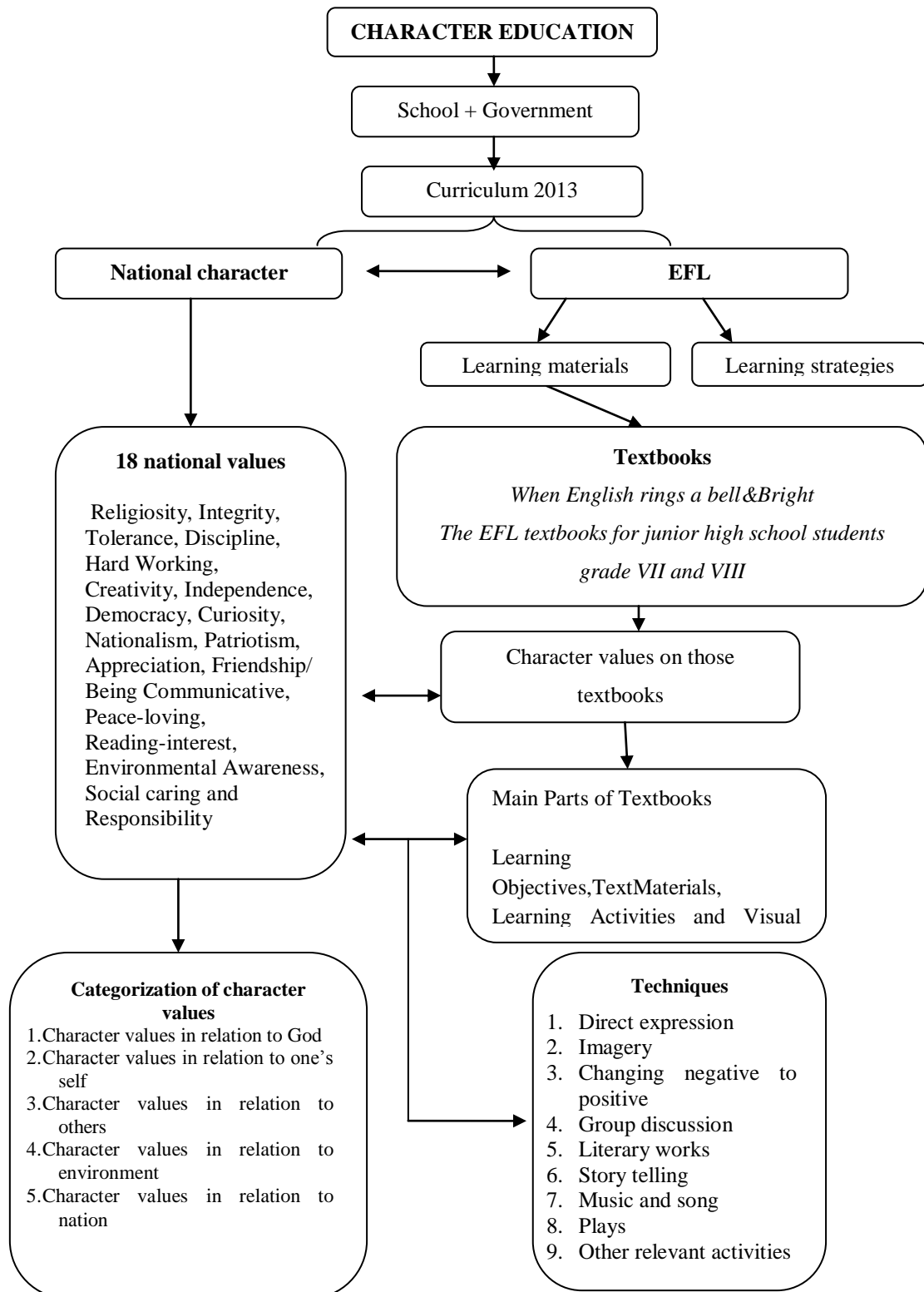


Figure 2.2. The Conceptual Framework

D. Research Questions

Based on the previous headings, in chapter one, the researcher has formulated the two main research problems but this chapter presents the research questions which are developed by considering the theoretical reviews, reviews of related studies, and conceptual framework. It helps the researcher to determine the character values embedded in EFL textbooks for junior high schools. Those research questions are formulated as follows;

1. What are the character values embedded in EFL textbooks for junior high schools?
 - a. What are the character values integrated into EFL textbooks for junior high schools?
 - b. What are the character values found in the main parts of EFL textbooks for junior high schools including the values on visual displays, learning objectives, text materials, and learning activities?
 - c. What are the differences between the EFL textbooks published by government and commercial publisher?
2. How are the character values integrated into EFL textbooks for junior high schools?
 - a. How are the techniques for integrating character values in the EFL textbooks for junior high schools?
 - b. How are the levels of character values integration in EFL textbooks for junior high schools?

CHAPTER III

RESEARCH METHOD

The researcher arranges this chapter to help the readers understand the process of answering the research problems which are aforementioned. This chapter covers the discussion of the theoretical framework, research design; place and time the research was conducted; research subject and object; the source, form, and context of the data; research instruments; data collection techniques; and technique of data analysis.

A. Research Design

This study focused on the qualitative content analysis of several EFL textbooks which employed the texts as the main object of analysis. According to Mayring (2014) Qualitative content analysis is a research technique that tries to infer the content of texts and interpret within its context. It means that content analysis is a systematic technique for grouping and compressing the description of the text which aims to identify the information which is significant and meaningful communication in texts.

The researcher used qualitative content analysis to analyze the data. The content analysis allows the researcher to interpret the text in the communication model by considering the character values embedded in the content of EFL textbooks for junior high schools. The in-depth analysis was done by the researcher to investigate the techniques of character values integration. The results

of the study were described qualitatively in descriptive form following the inductive category formation process according to Mayring's framework.

B. Place and Time of the Research

As this study aimed to analyze the character contents in students' textbooks, this research was the research of books and for this reason, there was no specific or limited location to conduct this research. This research was conducted for 19 months. It began from October 2017 until April 2019. There were some activities during conducting the research as described in the following table;

Table 3.1. The Timeline of the Study

No.	Activities	Months											
		10	12	2	4	6	8	10	12	2	4		
1	Writing and seminar on research Proposal	■	■										
2.	Revision on research Proposal			■									
3.	Developing protocol instruction				■								
4.	Coding					■	■	■	■				
5.	Data analysis and Findings									■			
6.	Writing a research report										■		
7.	Research defense											■	

C. Data Resources

Data takes the most important element gathered from recordings, observation, experiments, and the experience of the researcher. The data resources of qualitative content analysis are texts and the various types of text could be used as materials in qualitative content analysis. The document, such as newspapers,

files, protocols, or web pages, is one of text that used as an object for qualitative content analysis study (Mayring, 2014) and for this study the EFL textbooks for junior high schools were the objects of this study.

There are many textbooks provided in the market. The researcher selected four EFL textbooks for grade VII and VIII as the objects of the study. Those textbooks were the latest version of EFL textbooks for the 2013 curriculum,

1. **The EFL Textbook A: *When English Rings a Bell*** for grade VII junior high schools written by Wachidah, Gunawan, Diyantari, and Khatimah. It is published by the Indonesian government through *Puskurbuk* in 2017.
2. **The EFL Textbook B: *Bright*** for grade VII junior high schools written by Zaida and published by Erlangga in 2016.
3. **The EFL Textbook C: *When English Rings a Bell*** for grade VIII junior high schools written by Wachidah, Gunawan, Diyantari, and Khatimah. It is published by the Indonesian government through *Puskurbuk* in 2017.
4. **The EFL Textbook D: *Bright*** for grade VII junior high schools are written by Zaida and published by Erlangga in 2017.

The researcher purposively selected the object of this research. According to Drisko and Maschi (2016), purposive sampling is appropriate for qualitative content analysis since it provides an equal possibility to select relevant and efficient textbooks. This gives opportunities to examine the materials that will be analyzed that occupy the criteria of character values.

The researcher selected those four textbooks since those textbooks are mostly used by the Indonesian teachers in assisting the 2013 curriculum. This fact

is based on the interview of some English teachers of junior high school. They use the textbooks provided by the Indonesian government as the main resource and Erlangga textbooks as supplementary materials. by the reason of those textbooks have the best presentation in fulfilling the core competence and basic competence of the 2013 curriculum. It can be seen from the surfaces and contents of those textbooks which are suitable for the syllabus of the current curriculum.

The researcher also conducted preliminary observation in several bookstores in five different cities to choose the EFL textbooks to be analyzed. As a result, the textbooks published by *Puskurbuk* and Erlangga are the best seller of EFL textbooks for junior high schools. Those two publishers were selected to compare the integration of character values between the EFL textbooks published by government and commercial publisher.

Then, in terms of the level of the textbooks, the researcher chose these textbooks for grade VII and VIII, considering that the teacher focused on the process of learning at these grades. This is different from grade IX which is exam-oriented, hoping that teachers for grade VII and VII use the textbooks effectively. Therefore, it was useful to analyze these textbooks that mostly used during the learning process. It might make the students learn the character values from the materials in the textbooks.

The focus of this study was on analyzing the main parts of the textbooks covering the visual displays, learning objectives, text materials, and learning activities. Since this study concerned the values embedded in each part of textbooks, and its technique used to integrate those values. The 18 character

values which were proposed by *Puskurbuk*(2010) were the main focus of this study and the researcher also selected other character values classifications from some experts, those are Lickona (2004) and Peterson-Seligman (2004). Then, the techniques of character integration were identified based on the 8 techniques suggested by *Puskurbuk* (2010) but it did not rule out the possibility of other techniques that excluded in the guidebook for character education.

D. Technique and Instrument of Data Collection

The data collection technique in this study was note-taking and followed the procedures of inductive category formation process. The researcher collected the data by reading and note-taking from four EFL textbooks for junior high schools. Then, the research instruments or data collection instruments took an important part in the process of collecting the data and there were several instruments used by the researcher to collect the data, those are;

1. The researcher

The researcher was the primary instrument for this study because according to Bogdan and Biklen (1982) the contents analysis research employs the human as the instrument and for this case, the researcher took the role as the major instrument of this study.

2. Rubric for Analytical Construct (Protocol instruction)

The analytical construct was developed in the form of a rubric. It was used as an important tool to identify the values that emerge in the textbooks and the techniques used. It helped the researcher to determine the values and techniques which represent character values in the visual display, learning

objectives, text materials, and learning activities. The rubric was developed by adapting the indicators on the guidebook for character education (*Puskurbuk*, 2010) and Protocol instruction for character education analysis (Protz, 2013).

The researcher adapted the protocol instruction by making several changes from those two resources. Firstly, the indicators on the guidebook only focus on the students' action, then the researcher converted the indicators into the encoding rules for analyzing character values on the textbooks. Second, the techniques were selected from the guidebook, but the researcher found other activities relevant to the techniques for integrating character values. Last but not least, there are seven criteria character values integration by Protz (2013) starting from very high until low. The researcher simplified the criteria into three types, those are high, moderate and low. The categories were modified that relevant with character values integration in the EFL textbooks.

Therefore, the process of adaptation of the analytical construct done by the researcher. The researcher had to adapt the protocol instruction that met the needs of the researcher to analyze the content of textbooks. The rubric can be seen in Appendix 1.

3. Datasheet

The researcher used the data sheet as the guideline to help her in analyzing the textbooks. The data sheet was developed in the form of a table which consisted of the analysis of character value in the textbooks. It covered the code, data, and parts of textbooks, character values, and criteria of values,

techniques, and explanation. The form of the data sheet is presented in Appendix 2.

E. Data Trustworthiness

There are some criteria of good research; the data analysis should represent its meaning, the use of the research method is suitable with the research design, and the validity and reliability of the data analysis should be verified cautiously (Kothari, 2004). To check the quality criteria in qualitative content analysis, the researcher use Mayring's framework of (2014) covering the three techniques of inter-coder agreement, as follows; involving second person of analyst to analyze the textbooks with the research question only, providing the second coder the analysis procedures in content analysis (units, and categories) to be analyzed together with the textbooks, and giving opportunity to the second coder to review and check the result. The researcher used the last technique in which she will ask the second coders as the supervisors to check the results of the analysis.

This technique is also called as peer debriefing as according to Cresswell (2009) peer debriefing can be used to enhance the accuracy of the result. The researcher was helped by the second coders to review and ask the question about the analysis result. There were two second-coders involved in this study. Both are the researcher's college in graduate schools who took master degree in English education department. This process involved the interpretation of another person to check the validity of the result. There were some differences in the research findings and the researcher discussed with both peer debriefers to find the solution of that matters.

F. Research Procedure

This research followed the steps of inductive category formation suggested by Mayring (2014). This kind of technique allows the researcher to analyze the contents considering the materials without intruding the theories. There were eight stages included in this process, as follows,

1. Formulating the research question and theoretical background

It was the first step in conducting a qualitative content analysis study. The researcher needed to formulate the research problems and explained the theoretical position and review of related studies of the research topic. For this case, the researcher formulated research questions regarding the issue, which were character values in EFL textbooks for grade VII and VIII junior high schools. Then, the researcher described the theoretical review and presented the reviews of related studies.

2. Defining category and level of abstraction

Defining the categories of variables allowed the researcher to select the core criteria relevant to the material which was drawn from the research questions. There were two category definitions in this research, those were character values embedded in EFL textbooks for grade VII and VIII and the ways of integrating values in those textbooks. After that, the researcher decided the 18 national values and nine techniques in integrating character values in EFL textbooks as the level of abstraction. Those values and techniques had been suggested by the Indonesian government to support character education.

3. Coding the text

At this stage, the researcher read all the materials carefully and checked the materials whether the materials are suitable with the category definition or not. Then, the researcher formulated the category related to the character values and the technique of values integration. The researcher needed to check the units of analysis (visual display, learning objectives, text materials, and learning activity) that were classified into the first category. The researcher also formulated the protocol instruction to show the criteria level of the integration of character values as a new category definition that used to determine the level of character values integration in those textbooks, including low, moderate or high levels.

4. Revising

The researcher required the piloting of the category system of the research. It allowed the researcher to check those categories system or analytical constructs (Krippendorff, 2004) that were suitable for the research question. It was done when the researcher analyzed 10%-50% of the materials. The analytical construct developed by researcher worked well for this study because there were no problems found during the first coding so that the researcher continued to finish the coding process.

5. Final coding

The researcher analyzed the whole materials through the same category definition and level of abstraction which had already formulated.

6. Determining the main categories

It covered the process of analysis in which the researcher analyzed the whole part of the textbooks. For this reason, the researcher focused on the main parts of textbooks including visual display, learning objectives, text materials, and learning activities and those materials have to suit the analytical construct. This process allowed the researcher to use the datasheet that helped her to categorize and summarize the data findings. Then, the researcher needed to classify the findings based on the categories in order to answer the research problems effectively.

7. Doing intra-/inter-coder check

It involved the second person of analysts or second coders to check the trustworthiness of the data findings and the researcher asked two-second coders to review the data findings. The researcher started the coding from the beginning until the end. Then, she gave the data to the second coders to check and compare the results. There were found differences in the results between the researcher and the second coders. To overcome this situation they discussed the results to find the agreement for the coding process. This activity can enhance the reliability of the data.

8. Presenting the results

In the final stage of the qualitative content analysis study, the researcher tried to make the results comprehensible to the readers that done by making the reports of the study. The researcher wrote the final report of the research

findings of what values were integrated and strategies were used in the textbooks.

G. Data Analysis Techniques

The collected data should be analyzed to answer the research problems. Data analysis is the process of reducing a large amount of collected data to make a sense of them (Kawulich, 2004) and for this study, the researcher followed the data analysis techniques of a qualitative study by Yin (2011) that mentioned the five-phased cycle in analyzing qualitative data. Those processes involved;

1. Compiling

Compiling involves the activity of collecting any data that useful for the study through fieldwork or other methods and for this study, the researcher collected the data and selected the criteria. The data findings were based on two criteria, those are the values and the techniques used to integrate with EFL textbooks for junior high schools. Both criteria were decided on the research objectives.

2. Disassembling

Disassembling refers to the activity of compiling the data and selecting the data needed by the researcher and for this study, the researcher selected the data to be observed in the main part of the textbooks including learning objectives, text materials, learning activities and visual displays which presented character values. The data sheet was used to help the researcher analyze the textbooks.

3. Reassembling

Reassembling occurred where the researcher tried to rearrange the data that have been collected in the form of lists, charts, and other tabular forms and presented the data in the form of a table. This showed the emergence of character values in the textbooks and its integration techniques.

4. Interpreting

The researcher interpreted the result by reviewing and analyzing the data findings and compared with the related theories or the results of relevant studies.

5. Concluding

After all the processes are finished, it required to conclude the results of the study and followed by providing the implication and recommendation for the teachers, principals, government, material developers and textbook publishers.

H. Analytical Construct

The analytical construct was arranged to help the researcher in the process of analysis and it was the main tool to analyze the integration of character values in the textbooks. The researcher adapted the protocol instructions from the character education guidebook for schools (*Puskurbuk*, 2010) and Protz's protocol instruction for character education analysis (2013). The table of the analytical construct, shown in Appendix 1, consisted of the 18 values and its description to guide the researcher in analyzing the data. Then, the unit of analysis included the main parts of textbooks, such as visual display, learning objectives, text materials, and learning activities.

Then, the encoding rules were used to measure the parts of textbooks related to each value. The integration techniques were written to show what techniques used in integrating those values. The last but not least, the categorization was used to determine the criteria level of values presented in the EFL textbooks for junior high schools.

1. Values

- a. Religiosity: Focusing on religious orientation and involvement.
- b. Integrity: Being honest and can be trusted by others.
- c. Discipline: Willingness to obey the rules and having self-control towards the given regulation.
- d. Hard working: Doing a lot of efforts to achieve the goals.
- e. Creativity: Using artistic skills to develop or doing something.
- f. Independence: Doing action without influence from others.
- g. Curiosity: Feeling interested to know something that needed by someone.
- h. Reading interest: Having an intention to read any useful texts.
- i. Responsibility: The obligation that must be done by someone.
- j. Tolerance: Accepting different beliefs, opinions, and ideas from others.
- k. Democracy: Believing that everyone has the same opportunities to choose the choices.
- l. Appreciation: Showing compliment for someone's achievements.
- m. Friendship / being communicative: Building intimacy with friends and have a good relation with them.
- n. Peace loving: Being kind to others without disagreement.

- o. Social caring: Being sensitive to the social environment.
- p. Environmental awareness: Being sensitive to the problems appears in the environment.
- q. Nationalism: Having a responsibility to develop the country.
- r. Patriotism: Showing affection of the country.

2. Unit of Analysis and Encoding rules

- a. Visual display: the visual display shows the attitude and behavior related to each value.
- b. Learning objective: the learning objective indicates the activity related to each value.
- c. Text material: the text materials promotes one's activity related to each value
- d. Learning activity: the learning activity engages the students to do the activities related to each value.

3. Techniques

- a. Direct expression
- b. Changing negative to positive
- c. Group discussion
- d. Literary works
- e. Storytelling
- f. Music and song
- g. Plays
- h. Other relevant activities

4. Categories

a. High

- 1) The terms of values are stated to show good deeds and behavior.
- 2) The character values are identified by the indicators of character education by the Indonesian government.
- 3) The character value is related to education.
- 4) The teacher and the teaching process are involved.

b. Moderate

- 1) The character values are identified by the indicators of character education by the Indonesian government.
- 2) The character value is related to education.
- 3) The teacher and the teaching process are involved.

c. Low

- 1) Sole relationship to character education is identified by the indicators of character education by the Indonesian government.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the finding and discussion from the analysis of character values in four EFL textbooks. The research findings provide the answers to the research problems aforementioned. Firstly, the findings describe the values embedded in four EFL textbooks and the technique used to integrate those values. Following that, the data are analyzed based on the research questions of each research problems and to clarify the research findings, the researcher explains in the discussion section. This provides the discussion of the findings with the relevant literature that allows the researcher to answer the research question comprehensively and to compare the findings between the present and previous studies. The limitation of the study is presented at the end of the chapter that explains any other variables beyond the researcher's control or the research procedures.

A. Data Description and Analysis

1. Character Values

a. Character Values in the EFL Textbooks for Junior High Schools

From the analysis of four for junior high schools, textbooks grade VII and VIII, there are 23 values found in the textbooks. 17 of them are the values promoted by the Indonesian Ministry of Education and Culture (*Kemendikbud*) and six of them are based on two different classifications, those are Lickona

(2004) and Peterson and Seligman (2004). Those values are shown in the following table.

Table 4.1. Character values in EFL textbooks for junior high school schools

No.	Value classification	Values
1.	<i>Kemendikbud</i> (2010)	a. Friendship or being communicative b. Social care c. Reading interest d. Independence e. Environmental awareness f. Appreciation g. Nationalism h. Curiosity i. Creativity j. Hard work k. Discipline l. Responsibility m. Patriotism n. Tolerance o. Integrity p. Religiosity q. Democracy,
2.	Peterson and Seligman (2004)	a. Teamwork b. Social intelligence c. Appreciation of beauty d. Love e. Curiosity f. Kindness g. Love for learning h. Creativity i. Bravery j. Forgiveness k. Honesty l. Spirituality
3.	Lickona (2004)	a. Love b. Hard work c. Honesty

The table above summarizes the character values which are categorized by *Kemendikbud* and some experts. It shows that the 17 values proposed by the Indonesian government embedded in EFL textbooks for junior high school. The value of peace-loving cannot be found in the textbooks. There are 13 of 24 values classified by Peterson and Seligman and 3 values proposed by Lickona are found in the textbooks.

The similar terms of character values are found on each classification. For instance, the value of social intelligence (Peterson and Seligman, 2004) is equal to the value of social care (*Kemendikbud*, 2010), the value of spirituality

is in line with the religiosity value and the values of integrity have the similar meaning of honesty. Furthermore, the classification of Peterson and Seligman (2004) and Lickona (2004) share the same values that are the value of love.

From four EFL textbooks, the researcher also found the different results of the research findings in each textbook. The table below indicates the values embedded in each EFL textbooks for junior high schools.

Table 4.2. Character values in each EFL textbook for junior high schools

No.	Textbooks Values	A	B	C	D
1.	Friendship or being communicative	√	√	√	√
2.	Teamwork	√	√	√	√
3.	Social care	√	√	√	√
4.	Reading interest	√	√	√	√
5.	Independence	√	√	√	√
6.	Environmental awareness	√	√	√	√
7.	Appreciation	√	√	√	√
8.	Nationalism	√	√	√	√
9.	Love	√	√	√	√
10.	Curiosity	√	√	√	√
11.	Kindness	√	√	√	√
12.	Love for learning	√	√	√	√
13.	Creativity	√	√	√	√
14.	Hard working	√	√	√	√
15.	Bravery	√	√	√	√
16.	Discipline	√	-	√	√
17.	Responsibility	√	√	-	√
18.	Patriotism	√	√	-	√
19.	Tolerance	√	-	√	√
20.	Democracy	√	-	√	√
21.	Forgiveness	√	√	-	-
22.	Integrity	√	√	-	-
23.	Religiosity	√	-	-	-

The table above shows the different results of the character values found in each textbook. Textbook A is integrated with all 23 values and the three

other textbooks are integrated with some values. The values of discipline, tolerance, religiosity, and democracy are not presented in textbook **B** and textbook **C** is also integrated with 18 values. The values of responsibility, patriotism, forgiveness, integrity, and religiosity are not included in this textbook. The values of forgiveness, integrity, and religiosity are not embedded in textbooks **D**. The further explanation of each value is explained as follows,

1) Friendship or being communicative

Friendship is a life long investment that can make one happy. Showing affection and developing a bond between someone and his friends can grow the friendship stronger. This value emerges in all EFL textbooks and the emergence of friendship or being communicative in textbook **A** is shown in the following conversation.

Siti: Guys, let's go to the park this weekend.

Beni: That sounds a good idea.

Lina: Yes, let's go there on Saturday.

Dayu: I love the park. I always go there every afternoon.

Udin: I'll go with you, guys. Edo, will you join us?

Edo : Of course, I will

(81.A.U6.P136)

The value of friendship or being communicative is delivered in the conversation above involving six students; Siti, Beni, Lina, Dayu, Udin, and Edo. This value is presented by one of the students, Siti, asking her friends to go to the park at the end of the week. The word *let's go* which stated by Siti means offers to their friends to go somewhere. It indicates that Siti tries

to build the relationship between her friends by going out together. Then, all of them agree to Siti's idea that they will spend their weekend to get to the park. Spending a holiday with friends can build intimacy and strengthen their friendship.

The text provides the material for giving information to spend their weekend to do the activity together. The students need to have friends in order to fulfill their demands as social beings. It is important to build friendship since friends can help them to grow to be a better person. It is in line with the statement of Nuccy and Narvaez (2018, p. 273) that friendship involves the socio-emotional function that bound the relationship between individuals. It means spending time with friends might help them to build their relationship which gives benefits to the students' social life.

In textbook **B**, the value of the friendship/ being communicative is found in the illustration below,



Figure 4.1. Friendship or being communicative value

(199/B/U1/P2)

The illustration above indicates friendship or being communicative value when a boy gives a high five to his friends. This gesture shows a non-verbal language used to greet friends in a non-formal situation. Rygg (2017, p.152) confirms that greeting can be used to build intimacy on interpersonal communication. This finding is also supported with the text which is in the form of a short conversation. The text is about greeting his friends. It can be seen when Firman said *Good afternoon, Lia* and Lia respond to Firman's statement. It indicates that the text contains material about care to their friends since greeting is the first way to build friendships among them. Therefore, the topic of greeting is integrated with friendship or communicative value.

Then, the value of friendship or being communicative is found in textbook C. It can be seen in the following statement,

We will play the roles of the students and the teachers in the conversations to get other people attention. ... In groups, we will play the roles of the speakers in the conversation.

(177.C.U1.P4)

The friendship value is delivered in the learning instruction above that asks the students to do role play in the group. The word *we* are used as the first-person point of view in which it addresses the students directly. The students will play the roles of the characters in the conversation. This kind of activity can enhance the students' communicative skills used to give and receive different kinds of information effectively. It also helps them to build intimacy and develop their relationship. The researcher found various

learning instructions integrated with the value of friendship or being communicative found in all textbooks that can be seen in the appendix.

The integration of the friendship or being communicative value is found in textbook **D**. It is shown in the following excerpt,

To: Retno

We miss you so much. The class feels empty without your presence. Get well soon and have fun again with us

Your friends at VIII B

(325.D.U7.P71)

The data above shows the letter addressed to Retno from her classmates that contains a message of showing care for their friend. It can be seen from the first statement *we miss you* which means her friends in the class yearn for her lovely friends. In that message, her classmates also hope for Retno's recovery. Sending a letter and praying for a friend who is sick can strengthen their relationship.

2) Teamwork

Teamwork refers to an activity that requires cooperation and collaboration among group members. This is also associated with the value of friendship but there is a difference between teamwork and friendship. The teamwork activity can enhance the relationship between students while friendship is not always related to teamwork. Teamwork requires equal efforts of all members of the groups in finishing the learning assignment. This activity can be one of the ways to build a relation among students.

The value of teamwork is found in all four textbooks. For instance, the illustration below shows the value of teamwork presented in the visual display of the English textbook.



Figure 4.2. Teamwork value

(280.D.U2.P11)

The illustration in textbook **D** shows five diligent students who are having a discussion to finish an assignment in the library. They do various activities to finish the task or exercises; the boy who wears a light shirt is speaking to their friends. This indicates that he gives their opinion during the group discussion. Another boy seems to listen to his friend and take notes on his book. This can be seen when he holds a pen in his hand.

Then, the other three girls listen to the boy's speaking while reading a book. Their activities indicate that they do the duties and participate as a member of the group. Peterson and Seligman (2004) define teamwork as an

ability to do activities in a group to achieve the objectives. The students need cooperation and collaboration to finish the task in order to make the task easier for them. Therefore, the value of teamwork is delivered in the illustration.

In terms of design, a textbook should provide an attractive appearance for the students to make them eager to read the textbook (Hummel, 1988). The illustration shows a real-life situation that presents a real picture of students doing different activities in the library. The filter of illustration provided in the textbook is black and white that makes the students are not interested in the illustration. Another example of teamwork value which is found in the textbooks is described in the statement of Mrs. Gracia below,

Mrs. Gracia: “The text is long and there are many new words in it. It is not easy to read. But you can work together. If you do it together, I’m sure you can understand it easily”.

(194.C.U2.P23)

This statement reveals that teamwork can make the task easier rather than working individually. It can be seen when Mrs. Gracia said *if you do it together, I’m sure you can understand it easily*. This statement means asking the students to read and discuss the text together with their friends. By reading together can make them easier to understand the text.

In addition, the value of teamwork is associated with other values such as social care, responsibility, loyalty, and leadership (Peterson and Seligman, 2004) which means teamwork can develop collaboration and cooperation skills in the students’ social environment. For instance, the

students are asked to do the task in a group. One of them takes part in the leader of the group and the other as the members. The leader decides the parts of the task that must be done by each member and they must be responsible for their group task. This activity requires students' social interaction to cooperate and collaborate in finishing the task.

3) Social care

Humans are social creatures who require interaction and communication with other people around them who naturally seek companionship and help with others. Lickona (1991) states that human possesses individual differences including social aspects (age, gender, social status, etc.). Here, the value of social care takes a significant part for character building that helps them develop as social beings. Helping people in need, supporting others, relieving selfishness and respecting others are the example of the implementation of social care value (Lickona, 1991; *Puskurbuk*, 2010).

The value of social care is found in all textbooks. The example of the social value which emerges in the textbook is presented in the excerpt below,

Visiting an old age home

Last Sunday, my class visited an Old Age Home in my city. There were twenty-five of us, including Mr. Stewart, my teacher. We brought with us a keyboard and a guitar. We also brought snacks especially made for the old people, and we had little gifts for them too.
....

(363. D.U13.P.162)

The value of social care is delivered in the text material that tells about students' experience during their visit to an old age home. The students tell their activities in the story showing that they care to the old people. One of them is when the students entertain the oldster by singing songs together that seen in the statement *we brought with us a keyboard and a guitar keyboard*. The students also give snacks and buy gifts for them showing that they care, respect and love to the older. These activities can increase the students' social awareness to others, especially the elders.

The text material above also shows the way of the students to develop social care of the elders by giving service to raise the students' social skills. Lickona (1991, p.313) argues that students can experience to help others to develop caring and empathy in their social life. This action can be very important to train the young generation to be a better person in the future. Therefore, social care is one of the most important values that must be developed by people around the world.

The following excerpt shows the value of social care delivered in the textbooks.

My father is friendly, too. He knows almost everybody in the neighborhood. He always goes to the neighborhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbors in the community center every Saturday

(86.A.U7.P160)

The value of social care is presented in the text which describes a father's attitude towards his social environment. The word *friendly* is the keyword

which indicates that he is a caring person. He is doing nice things to other people and also knows everyone who lives in his neighborhood. It means that he is aware of their social environment. It is also supported by his action to attend the meeting and play volleyball with them.

This text reveals that taking part in the social environment is another way to develop social care value. The students need to build a positive relation inside and outside the school (*Puskurbuk*, 2010, p.30) that can gain their awareness in the social environment. Having good relation with friends and other people can improve their social skill and the best ways to do that are being friendly, being kind, always smiling and respecting others.

4) Reading interest

This value refers to students' activity to read various text types in order to gather information from the text (*Puskurbuk*, 2010, p.10). The value of reading interest also can increase the reading skill that encourages them to love reading and helps the students to understand the materials. The value of reading interest can be found in all EFL textbooks. For example, the learning instruction below shows the emergence of reading interest value,

Read the sentence! Circle the correct answer (166.B.U8. P111)

The learning instruction above uses second-person pov where the teacher asks the students to read the sentence. This kind of learning instruction is mostly found in the reading activity in which the students are asked to read the text that makes them eager to read. Then, the students are asked to answer the following questions. The students will get useful information

from the text and be able to answer the questions of the text. It is in line with the statement of Indonesian Ministry of education, providing an activity to build a reading habit for students can help them to have more understanding of the material (*Puskurbuk*, 2010, p.38). Thus, the reading activity can enhance their reading skills and attract the students to experience in various reading texts.

Another example of the value of reading interest is presented in the following excerpt below,

... You should **read more stories** from around Indonesia and the world in English. I'm sure you can if you try harder. (205.C.U3.P34)

The text above explains about a suggestion for mastering English ability by reading stories from around the world. This can enhance the students' knowledge and skills because they will get various information related to cultures from across the world. Reading stories is included in one of the indicators of the reading interest value (*Puskurbuk*, 2010, p.44). The implementation of reading interest value is achieved when the students read the story from their textbooks.

5) Independence

The independence value refers to one's freedom to enhance his capability without other interference. This value is found in four EFL textbooks that have been analyzed. For instance, the text material below shows the independence value in the textbook,

Mrs. Harum: I'm very proud of Siti. Now she can help me with the housework before she goes to school. She can get up early herself.

(193.C.U2.P23)

The statement above tells a mother who appreciates her daughter's work. Siti, Mrs. Harum's daughter, always help her to do the chores. The value of independence is delivered when Mrs. Harum states *she can get up early herself* which means Siti can get up early without someone's help. It indicates that she is an independent girl and eager to help her mother to do the chores before going to school.

The text material tells one of the ways to be an independent person. According to *Puskurbuk*, independence refers to an attitude that does not depend on others (2010, p.10). The students need to do their works by themselves that help them to survive and prepare them to confront the future. The text material above gives an example of being independent for small things. The students can get up early and do simple actions to train them to become an independent person.

The integration of independence value can also be seen in the learning instruction below,

Activity 13. Write a short description of yourself.

(154.B.U5.P68)

The value of independence emerges in the learning instruction that asks the students to write their description individually. The word *yourself* is used to show second-person pov that asks the students to do the tasks individually. It indicates that the students need to work on their own to

finish the assignment. This kind of activity can enhance the students' independence since they have to write their self-description. It is in line with the indicator of independence values described by *Puskurbuk*(2010, p.42) that the students should do their own tasks given by the teacher. It can be derived that the students need to finish the task on their own if the teacher asks them to do so. This action trains them to boost confidence in handling issues around them.

6) Environmental awareness

One of the values in character education is caring for both the social and natural environment (Noddings, 2002, p.94). The value of environmental awareness shows the attitude reflecting the awareness of the surrounding circumstances that emerge in all textbooks. The following excerpt indicates the finding of environmental awareness value in textbook **A**,

Miss Mutia: Today we are going to go out and see the things, plants and animals around us.

Students: Yeay!

Miss Mutia: Let's go out now (*They're outside*)

Miss Mutia: Look at the flowers in the school yard. Do you think they're beautiful?

Dayu: Yes, they are. They are colorful and beautiful.

Miss Mutia: They beautify our school

(82.A.U6.146)

The conversation occurs between Ms. Mutia and her students. She asks the students to learn outside the classroom by observing their school environments and making them aware of their surroundings. Ms. Mutia

explains about the flower in the schoolyard, the sun, the trees, and the cat. This kind of activity can enhance the students' awareness of their environment. Therefore, the value of environmental awareness is delivered when the text describes the action of maintaining the student's environment (Puskurbuk, 2010, p.10).

The text material shows that learning is not merely in the classroom but the students can experience new knowledge outside the class. The way of Miss Mutia asking her students to have outing class is a good thing. The students will observe their environment in order to understand them. It can build awareness of their environment. Hence, the text materials above promote the students to care and be aware of their environment. It helps them to protect the natural world from damage in the future.

The value of environmental awareness also emerged in students' learning activity written in the textbook. It can be seen in the following learning instruction,

In pairs, express several suggestions and prohibitions for your classroom and your school. What should be changed for the better? What should not be done? Then share it with your class.

(302.D.U5.P48)

The learning instruction tells the students to do the activity that relates to their learning environment. The second-person pov is used to ask the students' expression suggestions and prohibitions with their peer. They should make suggestion and prohibition related to their classroom and school. This activity might promote students' environmental awareness. It is

in line with one of the indicators in implementing the environmental awareness value by *Puskurbuk* (2010) that the students need to get used to maintaining the classroom and school environment. It will help them to be comfortable and feel excited during the learning activity.

7) Appreciation

Recognizing how something is valuable and important is part of appreciation values. The appreciation values can be implemented by noticing someone's excellence and showing a compliment for his or her achievement (*Puskurbuk*, 2010). This value is found in all EFL textbooks that shown in the illustration below,

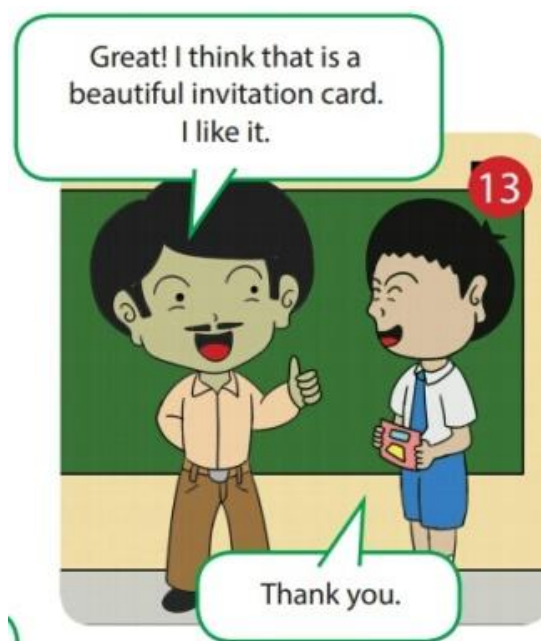


Figure 4.3. Appreciation value

(189.C.U1.P16)

The illustration presents the figures for a teacher and students. The student holds his work and shows to the teacher and the teacher praises his student's

work. It can be seen by their expressions and gestures that show grinning face and thumb up. The students get the thumb up signaling approval or good job from the teacher. This action can be a sign to appreciate the students' work as according to Peterson and Seligman (2004, p. 537) appreciation excellence refers to one's ability to express the admiration of others' goodness.

This is important to increase self-confidence and bound emotional relationship between teacher and students. Appreciation can motivate the students to get the higher achievement which can be done not only by the teacher but also the friends who always support them. The illustration above can encourage the students to implement appreciation values since it is presented attractively by a colored illustration that helps the students to understand the material as well.

There are some statements in textbook **D** used to appreciate others' work, those are;

Congratulations on your success, Victor!

Good job!

Well done!

Wow!

You are the best!

You did it!

Congratulations!

After all your hard work and sweat, you deserve it!

(279.D.U2.P10)

Those statements indicate that appreciation value is needed to be learned. The students will experience various emotions such as awe, worship, or reverence (Maslow as cited in Peterson and Seligman, 2004, p.

544). This is needed for the students' socio-emotional development as a foundation to achieve success in the future. Therefore, the curriculum developers are aware of the importance of showing compliments to others, because the topic of appreciation has been added and be part of the curriculum in junior high schools.

8) Nationalism

The textbooks also provide visual displays regarding the integration of nationalism values are found in all textbooks. For instance, the nationalism value is presented in the statement of textbook **C** as follows,

A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August. Attendance is compulsory.

(267.C.U12.P210)

The value of nationalism is found in the statement which shows the National Independence Day of Indonesia on every 17th of August. It informs the students to celebrate the independence day of Indonesia which aims to make the students love and proud of the country as according to *Puskurbuk* (2010) the nationalism value shows the affection of being proud of the nation. The text above indicates that the students need to preserve their nationality by celebrating the national day. The students can express their nationality by attending the flag ceremonies held by the school to celebrate the National Days.

9) Love

The value of love refers to someone's feeling which shows deep affection towards others. It is usually shown to people who are closely

related (Lickona, 2004; Peterson and Seligman, 2004). This value is found in all EFL textbooks. Below, the example of the emergence of the love value;

My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbors.

(86.A.U7.P160)

The value of love is embedded in the descriptive text which describes a father. It can be seen from the statement *He loves his family*. This indicates that he has a natural feeling of love for the family and he is also friendly to neighbors. It means he loves and cares much to his family and other people around him. The father shows love to his family by doing good activities such as never gets angry and always communicate with his children about everything.

The text material above confirms that parents always love their children and they have to love their parents, too. The parents do many things for the sake of the family (Peterson and Seligman, 2004, p. 304). Parents love their children unconditionally since they always protect, assist, and support the children, sacrifice their lives for them, put their children's necessities before them, and even put their children happiness as theirs. Therefore the parents love is unconditional and the students need to respect and love them back.

Another example of the value of love which is found in the textbooks is shown in the following greeting card,



Figure 4.4. Love value

(322.D.U6. P69)

The card above shows that a child who loves and cares so much to her Mother. It can be seen when he writes a greeting card to celebrate Mother's Day. The card indicates that there is a mutual relationship that bonds emotionally between children and parents (Peterson and Seligman, 2004, p.293). Loving parents create loving children meaning that the relationship between parents and children indicates how the child is going to be in the future. The parents' love affects their social, physical, mental and emotional development. Therefore, developing the value of love is important because showering love for children will make them become a loving and affectionate person in the future.

10) Curiosity

The value of curiosity occurs when the students are interested in doing something new and try to explore in depth about the given information

(Puskurbuk, 2010; Peterson and Seligman, 2004). The value of curiosity is found in the textbooks when the material engages the students to be aware of any information which is provided. This value is integrated into all textbooks. The conversation below shows the example of value curiosity in the text material of textbook C.

Student: Excuse me, Ma'am. What is 'attention' in Bahasa Indonesia?

Teacher: Attention is / operation.

(179.C.U1.P4)

The value of curiosity is delivered in a short conversation between a student and a teacher. The student asks his teacher about the meaning of a word. This indicates that the student is highly interested to know the meaning of the word when he does not know the meaning of the word, then, he asks the teacher about that. This action gives a good example of curiosity value because when the students do not understand the materials, they need to ask the teacher.

The next example of curiosity value can be seen in data 337 which discusses the student's curiosity. It stated that *Mr. Rudy explains the material clearly, so I have very few questions to ask* (335.D.U8.P85). This statement shows that the student has curiosity after the teacher explains the material which means he requires further information regarding the materials for a better understanding.

Both of the texts above deal about asking the question. The students need to ask the question in order to fulfill their curiosity because asking question becomes one of the indicators of the curiosity value (Puskurbuk,

2010, 42). Those texts indicate that the students should have the curiosity of the materials that they do not know yet. They can ask the teacher to find the answer in a simple way to show curiosity during the learning process. The students might explore new experience and information in order to fulfill their self-satisfaction. Curiosity can give the students new knowledge that useful for them.

11) Kindness

This value refers to someone's behavior to make people feel good as being kind, generous, and helpful towards others are the ways to build character (Peterson and Seligman, 2004). Kindness is part of social care values since it is associated with the social environment. This value is presented in all textbooks. For example, the value of kindness is found in the following figure of the textbook A.



Figure 4.5. Kindness value

(69.A.U5.P17)

The visual display shows the illustration of a student who helps the teacher to bring the books. They hold books on their hands and the other

students look at them with praise. The student is eager to help his teacher by bringing the books into the office. It can be seen by his happy expression and giving a smile while walking beside his teacher. This indicates that the student willingly helps the teacher in need. Every student can do favors or perform good deeds to others without considering who they are or what they do in return (Peterson and Seligman, 2004, p. 296). Therefore, Being generous to everyone is the easiest way to improve students' character.

12) Love for learning

In the EFL textbooks for junior high school, the love for learning value is delivered when the learning objectives ask the students to explore various materials provided in a textbook. The students will experience new knowledge which is different from the material before. The love for learning value is found in all the textbooks, for instance, at the beginning of the material of textbook **A**, there is a statement *We will learn to greet, take leave, say thank you, and say sorry* (1.A.U1.P1). The word 'we' refers to the students and teacher that means they will learn about how to greet, say goodbye, thank and say sorry. This expression can attract the students to learn about greeting, leave-taking, thanking and saying sorry in English.

Nevertheless, at the end of the learning, the student will learn different materials from the first. The learning objectives such as *Here, we will learn to get the message of a song* (104.A.U8.P177) show that the students and teacher will learn the different topic from the first and explore new materials. It is in line with the definition of love learning value by Peterson

and Seligman, (2004, p. 163) that love for learning value shows action to be motivated in acquiring new knowledge.

Hence, the learning objectives can trigger the students to develop a passion for mastering the materials. They are eager to develop the existing knowledge or explore the new material which is written in the learning objectives. The learning objectives written in every chapter of textbooks can be the students' motivation to deal with various materials provided in the textbooks so that they will not get bored during the learning activities.

13) Creativity

The creativity value requires someone's ability to invent ideas which useful for them and also relates to artistic content (*Puskurbuk*, 2010). The value of creativity is only found in the learning activities of all textbooks. Data 177 shows an example of creating value.

We will publish the long text entitled “I’m proud of Indonesia,” which puts together all the descriptions about Indonesia, on the classroom wall.

(102.A.U7.P172)

The learning instruction above use first person pov in which the teacher and students will do the activity together. The value of creativity is delivered when the teacher and students decorate the text on a good piece of paper. They need to put the description on the classroom wall. The design of the description should be attractive for the reader. This kind of activity can improve the creativity of the students.

This learning instruction attracts the students to work creatively. It requires their idea to make a description of Indonesia. The students also experience their art skills to design and decorate the text to be more eye-catching. The next example of creating value which emerges in the learning activity is shown in another learning instruction below.

We will look closely into some other greeting card.... then; we will copy them to our notebooks and apply different decoration

(218.C.U4.P68)

The value of creativity is delivered when the teacher and students copy the greeting card and decorate it. The learning instruction uses first-person pov where the teacher and students could create creative greeting cards together.

They need to make an artistic and interesting card to finish the task and get a good score on this task. They need to make an artistic and interesting card to get a good score on this task. This learning activity encourages students to be innovative and creative to learn new things and makes the learning process more fun.

The value of creativity which shows in those learning instructions asks the students to use their artistic skill to fulfill the task provided in the textbooks. According to Peterson and Seligman (2004), creative value occurs when the students are expected to show their creativity in some learning project given by the teacher. In addition, Puskurbuk (2010) mentions some indicators of creating value in the learning activity. One of them is creating a learning situation that can develop students' creativity. Project work is one of the ways to increase students' creativity that the teacher

needs to apply. Therefore, the teacher should be aware of the project which is given to the students whether it can develop students' creativity or not.

14) Hard work

Hard work refers to someone's action who put efforts to achieve goals and the hard workers will always do their best to attain success in their lives (*Puskurbuk*, 2010; Lickona, 2004). The value of hard working is found in all textbooks and the example of hard work value is presented in the excerpt below,

Pak Bacu is a janitor in our school. He is a hard worker. He sweeps the yard every morning and afternoon. He cleans the toilets. I like him because he is friendly...

(93.A.U7.P163)

The values of hard working are delivered when the text material describes Pak Bacu. He is a hard worker. He works hard to earn money for his family. It can be seen when he does her jobs properly. He always sweeps the yard twice a day and keeps the school clean. The text materials above show that the students need to work hard to do their duty.

Hard work is important for the students since it is one of the key successes in their future lives (Lickona, 2004, p.19). Giving the best efforts to achieve the goals is one of the ways of hard work. It can increase strength and self-confidence to attain success. The value of hard working can also be found in the extract,

Reporter: Congratulation on your success as the winner of the
Storytelling Contest

Alitha: Thank you. It's a tremendous honor.

Reporter: the way you told the story was very impressive.

Alitha: thank you. I practiced a lot.

(281.D.U2.P13)

The conversation is about an interview that involves Alitha and a reporter. From the interview, it is already known that Alitha achieves her success because of her hard work to learn. It can be seen when she tells about practicing to tell the stories every day and the phrase *practices a lot* is one of the indicators of hard working.

The text material above confirms that there is no shortcut to achieving success in life as Lickona (2004) said that making efforts and doing hard work are keys to success. The students might work hard to do everything they desire and need to focus on their goal until they can achieve it (Puskurbuk, 2010). The text material above shows that there is no success without any efforts and practicing is the best way to achieve it.

15) Bravery

Bravery is associated with self-confidence where someone has less anxiety during the performance. This value is found in all textbooks that have been analyzed. The visual display of textbook **C** below presents the action of bravery or valor,



Figure 4.6. Bravery value

(249.C.U10.P142)

The value of bravery is presented in the illustration when a student seems to do a presentation in front of a classroom. She is able to present her own past experience. This can be seen when she holds a baby picture and shows to others and tells about her past in front of the classroom. She also has high confidence when standing in front of the class and dares to tell her past to her friends.

Another example of the bravery value is shown in the following excerpt which is found in textbook **B**. *Activity 15: Introduce yourself to your friend next to you* (144.B.U3.P39). The learning instruction shows the bravery value which is integrated into the textbook when the author used second-person pov students are asked to introduce their self to their friends. The introduction activity needs confidence and bravery. This activity also

can enhance the students' personality to be courage and communicative in the classroom or public places.

In fact, everyone has their own anxiety and bravery is someone capacity to perform properly without disturbance from inside and outside factors. It shows an action of fearless and brave to face and solve the problems and pressures (Peterson and Seligman, 2004, p. 214). The anxiety during the learning process can be minimized by increasing self-confidence. The students must confront their anxiety during their performance to increase their ability and confidence.

16) Discipline

This value shows the action of being obedient and having the self-control to rules (Puskurbuk, 2010). This value emerged in all textbooks except textbooks **B**. The extract below shows an example of the integration of discipline value in a text material of textbook **C**.

Dayu, Lina, and Siti are never late to class. They walk to school, but they always get to school on time. ...

(232.C.U7.P95)

The text tells about three students, named Dayu, Lina, and Siti. They are never late to school even they are on foot. It can be seen in the statement *never late to class*. This statement indicates that they are disciplined and always follow the school regulation since they always come to school on time. It is one of the school regulations that must be obeyed for all students in the school. It is in line with one of the indicators of discipline value

mentioned by *Puskurbuk*(2010, p.27) that always obeys the school and classroom regulation.

Another example of discipline value which is found in textbooks **D** as follows,

Hello, I'm Deborah from River Creek Primary School.

My classroom has a set of rules. Here it is.

CLASSROOM RULES

- Respect and be kind to others.
- Listen to directions carefully and obey them.
- Do not touch others
- Study quietly
- Study and play safely
- Raise your hand before you ask the question
- Listen quietly while others are speaking
- Do not bring toys to class.

(316.D.U6.P62)

The text above presents the regulation that is delivered by one member of the class, Deborah. She mentions several rules in her classroom. It is written *Classroom Rules* which must be obeyed by all students. This kind of regulation can develop the students' discipline. The text informs the student to follow the rules. It trains them to become discipline (*Puskurbuk*(2010, p.41) which leads them to be a better person in the future. It is also another way to achieve success besides hard working. The students need to control their minds and body for good things in achieving success in their lives.

17) Responsibility

The value of responsibility shows an attitude to be responsible for what supposed to do (*Puskurbuk, 2010*). This value is integrated into three EFL textbooks, those are textbook **A**, **B**, and **D**. The visual display below portrays the value of responsibility found in textbook **D**.

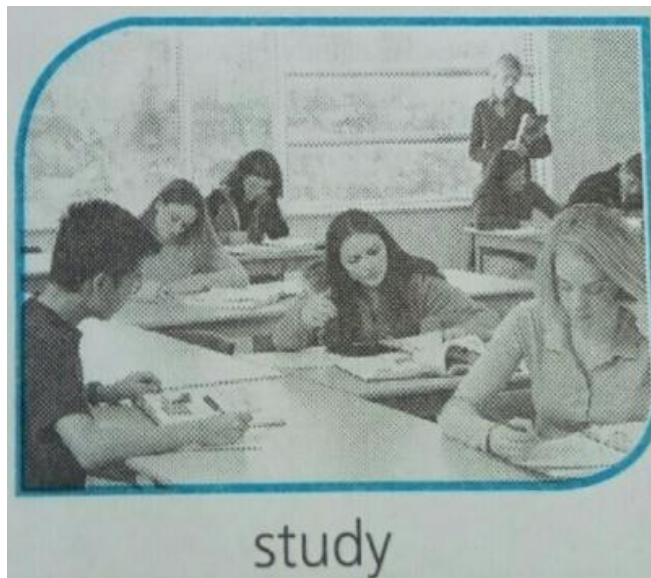


Figure 4.7. Responsibility value

(280.D.U2.P16)

The illustration above shows the activity of students who are studying in the classroom. The value of responsibility is shown in the illustration when students do their duty as students and the teacher does the responsibility to teach the students. The illustration shows that there is a teacher who stands at the back of the classroom and holds a book. It indicates that teacher doing her own responsibility to teach the students.

Besides that, the students are studying at their own desk. They read the book and hold a pen in their hands. They seem to be serious during the

class since their heads look down at the books with a serious expression. It seems clear that they are studying in the classroom and paying attention to the teacher. According to *Puskurbuk* one of the indicators of responsibility value that the students have to do their duty willingly without compulsion (2010, p. 31). It can be derived that every student has responsibility on his own learning and the students need to focus during the lesson.

Furthermore, both teachers and students are expected to participate in the learning process. The students take an active role in their learning to achieve academic success. The illustration above shows that the students and teachers take part in their learning in the classroom. They attend the class and participate during the learning process. It seems clear that they are responsible for their own learning. The illustration also provides a real picture of students who learn in the classroom and the teacher's teaching activity.

18) Patriotism

This value emerges in the textbooks in the form of reading text. This value is found in all the textbooks except for textbook **C**. The text materials which consists of patriotism are found in textbook **A**, one of them is the text entitled *we are all proud of Indonesia, aren't we?*

Indonesia is a big country...

There are many seas in Indonesia...

We have a lot of islands...

Indonesia also has many mountains...

Indonesia is on the equator...

The land is very fertile...

(114.A.U7.P168)

The patriotism can be found in all parts of the text which shows the pride of Indonesia because Indonesia is a rich country based on natural resources. The statement of *Indonesia is a big country* implies that the large areas of Indonesia that has thousands of islands spread all over the country. This is also supported by the statement of *we have a lot of islands*. The last paragraph states that *the land is very fertile*. This statement indicates that the natural condition of Indonesia possesses vast and fertile soil. The text describes that Indonesia is blessed with abundant natural resources. It makes Indonesia become one of the major producers of various agricultural products and natural gasses.

The text material above contains patriotism value because the text informs the students to love their country and describes Indonesian heritages from the natural sector. According to *Puskurbuk* (2010, p. 29), patriotism refers to an action that shows affection, valor, and loyalty towards one's country. After reading the text, the students will realize that their country is worth for them and they need to be aware of any natural damages. They have to be patriotic and care of their country since they are the next generation of Indonesian leaders.

19) Tolerance

Being tolerance from others' differences is important to make someone be a better person (*Puskurbuk*, 2010). It is found in the three textbooks (**A**, **C**, and **D**). For example, this value is embedded in the visual display of the textbooks **A**, as follows,

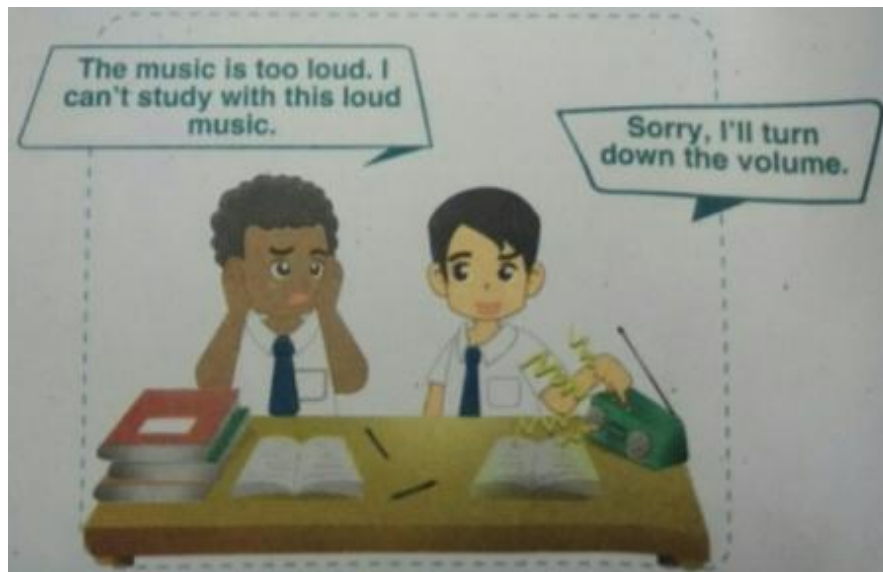


Figure 4.8. Tolerance value

(65.A.U5.P104)

The illustration shows that there are two students who are studying and one of the students enjoys studying with music but the other is not. It can be seen that the student in the left holds his ears which means he feels disturbing of the voice. It is also supported by the statement *I can't study with this loud of music* which means he feels discomfort to learn when the music is on.

Then, his friend cares and respects to him by turning down the volume. It can be proven when he pushes the button on the taped radio and he says *sorry* to his friends. By the illustration above, it reveals that every student needs to respect and understand others, especially their friends that can lead them to be a good person in the social environment. They also need to make their friends feel good and avoid to make them upset.

The illustration above also describes the racial tolerance in which the black and white skin students can be friends. Every citizen has the right to

deal and build a relationship with everyone without considering race, group, or ethnicity. It is in line with the indicators of tolerance value by *Puskurbuk*(2010, p. 26) that the students need to respect differences and provide the equal treatment for every school member without considering race, group, religion, ethnicity, social and economic status. The illustration shows above the great example of tolerance values that have to be applied by the students for a better life.

20) Democracy

The value of democracy emerged in the learning activity when it shows equality among people. This value of democracy is found in three textbooks, those are textbook **A**, **C**, and **D**. It can be seen in the following learning instruction below.

We will work on a class project to write about our school to show pride, to promote it, and to criticize it, too. The title is “This is our Lovely School”. Each group will contribute at least five sentences.

First, all groups will go around and observe our school and collect useful information about it ... Fourth, one member of each group will read out their sentences to the class. We will then discuss to put the ideas from all the groups together in good order.

(103.A.U7.P174)

The learning instruction used first-person pov in which the teacher and students will do activities together. The value of democracy is presented when the teacher and students give their opinion about people or things around them. It is in line with *Puskurbuk* (2010, p 82) that the value of democracy leads the students to respect others' opinions and treat them

equally. It means that every student has their own right to share their opinion or idea during the class. This learning activity instructs the students to work in a group discussing their school.

Then, the students are asked to express their idea or opinion when writing the description of their school. It is supported by this learning instruction *each group will contribute at least five sentences* which means all of the students have the freedom to share their thought, idea, and opinion to finish the project work. The action of speaking their opinions and listening to one who speaking can increase the students' democracy in the class.

21) Forgiveness

The value of forgiveness allows the students to forgive other people who have done wrong to them (Peterson and Seligman, 2004). This value is found in textbook **A** and **B**. For instance, textbook **B** shows the value of forgiveness. It can be seen as follows,

Rehan: I know. That's my fault. Will you forgive me?

Ivan: OK. I forgive you, but don't do it again.

(127.B.U2.P13)

The conversation presents the value of forgiveness. It occurs when Rehan says sorry to Ivan. It can be seen for his statement that said *will you forgive me?* He asks for Ivan forgiveness that he broke his friend's toy and Ivan is giving an excuse for Renan's fault.

Forgiving others faults can avoid hostility and strengthen the friendship among the students. The text material above shows that forgiving

one's mistake can avoid misunderstanding as stated by Peterson and Seligman (2004) that the students have to forgive their friends in order to keep peace and maintain their relation. This value is quite similar to the value of kindness since forgiving other's mistakes is one characteristic of being kind. This value leads the students to become a better person for their future.

22) Integrity

It is also called honesty. Someone who has integrity will be trusted by others (Puskurbuk, 2010; Lickona, 2004). It is found in the two textbooks (A and B). The example of integrity value embeds in the text material of textbook A. It can be seen in the following excerpt,

Siti: I'm very angry.

Dayu: What's wrong?

Siti: Nita cheated during the test but she got a score better than I did.

Dayu: That's too bad. But be patient being angry will not change anything.

(72.A.U5.P122)

The conversation tells about someone who is disappointed with the test result since her friend who cheated during the test gets a higher score. It said that *Nita cheated during the test*. This statement indicates the action of dishonesty and it is a bad thing since a good score for cheating means nothing. Then, her friend tries to calm her down and tells that cheating is a bad deed that can be seen when she said *that's too bad*. She also suggests her to be patient meaning that she cares much to her friends

The text leads the students to be honest and truthful in their lives even though the result does not suit with the expectation. The students need to be proud if they get the score for their own works. It shows their capability in the academic setting while cheating is wrongful behavior. The prohibition of cheating is also written in the guidebook for character education by the Indonesia government as one of the indicators of integrity value (*Puskurbuk*, 2010, p.26). This action can increase the students' quality of life and train them to be a good person in the future.

23) Religiosity

This value shows the relationship between humans and God. It is only found in the visual display of the textbooks. This value is only found in textbook A. The illustration below shows the religious value emerges in the EFL textbook A.



Figure 4.9. Religiosity value

(54.A.U4.P91)

The illustration portrays a family who wants to eat together. It can be seen from the illustration of the family members that seat in the dining table that full of food. The value of religiosity is delivered when the mother and daughter wear hijab. It refers to the Islamic dress code for every Muslim woman. Wearing hijab is one of Islamic mandatory from Allah that written in the holy Quran. It states that every Muslim woman wears a hijab to cover all over her body. The illustration above tries to explain to the students that every Muslim girl needs to wear a hijab. This is a basic value for every Muslim woman to follow God commands (*Puskurbuk*, 2010; Peterson & Seligman, 2004). Therefore, the value of religiosity is coped in the visual display of the textbooks since it is related to the God faith.

Furthermore, the illustration also shows the manner before eating when the father leads a prayer before meals as according to Peterson and Seligman (2004, p 534.), prayer is one of religious activity which involves the relationship between human and God. It is shown by the family members' gesture of lifting their holy hands in prayer and worship and this is important to realize how lucky to have enough food and give God thanks. The visual display above shows the implementation of religious activity. The illustration provides a decent example for the students to be a good human being towards God and their beliefs. They should pray before doing any activities (*Puskurbuk*, 2010, p. 26).

Another example of religious value found in textbook A is shown in the following excerpt,

*It is half past nine at night. He does not forget to **pray** before he sleeps.*

(41.A.U3.P42)

The text tells about Edo's activity before goes to bed. The value of religiosity emerges when Edo prays before he sleeps. It indicates that his praying in the bedtime is one of the God commands. The text materials explain the example of religious activity. Ending the day with good night prayer is a great way to endure stress and find peace before sleep.

The students need to pray before doing all kinds of activities to show blessed and thankful for all good things that happen in their lives. Praying is one of activity which shows religious value (Peterson and Seligman, 2004, p. 534). It means praying or dua is a way of communication between humans and God. These students have to believe their God and always pray to increase their morality and character since the God command always leads human to be a good creature.

b. The Character Values in the Main Parts of Textbook for Junior High Schools

The main part of a textbook is classified into four parts; those are learning objective, text material, learning activity, and visual display. The textbook also provides a learning objective as a short introduction and a brief explanation about the aim of the learning material on each unit. Most of the learning materials are in the form of a text, so it explains the information and knowledge.

The textbooks also contain practical exercises and activities for the students. Moreover, the textbooks include visual language in the form of visual

display. It usually presents the illustration or illustration, table, chart, or even diagram to support the material being delivered. The researcher has been identified as the values which are emerged in those four parts of EFL textbooks. It can be described in the table below,

Table 4.3. The table of character values in the main parts of EFL textbooks.

No	Value	Visual Display				Learning Objective				Text Material				Learning Activities			
		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1.	Friendship or being communicative	√	√	√	√	√	√	-	√	√	√	-	-	√	√	-	-
2.	Teamwork	-	√	-	-	-	-	-	-	-	-	-	-	√	√	√	√
3.	Social care	√	√	-	-	√	√	-	-	√	√	-	-	√	√	-	-
4.	Reading interest	√	√	√	-	-	-	-	-	√	-	√	-	√	√	√	-
5.	Independence	-	-	-	-	-	-	-	-	-	-	√	-	√	√	√	-
6.	Environmental awareness	-	-	√	-	√	-	-	-	√	-	√	√	√	√	√	√
7.	Appreciation	√	-	√	-	-	-	√	√	√	√	√	√	-	-	-	√
8.	Nationalism	√	√	-	√	-	-	-	-	√	√	√	√	-	√	-	√
9.	Love	√	√	-	√	-	-	-	-	√	√	√	-	-	√	-	√
10.	Curiosity	-	-	-	-	√	-	-	-	-	√	√	√	√	√	√	√
11.	Kindness	-	√	√	-	-	-	-	-	-	√	√	√	-	-	-	√
12.	Love for learning	-	-	-	-	√	√	√	√	-	-	-	-	-	-	-	-
13.	Creativity	-	-	-	-	-	-	-	-	-	-	-	-	√	√	√	√
14.	Hard working	-	-	-	-	-	-	-	-	√	√	-	-	-	-	√	√
15.	Bravery	-	-	√	-	-	-	-	-	-	-	-	-	√	√	-	√
16.	Discipline	-	-	-	√	-	-	-	-	√	-	-	-	-	-	-	√
17.	Responsibility	√	√	-	√	-	-	-	-	√	√	-	-	-	-	-	-
18.	Patriotism	√	-	-	-	-	-	-	-	√	√	-	-	√	√	-	√
19.	Tolerance	√	-	-	-	-	-	-	-	√	-	√	-	-	-	-	-
20.	Democracy	√	-	-	-	-	-	-	-	√	-	√	-	√	-	-	√
21.	Forgiveness	-	-	-	-	-	-	-	-	√	√	-	-	-	√	-	-
22.	Integrity	-	-	-	-	-	-	-	-	√	√	-	-	-	√	-	-
23.	Religiosity	√	-	-	-	-	-	-	-	√	-	-	-	-	-	-	-

The table is quite revealing in several ways. First, there are some character values that are integrated into the visual display of the textbooks. It involves 15 of 23 values that emerged in the visual display of textbooks. The

values such as independence, nationalism, curiosity, love for learning, creativity, hardworking, forgiveness, integrity and democracy cannot be found in the learning. The values which are found in the visual display are spread out on each textbook. It means the 15 values are presented in different textbooks. For example, the value of friendship/ being communicative, social care, reading interest, appreciation, love, responsibility, patriotism, tolerance, and religiosity emerge in the visual display of textbook **A**.

Then, the values of teamwork can be found only in the textbook **B**. The value of friendship or being communicative, reading interest, environmental awareness, appreciation, kindness, and bravery emerges in the visual display of textbook **C**. There are five values which are found in the visual display of the textbook **D**. Those values are friendship or being communicative, nationalism, love, discipline, and responsibility.

In terms of the learning objectives, they are only six-character values emerged in the part of the learning objective of the textbooks since the topics are related to character values. For instance, the topic of greeting, environment, complimenting, and finding the meaning of the song is in line with the character values. The values such as friendship, social care, environmental awareness, appreciation, curiosity, and love for learning are covered in the unit of learning objectives. Then, there are some values which are not embedded in the text material of the textbooks including the value of teamwork, love for learning, and creativity. Those values are not embedded in the text materials of

all textbooks that have been analyzed. The value of nationalism and appreciation are delivered in the text materials of all textbooks.

The last content of textbooks is learning activity in which the researcher only found 21 values since the value of love learning and religiosity cannot be found in this part. Additionally, some of those values are only integrated into one textbook. For instance, the value of love, forgiveness, and integrity can be found only in the second book, while the value of appreciation, tolerance, and democracy can be found in the fourth textbooks. It means that all values emerged in the learning activities of all textbooks but they are separated in each textbook. The value of such as friendship or being communicative, teamwork, environmental awareness, curiosity, and creativity are found in the learning activities of all textbooks.

The present study is designed to determine the character values emerged in the main part of textbooks. It covers four parts on the body of textbooks. Those are learning objectives, text material, learning activity, and visual display. The discussion explanation below discusses character values that emerged in the main parts of the textbook.

1) Visual display

The visual display is used to help the students in understanding the materials and attract the students' interest to learn the materials at ease. In the part of the visual display, the value of friendship or being communicative is found in all textbooks. In the visual display of textbook **A**, **B**, and **D**, the researcher found the value of nationalism, love, and

responsibility. The visual display in textbooks **A**, **B**, and **C** present the value of reading interest. The social care value emerges in the visual display of textbook **A** and **B**. The value of appreciation is embedded in the visual display of textbook **A** and **C**.

Then, the value of kindness is found in the visual display of textbooks **B** and **C**. The value of environmental awareness and bravery are only found in the visual display of textbook **C**. The discipline value is only found in the visual display of textbooks **D**. The textbook **A** provides the visual display that is integrated with the patriotism and religiosity value. The visual display that contains the value of teamwork is only found in textbook **B**.

The illustration below shows the example of character values provided in the visual display.



Figure 4.10. Reading interest value

(61.A.U5.P100)

The illustration above portrays a group of students who study together in a park. They do various activities such as reading and writing. They seem to discuss their environment that can be seen in their conversation between them. According to Leeuwen (2005), the visual display on the textbook provides semantic content used to deliver meaning to the reader. The illustration of the textbook can build different perceptions and meanings so that there are some values are presented in a single illustration.

Those values are friendship/ being communicative, reading interest and tolerance. The value of friendship is delivered when the illustration shows the picture of friends who study together. Doing activities with their friends is the best way to develop their relations (*Puskurbuk*, 2010, p. 44). The illustration shows the students who sit on the ground and have a little discussion. The two students in the middle are discussed about something. It can be seen by their gesture in which they bend each other and the boy's mouth is open. It indicates the communication activity among them. It seems that the boy dictates the information from the book to the girl. The positive interaction between the students and their friends can build intimacy and develop their friendship.

The value of reading interest is delivered when a group of students studies the park together. There are some students writing and reading books. It helps them to gather information related to their learning (*Puskurbuk*, 2010, p. 44). This activity can increase the students' reading interest since they can read the books everywhere. The students are not only

reading books in the library but they can explore knowledge freely and enjoy reading books without considering the places.

The value of tolerance is presented in the illustration above which shows the students from different races and ethnicities. It can be seen by the appearance of their skin tones. The boy in the middle has dark skin; the girl with yellow ribbon has oriental skin and others brown. Those skin tones represent the Indonesia ethnicities. The black skin represents to Indonesian eastern citizen. The oriental skin describes Chinese or Japanese people who also live in Indonesia and the brown skin refers to native Indonesians.

The illustration reveals the fact that even the students come from different ethnic, they have equal rights to education. It is written in the constitution of Indonesia or *UUD* 1945 article 31:1 that "every Indonesian has the right to education". The students can make any friends without considering a group or ethnicity. Doing an activity together can increase students' tolerance (*Puskurbuk*, 2010, p. 40).

In terms of the design, the illustrations are in the form of the cartoon which can attract the students' interest to read the textbooks since it provides an appealing design. Yazdanmehr (2014: 476) states that the visual aspect of the learning materials plays a fundamental role in the cognitive and affective process of learning. Even though the visual display is colored, the characters provided in all textbooks by the Indonesian government are the same. For instance, the illustration below shows the value of social care,



Figure 4.11. Social care

(9.A.U5.P5)

The illustration above shows a greeting between a student and a teacher. The student shakes her teacher's hand and bows her head that showing respect for the teacher. This must be done by the students since the teacher plays a role as a facilitator in the classroom that helps the students acquiring knowledge. This is supported by the indicator of character education developed by *Puskurbuk* (2010) that the students must respect their teachers because he teaches, inspires and motivate them to achieve their dreams. Therefore, there is a need to respect and care to the teacher since he gives a long-lasting impact on the students.

The illustration also provides cartoon which helps the students to understand how to be a good student (Seguin, 1989). The illustration is colorful and represents an act of social care that makes the students realize

the importance of greet and shake hands with their teacher when they bump into each other. This kind of greeting indicates that the students respect and care to the person who meritorious for them.

The characters on illustrations number 4.10 and 4.11 above show similar designs when the material developer uses cartoon that makes the design of illustration monotonous for the students. This condition can decrease the students' interest to read the textbooks. The different form of illustration is presented in the textbook published by a commercial publisher. It can be seen in the illustration below,



Figure 4.12. Social care value

(109.B.U1.P2)

The illustration presents the action of social care. It shows a student and a teacher who greet each other. It indicates that the student respects her teacher according to *Puskurbuk* (2010, p. 45) respecting all the school

members, including principals, teachers, and school staffs, is one of the indicators of social care value. It can be seen by the gestures and expressions, such as shaking her teacher's hands and bowing her head. Those two body languages confirm that the student implements social care value. It shows the students' gratitude for the teacher who is one of the important people in the students' life because he has taught and inspired the students to acquire new knowledge.

Both illustrations above show the similarities of the social care value but those are presented in the different designs. The first illustration is displayed in the form of the cartoon which shows the unreal character of the student and teacher, whereas the second illustration uses an authentic photograph. Both of them are used to attract the students' interest to use the textbook as their learning resources. According to Yazdanmehr (2014, p.476), the textbook should use authentic and colorful illustrations in order to improve the quality of the textbook design. Hence, the design of the illustration between those two books is lack of quality design as one of them uses fictional character but colored and another textbook provides real character yet uses a black and white filter.

However, those illustrations are successful to integrate the character values if the teacher is aware of the function of the illustration itself. The teacher needs to explain the illustration to the students during the learning process. So, the illustration provided in the textbooks is useful and effective to represent the implementation of character values in the learning materials.

2) Learning objective

Learning objectives are usually found at the beginning of the unit on every English textbook. It aims to introduce the material that will be learned by the students (Seguin, 1989). It means learning objectives in the textbooks provide a brief explanation for the reader about the content of the book. It helps the students to know the target of their own learning. The researcher found some values which appear in the learning objectives, those are friendship/ being communicative, social care, environmental awareness, appreciation, curiosity, love for learning.

The value of friendship is shown in the learning objective of textbook **A**, **B**, and **D**. The learning objectives in textbook **A** and **B** indicates the social care value. The environmental awareness and curiosity value are only found in the learning objectives of textbook **A**. The love for learning value emerge in the learning objectives of all EFL textbooks.

For instance, the value of friendship or being communicative is also delivered in the learning objectives of the textbooks. There are several learning objectives of the learning materials which are integrated into this value. For instance,

In this unit, we will learn to:

- Identify and use expressions to invite someone (to an event or to do something)
- Identify and use expressions to respond to an invitation
- Identify and use the expressions to ask for permission
- Identify and use the expressions to respond to a request for permission

(303.D.U6.P54)

The value of friendship/ being communicative is delivered in the learning objective above since it discusses the invitation and permission to someone who is already known (friends or relatives). Learning this material can develop their communicative skills and increase their relationship as friends.

This learning objective tries to give the students a brief explanation of the material that will be discussed (Seguin, 1989). The students will learn the material about the expression of the invitation and asking for permission. This material will be useful for them to know how to invite someone and ask permission in English. This material has been included in the basic competence of the curriculum for English learning grade VIII.

The social care value is also delivered from the learning objective of the textbooks. It discusses the material related to others. The quotation below presents the learning objective of a chapter of EFL textbooks for junior high school.

In this unit, we will learn to:

- Identify expressions to greet someone
- Identify expressions to respond to greetings
- Identify the expression to take leave of someone
- Express greeting and leave-taking
- Do a role play on greeting and leave-taking

(108.B.U1.P1)

The value of social care is delivered in the learning objectives since it discusses the topic about greeting, taking leave, saying thank you, and saying sorry. Those topics refer to good manners toward others (friends, parents, teachers, and others). The value which is presented in the learning

objectives is related to the social relation. It explains how to greet people, say goodbye, say thanks, say sorry.

This learning objective can be seen at the beginning of the material (Seguin, 1989). It delivers the purpose of the learning activity. The students will learn about greeting and take leave. According to the regulation of Indonesian education and culture minister (*Permendikbud*, 2016), this material is one of the basic competencies on the English syllabus for grade VII. The indicators of the learning objective demand the students be able to build a relationship between others. It is given in the first grade of junior high school in which the students will make new friends. It requires the expression of greeting and leave-taking as the basic material in learning English that has to be mastered by the students.

The value of environmental awareness is delivered in the learning objectives of the textbooks. One of the examples of environmental awareness in the learning objective states “*We will learn to state: things, animals, public places around us*” (54.A.U4.P59). It is related to the environment. It can be seen when it mentions things, animals, and public places which means cares towards the surroundings. The learning objective expects the students to recognize and be aware of their environmental conditions.

The learning objective above is shown at the beginning of chapter 4. It discusses things, animal, and public places around. The aim of the learning activities is that the students will be able to state those things. This material

is included in the curriculum for English subject grade VII (*Permendikbud*, 2016). It requires the students' awareness of the environment. They will observe their surroundings and try to state it in English.

Appreciation value can be seen in the learning objectives when it shows the action of complimenting one's achievement. The data below shows the value of appreciation in the learning objectives.

In this unit we will learn to:

- Identify and give a compliment
- Identify and express responses to compliment

(278.D.U2.P9)

The learning objective above shows the aim of the lesson about giving a compliment to others. This indicates that the students need to appreciate their friend's achievements and be motivated by them. It is presented before the students learn the materials. The teacher needs to give a brief explanation of the material that will be learned.

This learning objective is part of the basic competence of the English curriculum for junior high school grade VIII (*Permendikbud*, 2016). The students will learn to give a compliment and respond to it. It is in line with the character value of appreciation in which the students are able to show their appreciation of others' achievements (*Puskurbuk*, 2010, p. 10).

The learning objective also shows the value of curiosity. For instance, *here, we will learn to get the message of a song* (104.A.U8.P177). This statement is found at the beginning of chapter VIII as the learning objective. The aim of this chapter is to find the message or information of the song.

The students need to be curious about the content of the song. They gather the detail information of the songs. It means students' curiosity is needed to accomplish the learning objective.

This learning objective is suitable with the standard competence of the English curriculum for grade VII which is related to the song (Permendikbud, 2016). Every song has a hidden message that is conveyed by the writer. Here, the students are asked to be curious to find the messages of the song. It will increase their curiosity as well as their understanding of the song.

The value of love for learning shows action to be motivated in acquiring new knowledge (Peterson and Seligman, 2004). In the EFL textbooks for junior high school grade VII and VIII, the love for learning value is only found in the learning objectives. It is delivered when the learning objectives ask the students to explore new materials. There are different materials included in the textbooks. The students will experience new knowledge which is different from the material before.

In the learning objectives, democracy value involves the action of assessing rights. The example below shows the democracy value.

*We will learn to describe people, animals, and things, in order to make them stand out, to show my pride of them, to promote them and to **criticize** them.*

(83.A.U6.P149)

The bold word of criticizing indicates that the teacher and students will give the opportunity to give their opinion and an idea about people, animals or things around them. The word 'we' shows the first-person pov in

which the teacher and students do the activity together. This learning objective is written in the English curriculum of junior high school grade VII as one of the core competencies (*Permendikbud*, 2016). The student is asked to use their critical skills in order to give a description of people, animals, and things.

3) Text material

The text is the basic means of communication which can be in the form of spoken or written (Halliday and Hasan, 1976). Heyneman (2006) defines the text material as a set of written words provided in the textbooks which aim to deliver the information. The text materials are mostly found in the parts of listening and reading skills. The researcher has found the character values in the part of text materials. The value of appreciation and nationalism are found in the text material of all textbooks. The value of love is found in the text material of textbook **A**, **B**, and **C**.

Then, the text material of textbook **A**, **C**, and **D** provide the value of environmental awareness. The value of kindness is found in the textbook **B**, **C**, and **D**. The value of friendship or being communicative, social care, responsibility, patriotism, forgiveness, and integrity are found in textbook **A** and **B**. The value of reading interest, tolerance, and democracy are found in the text material of textbook **A** and **C**. The value of discipline, and religiosity is only found in the text material of textbook **A**.

The findings can be seen in the following example. The friendship value is delivered in the text below,

To: Retno

We miss you so much. The class feels empty without your presence. Get well soon and have fun again with us. (325.D.U7.P71)

The text material contains a message for his friend's who is sick. The message is delivered to Retno by her classmates at VIII B. It shows that they all care too much about Retno. It can be seen from the short message that they miss her with her absence since she cannot attend the class. They hope she will recover from her ill soon and spend the time together then. This kind of card can develop their friendship among students in the class.

From the text above the students do not only read the text but also learn from the text (Hummel, 1988, 15). They can learn about how to show care towards friends. Friends are incredibly important for one's daily living. People need others to spend time with since they cannot stand alone. In friendship, it is important to show how much you care for others. The students should care towards their friends. They can share their problems or even give a suggestion to them. So, it can build their relationship much stronger.

However, the text material can also propose more than one value. The example below shows that there are some values which provided in one text.

I like my classmates. We are close to each other. We tease each other, but we do not angry easily. We play together. We study together. But I don't like a number of things about them. Some are not discipline. They do not do their work seriously. They litter. So, our classroom is often messy and dirty. They also write bad words on the desk during the class, they move around and they make a lot of noise.

(92.A.U7.P163)

The character values which are found in the text material above are friendship/ being communicative, discipline, environmental awareness, tolerance, and democracy. The value of friendship or being communicative is presented when the text tells about the writer's classmates. It can be seen in the statement *we are close to each other*. It proves that they have good relations among them. They do the activity together and never get angry easily (3-6). Doing activities together can develop the students' relation as friends and build intimacy between them (Puskurbuk, 2010).

The value of discipline is presented when the text tells about their friend's attitude. It is shown through the student's negative action. In the third line, the writer directly mentions that the students are not discipline. It indicates the negative attitude of the students is bad for their character development (Kemendikbud, 2010). They do not do their duty as students to finish the assignment and keep the classroom clean. The students often litter in the classroom and make it messy and dirty. It indicates the negative behavior of the students which makes other students' feel offended. Since the text is related to the condition of the classroom environment (Puskurbuk, 2010), it shows the value of environmental awareness is delivered in the text.

The text also describes tolerance. It shows a negative attitude of tolerance. It tells that the students are less tolerance to others because sometimes, they move around and make the classroom is not effective to learn. They make their friends uncomfortable during the learning process. It

can be seen in line 5 that the writer tells about their friend's negative action by littering, writing bad words on the desk, moving around when the classroom begins and making noise. This action indicates that there are some students who are not tolerance towards their friends. It makes their friends feel offended and creates a negative atmosphere in the classroom. Showing a negative attitude can be a way to make the students realize how important being a good student (*Kemendikbud*, 2010).

Then, the value of democracy is presented when the students are given opportunities to give their opinion about people or things around them. Every student has their right to share his/ her opinion or idea (*Puskurbuk*, 2010). The text above confirms that every student has their right to express their opinion about what they feel. They have the freedom to express their ideas in order to make the final decision for a better circumstance.

Therefore, one single text material can present more than one values depends on the information given in the text. This is in line with the finding of the study by Sallabas (2013) that in narrative texts is rich in values. The text provides knowledge and information related to character values. The teacher should be aware of any information provided in the text. The teacher can explain to the students what a good value described in the text. It can increase the students' awareness of the values emerged in the text materials.

4) Learning activity

EFL textbooks provide practical activities that stimulate them to understand the learning materials. The students can experience in different

learning tasks and activities through textbooks to achieve learning objectives (Hummel, 1988). Seguin (1989) states that learning activities can effectively develop the students' abilities including cognitive, affective and psychomotor. Therefore, the learning activity can be used to develop students' character.

There are 19 values found in the part of learning activity on EFL textbooks for junior high school grade VII and VIII. Those values are teamwork, environmental awareness, curiosity, the creativity found in the learning activities of the textbooks. Reading interest and independence value are found in the textbook **A**, **B**, and **C**. The textbook **A**, **B**, and **D** provide the learning activity which enhances the students' bravery and patriotism values. The value of friendship or being communicative and social care are found in the learning activity of textbook **A** and **B**. the value of nationalism and love are presented in textbook **B** and **D**. The value of hard working is shown in the textbook **C** and **D**. The textbook **A** and **D** are integrated with democracy value. The value of forgiveness and integrity are only found in textbook **B**. The value of love for learning, responsibility, tolerance, and religiosity cannot be found in the main part of all textbooks.

Most of the learning activities found in the textbooks are integrated with the form of learning instructions and learning exercises. For instance,

Practice in a group of four. Collect your books and stationery on a table. Pick one or two things and prepare/ form questions related to who owns them. Ask and answer in turn.

(168.B.U2.P139)

The learning instruction above engages the students to do a role play with their partners to ask some questions related to the books and stationeries. The material developer uses second-person pov that address the students directly. They have to do the activity in peer. The students should do the activity with their partner where one of them asks about the things and the other student answer the question. They should compare their own things. This kind of group activity can bound a relationship among the students.

The learning instruction tells the students to do a role-play activity. This activity involves the students' cognitive, affective and psychomotor ability. The students need to practice the material that has been delivered. It can give them an understanding of the learning materials. The interaction between students can develop the students' communication skills. It contributes an effect for the students to build their relationships with their friends (*Puskurbuk, 2010*).

For the appreciation value, the learning activity provides the expression of compliment to appreciate other's achievements. It can be seen in the following learning instruction.

Go around the class. Approach five of your friends. Then do the following;

- Compliment them one by one. You may compliment them on their performance, achievement, or their behavior. Listen to their responses too*
- Respond to your friends' compliment.*

(284.D.U2.P16)

The value of appreciation is delivered when the students are asked to compliment their friends' success. The second-person pov is used to This learning instruction engages the students in appreciate others' achievements. It promotes the students to show their appreciation and care towards their friends' work. It is included in one of the indicators of character development guidebook written by *Puskurbuk* (2010, p.37). This activity can build the relationship between the students and their friends and contribute to the development of the students' social skills.

The learning instruction sometimes promotes patriotism value. It shows an action of the students who are proud of and love their country. For instance, the data number 154 states *find the meaning of the following words in Bahasa Indonesia. Consult your dictionary* (153.B.U5. P66). The material developer uses second-person pov that asks the students to words in the Indonesian language. It indicates that in learning English, the students require an understanding of their first language.

It seems clear that *Bahasa Indonesia* is the official language of the Indonesian citizen. It is a standardized language that can be used in this country. The learning instruction asks the students to become patriotic and be proud of using *Bahasa Indonesia* rather than English. According to *Puskurbuk* (2010, p. 29), one indicator of patriotism value is the students need to use *Bahasa Indonesia* correctly. The students might learn English but they are supposed to use their own language.

The value of kindness emerged in the learning activity when the students are asked to do an activity that leads them to be generous and helpful to others. The students' exercise of matching below is related to the action of being a kindness.

1. May I help you?	a. Sorry, the battery is low.
2. Can I borrow your cell phone?	b.Sure, no problem,
3. Can I use your computer?	c.All right.
4. Close the curtains, please	d.I'm sorry, but the electricity went off.
5. Turn off the TV	e.Well, sure, thanks.

(313.D.U6.P61)

The value of kindness is delivered when the students should match the expression for asking help and its responses. It also shows that they are kind because they want to help others. It indicates that they do favors of others in need. It is in line with the statement of Peterson and Seligman (2004, p.296) that being kind towards others can be done by doing good deeds to help others. The task in the learning activity above shows the students' kindness to help their friends. Being generous and helpful to others can prepare them to be a good person in their life.

The value of bravery embeds in the learning activity when it encourages the students to be brave to face the problems ahead (Peterson and Seligman, 2004). It is shown in the learning instruction below,

We will work in groups. We are going to present the information we got from our friends related to their professions. We will present it without reading our note

.... Then, **every one of us** will practice presenting the information in our group without reading our notes.

(76.A.U6.P132)

The word 'we' refers to first-person pov that the teacher and students will do the activity together. The teacher asks the students to present the information from the previous activity one by one in front of the group members. This kind of activity can develop students' self-confidence. It said *every one of us will practice presenting* meaning that the learning instruction asks the students to present the information before their group. The students need to be confident during the presentation since it challenges them to overcome pressure during the presentation.

There are some values that cannot be found in the part of the learning activities of the textbooks. Those are the love for learning, responsibility, tolerance, and religiosity values. Even though those values are not integrated with the learning activities, the teacher can implement those four values and others during the learning activities. The teacher can create a fun learning activities to develop the value of love for learning. The students will eager to learn if the activity is enjoyable for the students. The teacher can also develop learning activities which can make the students become responsible, tolerance, and religious. The integration character values do not merely focus on the learning material but the learning activities as well (Lickona, 1991). Therefore, the teacher needs to consider the learning materials and activities that can develop the students' character.

c. The Comparison of Character Values in the EFL textbooks for Junior High School Published by Government and Commercial Publishers.

In terms of the differences in character values, the table below shows the comparison between the values in government textbooks and commercial publisher textbooks;

Table 4.4. The comparison of character values in EFL textbooks published by government and commercial publisher

Government EFL textbooks	Commercial publisher EFL textbooks
Friendship or being communicative	Friendship or being communicative
Teamwork	Teamwork
Social care	Social care
Reading interest	Reading interest
Independence	Independence
Environmental awareness	Environmental awareness
Appreciation	Appreciation
Nationalism	Nationalism
Love	Love
Curiosity	Curiosity
Kindness	Kindness
Love for learning	Love for learning
Creativity	Creativity
Hard working	Hard working
Bravery	Bravery
Discipline	Discipline
Responsibility	Responsibility
Patriotism	Patriotism
Tolerance	Tolerance
Forgiveness	Forgiveness
Integrity	Integrity
Religiosity	-
Democracy	-

The table above shows that there is no significant difference in terms of the values which appear in the EFL textbooks by both government and commercial publisher as they present character values in the textbooks. The

values of religiosity and Democracy are not provided in the commercial publisher textbooks.

Therefore, the EFL textbooks published by the government or commercial publisher have successfully integrated character values on the textbooks. In fact, there is quite a difference in the number of values that appears in textbooks. Therefore, the integration of character values in EFL textbooks for junior high school textbooks published by both government and commercial publisher is successfully distributed even though it shows no significant difference in those values.

2. The Techniques of Character Values Integration

a. The Techniques for Integrating Character Values in the EFL Textbooks for Junior high schools

Character values in the EFL textbooks for junior high schools are integrated into several ways. *Kemendikbud* (2010) divided 8 techniques of character values integration in EFL textbooks for Junior High School. In fact, there are 15 techniques which are found by the researcher and only 4 of 8 techniques mentioned by *Kemendikbud*, including direct expression, group discussion, text story, and song. The researcher found 11 relevant techniques that are used to integrate character values in EFL textbooks for junior high schools. The 15 techniques of character values integration can be seen in the following table,

Table. 4.5. Techniques for integrating character values in the EFL textbooks
for junior high schools

No	Textbooks Techniques	A	B	C	D
1.	Illustration	√	√	√	√
2.	Direct expression	√	√	√	√
3.	Song	√	√	√	√
4.	Story text	√	√	√	√
5.	Information text	√	√	√	√
6.	Exchange	√	√	√	√
7.	Group discussion	√	√	√	√
8.	Role play	√	√	√	√
9.	Interview	√	√	√	√
10.	Presentation	√	√	√	√
11.	Game	√	-	√	√
12.	Project work	√	-	√	-
13.	Completion exercise	√	√	√	√
14.	Matching exercise	-	√	-	√
15.	Arrangement exercise	-	√	-	-

The distribution table above indicates that there are quite differences in the techniques of character values integration in the EFL textbooks for junior highs school. There are various ways to integrate those values in learning materials besides the technique which is suggested by *Kemendikbud*. All the textbooks use the direct expression, group discussion, story text, song, role play, interview, presentation, completion exercise, exchange, information text and illustration as the techniques to integrate character values. The technique of using the project work only used to in textbooks **A** and **C** while matching exercise only used in **B** and **D** textbooks. There is no game that is found in integrating character values in textbook **B** but textbook **B** used re-arrangement exercises for integrating character values.

In terms of the main part of the textbooks, the table above also reveals that the techniques for integrating character values are classified into four main categories. The first, character values emerge through illustrations of the visual display that contains pictures of someone's or group's activities which present the implementation of the character values. The values in the learning objectives are stated directly through direct expression.

In the part of text materials, character values are embedded through the types of text, such as exchanges, information texts, story texts, and songs. Moreover, there are various techniques that are used to integrate character values in learning activities. They are direct instruction, group discussion, role play, interview, presentation, game, project work, completion task, matching task and arrangement task.

The character values are delivered in the part of the visual display through illustration. The illustrations can be used as the media to integrate character values (Sudartini, 2017). Kasmaienezhadfar, Pourrajab, and Rabbani (2015, p.90) also proves that illustration which provided in the textbooks can increase students' creativity. By seeing the illustration in the textbook, the students experience various types of illustration and develop their sense of arts. Hence, the character values on the visual display are presented through the illustration of the textbook.

The learning objectives contain character values that delivered directly or explicitly. The learning objectives consist of a short introduction to the materials that integrated with the topic related to character values. These values

are stated directly in the part of the learning objectives. For this situation, the teacher needs to explain to the students the outcome of their learning (*Kemendikbud*, 2010) and the teacher should be aware the potential values that might be delivered in the learning materials.

The textbook consists of text or reading passage which embeds character values. The researcher found some types of text which are used to integrate character values. Sudartini (2017) states that character values can be found in the part of the text material of the textbooks and there are various text types used to integrate character values, those are; song, story text, information text, and exchange. These findings also confirm that character values also embedded in the part of reading the text in the EFL textbooks (Sallabas, 2013; Sulistyaningrum, 2015; Arisienta, 2016; Sudartini, 2017)

The character values are also integrated through learning activities. In EFL textbooks, the learning activities emerge in the part of learning instruction and learning exercise in which the learning instruction asks the students to do various activities and the learning exercise asks the students to practice some aspect of language. According to *Kemendikbud* (2010, p.53), the textbook provides the integration of character values through learning activities. It means that character values manifested in both learning instruction and learning exercises of the EFL textbooks for junior high schools.

Schuitema, Dam and Veugelers, (2003, p.25) found that learning activity such as problem-based learning, cooperative learning, and discussion are an effective strategy to integrate character values in the learning activity. Ziemba

(2007, p.19) found presentation can increase the value of confidence for the students. The exercises can promote character values if the contents consist of character values.

Furthermore, the learning activities provided in the learning instruction and learning exercise should be integrated with character values. So the input of students' character development would not stop during the learning process. the students will experience character education theoretically and practically where the students find the information on character values in the textbooks and practice the activities from the textbook.

To sum up, even though the Indonesia government only clearly mentions 8 techniques, the researcher reveals that the textbook developers use various way to integrate character values on their textbooks. *Puskurbuk* (2010) does not restrict what technique used to integrate character values. *Puskurbuk* also adds other relevant activities that can promote character values but this is not directly mentioned in the guidebook for character education. For that reason, the researcher found some technique which is not mentioned directly in the guidebook. The further explanation of the integration techniques and its values are drawn in the following table,

Table. 4.6. The techniques of character values integration in EFL textbooks
for junior high schools

No	Techniques Values															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	Friendship or being communicative	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Teamwork	√	√	-	-	√	-	√	√	√	√	√	√	-	-	-
3.	Social care	√	√	√	√	√	√	-	√	-	-	-	√	√	√	√
4.	Reading interest	√	√	-	√	√	√	-	-	√	√	√	√	√	√	-
5.	Independence	√	√	-	-	√	-	√	-	√	√	-	√	-	-	-
6.	Environmental awareness	√	√	√	√	√	√	-	-	√	-	√	√	-	-	-
7.	Appreciation	√	√	-	-	√	√	-	-	-	-	-	-	-	√	-
8.	Nationalism	-	-	-	-	√	√	√	-	-	-	-	-	-	-	-
9.	Love	√	-	√	-	√	√	-	-	-	-	-	-	√	-	-
10.	Curiosity	-	√	-	-	√	√	√	-	√	-	-	√	-	-	-
11.	Kindness	√	-	-	-	√	√	-	-	-	-	-	-	-	√	-
12.	Love for learning	-	√	-	-	-	-	-	-	-	-	-	-	-	-	-
13.	Creativity	-	√	-	-	-	-	-	-	-	√	-	√	-	-	-
14.	Hard working	-	-	-	-	√	√	-	-	-	-	-	-	√	√	-
15.	Bravery	√	√	-	-	-	-	-	√	-	√	-	-	-	-	-
16.	Discipline	-	-	-	-	√	√	-	-	-	-	-	-	√	-	-
17.	Responsibility	√	-	-	-	√	√	-	-	-	-	-	-	√	-	-
18.	Patriotism	√	√	-	-	√	√	-	-	-	-	-	√	√	-	-
19.	Tolerance	√	-	-	-	√	√	-	-	-	-	-	-	-	-	-
20.	Democracy	-	√	-	-	√	√	-	-	√	-	-	√	√	-	-
21.	Forgiveness	√	-	-	-	-	√	-	-	-	-	-	-	-	√	-
22.	Integrity	-	√	-	-	√	√	-	-	-	-	-	-	-	-	-
23.	Religiosity	√	-	-	-	√	-	-	-	-	-	-	-	-	-	-

The table above shows the different results of integration techniques on each value. There are some techniques that do not work in integrating some certain values. The explanation below tries to explain the finding in detail.

1) Illustration

There are several values aforementioned which is presented through illustrations in the part of the visual display of the textbook. There are 15 values integrated with the EFL textbooks through illustration, those are; friendship or being communicative, teamwork, social care, reading interest, independence, environmental awareness, appreciation, love, kindness, bravery, responsibility, patriotism, tolerance, forgiveness, and religiosity.

The figures aforementioned above indicates that character values can emerge through illustration on the visual display of EFL textbooks. These are some examples of illustrations that contain character values. It can be seen in figure 4.1. until 4.11. In semiotic studies, pictures or illustration are used as one of the resources on visual communication (Leeuwen, 2005). It means illustration has the meaning as a tool for delivering information. The function of illustration in EFL textbooks is to illustrate the written text, decorate the textbook design and support the information of the text (Kress, 1996; Leeuwen, 2005). The illustration carries meaning before the words and provides various interpretations.

The illustrations in the EFL textbooks have the meaning which is integrated with character values. Therefore, illustration is classified as one of the ways in integrating character values besides the part of the content of the textbook itself. A study of Kasmaienezhadfar, Pourrajab, and Rabbani (2015) reveals that illustration provided in the textbooks can increase students' creativity. The students are motivated through the illustrations in

the textbooks which can develop a sense of art. They experience in the various type of illustrations, and design of textbooks. The text and illustration can make the students explore their imagination as well as their curiosity.

2) Direct expression

The direct expression is one of the techniques of integrating character value in the textbooks suggested by the Ministry of Education and Culture (*Kemendikbud*) (2010, p.21). *Kemendikbud* also explains that character values can be expressed in the learning materials directly. There are two common strategies that are used to integrate character values in learning materials, those are explicit and implicit (Thornberg & Oguz, 2013, p.1). The values are delivered using the expression which shows the implementation of character values itself directly or indirectly.

The values such as friendship or being communicative, teamwork, social care, reading interest, independence, environmental awareness, appreciation, curiosity, love for learning, creativity, bravery, patriotism, democracy, and integrity are found through direct expression on the EFL textbooks. The example of character values found in the textbook through direct expression is shown in the excerpt below,

In our journal, every one of us will hand write our reflection on our learning process. We will use English or Bahasa Indonesia.

(190.C.U1.P18)

The value of independence is delivered in the learning instruction directly or explicitly when the students are asked to do self-reflection. It can be seen from the words *every one of us will hand write our reflection* which means the students should summarize their learning process individually. The learning instruction directly asks the students to reflect their own learning in which this activity can train them to be independent.

The use of the direct expression to show character values is expected to bring the students to have good behavior (Arthur, 2003, p.34). The learning instruction asks the students to do self-reflection that must be done by each student individually. Therefore, this is how learning instruction deals with the value of independence directly.

Then, the use of the direct expression to integrate character values can be seen in the part of the learning objective,

This unit, we will learn to:

- Identify and use expressions to invite someone (to an event or to do something)
- Identify and use expressions to respond to an invitation
- Identify the expressions to ask permission
- Identify and use the expressions to respond to a request for permission

(303.D.U6.P54)

The statements written in the learning objective directly expresses the values of friendship or being communicative and love for learning. It happens when the learning objectives involve the material of invitation and permission. This material aims to build the students relation. It can be seen

when the first learning objective is about *identifying and using expressions to invite someone*. This expression is directly addressed the students' friends asking and requesting them to attend an event or do something. It delivers the character values directly through the part of the textbooks.

3) Song

The song is a part of music that in the form of written lyrics. It is also a tool in delivering messages used by the songwriter. A character value can be integrated through music and song (Kemendikbud, 2010). There are only four values that can be found in the EFL textbooks. Those are friendship or being communicative, social care, environmental awareness, and love values. The song which is integrated character values has a message which related to character development. The music and song are included as a part of the curriculum in which the students need to find the meaning of the song. The researcher found several songs in the textbooks which related to the character values.

First, the song entitled *Good Morning* (2.A.U1.P2) has a message related to the value of friendship. It can be seen in the third and seventh lines of the lyrics. There are phrases of *dear my friend* which means respect, liked, loved to the friends. The song is used to deliver information related to a friendship that tells the students to greet their friends. The students need to love, care, and their friends in order to build relationships among them.

Second, the song of *What a Wonderful World* by Louis Armstrong (57.A.U4.P96) has a message to care with the natural environment. The

lyric of the song shows the condition of the environment. The first two lines such as *I see trees of green, red rose too; I see them bloom, for me and you* mean that they have a good environment shown by the condition of the garden. This song is also used to describe the students' environment that informs the students to keep clean their environment. This kind of environment can change the feeling of the students during the class to make them at ease to do the learning activities.

Then, another example of integration character value through song can be seen in the song by Michael Jackson entitled *Heal the World*. This song delivers a message about caring for others that tells about being a good creature and always be a kind person. It can be seen in the lyrics *they are people dying if you care enough for the living*". The song tells to the student to always care and kindness to others that will make the students become a good person and valuable for their life. The lyric of this song can deliver values that show intended messages to always care and love their family, friends, and other people.

Therefore, the song in the textbooks is used to deliver a message to the students. The use of music and song can help the students to show emotion about something including love, care, empathy, or even hate (Brüllmann, 2013, p.349). The songs aforementioned can influence the students to do good deeds indirectly and it is fun to learn English through song (Zbar, Brown & Bereznicki, 2003, p.15). The students understand the materials as

well as the values that delivered in the song because a song is a media to attract the students' interest and promotes the different way to learn English.

4) Story Text

The character values can be found in the story text of the text material. Feez and Joice (1998) classify story text as narrative and recount text. Both of them provide set events that plotted together to create a story. This text mostly used as a way to integrate character values, especially in reading activity (*Puskurbuk*, 2010). There are several parts of textbooks that use story text to deliver character values. One of them is data number 255 which is about Dayu's past story.

I learned many new things in primary school. I learned to write and to read in Grade 1 and Grade 2. My favorite teacher was Mrs. Ningrum. She was very smart and taught us traditional dances and songs. She also taught us to plant trees and take care of the garden. One day she took us to the local library to borrow books.

I have many sweet memories in my primary school. My friends and I often helped Pak Min, the Janitor, because he had so much work to do. We felt happy when we could help him. ...

(252.C.U10.P153)

The text above carries more than values including the value of social care, environmental awareness, and reading interest. The value of social care is embedded when the text tells about Dayu's attitude towards her teacher and the school janitor. She respects Mrs. Ningrum as her favorite teacher and compliments her that she is smart and kind. Dayu also helps the janitor to clean the school when Pak Min is busy doing his other works. It means that she has much care and respect towards others.

Then, the value of environmental awareness is delivered when Dayu tells that the teacher asks the students to plant the trees around the school. It means that they are aware of the importance of trees for their environment. Then, the value of reading interest is shown when the students go to the local library to read books. They sometimes borrow the book and read it at home. This activity can build students' interest and develop their reading habits.

Those values are delivered through the story text which is in the form of recount text. According to Feez and Joice (1998), recount text is a story about personal events that happened in the past. The story text above is used to show character values in the story that tells about Dayu's attitude as a model student. It is in line with the statement of Kemendikbud (2010) that character values can be delivered through the story of people who do good deeds.

Then, the text entitled *visiting an Old Age Home* (365.D.U13.P162) shows the social care value. The values in this story have been discussed in the previous discussion. In terms of technique to integrate the character values, the value is delivered through story text. It is one of the techniques proposed by Kemendikbud (Kemendikbud, 2010, p.21).

The story text is in the form of recount text which tells about the students' past experience (Feez & Joice, 1998) of visiting an old age home. It indicates that they care to the old people. It can be seen that they want to entertain them and give them food and gifts. The story tells the students

about their experience in the old age home. It can build the students' awareness of other people. Therefore, using story text can be one of the ways to integrate character values.

5) Information text

The information text is used as a tool for integrating character values that provides information about character development. There are found 19 values through the information text of the textbooks, including the value of friendship or being communicative, teamwork, social care, reading interest, independence, environmental awareness, appreciation, nationalism, love, curiosity, kindness, hardworking, discipline, responsibility, patriotism, tolerance, democracy, integrity, and religiosity.

For instance, the descriptive text about Mirza in the data 172 below,

Mirza was born in Cirebon, 8 June 2001. She is a student at SMP Negeri 1 Cirebon. She won the best dancer award in Cirebon for three consecutive years: 2010, 2011, and 2012. She is a popular dancer there. She always dances perfectly. She practices dancing every day. She starts dancing when she was seven years old. She is good at Indonesian traditional dances, especially Jaipong.

The text tries to describe Mirza is a hard worker. It can be seen when they start dancing at an early age and always practice dancing every day. As a result of her works, she won the best dancer award three times. The text explains the result of hardworking which is useful for the students to achieve their goals.

Then, the functional text of congratulation card is a kind of information text which is used to convey the information of appreciation.

The data 220 also explains the value of appreciation in which the text discusses a congratulation card from the girl to her friend who wins the competition.



Figure 4.13. Congratulation card

The congratulation card is used to deliver the appreciation value. The information provided in the card aims to appreciate others' achievements, especially the students, they need to give support to their friends' success. It confirms that these types of text aim to deliver information about complimenting (Feez & Joice, 1998) and this text also contains character values.

6) Exchange

The exchange provided in the textbook contains character values and there are various values manifested in the textbooks through exchanges. They are; friendship or being communicative, social care, reading interest, environmental awareness, appreciation, nationalism, love, curiosity, kindness, hard-working, discipline, responsibility, patriotism, tolerance,

democracy, forgiveness, and integrity values. The example of character values integration in the exchange is shown in the conversation below,

Salma: Some pages are dirty. I am really sorry.

Hendrik: How come?

Salma: I don't know, I guess my little sister made them dirty.

Hendrik: Oh, too bad. This is my favorite

Salma: My bad. I'll buy you a new one.

Hendrik: No. That's all right.

(130.B.U2.P16)

The value of integrity and responsibility is delivered in the text material which in the form of a short conversation. The integrity value is delivered when Salma tells Hendrik honestly about his book. Then, the value of responsibility is presented when She tries to be responsible for her fault. She wants to buy the new book for him. It indicates Salma is a good person who reveals the truth and is responsible for her mistake.

According to Feez and Joice (1998), the exchange can be called a conversation since it is interactive communication that involves more than one speaker. Sometimes, the exchange discusses the topic related to character values. The exchange discusses the character values which show one's attitude after making mistakes. Then, she realizes the mistake that she has done to her friends by saying sorry and takes responsibility to buy the new one. The exchange indicates that Salma is an honest and responsible person. It informs the students to follow this action in real life. Therefore, using exchange is useful to integrate character values in the EFL textbooks since it provides information that can develop students' character.

7) Group Discussion

Sometimes, the students need to do the learning activities in the group. The group discussion can be one of the activities to develop the students' character. In terms of textbooks, group discussion emerges in learning instruction that asks the students to do the activity in the group. There are 8 values that emerged using group discussion, including the value of friendship or being communicative teamwork, social care, reading interest, independence, environmental awareness, nationalism, and curiosity. The learning instruction encourages the students to do group discussion

For instance, the data 164.B.U7.P105 states that *work in groups, Discuss the following topic*. The learning instruction uses first-person pov that asks the students to do activities in the group. This activity can promote the value of friendship. The students need to cooperate with their friends to finish the given task. Through group discussion, the students will develop their relationship as friends.

According to *Kemendikbud* (2010, p.21), Character values can be expressed through group discussion. The teacher can arrange the learning activities into group work when the students can discuss the task. This activities can maintain the interaction among the students and makes the learning activity more interactive (Brown, 2001, p.178). Therefore, the group discussion that is provided in the textbooks encourages the students to build cooperation and communication among them.

8) Role play

Role play activity aims to pretend characters in order to act out of someone's role. The role play emerges in the textbooks in the part of learning instruction that integrated with character values. The values such as friendship or being communicative, teamwork, and bravery are found in through role-play activity. It can be seen in the following instruction,

We will learn to greet our teachers, friends, and others when we meet them in the morning, in the afternoon, and in the evening... Then we will play the roles of the speakers in the pictures.

(4.A.U1.P4)

The value of friendship or being communicative is shown in the learning instruction through role play. The material developer uses first-person pov that involves the teacher and students to play the role. Brown (2004) states role play is an interactive activity where the students rehearse the utterance conversation or dialogue. The learning instruction above engages the students to do role plays about greeting. This activity can teach the students to respect and care for their teacher, friends, and others. Actually, the role play involves more than one student on the screen to speaks out the conversation. During the role play activity, the students will work and communicate with their friends. The cooperation is important for this activity so that the value of friendship embedded through this activity.

9) Interview

In the textbooks, the interview appears in the learning instruction. It shows the activity that must be done by the students. There are 6 values

which are found through interviews including the value of friendship or being communicative, teamwork, social care, independence, curiosity, and democracy. The learning instruction below shows the value of friendship / being communicative is delivered through interview activity.

We will ask your classmates what they think about some people and things in the classroom.

(186.C.U1.P12)

The data above indicates the value of friendship/ being communicative in which the teacher and students will ask and give an opinion about other people. Then, the students should ask their friends about his opinion, idea or think of others. This kind of activity can build their relation of the students.

This activity can be one of strategy in integrating character values. According to Brown (2004), an interview is an activity which involves more than one person to ask and answers the specific questions directly. The students need to cooperate with their partners to ask and answer the question related to people and things around them. This activity can build intimacy between them. Therefore, the interview which delivered in the learning instruction is integrated with the value of friendship/ being communicative.

10) Presentation

The presentation is one of activity which covers the process of presenting a certain topic of the presenter to the audience. This activity can be used to integrate the character values of the students. The values such as friendship or being communicative, teamwork, reading interest, independence, environmental awareness, creativity, and bravery are found

through presentation activity. It is delivered in the part of the learning instruction of the textbooks. For instance, *Share the result of your discussion in front of the class. Complete your presentation with pictures or slides* (165.B.U7.P106). The value of creativity is delivered when the material developer uses first-person pov that asks students to presents the result of their discussion using picture or slide. The value of teamwork is also embedded in this activity because it involves a group of students.

The learning instruction tells the students to do the presentation in order to experience in various ways of learning. Presentation is an activity that helps the students to understand the material easily (Ziemba, 2007). This activity can also increase students' creativity because the students should provide slides or pictures as media for their presentation. The content of the presentation, pictures or slides must be attractive for the students so that the students' creativity is needed to finish the task. Therefore, the value of creativity and teamwork is delivered through presentation activity.

11) Game

In the textbooks, game emerges in the form of learning instruction that asks the students to play the game suggested by the material developer of the textbooks. There are only three values that integrated into the textbooks through games, those are friendship or being communicative, teamwork, and reading interest. Here, the learning instruction that involves game as one of the ways in delivering character values.

Let's play the game! This is a calendar game.

(48.A.U3.P58)

The learning instruction engages the students to play the game. The game involves students in groups. This kind of activity can increase the cooperative value between the students and also build their relation of friendship. The teacher usually uses game since it can increase students' motivation. According to Brown (2004), games are related to language production that used to encourage the students to learn materials in a fun way. The educational game can attract the students' interest during the learning process because they will enjoy the learning process. Therefore, the learning instruction above shows that a game can promote the value of friendship and teamwork since it requires the cooperation of all members which can develop their teamwork skills as well as their friendship.

12) Project work

In the main part of the textbook, project work appears in the form of the instruction of learning activity. There are some values integrated through project work provided in the textbooks. They are friendship or being communicative, teamwork, reading interest, independence, environmental awareness, curiosity, creativity, patriotism, and democracy. For instance, the learning instruction of *We will make "This is me!" project* (35.A.U2. P35) can deliver the character value of independence. Since the students are asked to do project work "*This is me*", the students will tell about everything about them, including their family members in real life. The learning instruction use first-person pov in which the teacher and students

Another example of project work activity in the learning instruction is shown in the excerpt below,

We will publish the long text entitled “I’m proud of Indonesia,” which puts together all the descriptions about Indonesia, on the classroom wall.

(102.A.U7.P172)

There are three values covered in the learning's instruction above, those are friendship or being communicative, patriotism, creativity. The first is the value of friendship/ being communicative is delivered when the learning instruction engages the students to do the project work together. It can develop intimacy among the students. The learning instruction uses first person pov that involves both teacher and students to describe Indonesia.

Second, the value of patriotism is delivered when the students are asked to write a description of Indonesia. It means they will describe the good things of Indonesia. Last, the value of creativity is delivered when the students have to decorate the text on a good piece of paper attractively. It can improve the creativity of the students.

Project work is one of the techniques to integrate character values in which the students have to do a project. This activity provides an opportunity for the students' to gather the knowledge from the various learning experience and apply it to real life situation (Fried-Booth, 1982). The project work above explains that the students can enhance the student's knowledge and enable them to acquire values that help them to prepare their lifelong learning.

13) Completion

In this exercise, the students need to complete the sentence in the correct work. The character value emerged in this learning task in which the text is related to the values. The values such as friendship or being communicative, social care, reading interest, environmental awareness, love, hard-working, discipline, responsibility, patriotism, and democracy are found through completion exercises. It can be seen in the data 286.D.U3.P18 which shows the exercise in the form of completion. It discusses asking and giving an opinion.

Rita: (*The orchids are beautiful, aren't they?*)¹

Salma: (*yes, they really are*)².

Rita: I want to buy one of them. (*Do you think the purple one is beautiful*)³.

The exercise presents the completion activity which discusses asking and giving an opinion. The value of democracy is presented when the students are given opportunities to give their opinion about people or things around them. Every student has their right to share his/ her opinion or idea. It means the topic of the conversation is about asking and giving the opinion that indicates the tolerance of others' opinions.

The completion exercise requires the students to fulfill the blanks space of the text (Brown, 2004). In term of character integration, the completion exercise asks the students to complete the text related to the value of democracy and tolerance. These values embedded in the text that must be completed by the students first.

14) Matching

It is an alternative way of multiple choice or completion tasks. This kind of activity can be used to integrate character values. There are six values that integrated with the EFL textbooks using the matching exercise. Those are friendship or being communicative, social care, reading interest, appreciation, kindness, hard-working, and forgiveness.

For instance, the data 283.D.U2.P15, this data the students need to read the compliment and respond to them by drawing a line. The value of appreciation is delivered in the expression of showing compliments. The value of hard working is shown by the efforts to achieve success. Those values emerged when the students are asked to read the statement and match it with a suitable response. Since the text is related to the appreciation value (*What a good mark*) and hardworking value (*Thanks, I studied hard for the test*).

According to Brown (2004), the matching exercise is a part of the reading activity in which the students need to respond to the statements correctly. In integrating character values through matching, the textbook provides statements related to the character values. The students need to read the statement and match it with its response so that statement written in the completion exercise is correlated with one or more values.

15) Re-arrangement

In re-arrangement exercises, the students need to put the words, phrases or sentences in the correct order. The values of friendship or being

communicative and social care values are delivered through re-arrangement exercise. These values are integrated through the re-arrangement exercise of the textbooks if the text is related to the implementation of the character values. The data 116 shows the text in re-arrangement exercise promotes the character values.

1. _____ Students: Fine, thanks, and you?
_____ Teacher: Good morning, class.
_____ Students: Good morning, Ms. Hidayah
_____ Teacher: How are you today?
_____ Teacher: I'm fine too. Thank you.

(117.B.U1.P7)

The value of social care is presented when the exercises talk about greeting and asking condition between the students and the teacher showing that they care about each other. The value of friendship is delivered when discussing greeting and asking condition between the students and friends. This topic can build intimacy between the students. According to Lateigne (2017, p.251) re-arrangement exercise is classified as the standard for English evaluation. It includes the jumbled sentence which addresses the learning objectives.

Thus, this exercise is usually used to assess the students' understanding of the material being learned. The researcher confirmed that the content of the exercise sometimes is related to the character values since the statement in the re-arrangement exercise gives example to develop the students' character.

b. The Criteria Levels of Character Values Integration in EFL Textbooks for Junior High Schools

There are various levels of character values integration that are used to integrate character values in EFL textbooks for junior high schools. There are three classifications of the criteria level in integrating character values that adapted from Protz (2013); those are high, moderate and low. The researcher found that most textbooks are in the moderate level of character values integration. Then, some of them met on a low level and there are a few character values that have a high level. This result can be seen in the chart below,

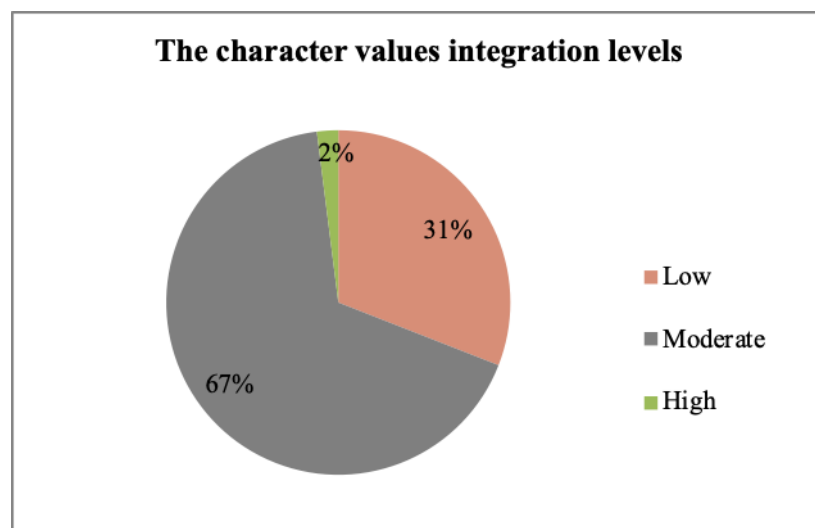


Figure 4.14. The level of character values integration

The degrees of character values integration in EFL textbooks for junior high school are classified into three levels. The high level is the highest category on the protocol instruction. The criteria of this category involve the statements which address the terms of character values, identification of the

character values indicator by the Indonesian government, relation of character education, implementation of character values in teaching process and statements that show the effect of character values on students' behavior. Those criteria are required to determine the high level of character values integration in the textbooks.

In fact, there are only 2% of the data meet the criteria of a high level. For instance, the data 194.C.U2.P23 indicates a high level of teamwork value. It can be seen from the information text of Mrs. Gracia which states *you can work together*. The phrase of *work together* is addressed directly to the term of teamwork. Mrs. Gracia statement fulfills the indicator of teamwork values (Puskurbuk, 2010) that every student needs to work together to finish the tasks. It also reveals that the educational matters in which the students need to do teamwork to change the learning situation. It helps them to understand the material easily as the effect of teamwork value. Thus, this data fulfills the criteria for a high level of character values integration.

The second degree of character values integration is moderate. The criteria of this level are the identification of the character values indicator by the Indonesian government, relation of character education, implementation of character values in the teaching process. It can be seen in the data 3.A.U1.P3 showing the moderate level of character values integration. This data reveals that the song entitled *how are you?* Fulfill the criteria. In the lyric of the song is related to the indicator of character education (Puskurbuk, 2010) that shows the action of building intimacy between friends. It can be seen by the statement

how are you who means asking the friends' condition. It can be built the relation of friends. This lyric also covers the teaching process which discusses greeting and asking condition.

The researcher also found that most of the learning instructions meet the moderate level of character values integration. The learning instruction gives opportunities for the students to do activities that can develop students' character. It is also in line with the character education indicators developed by the Indonesian government (Puskurbuk, 2010) that group discussion can enhance the student's cooperation skills and develop the relationship among the students.

The last but not least is the low level. The only criterion on this level is the relation to the indicator of character education in Indonesia. The learning objectives provided in the textbooks show the low level of integration techniques on character values. It can be seen when the learning objectives directly express the materials related to the values. The data 83.A.U7.P.149 which states *We will learn to describe people, animals, and things, in order to make them stand out, to show my pride of them, to promote them and to criticize them* reveals that the values of love for learning, social care, environmental awareness, and appreciation are delivered. This direct expression only addresses to the indicators of character values based on the Indonesian government (Puskurbuk, 2010). Therefore, the low level of character integration is only related to the indicator of character values developed by the Indonesian government.

B. Discussion

The results of this study reveal that EFL textbooks for junior high schools are rich in character values. There are 23 values found in the EFL textbooks including the 17 national values and 5 other values. Those five values are not categorized as national values but the researcher found those values in the textbooks. This is in line with the finding from Sudartini (2017) that found some values other than the national values. Madya (2013) states that there are numerous values that can be embedded in textbooks. This is not limited to the values classification because of a greater scope of the character values itself.

From the 18 national values, only peace-loving values that cannot be found in all of four textbooks. However, this finding does not support previous research. Arisienta (2016) found peace-loving values in the learning activities of EFL textbook for junior high school. The reason is not clear, but it might have something to do with the analysis. Arisienta (2016) defines peace-loving as an action that makes others feel pleasant and safe, yet according to *Puskurbuk* (2010) value of peace-loving is delivered if the content in the textbooks shows the action of peace and anti-violence. However, the researcher cannot found a single action that shows anti-violence or specific threats both mental and physical harm.

Additionally, the value of friendship or being communicative, teamwork and social care are frequently embedded in those textbooks. These findings differ from some published study (Sulistyaningrum, 2015) that found

perseverance values as the most frequent value that integrated into the textbooks. This rather contradictory result was probably due to the object of the analysis. Sulistyaningrum analyzed the texts only in senior high school textbooks while the researcher concerned on all parts of textbooks covering the visual displays, learning objectives, text materials, and learning activities.

The difference text types between senior and junior high schools textbooks might cause different results of the character values embedded in those textbooks. The texts in EFL textbooks for junior high schools are shorter and simpler than senior high schools textbooks. For junior high schools, the text only covers the descriptive and recount text while the senior high school textbooks are more varied. Therefore, the text provided in the textbooks can influence the integration of character values.

This present study also confirms that each textbook provides different values. This condition is supported by the prior studies which indicate the different results of character values provided in the textbooks (Sudartini, 2017; Ariesinta, 2016; Sulistyaningrum, 2015). The various types of values are found due to the differences in the core competence and standard competence of each textbook levels. It makes the contents of the textbook different from others.

Moreover, the material developers have the opportunities to select the values in their learning materials by considering national values (Sudartini, 2017). Furthermore, the probability of the values which is not included in the textbooks encourages the teacher to be more creative in designing the learning activities, therefore, all of the good values can be integrated during the learning

process. The teacher can develop students' habit to do good deeds and prepare them to be a good citizen during the learning activities.

Another important finding is the integration of character values in the government and commercial textbooks are quite similar. These findings are consistent with Jhangiani, Dastur, Grand, and Penner (2018) who conducted a study about the open textbook and commercial publisher. They confirm that there is no great influence on the students' performance regarding the choice of the teacher using open textbooks and commercial textbooks. It means that the government and commercial textbooks share similar content since they share the same curriculum.

The integration of character values in the textbooks published by both publishers are equal because the topics being discussed are similar. Therefore, both textbooks published by government and commercial publisher offer the character values to be taught to the students during an English class. The teachers have to recognize those values embedded in the textbooks they use since it is important for them to teach English and character values all at once.

The next finding is about the main part of textbooks. The researcher found character values in four parts of EFL textbooks, including visual display, learning objectives, text materials, and learning activities. The results agree with the finding of other studies, in which EFL textbooks provide text and illustrations integrated with character values (Sudartini, 2017). The illustrations reflect the positive action related to character building because according to Turan and Ulatus (2016), the illustrations might provide the information or

message which support character education. It stimulates the students to read the textbooks and helps them to understand the materials. Therefore, the illustrations provided in the textbooks could probably display the action of character values.

Then, the results of the study indicate that character values are also found in the part of the text material in the textbooks. This finding is supported by Ariesinta (2016) and Sallabas (2013) that found character values as a part of reading text. There are various text types that might contain character values, one of them is narrative text. This text usually delivers moral values through the events of the stories. Therefore, the students can learn the character values from reading the narrative text. However, the findings of the current study reveal that not only narrative texts but also any other text types can be used to deliver the values. It is due to the information provided in the text are related to the values itself.

On the question of the integration technique of character values in the English textbook, this study found that there are 16 techniques employed to integrate character values and four of them are the techniques suggested by the Indonesian government (*Kemendikbud*, 2010). In fact, there are two techniques that mostly used by researchers to integrate character values, those are explicit and implicit (*Puskurbuk*, 2011; *Sudartini*, 2017; *Ariesinta*, 2016; *Sulistyaningrum*, 2015) and for this research, the researcher tries to specify those techniques. For instance, the direct expression is one of the techniques which directly address the character values. It can be called an explicit technique while the other 7 techniques as the implicit (*Kemendikbud*, 2010). The results might be

explained that the techniques are not only consist of implicit and explicit to integrate character values, but also may vary depending on the learning material and activities provided in the textbooks.

The next research question in this research was the criteria levels of integration techniques to explain character values. The results show that most of the character values integrated into the textbooks met the moderate level of criteria on the character values integration that covers all main parts of EFL textbooks. The text materials and learning activities fulfilled the criteria level of character values integration. It is in line with the indicators of character education developed by *Puskurbuk* (2010) such as the students pray before starting to learn, care to others, respect other's opinion, and so on. Therefore, the moderate level of character values integration was mostly found in those textbooks.

However, the findings of this current study did not support previous research (Protz, 2013). Protz identified a high degree of character values integration in the books of character education. A possible explanation for this result probably because both of text materials and learning activities are the core of the textbooks so most of the values are delivered in those parts. The texts and learning activities are insufficient to deliver the values since it only addresses some values without further explanation. It happens because the textbooks contain short text and the learning activities target beginner EFL students. However, the integration of character values in EFL textbooks was still accountable.

Then, what is surprising is that there were only limited numbers of occurrences on a high level of criteria for integrating character values. Some text materials met the high criteria of character values integration. It shows different results of Protz's (2013) findings. It is due to the limited text types in which the texts provided in the textbooks are short and simple. Consequently, the content of the text was not discussed in depth. This condition makes the text is limited to fulfill the high criteria of integration.

Some of the illustrations and learning objectives met the low-level criteria of character integration. The illustrations provided in the textbooks only show the action of good character without engaging the students. Therefore, these findings did not support previous research. Sudartini (2017) only mentions that picture or illustration of textbooks can help the students to understand character values. A possible explanation for this might be that the teacher's involvement to explain the meaning of those pictures to the students. The teacher needs to be more involved in enlightening the students understanding about character values in the illustration of the textbooks. It helps the students to acknowledge the values of the illustration. Hence, the illustrations are used not only for the attractive appearance of the textbook design but also it contains the valuable meaning behind them.

Hence, the emergences of character values do not guarantee successful character education unless the teacher and students work together to implement in their daily life. In fact, the character values in the textbooks could be one of the opportunities to provide learning material to support character values. For

this condition, the teacher needs to be aware of character values in the textbooks as it provides information and activities which might be used to enhance students' character. This is done by considering what values will be taught to the students, what is the suitable material and what activities that can support character values implementation.

C. Limitation of the Study

The limitation of this study comes from several aspects. Firstly, the roles of intercoder to review and check the results take the most important part in finding the reliability of this study since the study concerns the process of coding. So, subjective judgment cannot be avoided during the process of analysis.

Second, the limited samples of textbooks chosen due to the market survey conducted by the researcher in several bookstores. The result shows that those four EFL textbooks are the best seller textbooks and most of English teachers use the textbooks suggested by the government to fulfill the demand of the 2013 curriculum. It means the teacher and students use those textbooks as their learning materials. Moreover, those textbooks are compatible to assist 2013 curriculum 2016 revised edition since the contents of those textbooks are suitable with the core competence and basic competence of the 2013 curriculum.

Then, due to various classifications of character values, the researcher develops an analytical construct based on the guidebook of character education by *Kemendikbud* (2010). Therefore, there are only 18 values and 8 techniques which are mentioned in the guidebook, so that the researcher only focuses on

that classification to develop analytical construct. In addition, the researcher also found some values which are not included in the guidebook of character education.

The last but not least, the focus of this study is on the main parts of textbooks such as learning objectives, text materials, learning activities and visual displays. It means this study involves all parts of textbooks. Nonetheless, the textbooks only accommodate simple text and activities due to the level of the students. This condition causes limited access of the researcher to collect the data so that the researcher concerns on the small things of the textbooks and count it into the classification of character values.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusion, implication, and recommendation of this study. The conclusion is used to summarize the research finding. Then, the implication of the study is presented to show the significance of the study. The recommendation is drawn to give a suggestion to the reader.

A. CONCLUSION

The current study aims to determine what values are presented in EFL textbooks for junior high school and the technique used to integrate those values. Based on the research findings on the analysis of character values and its description, there are four major points that can be drawn on this study. Those are mentioned as follows:

1. The character values that are found in four EFL textbooks for junior high school covers 23 values based on the three different classifications. The EFL textbooks promote character values in relation to God, one's self, others, the environment, and the nation. The value of friendship or being communicative is the most dominant values embedded in the textbooks. This implies that material developers want to cultivate the students' communicative skills involving the cooperation between students and their peers.
2. There are four parts of textbooks that might be integrated with character values, namely visual displays, learning objectives, text materials, and

learning activities. This finding reveals that character values embedded in the main part of textbooks.

3. The comparison between government textbooks and commercial publisher shows insignificant different. There are only two values that cannot be found in the commercial publisher textbooks, those are democracy and religiosity. This is because those textbooks share similar content based on the core competence and basic competence of the current curriculum.
4. The integration of character values in EFL textbooks have been done in various ways. The material developers use illustration, direct expression, song, story text, information text, exchange, group discussion, role play, interview, presentation, game, project work, completion exercise, matching exercise, and arrangement exercise to embed the values. The use of the techniques for integrating character values depends on the materials and activities provided in the textbooks.
5. The character values mostly meet the moderate level criteria of character values integration. Those values fulfill the following criteria such as involving the indicators of character values by the Indonesian government, relating the content of textbooks to character education, and implementing the values in students' life. This condition due to the learning materials and activities are not sufficient to deliver the values that might make the students unaware of the integration of the values in their textbooks.

B. IMPLICATION

Based on the results of this study, some implications can be delivered theoretically and practically as follows:

1. Implication on Theory

The results of the study indicate that the EFL textbooks for junior high schools are integrated with the character values. Those values do not only come from the 18 national values but also from other classification. There are numerous values embedded in the EFL textbooks, including character values classified by government. In terms of techniques used to integrate character values, there are a lot of ways to integrate character values in learning materials. The techniques for integrating character values are not merely explicit and implicit, but also using illustration, reading the text, songs, and other learning activities provided in the textbooks. Therefore, these findings are expected to be used as consideration of material developers to design learning materials that present character values and also as supporting theories which can be used by the future researcher to conduct similar studies.

2. Implication on Practice

The results indicate that the EFL textbooks for junior high schools are integrated with character values. Those values do not only come from the 18 national values but also from different classification. The findings of the study can be used by the teacher, students, and material developers to take into account the importance of character values in the textbooks. The teacher can teach the knowledge of English as well as developing students' behavior.

The students can take the positive things of the textbooks and implement those values in real life. It is beneficial for their future and prepares them to be a good person. The material developers take the results of this study as a consideration in creating, developing and designing learning materials for the students, so that, the textbooks do not only deliver the knowledge but also character values.

In terms of techniques used to integrate character values, there are a lot of ways to integrate character values in learning materials. Therefore, these findings are expected to be used as consideration of material developers to design learning materials that present character values and also as supporting theories which can be used by the future researcher to conduct similar studies. The teacher might use various learning activities offered in the textbooks in order to increase the students' character.

C. RECOMMENDATION

Based on the conclusion and implication which are drawn in the previous discussion, the researcher proposes several suggestions for:

1. School principals, supervisor, and head of the educational department

They should aware of the content of textbooks which is suitable with the curriculum and national education goals. It addresses the students to explore the knowledge as well as character values. They also should monitor the components of teaching to support the implementation of character education such as the syllabus and lesson plan which integrated with character values. They also need to create a program to support character

education such as seminars or workshops in order to acknowledge character education to all educators.

2. EFL Teachers

EFL teachers should have a better understanding of character education. Since English contains cross-cultural content, the teacher needs to review the learning materials which present character values whether the values are suitable with national values or not. The teacher should remind the students about character values indirectly if they found character values on the textbooks and ask them to practice those values in real life.

3. Material developers and publishers

They are expected to develop character values in the learning materials which present Indonesian values and Western values and meet the concept of intercultural communication in foreign language teaching and learning. The publishers should make sure that the values provided in the textbook are suitable for the curriculum and national educational goals.

4. Future Researchers

Due to the change of curriculum which gives influence on the learning materials, the future researchers should conduct similar research using the latest textbooks. Then the future researchers might use the finding of this research as a reference to conduct research and development of textbooks which integrated with character values. Last but not least, the future researcher might conduct research about the practical use of textbooks and try to find the significance of the EFL textbooks for character development.

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APPENDICES

APPENDIX 1

Table of Analytical Construct for Analyzing Character Values

No	Value	Description	Unit of analysis	Encoding rules	Techniques	Categories
1.	Religiosity	Focusing on religious orientation and involvement.	Visual display	The visual display shows the attitudes and behaviors based on the religious value.	1. Direct expression 2. Changing negative to positive 3. Group discussion 4. Literary works 5. Story telling 6. Music and song 7. Plays 8. Other relevant activities	High 1. The terms of values are stated to show good deeds and behavior. 2. The character values are identified by the indicators of character education by the Indonesian government. 3. The character
			Learning objective	The learning objective indicates the activity of prayer or implements religious activities.		
			Text material	The text material promotes religious value.		
			Learning activity	The learning activity involves an activity to follow the god commands.		
2.	Integrity	Being honest and can be trusted by others	Visual display	The visual display presents the attitudes, behaviors of being honest.		
			Learning objective	The learning objective shows the activity of honesty.		
			Text material	The text material leads someone to become honest to everyone.		
			Learning	The learning activity promotes one's		

			activity	activity that can be trusted.		value is related to education.
.	Discipline	Willingness to obey the rules and having self-control towards the given regulation	Visual display	The visual display shows the action of being obedient to the rules.		4. The teacher and the teaching process is involved.
			Learning objective	The learning objective indicates an action to follow the order.		
			Text material	The text material leads the students to become obedient from all regulations.		
			Learning activity	The activity presents one's activity to follow the rules.		
4.	Hard working	Doing a lot of efforts to achieve the goals	Visual display	The visual display involves an action of perseverance to achieve the goal.		
			Learning objective	The learning objective covers someone's action of hard work to accomplish the objectives.		Moderate
			Text material	The text material encourages the students to contribute an effort to complete the task.		1. The character values are identified by the indicators of character education by the Indonesian government.
			Learning activity	The learning activity provides an illustration which shows the values of hard work.		
5.	Creativity	Using artistic skill to develop or doing	Visual display	The visual display involves the creative activity of someone.		2. The character value is related to
			Learning objective	The learning objective shows the activity in relation to art.		

		something	Text material	The text material promotes someone to use their creative skills.		education.
			Learning activity	The learning activity presents someone's creative activity.		3. The teacher and the teaching process is involved.
6.	Independence	Doing action without influence from others	Visual display	The visual display indicates activities which are done independently by the character him/herself.		4. \
			Learning objective	The learning objective shows one's attitude which does not depend on others.		Low
			Text material	The text material engages the students to become independent learners.		1. Sole relationship to character education is identified by the indicators of character education by the Indonesian government.
			Learning activity	The learning activity shows an activity which is done independently by someone.		
7.	Curiosity	Feeling interested to know something that needed by someone	Visual display	The visual display represents that the character is highly interested in something.		
			Learning objective	The learning objective indicates a person who tries to find out for further information.		
			Text material	The text material engages the students to become curious about the given information.		

			Learning activity	The learning activity promotes the students to have a high interest to know some information.	
8.	Reading Interest	Having the intention to read any useful texts	Visual display	The visual display indicates reading habit on various text types.	
			Learning objective	The learning objective shows activity which is relevant to reading.	
			Text material	The text material encourages students to be interested in reading.	
			Learning activity	The learning activity promotes the students to more attract in reading.	
9.	Responsibility	The obligation that must be done by someone	Visual display	The visual display presents someone's duty and obligation that must be done.	
			Learning objective	The learning objective indicates the attitudes and behavior of being responsible for the duty.	
			Text material	The text material promotes someone to become more responsible for the obligation.	
			Learning activity	The learning activity indicates the activities that must be done by someone.	
10.	Tolerance	Accepting different	Visual display	The visual display shows the activity of respecting others' beliefs, idea, and	

		beliefs, opinion, ideas from others.		culture.
			Learning objective	The learning objective shows the tolerance of different beliefs of someone.
			Text material	The text material promotes someone to become tolerant.
			Learning activity	The learning activity presents activity of accepting and respecting the differences.
11.	Democracy	Believing that everyone has the same opportunities to choose the choices.	Visual display	The visual display promotes freedom and equality for human rights.
			Learning objective	The learning objective represents freedom and action which assesses the rights.
			Text material	The text material leads the students to be more democratic and believes in equality between others.
			Learning activity	The learning activity provides expression which shows democracy among people.
12.	Appreciation	Showing compliment for someone's achievements.	Visual display	The visual display shows someone's action to pay respect for other's achievement.
			Learning	The learning objective presents the

			objective	activity of compliment for other's success.		
			Text material	The text material promotes someone to appreciate other's work.		
			Learning activity	The learning activity provides an expression of complement to appreciate other's achievement.		
13.	Friendship/ being communicative	Building intimacy with friends and have a good relation with them.	Visual display	The visual display presents an action of behaving respectfully and caring about his/her friends.		
			Learning objective	The learning objective shows pleasure and cares about his/her friends.		
			Text material	The text material engages the students to respect their friends.		
			Learning activity	The learning activity provides expression which promotes the value of friendship.		
14.	Peace loving	Being kind to others without disagreement.	Visual display	The visual display shows the action that makes someone's happy.		
			Learning objective	The learning objective shows the attitudes of peace and anti-violence.		
			Text material	The text material promotes the activity of being kind and doing action peacefully.		

			Learning activity	The learning activity shows good action towards others in harmony.		
15.	Social caring	Being sensitive to the social environment.	Visual display	The visual display shows solidarity towards characters.		
			Learning objective	The learning objective provides an action of solidarity in the community.		
			Text material	The text material promotes the students to be aware of their social environment.		
			Learning activity	The learning activity involves the activity to enhance the students' social life.		
16.	Environmental awareness	Being sensitive to the problems appears in the environment.	Visual display	The visual display shows the attitudes to prevent damage to the environment.		
			Learning objective	The learning objective showing the action of caring for the environment.		
			Text material	The text material promotes someone's become aware of the environment.		
			Learning activity	The learning activity indicates one's action to maintain the environmental condition.		
17.	Nationalism	Having a responsibility to develop the country.	Visual display	The visual display shows the responsibility of a citizen.		
			Learning objective	The learning objective indicates the activity of being responsible for the		

				country.		
			Text material	The text material promotes someone to become nationalist.		
			Learning activity	The learning activity presents one's action that has a great love for the country.		
18.	Patriotism	Showing affection of the country	Visual display	The visual display shows feeling proud of cultural tradition.		
			Learning objective	The learning objective presents the affection to the nation.		
			Text material	The text material promotes one's love for the country.		
			Learning activity	The learning activity presents an activity that proud of the national culture.		

*Adapted from puskurbuk (2010) and (Protz, 2013).

APPENDIX 2

The Data Sheet of Character Values Analysis on EFL Textbook for Junior High School

Notes:

1/A/U1/P2 : Number 1/TextbookA/Unit1/Page 2

VD: Visual display

LO: Learning objective

TM: Text material

LA: Learning activities

Code	Data	Categories of textbook content				Value	Techniques	Criteria			Explanation
		VD	LO	TM	LA			H	I	L	

APPENDIX 3

Character Values Analysis on EFL Textbook for Junior High School

Notes:


1/A/U1/P2 : Number 1/TextbookA/Unit1/Page 2

VD: Visual display




LO: Learning objective


TM: Text material



LA: Learning activities



Code	Data	Categories of textbook content				Value	Techniques	Criteria			Explanation
		VD	LO	TM	LA			H	I	L	
1.A.U1.P1		√	√			Love learning	Direct expression			√	The character value is delivered in the learning objectives. It indicates that the students are asked to have a passion for learning new materials.
						Social awareness					The topics, such as greeting, taking leave, saying thank you, and saying sorry, refer to manners toward others. The value which is offered in the learning objectives is related to the social relation. It explains how to greet people, say goodbye, say thanks, say sorry to others.
		√				Friendship / being communicative	Illustration				These topics can build communicative skills as well as building relationships and make friends. The value of friendship is delivered through illustration. The illustration shows two students who are talking. Both of them are friendly which is


										shown by their smiles.
2.A.U1.P2	<p>Good Morning</p> <p>Good morning to you Good morning to you Good morning <i>dear</i> my friends Good morning to you Good night to you Good night to you Good night dear my friends Good night to you</p>			√		Friendship / being communicative	Song		√	The value of friendship is delivered through the lyric of the song. It can be seen in the third and seventh lines of the lyric. There are phrases of <i>dear my friend</i> . The word <i>dear</i> means respect liked, loved to the friends.
3.A.U1.P3	<p>How are You?</p> <p>Good morning my friends, how are you? I'm fine Good morning my friends, how are you? I'm fine</p>			√		Friendship / being communicative	Song		√	The value of friendship is delivered by singing the song lyric. It tells about greeting and asking condition. It shows attention and care to others. The lyric (<i>Good morning my friends, how are you?</i>) indicates that showing care through asking their friends' condition.
4.A.U1.P4	<p><i>We will learn to greet our teachers, friends, and others when we meet them in the morning, in the afternoon, and in the evening. ... Then we will play the roles of the speakers in the pictures.</i></p>				√	Friendship / being communicative	Role play		√	The values of friendship or being communicative is shown in the learning instruction through role play. The learning instruction engages the students to respect their teacher, friends, and others by greeting them in every situation.




5.A.U1.P4		√	√	Love	Exchanges	√	<p>The values of love are delivered when the son greets his father after he gets up in the morning. The father responds and asking his condition. The son shows that he loves and respects the elder, especially his parents, when he says, <i>Dad</i>.</p> <p>The visual display is in the form of illustration which presents the illustration of a father and his son. The father enters the son's room to wake him up. It indicates that the father loves his son by wake him up in the morning and the son loves his father as well.</p>
6.A.U1.P4		√	√	Love	Exchanges	√	<p>The value of love is presented through the content of a short conversation. The greeting in the morning and asking someone condition between the mother and her daughter shows the feeling of love and care to the family member</p> <p>The value of love emerges when the daughter visits the kitchen and offers help to mother to prepare the dishes for breakfast.</p>
7.A.U1.P4		√	√	Friendship/ being communicative	Exchanges	√	<p>The values of friendship / being communicative are delivered through the direct expression of greeting. The short conversations provide greeting materials to friends. It indicates those short conversations builds the relationship and intimacy to the friends.</p> <p>The visual display is in the form of illustration. It shows a student who talks</p>



										to his friend. They meet at school in the morning. The value of friendship/ being communicative is presented when they greet each other in a meeting. It can be seen when Lina waves her hand to Beni
8.A.U1.P4		√		√		Social awareness	Exchanges <			

10.A.U1.P5		√	√	√	Social awareness Patriotism	Exchanges Illustration	√	<p>The value of social awareness is delivered through the content of a short conversation. The text material is about greeting in the morning between a teacher and a policeman. The word <i>Sir</i> is used to address the police officer that shows respect to other people.</p> <p>The value of patriotism is presented between the policeman and the teacher. They greet each other and the police seem to help the teacher to cross the road. It indicates that the policeman is cared to other people, especially the elder.</p>
11.A.U1.P7		√	√	√	Love	Exchanges Illustration	√	<p>The values of love are delivered when the son greets his father when he comes home. The son shows that he loves and respects the elder, especially his father by addressing his father by calling him <i>Dad</i>.</p> <p>The visual display is presented in the illustration between a father and his son. The son greets her father after work. It indicates that they care for each other. It can be seen from the illustration that they are going to shake hands. It shows love and care to his father.</p>

12.A.U1.P7		√		√		Love	Exchanges		√		<p>The greetings between the mother and her son indicate that the mother cares and loves to her son. The mother gives a suggestion to her son when the son feels tired and hungry after school. The son respects his mother by calling her <i>Mom</i>. The illustration shows that a boy shakes his mother's hand and bows to her. It indicates that the boy respects and loves his mom.</p>
13.A.U1.P8		√		√		Social awareness	Exchanges			√	<p>The reading text material is in the form of short conversation among Mr. Smith's family and Mr. Adnan's family. They greet and ask condition are indicated the value of social awareness. It is shown when they show respect to others in the neighborhood.</p> <p>The visual display shows the illustration of two families. They meet somewhere around their neighborhood. Then, they greet each other. It means that they respect and care to others. It can be seen when one of the family members raise their hands to greet other families.</p>

14.A.U1.P8				√		Social awareness	Exchanges			√	The value of social awareness is delivered through the content of a short conversation. The presenter greets the audience to build social relation and show respect to others.
15.A.U1.P9	<i>We will do a drill to greet people in the morning, in the afternoon, and in the evening. ... Second, one person will state a proper greeting for the time. Then, another person will respond to the greeting properly too.</i>				√	Friendship / being communicative	Role play			√	The values of friendship being communicative appears in this learning instruction. The students are asked to greet others by considering the time and other students have to respond to the greeting properly. It can increase their communicative skills as well as friendship.
16.A.U1.P10	<i>We will make a list of people we greeted in English today. We will use the table and do it like the example. 1. Good morning, Nyoman 2. Good morning, Sir. How are you?</i>				√	Social awareness	Direct expression			√	The learning instruction engages the students to communicate with other people. The greeting is used to build intimacy between the students and others. The example indicates that there is a word of <i>Sir</i> which means addressing the older person. It shows respect and care between the students and the teacher.
17.A.U1.P11	<i>We will learn to say goodbye. ... Then, we will play the roles of the speaker in the picture.</i>				√	Friendship/ being communicative	Role play			√	The learning instruction engages the students to be able to say the expression of leave-taking. The values of friendship or being communicative are shown in the learning instruction through role play.


18.A.U1.P11		√	√	Love	Exchanges	√	<p>The short conversations discuss the expression of taking leaving a boy and his mother. The boy says goodbye before going to school. He addresses his mother by calling her <i>Mom</i> which shows love and care to his mother.</p> <p>The illustration shows a son who says goodbye to his mother before going to school. It indicates that they care for each other. It can be seen from the illustration that the boy bows and shake his hand to his mother.</p>
19.A.U1.P11		√	√	Friendship / being communicative	Exchanges	√	<p>. The value covered in this text material is friendship/ being communicative since the text material discusses the expression of leave-taking. It shows respecting and caring to their friend.</p> <p>The value of friendship/ communicative is delivered in the illustration when a student's waves her hand to their friends. It means that they want to leave. It shows that they are good friends and can increase their relation</p>
20.A.U1.P11		√	√	Love	Exchanges	√	<p>The values of social awareness are delivered when the parents say good night to the daughter before going to bed. Then, the son responds and says the same thing. The words <i>Mom</i>, <i>dad</i>, and <i>dear</i> indicates that they care, respect and love each other</p> <p>The visual display is in the form of illustration which presents the illustration of a girl and her parents. The girl wears pajama which indicates that she wants to</p>


											sleep. Her parents seem to say good night which is shown when they wave their hands.
21.A.U1.P12		√		√	Friend-ship / being communicative	Exchanges Illustration		√	<p>The value covered in this text material is friendship or being communicative since the text material discusses the expression of leave-taking between a teacher and his friend. It shows they have a relationship as a friend</p> <p>The value of friendship/ communicative is delivered in the illustration when a student's waves her hand to their friends. It means that they want to leave. It shows that they are good friends and can increase their relation</p>		
22.A.U1.P12		√		√	Friendship/ Being communicative	Exchanges Illustration		√	<p>This value emerges through a short conversation between Udin and his friends. Udin is asked to play with them but he is not in good condition. His friends say goodbye and wish him to get well soon. It means that they have a good friendship by caring for each other.</p> <p>The value of friendship is delivered in the illustration between a boy and his friends. They are going to play football together but he cannot joint since he has bad condition. It can be seen by their body language</p>		
23.A.U1.P14	<p><i>We will learn to thank and say sorry.</i></p> <p><i>Here are what we will do. Each time. First, we will hear our teacher state a situation. Then, we will respond with a proper</i></p>			√	Social awareness	Direct expression		√	<p>The learning instruction engages the students to do the proper expression of thanking and saying sorry to others. The values of social awareness are delivered when the students learn to thanks and say sorry to their friends, teacher, parents</p>		



26.A.U1.P15		√	√	√	Forgiveness	Exchange	√	<p>The peace-loving values are delivered by saying sorry to the teacher as she comes late. The teacher forgives her by letting the student pass and giving suggestion to be on time next time.</p> <p>The illustration shows the value of social awareness. It occurs when the student and teacher are in frame together and shows a good attitude towards others. It can be seen when the teacher points his index finger up. It means giving a suggestion.</p>
27.A.U1.P17		√	√	√	Forgiveness Friendship / being communicative	Exchange	√	<p>The exchange presents the values of forgiveness and friendship / being communicative. The short conversations involve the student and his friends. He explains that he cannot attend the study group. It avoids misunderstanding between them and reveals the intimacy of their friendship.</p> <p>The illustration shows the value of friendship. It occurs when a boy and his friend are in the frame. The boy feels dizzy which can be seen from the stars on his head and another boy is smiling. The boy is aware that his friend cannot attend the meeting.</p>
28.A.U2.P21	<p><i>We will learn to share and inquire about each other:</i></p> <ul style="list-style-type: none"> - <i>Our identities</i> - <i>Our hobbies and what we like,</i> - <i>The members of our family</i> 	√	√	√	Love learning Social awareness	Direct expression	√	<p>The value of love learning is delivered in the learning objectives as it asks the students to learn new material about how to introduce themselves.</p> <p>The value of social is delivered when the students need to share the information of their identity, hobbies, interest and</p>

										family members. It means that there will be an interaction between the students and others so that there is social interaction between them.
29.A.U2.P24	<p><i>We will work in a group. Each of us will present, not read, similar facts about ourselves in real life, orally.</i></p> <p><i>Here are what we will do. First, with the same form, each one of us will take notes of our own facts in real life. we will handwrite it. then, we will present, not read, it to each other, orally.</i></p>				√	-Teamwork -Friendship or being communicative -Bravery	Group discussion	√		<p>The value of teamwork asks the students to work in a group. The students take part as a member of the group to finish the task.</p> <p>The value of friendship is delivered when they develop their friendship during the teamwork. It can develop their relation as friends.</p> <p>The value of bravery occurs when the students are asked to introduce themselves individually in front of the group. It can increase their self-confidence</p> <p>It means that there are two values in this learning instruction in which the students have to work by themselves and at other time they are still in a group. It needs cooperation between each member of the group and can increase their intimacy in the class.</p>
30.A.U2.P25	<p><i>We will ask and answer questions about our names, origins, and home addresses.</i></p> <p><i>... Then, in a group, we will play the role of the speakers.</i></p>				√	Teamwork Friendship or being communicative	Role play		√	<p>The value of teamwork asks the students to work in a group to do a role play. The students take part as a member of the group to finish the task.</p> <p>The value of friendship / communicative is delivered when the students are asked to take notes about the facts of each member. One of the students ask the identities of another member and present them in the group.</p>

31.A.U2.P26	<i>We will work in a group. Each group will go to five people outside our group to find similar facts about them in real life, like the example above, orally.</i>			√	-Teamwork -Friendship or being communicative	Interview		√		The value of teamwork asks the students to work in a group. The students take part as a member of the group to finish the task. The value of friendship / being communicative in this learning instruction is delivered when the students should work in a group and tries to ask the information from other members of the group. It can build intimacy between them.
32.A.U2.P30	<i>We will learn to tell more information about ourselves. We will learn to tell our hobbies and what we like in our life. ... Third, we will play the roles of the speakers in the pictures. Then, we will use the guide to collect some facts about ourselves. Finally, we will present, not read, our facts to each other orally.</i>			√	-Teamwork Friendship / being communicative Bravery	Role play Presentation		√		The value of teamwork asks the students to work in a group to do a role play. The students take part as a member of the group to finish the task. The value of friendship is delivered when learning instruction asks the student to do a role play. this activity can build their relation. The students are asked to introduce themselves in front of their group. They should present the facts about them before their friends. So, the value of bravery is delivered.
33.A.U2.P31	<i>Hello, my name is Yohannes. I am a student of SMP Negeri Biak. I live in Biak, Papua. I like swimming and reading books. ...</i>			√	Reading interest	Information text		√		The reading interest value is presented directly in line 4 that one of his hobbies is reading books. It means that he likes to read various books.
34.A.U2.P33	<i>We will learn to tell more information about ourselves. We will learn to tell each other the</i>			√	Independence Bravery	Direct expression			√	The students are asked to gather information about their family members. The independence value is delivered




	<i>members of our family.</i>										when the students should make description of their own family Then they have to be confident and brave to present the result each other one by one.
35.A.U2. P35	<i>We will make “This is me!” project.</i>				√	-Independence	Project work			√	The students are asked to do project work “This is me” in which the students will tell the family members of the students’ family in real life. Therefore, the value of independence is delivered.
36.A.U3.P39		√				Religiosity	Illustration			√	The value of religiosity emerges in the visual display through illustration. The illustration shows there is a boy who has breakfast. He lifts up his hand which seems to pray before eating.
37.A.U3.P40	<i>We will tell the class the meal times of everybody in our groups. Here are what we will do. We will work in groups. First, we will repeat the example to tell Benny’s meal times after the teacher. second, we will make a table of our meal’s times in our notebooks. Then, each one of us will handwrite to tell the meal times of everybody in our group in our notebooks. Finally, each of us will tell the meal times of everybody on our groups to the</i>				√	Teamwork Friendship / being communicative	Group discussion			√	The value of teamwork asks the students to work in a group. The students take part as a member of the group to finish the task. The value of friendship/ being communicative is delivered when the students are asked to list the meal times of each member of the group then present it in front of the class. This kind of activity engages the students to cooperate with their classmates to finish the task.

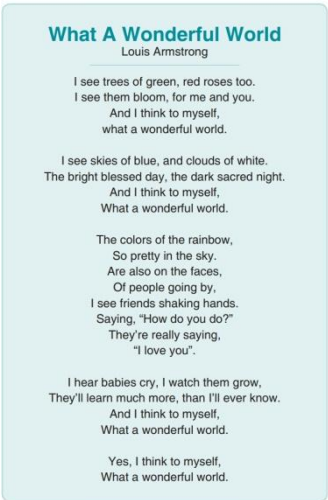
	<i>class, orally.</i>										
38.A.U3. P41	<i>It is on Sunday. It is five o'clock in the morning. Edo gets up and takes a bath.</i>	√		√		Independence	Information text			√	<p>The independence value is presented when describing Edo's activities on Sunday. Even it is Sunday where the students are holiday, Edo wakes up at 5 by himself. Then he takes a bath before doing other activities.</p> <p>The illustration shows the values of independence. A boy has woken up and goes to the bathroom by himself. It means that the boy is independence since he does the activities by himself without someone's help.</p>
39.A.U3.P41	<i>It is eight o'clock in the morning. Beno, Udin, and Edo fly kites. They have lots of fun.</i> 	√		√		Friendship/ being communicative	Information text			√	<p>This text tells about Beni, Udin, and Edo's activity of flying kites. The values of friendship/ being communicative are shown when they play kites together. It indicates that they are good friends.</p> <p>The visual display presents an illustration of three boys who play kite together. It indicates that they are friends, so the value of friendship is shown in the illustration.</p>
40.A.U3.P41	It half past one in the afternoon. Edo goes to the library with Udin and Beni. They love reading the book.			√		- Friendship/ being communicative - Reading interest	Information text			√	<p>The values of friendship/being communicative are embedded when the text involves Edo, Udin, and Beni who go to the library together. The value of reading interest is delivered when they go to the library to read books. This text</p>

		√					Illustration				also tells that all of them love reading books in the library. The three boys go to the library together. It means they are friends who want to spend their time to read a book in the library. It means they have an interest in reading books.
41.A.U3.P42	<p>It is half past eight in the evening. Edo prepares his stuff for school tomorrow. He puts many books into his school bag.</p> 	√		√		Responsibility	Information text		√		<p>The value of responsibility is delivered in the text about Edo's duty as a student. he prepares school stuff such as bag, books, and stationaries at night before he goes to school.</p> <p>The visual display is in the form of illustration which shows the boy's activity to prepare their stuff a night before goes to school. It means the boy is aware of his responsibility to do his obligation as a student.</p>
42.A.U3.P42	<p>It is half past nine at night. He does not forget to pray before he sleeps.</p>	√		√		Religiosity	Information text		√		<p>The text tells about Edo's activity before goes to bed. The value of religiosity emerges when Edo pray before he sleeps. It indicates that his praying routine is related to the God command.</p> <p>The value of religiosity is presented in the illustration when a boy is praying before goes to sleep. It can be seen from the boy's hands that lift up which seems to pray.</p>


46.A.U3.P52	Student A: When do we celebrate Kartini day? Student B: Kartini Day is in April. It is on the twenty-first of April.			√		Nationalism	Exchange			√	The value of nationalism is presented when the speakers talk about Kartini Day which means one of the Indonesian National days. It indicates that there is the responsibility of the citizen to show respect and proud of their hero.
47.A.U3.P57	<i>We will make our own schedule at school. Here are what we will do. We will work in groups ... Then, we will make some statements related to our schedules. We can also decorate it and hang it on the wall.</i>				√	- Teamwork - Friendship/ being communicative - Creativity.	Project work			√	The value of teamwork asks the students to work in a group. The students take part as a member of the group to finish the project. The values of friendship/ being communicative emerge when the students are asking to work in a group to make a project about time tables. The cooperation among members of the group is needed. The students require creativity in decorating their work. They need to design the time table attractively.
48.A.U3.P58	<i>Let's play the game! This is calendar game.</i>				√	Friendship/ being communicative.	Game			√	The learning instruction engages the students to play the game. The game involves students in groups. This kind of activity can increase the cooperative value between the students. It can also build their relation of friendship.
49.A.U4.P59	We will learn: To state things, animals, public places around us.		√			Love learning Environmental awareness	Direct expression.			√	The learning objectives indicate that the students will learn new material about things, animal and public places around them. That material is related to the students' environment. It means the material will discuss everything in the surroundings. then, it will teach the students about the things in their environment. Therefore,


										the value of environmental care is presented.
50.A.U4.P60	<i>We will tell the names of the ten things that we really have in our classroom. ... We will work in groups. First, we will discuss and decide ten things in our classroom. Second, each of us will draw and name them in our notebooks. Then we will present our work to the class.</i>				√	Teamwork Friendship/ being communicative	Group discussion		√	The value of teamwork asks the students to work in a group. The students take part as a member of the group to finish the task. The value of friendship/ being communicative is delivered when students need to do activities in the group. They have to discuss the task. This kind of activity requires the cooperation of each member of the group to finish this task.
51.A.U4.P67	<i>We will learn to tell locations of the public buildings. Then, in a group, we will play the roles of the speaker in the conversations.</i>				√	Teamwork Friendship /being communicative	Role play		√	The value of friendship or being communicative is delivered when the student is in pair practice the short conversation together. This activity can build the relation of the students
52.A.U4.P69	<i>We will tell the names of the public buildings and other facilities in our town or villages and their locations.</i>				√	Environmental care Curiosity	Project work			√ The learning instruction engages the students to do observation around the city. They have to identify public places. It means that they will have information related to their environment. They will have the awareness of public places in the city. It also can develop their curiosity about the public places in the city.

53.A.U4.P91		√				Love	Illustration		√	The illustration presents a boy is helping his father to pump the tire. It means that the son love and respect to his parents.
54.A.U4.P91		√				Religiosity	Illustration		√	The value of religiosity emerges in the visual display through illustration. The illustration shows there is a family who has breakfast. They lift up their hand which seems to pray before eating.
55.A.U4.P92		√				Friendship/ being communicative responsibility	Illustration		√	The value of friendship / being communicative is shown when two boys do homework together. It creates a strong relationship between them. They cooperate to finish the task and make the task easy. The value of responsibility is delivered when the picture shows boys who do their homework. It indicates that they have a responsibility as a student.
56.A.U4.P94	<i>We will tell about our dream of our future house. It is a group project.</i>				√	Teamwork Friendship/ being communicative	Project work		√	The value of teamwork is shown when the students accomplish the project together. It means it needs the cooperation of each member on the

						Creativity				group to finish the project. This activity can enhance the students' relationship and their friendship and increase communicative skills to their mates. This activity requires the creativity of students to design their future house.
57.A.U4.P96	 <p>Sumber: https://www.youtube.com/watch?v=A3yCcXghKrE</p>			√		<ul style="list-style-type: none"> - Environmental care - Friendship/ being communicative 	Song		√	<p>The values of environmental awareness are embedded in the lyric of this song. It shows the condition of the environment. The first two lines such as <i>I see trees of green, red rose too; I see them bloom, for me and you</i> mean that they have a good environment shown by the condition of the garden and keep them green.</p> <p>The values of friendship / being communicative are shown in the 13th line of the song. <i>I see friends shaking hands; Saying, "How do you do?"; They're really saying, "I love you"</i> means that there are values of friendship when friends shake their hands. Then, the sentence of <i>I love you</i> shows that they are the best friend and they are intimate and care for each other.</p>
58.A.U4.P97	<p><i>We will learn from the song some proofs that the world is wonderful.</i></p> <p><i>Here are what we will do. We will work in groups. First, we will study examples carefully. Second, we will find the other proofs that the world is wonderful from the</i></p>				√	<ul style="list-style-type: none"> - Teamwork - Friendship/ being communicative - Curiosity 	Group discussion		√	<p>The value of teamwork is shown when the students accomplish the task together. It means it needs the cooperation of each member on the group to finish the task.</p> <p>The group activity can enhance the students' relationship and their communication skills.</p>

	<i>song. Third, which one of us will write the work in our notebook. Then, we will present our findings to the class.</i>									The value of curiosity emerges when this project needs the students to be curious to find the proofs that the world is wonderful from the song.
59.A.U5.P99	We will learn to: Ask for and give information related to the qualities of people, animals, and things, in order to identify, to criticize or to praise them.		√			Love learning Social awareness Environmental awareness Democracy Appreciation	Direct expression		√	The students are asked to learn the new material about asking and giving information. The value of social awareness and environmental awareness is delivered when the learning objectives mention the material of asking and giving information in relation to people, animal, and things. It means the students will have interaction between people and care to the condition of their environment. The value of democracy and appreciation values are delivered in the learning objectives occurs when they have to criticize and praise others
60.A.U5.P100	<i>We will play the roles of the speakers in the conversation. ... Then, in groups, we will play the roles of the speakers in the conversation.</i>				√	Teamwork Friendship /being communicative	Role play		√	The value of teamwork asks the students to work in a group. The students take part in as a member of the group to do the role play in order to finish the task. The value of friendship or being communicative is delivered when the students are in pair practicing the short conversation together in groups. This activity can build the relation of the students

61.A.U5.P100		√		√	Environmental awareness Friendship Reading interest	Exchange Illustration		√	<p>The value of environmental awareness is shown in the exchange between the students. One of the students said that <i>There is garbage can, too. We can keep the park clean.</i> It indicates that he aware of their environmental condition.</p> <p>The values of reading interest and friendship are delivered when a group of students studies the park together. There are some students writing and reading books. It means they like to study together.</p>
62.A.U5.P101	<p>Siti: This park s shady and the flowers are colorful. I like this park.</p> <p>Lina: I do, too. This is a wonderful park</p> <p>Edo: Look! There are butterflies.</p> <p>Dayu: They're pretty.</p> <p>Beni: There are garbage cans too. We can keep this park clean.</p> <p>Udin: I like studying here. The weather is nice. The park is beautiful. And, it's a beautiful day!</p>			√	Environmental awareness	Exchange		√	<p>The value of environmental awareness is delivered in the conversation. There are six students who are studying in the park. One of the students says <i>we can keep clean this park clean.</i> It means the boy shows the attitudes to prevent damage to the park. Then, all students agree that the park is beautiful and they feel comfortable to study there. It means they are aware of their environmental condition.</p>
63.A.U5.P102	<p><i>We will work in groups. We will list the speakers' statements about... Second, we will discuss to find the speakers' statements about the park. Third, every one of us will handwrite the sentences on a piece of paper. Finally, in each group, we will read all the</i></p>			√	Teamwork Friendship/ being communicative	Group discussion		√	<p>The value of teamwork is delivered when the students need to do activities in the group. They are asked to list the speakers' statements about things. Then, present it in front of the classroom. This kind of activity requires the cooperation of each member of the group to finish this task. It can increase their friendship</p>

	<i>sentences to each other orally.</i>									as well as communication skill
64.A.U5.P104		√		√	<ul style="list-style-type: none">- Appreciation- Friendship / being communicative	Exchange Illustration		√		The value of appreciation emerges in text material. It tells a girl who praises to her friends' car that the car is nice. It can be seen from the expression of <i>Wow!</i> The illustration shows that there is a student who sees her friends' car and praises the car. It seems they a good friend.
65.A.U5.P104		√		√	<ul style="list-style-type: none">- Tolerance	Exchange Illustration		√		The reading text presents an action of behaving respectfully of his friends who feel disturbed by the music. Then, he turns the volume down. The illustration shows that there are two students who are studying. One of the students enjoy studying with music and the other is not. He cares and respects to his friend by turn down the music volume.
66.A.U5.P106	At school Edo: Siti, your house is far from your school, but you always come on time. Siti: I always go to school at 6 a.m. that's why I'm never late			√	<ul style="list-style-type: none">- Discipline- Appreciation	Exchange		√		The value of discipline is shown by Siti's action that she always goes to school in the early morning so that she never comes late.
67.A.U5.P107	Siti: sorry guys, the kitchen is small. It's not comfortable for all of us. Lisa: it's okay. I think it's very nice kitchen. Look at this purple dish rack. It's very cute. Edo: Yes. And everything is very well organized. It's a very			√	Environmental awareness	Exchange			√	The value of environmental awareness is delivered when the text discusses about the condition of the kitchen. It is clean, neat and well organized. It indicates that they aware of their environment.

										It can develop their friendship as well as communication skills.
71.A.U5.P120	Beni: Siti, your house is very clean and tidy. Siti: It's nice to have a clean and tidy house. It can also keep cockroaches and mice away. They don't like clean and tidy places, you know. Beni: you're right. I will keep my house clean and tidy, too. I don't want to have cockroaches and mice in my house.			√		Environmental awareness	Exchange		√	The text material is in the form of conversation in which the value of environmental awareness is delivered. The speakers care to the environment in their house. It can be seen when they do not want their house dirty and have cockroaches and mice.
72.A.U5.P122	Siti: I'm very angry. Dayu: What's wrong? Siti: Nita cheated during the test but she got a score better than I did. Dayu: That's too bad. But be patient being angry will not change anything.			√		Integrity Friendship / being communicative	Exchange		√	The text material tells about someone who disappointed with the test result since her friend who cheats during the test get a higher score. Yet, her friend tries to calm down her. She tells that cheating is not a good thing. It can be seen when she says <i>That's too bad</i> . She suggests to her to be patient. It means she cares to her friend.

73.A.U6.P128	<p>In an English class</p> <p>Miss Mutia : Good morning! Students : Good morning, Miss Mutia. Miss Mutia : Today we are going to learn about job and profession. Beni, what does your father do? Beni : My father is a farmer. He plants and grows rice. Miss Mutia : That's great! How about you, Dayu, what does your father do? Dayu : He is a teacher. He teaches mathematics in Junior high school. Miss Mutia : That is wonderful! Lisa, how about your mother? What does she do? Lisa : She's a housewife. She takes a good care of us and our house. Miss Mutia : That's excellent! What does your mother do, Udin? Udin : She's a surgeon. She performs operations on her patients. Miss Mutia : That is excellent! How about you, Edo? What do you do? Edo : I'm a student. Miss Mutia : That's good. Now, do you want to know what your other friends' parents do? Students : Yes, we do.</p>			√		Appreciation Responsibility	Exchange		√		<p>The value of appreciation is delivered when the teacher praises the students about their parents' profession.</p> <p>The responsibility value is explained when the speaker, Lisa tells about her mother. Her mother takes good care of her family. It means a mother is responsible for everything in her family.</p>
74.A.U6.P129	<p><i>We will work in groups. We will complete the table related to jobs and professions based on the conversation above.</i></p> <p><i>... Third, we will discuss the right information to complete the table. Then we will complete the table based on the result of our discussion.</i></p>				√	Teamwork Friendship /being communicative	Group discussion		√		<p>The value of teamwork asks the students to work in a group. The students take part as a member of the group to finish the task.</p> <p>The value of friendship/ being communicative is delivered when the students should do the activities in the group. They are asked to list and complete the table based on the discussion. The discussion activity requires the cooperation of each member of the group to finish this task.</p>
75.A.U6.P130	<p><i>We will work in groups. We will go around in the classroom and ask five of our friends about their father's and mother's profession and what they do in their job.</i></p> <p><i>... Then, every one of us will complete the table based on the</i></p>				√	Teamwork Friendship or being communicative Independence	Interview		√		<p>The value of teamwork asks the students to work in a group. The students take part as a member of the group to finish the task.</p> <p>The value of friendship/ being communicative is delivered when the students need to do activities in groups. The students are asked to do interview</p>

	information we get.									their partner related to their personal information. This activity can build a relation and intimacy of the students in the classroom. In the end, the students are asked to complete the table by themselves. They fulfill the table individually.
76.A.U6.P132	<p>We will work in groups. We are going to present the information we got from our friends related to their professions. We will present it without reading our note.</p> <p>...</p> <p>Then, every one of us will practice presenting the information in our group without reading our notes.</p>				√	Teamwork Friendship /being communicative Bravery	Presentation		√	<p>The value teamwork is delivered when need to do activities in the group. Then the students are asked to present the information to their friends. This kind of activity requires the cooperation of each member of the group to finish this task.</p> <p>The value of friendship is delivered when they develop their friendship during the teamwork. It can develop their relation as friends.</p> <p>Then the students are asked to present the information from the previous activity one by one in front of the group members. This kind of activity can develop students' self-confidence.</p>

77.A.U6.P134	<p>In the classroom</p> <p>Siti : Good morning, Beni. Beni : Good morning, Siti. How are you today? Siti : I'm doing very well. Beni : You arrive very early. Do you arrive early everyday? Siti : Yes, I do. I always come to school early. I always leave home at 6. I don't want to be late. Beni, why do you clean the classroom by yourself? Beni : Dayu is not here. She's late. Siti : Don't worry, I will help you clean the classroom. Beni : Thank you, Siti. You always help other people. Siti : You are welcome, Beni.</p>			√		<p>Friendship/ being communicative Discipline Environmental awareness Social awareness</p>	Exchange		√		<p>The friendship/ being communicative is presented in the conversation when the two friends are greeting each other and ask their condition. It means they build a friendship.</p> <p>The value of discipline emerges when Beni tells that Siti always comes to school early. It means Siti does not want to be late. She follows the school regulation.</p> <p>The value of environmental care is delivered when Beni cleans the classroom. It means that he is aware of the cleanness of his classroom.</p> <p>The value of social awareness is shown when Sititries to help Beni to clean the classroom. It means she cares to her friends and wants to help him.</p>
78.A.U6.P135	<p>At Dayu's home</p> <p>Dayu : Let's study together again tomorrow. Udin : Do you study everyday? Dayu : Yes, I do. I always study everyday. Udin : That's why you always get good grades. You always study everyday. Dayu : I do and I enjoy it.</p>			√		Hardworking	Exchange		√		<p>The conversation tells that Dayu is diligent. He always gets a good grade because he studies every day. It means Dayu shows the action of hardworking to achieve a good grade in the classroom.</p>
79.A.U6.P135	<p>At school</p> <p>Edo : Lisa, let's jog tomorrow morning. Lisa : What time? Edo : at 6 a.m. Lisa : Okay. Do you always jog every weekend? Edo : Not only on weekend. I usually jog 3 times a week. Lisa : That's why you always look very fit. Edo : Thank you. Okay, I'll be at your house at 6 a.m. tomorrow. See you. Lisa : See you, Edo.</p>			√		<p>Friendship/ being communicative hardworking</p>	Exchange		√		<p>The value of friendship is delivered when the speaker asks his friend to jog together. This kind of activity can build their relation.</p> <p>The value of hardworking can be seen from the jogging activity which can make their body fit. This kind of activity can be an effort to keep healthy.</p>

80.A.U6.P136	<p>In the classroom</p> <p>Siti : Guys, let's go to the park this weekend. Beni : That sounds a good idea. Lina : Yes, let's go there on Saturday. Dayu : I love the park. I always go there every afternoon. Udin : I'll go with you, guys. Edo, will you join us? Edo : Of course I will.</p>			√		Friendship/ being communicative	Exchange		√	The value of friendship is delivered when the speaker, Siti, asks her friends to go to the park together. This kind of activity can build their relationships and strengthen their friendship.
81.A.U6.P136	<p>In the classroom</p> <p>Edo : Beni, let's go to school early tomorrow, so we can study together before the English test. Beni : I'm sorry, I can't. I help my mom wash the dishes before I go to school. Edo : Do you always help your mother every morning? Beni : Yes, I do. I always help my mom whenever I can. Udin : That's great. Beni : Hey, let's study together this afternoon. We don't need to wait until tomorrow. Edo : Yes, sure. That's a good idea.</p>			√		Friendship / being communicative Social awareness Tolerance	Exchange		√	<p>The value of friendship is delivered when the speaker asks his friend to study together. This kind of activity can build their relation.</p> <p>The value of social awareness is presented when he has to help his mother to wash the dishes before goes to school. It means they care with his mother and want to help her.</p> <p>The value of tolerance is delivered when one of the speakers cannot join to study tomorrow. Then he changes the schedule this afternoon. It indicates that his friends tolerate their study times.</p>
82.A.U6.P146	<p>...</p> <p>Miss Mutia: Today we are going to go out and see the things, plants and animals around us. Students: Yeay. Miss Mutia: Let's go out now (they're outside) Miss Mutia: Look at the flowers in the school yard. Do you think they are beautiful? Dayu: yes they are. They are colorful and beautiful. Miss Mutia: they beautify our</p>			√		Environmental awareness.	Exchange		√	The conversation tells about the environment around the school. In the conversation, the students are asked to observe their environment. The teacher explains about the flower in the schoolyard, the sun, the trees, and the cat. It means the teacher wants her students to be aware and care to their environment

	school,									
83.A.U7.P149	We will learn to describe people, animals, and things, in order to make them stand out, to show my pride of them, to promote them and to criticize them.		√			Love learning Social awareness Environmental awareness Appreciation	Direct expression		√	The students are asked to learn the new material about asking and giving information. The value of social awareness and environmental awareness is delivered when the learning objectives mention the material of asking and giving information in relation to people, animal, and things. It means the students will have interaction between people and care to the condition of their environment. The value of appreciation delivered in the learning objectives occurs when they have to praise others
84.A.U7.P159	<i>We will put the right punctuation marks to the descriptions of Simon, Sofia and Mrs. Herlina to make the text meaningful. Here are what we will do. We will work in groups... Fourth, we will read the sentences in the text to each other to check if they are meaningful. Then, we will write the final form of the texts. Finally, we will read the whole text to the class.</i>				√	Teamwork Friendship/ being communicative Reading interest	Group discussion		√	The value of teamwork in this learning instruction is delivered when the students should work in a group to identify the sentences in the description. The value of friendship emerges when they develop their friendship during the teamwork. It can develop their relation as friends. The value of reading interest is presented when one member of the group should read the whole text to the class.
85.A.U7.P160	<i>We say good things about our objects because we are proud of them or love them. Here are what we will do. We will work in a group. First, we will</i>				√	Teamwork Friendship /being communicative appreciation	Role play		√	The value of teamwork is delivered when the student is in pair practice the short conversation together. This activity can build the relation of the students. It can develop their friendship.

	<i>carefully listen and repeat the description after the teacher, sentence by sentence. Second, in our group, we will play the roles of the speaker in the conversation.</i>									The value of appreciation occurs when the students are asked to praise others.
86.A.U7.P160	My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbors.			√		Love	Information text		√	The value of love is presented in the descriptive text which describes a father. He loves his family and he is friendly to neighbors. It shows that he loves and cares much to his family and others.
87.A.U7.P160	My father is friendly, too. He knows almost everybody in the neighborhood. He always goes to the neighborhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbors in the community center every Saturday			√		-Social awareness -Environmental awareness	Information text		√	The value is presented in the descriptive text which describes a father who is nice to his neighborhood and always join the community in the neighborhood. He is also aware of their environmental condition. It can be seen that they always come for Cleaning Day in his neighborhood.
88.A.U7.P161 She speaks English to us, and we speak English to her too. She often reads us a good story from different parts of Indonesia. She knows many stories from other countries too.			√		Reading interest	Information text		√	The value is presented in the descriptive text which a teacher who like to read the students a story. This activity can trigger the students to have an interest in reading. Reading different stories are useful to get different idea or views about students' life.
89.A.U7.P162	<i>We will list the states and activities of a person/thing stated by each speaker to make a good description of him/her/it. Here are what we will do. We will work in groups. First, we will</i>				√	Teamwork Friendship/ being communicative Reading interest	Group discussion		√	The value of teamwork in this learning instruction is delivered when the students should work in a group to list the states and activities of a person or thing. After that, one member of the group should read the whole text to the class. It can

	<i>study the example carefully. We will copy and handwrite it in our notebooks. Second, we will discuss to list the states and activities of a person/thing stated by each speaker to make a good description of him/her/it. We will do the task in our notebooks. Finally, we will read our work to the class.</i>									build their relation and intimacy. The value of reading interest is explained at the end of the task. They will read the results of their discussion before the classroom.
90.A.U7.P163	<i>We will learn to read to each other the description of a person/thing stated by each speaker.</i>			√	Reading interest	Information text		√		The learning instruction asks the students to read the descriptions. It means this activity can engage students to have a reading interest.
91.A.U7.P163	I am proud of my school. Our teacher is smart. We have many good books and magazines in our school library. The classrooms are not big, and they are clean and tidy. But the schoolyard is very small. There are not many plants, so it is very hot in the afternoon. ...			√	Reading interest Environmental awareness	Information text		√		The value of reading interest is presented when the speaker introduces the library in his school. The school has various good books which can be read by the students. The value of environmental awareness is delivered when the text describes the condition of the classroom and school yard. The classroom is clean and tidy but the yard is small and not many plants.
92.A.U7.P163	I like my classmates. We are close to each other. We tease each other, but we do not angry easily. We play together. We study together. But I don't like a number of things about them. Some are not discipline. They do not do their work seriously. They litter. So, our classroom is often messy			√	Democracy Friend-ship/ being communicative Discipline Environmental awareness Tolerance	Information text		√		The value of democracy is presented when the students are given opportunities to give their opinion about people or things around them. Every student has their right to share his/ her opinion or idea. The value of friendship/being communicative is delivered through the topic of the text, that is classmates. It

	and dirty. They also write bad words on the desk during the class, they move around and they make a lot of noise									describes the classmates that are close to each other. The value of discipline is delivered through the negative action of the students. some students are not discipline. They do not do the assignment. The students also throw litter in the classroom which makes the classroom condition is messy and dirty. They are not tolerant of each other because sometimes, they move around and make the classroom is not effective to learn.
93.A.U7.P163	Pak Bacu is a janitor in our school. He is a hard worker. He sweeps the yard every morning and afternoon. He cleans the toilets. I like him because he is friendly...			√		Hard working	Information text		√	The value of hard working is delivered when the text material describes Pak Bacu. He is a hard worker. He works properly based on his responsibility to keep the school clean.
94.A.U7.P164	My brother is very smart ... Sometimes, he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink. He does not like fresh water. I'm often worried about his health.			√		Love	Information text		√	The value of love is delivered through descriptive text. the descriptive text describes a brother who cannot keep his room clean and his body but he is smart and intelligent. It indicates that I (the writer) care and love his brother.
95.A.U7.P164	I like my hometown. It is cool and green. There are many new buildings. The streets and the markets are clean. There are many plants on the sides of the roads. But I don't like some things about my town. The traffic is rather dangerous. Some people drive too			√		Environmental awareness	Information text		√	The value of the environmental text is delivered through descriptive text. the descriptive text describes a city which is arranged the traffic well. It is a bad example for students and cannot be a habit for them.



	fast. Many young people ride carelessly. They stop in the wrong places and often block the ways. You have to be careful when you cross the road.									
96.A.U7.P164	There is a lake near my hometown. It's very large and panoramic. The forest around the lake is very green and cool. But, I want to say some sad things about it. It is very dirty and the foods and drinks are very expensive. People litter everywhere because there are not many garbage bins there. The vendors leave their waste everywhere. Some wooden benches are broken, so we cannot sit on them.			√	Environmental awareness	Information text		√		The value of environmental awareness is delivered in the descriptive text. It tells to keep the environment clean. It is not a good habit and cannot be an example for students
97.A.U7.P167	<i>We will identify what the speakers say about (1) the location, (2) the size, (3) the archipelago, (4) the population, (5) the islands, (6) the waters, (7) the mountains and volcanoes, and (8) the climate. We will use a table to do it. Here are what we will do. We will work in groups ... every one of us will handwrite the work in the notebook. Finally, we will read our work to the class.</i>			√	- Teamwork - Friend-ship / being communicative - Independence - Reading interest	Group discussion		√		The value of teamwork in this learning instruction is delivered when the students should work in a group to list the states and activities of a person or thing. This activity can increase the relation of the students. The value of independence occurs when all students are asked to write the result on their own notebooks individually. Then, they have to read the whole text to the class.
98.A.U7.P168	We are all proud of Indonesia, aren't we? Let's describe it together. Indonesia is a big country...			√	Patriotism	Information text		√		The value of patriotism is delivered when the text describes Indonesia. It means the text material will promote someone to love his/ her country.

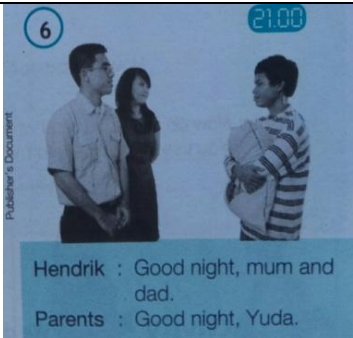
	There are many seas in Indonesia... We have a lot of islands... Indonesia also has many mountains... Indonesia is on the equator... The land is very fertile...									
99.A.U7.P170	<i>We will learn to read each other more descriptions about Indonesia stated by each speaker. Here are what we will do. First, we will carefully listen to and repeat each description after the teacher, sentence by sentence. Second, in our groups, we will learn to read the description meaningfully to each other.</i>				√	Reading interest Friendship/ being communicative	Direct expression		√	The value of reading interest is presented directly in the learning instruction. It asks the students to read repeatedly the text in order to understand the meaning of the text. The value of friendship is delivered when they should read the description in the group. They have to learn a description of Indonesia. It indicates that they are eager to learn about the description of Indonesia.
100.A.U7.P171	<i>We will copy each description to complete each task and handwrite it in our notebooks. Here are what we will do. First, we will carefully study the example and copy it in our notebooks. Then, every one of us will complete the task in the notebook, like the example</i>				√	Independence	Direct expression			√ The value of independence is delivered when the students do the exercise individually. It can engage the students to become more independent.
101.A.U7.P171	1. Udin shows his pride of Indonesia's land... 2. Lina is very proud of Indonesia local fruits... 3. Dayu talks about Indonesia's				√	Patriotism	Completion		√	The value of patriotism is presented when the completion activities related to Indonesia. It means text will promote someone to love his/ her country.

	spices... 4. Siti is proud of Indonesia's sea animal... 5. Edo talks about Indonesia's farm animals...									
102.A.U7.P172	<i>We will publish the long text entitled "I'm proud of Indonesia," which puts together all the descriptions about Indonesia, on the classroom wall.</i>				√	Teamwork Friendship/ being communicative Patriotism Creativity	Project work		√	The value of friendship/ being communicative is delivered when the learning instruction engages the students to do the project work together. It can develop intimacy among the students The value of patriotism is delivered when the students are asked to write a description of Indonesia. It means they will describe the good things of Indonesia. The value of creativity is delivered when the students have to decorate the text on a good piece of paper attractively. It can improve the creativity of the students
103.A.U7.P174	<i>We will work on a class project to write about our school to show pride, to promote it, and to criticize it, too. The title is "This is our Lovely School". Each group will contribute at least five sentences. ... First, all groups will go around and observe our school and collect useful information about it ... Fourth, one member of each group will read out their sentences to the class. We will then discuss to put the ideas from all the groups together in good</i>				√	Teamwork Friendship/ being communicative Democracy Reading interest Creativity Curiosity	Project work		√	The teamwork is delivered when the learning instruction engages the students to do the project work in a group. It can develop intimacy among the students. The value of democracy is presented when the students are given opportunities to give their opinion about people or things around them. Every student has their right to share his/ her opinion or idea. The value of curiosity is presented when the students have to gather the information about their school. It can be done by observation or interviewing some people in the school.

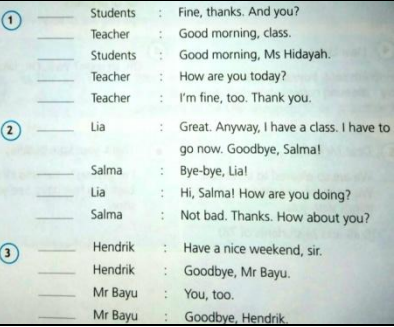
	<i>order. Fifth, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right corner. Then, we will put it on the classroom wall. Finally, we will take a turn reading out the text to the class.</i>										The value of reading interest is shown when one member of the group has to read the result of their observation in front of the classroom. The value of creativity is delivered when the students have to decorate the text on a good piece of paper interestingly. It can improve the creativity of the students
104.A.U8.P177	Here, we will learn to get the message of a song.		√			Love for learning Curiosity	Direct expression			√	The value of love for learning is delivered when the students are asked to learn new material about the message of a song. The value of curiosity is delivered in the learning objective through direct expression. The learning objectives aim to find further information or message of a song.
105.A.U8.P180	Count On Me By: Bruno Mars Oh uh-huh If you ever find yourself stuck in the middle of the sea I'll sail the world to find you If you ever find yourself lost in the dark and you can't see I'll be the light to guide you ...			√		- Friendship/ being communicative Social awareness	Song			√	The value of friendship is delivered in the song which tells about helping friends in need it can be seen from the first line. If you ever find yourself stuck in the middle of the sea. I'll sail the world. all the parts of the lyric tell the same that best friends should be there to help their friends.
106.A.U8.P181	<i>We will read the lyrics very carefully to understand the message. We will use some sentences that will guide us to do it. Here are what we will do. We will</i>				√	- Reading interest - Friendship/ being communicative - Curiosity - Independence	Direct expression			√	The value of reading interest is shown in the learning instruction which asks the students to read the song. It means the activity engages the students to read various text types. The value of friendship is delivered

	<i>work in groups. First, we will read the guiding sentences carefully. Second, we will discuss to find the parts of the lyric that contain the given messages. Then, every one of us will handwrite the messages and the sentences in our notebooks...</i>									when the students are asked to do the exercise in a group. It needs cooperation to finish the task. The value of curiosity is presented when the learning instruction asks the students to find parts of the lyrics that contain given messages. The value of independent is delivered when the students have to write the given message and answer in their own notebooks individually.
107.A.U8.P183	<i>In our journal, every one of us will hand write our reflection on our learning process. We will use English.</i>				√	Independence	Direct expression		√	the value of independence is delivered in the learning instruction directly when the students are asked to do self-reflection. It means the students have to write a summary of their learning process individually.
108.B.U1. P1	In this unit, we will learn to: - Identify expressions to greet someone - Identify expressions to respond to greetings - Identify the expression to take leave of someone - Express greeting and leave-taking - Do a role play on greeting and leave-taking		√			Love for learning Social awareness Friendship/ being communicative	Direct expression			√ The value of love for learning is delivered when the learning objectives ask the students to learn new material about greetings. The value of social awareness is written directly which is about greeting, taking leave, saying thank you, and saying sorry. Those topics refer to manners toward other people the value which is offered in the learning objectives is related to the social relation. It explains how to greet people, say goodbye, say thanks, say sorry to others. These topics can build communicative skills as well as building relationships and make friends.

109.B.U1.P2	 <p>Lia : Good morning, sir. Mr Widi : Good morning, Lia.</p>	√	√	Social awareness	Exchange	√	The value of social awareness is delivered through the content of a short conversation. The text material is about greeting in the morning between a student and Her teacher. It indicates that there is feeling care for the teacher to the student. There is also the word of <i>Sir</i> . that indicates respect to the teacher. The value of social awareness is presented in the illustration between the teacher and the student. It can be seen when they shake their hands and the student bows her head. It indicates the students shows respect and care to the teacher.
110.B.U1. P3	 <p>Firman : Good afternoon, Lia. Lia : Good afternoon, Firman.</p>	√	√	Friendship / being communicative	Exchange	√	The value covered in this text material is friendship or being communicative since the text material provided the topic of greeting. It indicates the text contains the material to respect and care to their friend. The value of friendship/ communicative is delivered in the illustration when a student's waves her hand to their friends. It means that they greet each other. It shows that they are good friends and can increase their relation


111.B.U1. P3		√		√		Love	Exchange		√		<p>The values of love are delivered when he says goodnight to his parents before going to bed. Then, the parents respond and say the same thing. The words <i>Mum</i> dan <i>dad</i> indicates that the boy respect and care to his parents.</p> <p>The visual display is in the form of illustration which presents the illustration of a son and his parents. The parent enters say good night to their son. It indicates that they love his son by saying good night before going to sleep and the son loves his father as well.</p>
112.B.U1. P5	<p>... <i>Work in pairs. Fill in the bubbles with the sentences from the box. Listen to the recording to check your answer.</i></p>				√	Teamwork Friendship / being communicative	Direct expression		√		<p>The learning instruction engages the students to do the proper greetings and responds in pairs. It means it must be done by a group of two students. the students should do the exercise with their partner. This kind of activity can build a relation between them.</p>

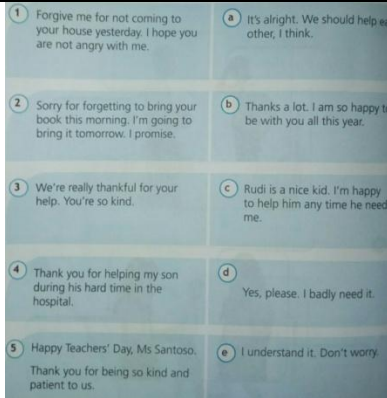
113.B.U1. P5		√			√	Social awareness	Completion		√	<p>The text material is in the form of a short conversation. The value of social awareness is delivered through the content of the exercise. The text material is about greeting and asking condition between a student and his teacher. It indicates that there is feeling care for the students to the teacher. The word of <i>Ms.</i> indicates the student feels respect to the teacher.</p> <p>The illustration shows a boy who greets his teacher. he shows respect to the teacher by shake his hand and bows his body. While the teacher shows care by her expression to the students</p>
114.B.U1. P6	<i>Listen to the recording and complete the following conversations. Then practice the conversation in pair.</i>				√	Teamwork Friendship / being communicative	Role play		√	<p>The learning instruction engages the students to do the proper greetings and responds in pairs. It means it must be done by a group of two students. the students should do the exercise with their partner. This kind of activity can build a relation between them.</p>
115.B.U1. P6				√		Friendship/ being communicative	Information text		√	<p>The text material is in the form of a short message between a girl and a boy. The girl, Intan, would like to inform him that she is going to Madura. Then the boy responds to the message of caring and is friendly.</p>
116.B.U1. P7	<i>Activity 9 Find the meaning of the words or</i>				√	Patriotism	Direct expression		√	<p>The learning instruction consists of the value of patriotism. It occurs when the</p>


	<i>phrases below in Bahasa Indonesia</i>								students are asked to translate some words in Bahasa Indonesia to finish the task. It often occurs for beginners.
117.B.U1. P7					√	Social awareness Friendship/ being communicative	Arrangement	√	<p>The value of social awareness is presented when the exercises talk about greeting and asking condition between the students and teacher. It shows that they care about each other.</p> <p>The value of friendship is delivered when discussing greeting and asking condition between the students and friends. it can build their intimacy.</p>
118.B.U1. P9	<i>Activity 12</i> <i>Work in pairs. Complete the following Short dialogue. Then practice it.</i>				√	Teamwork Friendship / being communicative	Group discussion	√	The learning instruction engages the students to complete the greetings and responds in pairs. It means it must be done by a group of two students. the students should do the exercise with their partner. This kind of activity can build a relation between them.
119.B.U1. P9	<i>Activity 14</i> <i>Work in pairs. Make a Short dialogue that involves greeting and leave-taking. One of you pretends to be a teacher. Then, practice it</i>				√	Teamwork Friend-ship / being communicative Creativity	Group discussion	√	<p>The learning instruction engages the students to make a Short dialogue in pairs. It means it must be done by a group of two students. the students should do the exercise with their partner. This kind of activity can build a relation between them.</p> <p>The value of creativity is delivered when the students are asked to make a Short dialogue. It requires the creativity of the students to choose a suitable expression.</p>
120.B.U1.P10	<i>Reflection.</i> <i>Put ticks in the table to reflect</i>				√	Independence	Direct expression	√	the value of independence is delivered in the learning instruction directly when the

	<i>about yourself.</i>									students are asked to do self-reflection. It means the students have to summarize their learning process individually.
121.B.U2. P11	<i>In this unit, we will learn to:</i> <ul style="list-style-type: none"> - Identify expressions of thanks and how to respond to them - Identify expressions of apology and how to respond to them - Express thanks and apology correctly - Do a role-play on thanking and apologizing - Write messages to thank somebody - Write messages to apologize to somebody 		√			Love for learning Social awareness Friendship / being communicative	Direct expression		√	<p>The learning objectives ask the students to learn new material about expressions of thanking and saying sorry.</p> <p>The value of social awareness is written directly which is about saying thanks and sorry. Those topics refer to manners toward friends, parents, teachers, and others. The value which is offered in the learning objectives is related to the social relation. It explains how to greet people, say good bye, say thanks, say sorry to others.</p> <p>The value of friendship/ being communicative is presented when the learning objectives relate to the communicative function. Thanking and apologizing is the common expression which is used by students.</p>
122.B.U2. P12	Hendrik: Salma, may I borrow your pen? Salma: Sure, you can Hendrik: Thank you very much Salma: Anytime.			√		Friendship / being communicative Kindness	Exchange		√	The short dialogue presents the value of friendship/ being communicative. It occurs when Hendrik asks for Salma to lend her pen. Then, Salma agrees for that. It means they have a relation as a friend. However, Salma cares to Hendrik who needs help to borrow her pen.
123.B.U2. P12	Lia: are you free this afternoon? Firman: yes, why? Lia: can you help me with the math homework. Firman: of course Lia: thank a lot.			√		Friendship / being communicative Kindness	Exchange		√	The short dialogue presents the value of friendship/ being communicative. It occurs when Lia asks Firman for help to finish the math homework. As a friend, Hendrik will help her.


124.B.U2. P12	Salma: thanks for helping me fix my bicycle. Fiman: It's nothing Salma: because you help me a lot. I'll buy you a glass of orange juice Firman: You come at the right time. I am thirsty. Thanks so much			√		Friendship / being communicative Kindness	Exchange			√	The dialogue presents the value of friendship/ being communicative. It occurs when Salma needs Firman help to fix her bicycle. It means they are a good friend who is willing to help their friends.
125.B.U2. P12	Teacher: Rendra doesn't disturb your friend. Have you finished your work? Rendra: of course, Ms. Hidayah. Teacher: Good job. Now help me to clean the board Rendra: Yes. Ms. Hidayah			√		Social awareness	Exchange			√	The value of social awareness is delivered when the teacher asks Rendra to clean the board. Then, Rendra agrees to do that. It indicates that Rendra cares and respects to the teacher.
126.B.U2. P12	... Leoni: That's right. open the window, please? Steve: Certainly. Leoni: Thank you. It's better now. Steve: what about using a fan. Leoni: That's a good idea. Would you switch it on, please?			√		Friendship / being communicative	Exchange			√	The dialogue presents the value of friendship/ being communicative. It occurs when Leoni feels hot and ask Steve to open the window and switch on the fan. It indicates that Steve cares to Leoni because they are a friend.
127.B.U2. P13	... Rehan: I know. That's my fault. Will you forgive me? Ivan: OK. I forgive you but don't do it again.			√		Forgiveness Friendship / being communicative	Exchange			√	The dialogue presents the value of forgiveness and friendship/ being communicative. It occurs when Rehan says sorry to Ivan because he broke his toy. Ivan is a good friend. Forgiving others fault can avoid hostility but strengthen the friendship between them.

128.B.U2. P14	Activity 5 Discuss the following question in a group of four.			√	Friendship /being communicative	Group discussion		√		The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in the group. The students are asked to discuss the answer to the following questions. The discussion activity requires the cooperation of each member of the group to finish this task.
129.B.U2. P15		√			Kindness	Illustration			√	The illustration presents the value of kindness. It occurs in the illustration that two men work together to move the boxes. It seems like the man on the left tries to help his friend to carry on with the boxes.
130.B.U2. P16	Salma: Some pages are dirty. I am really sorry. Hendrik: How come? Salma: I don't know, I guess my little sister made them dirty. Hendrik: Oh, too bad. This is my favorite Salma: My bad. I'll buy you a new one. Hendrik: No. That's alright.			√	Integrity Responsibility Forgiveness Friendship	Exchange			√	The value of integrity is delivered when Salma tells Hendrik honestly about his book condition. Then, the value of responsibility is presented when she tries to be responsible for her fault. She wants to buy the new book for him. It indicates Salma is a good person who reveals the truth and is responsible for that. As a result, Hendrik forgives her by saying <i>That's alright</i> . Forgiving their friend's fault can build a feeling of peace and strengthen the friendship between them. It can build their intimacy after the problems arrived.

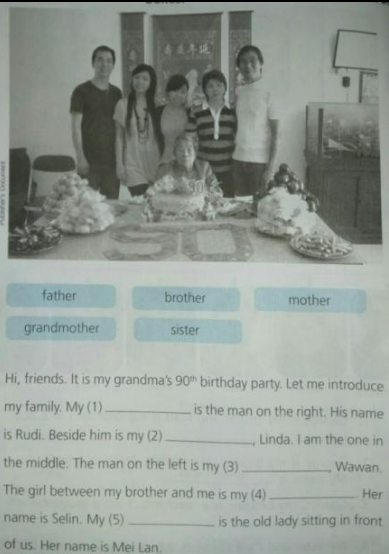
131.B.U2. P18	2. <i>Someone has returned your lost wallet</i>			√		Integrity	Information text			√	The value of integrity is presented when someone gives the lost wallet back to the owner. It indicates that he is an honest person who does a good deed.
132.B.U2. P18	3. <i>someone has helped you carry your grocery bags</i>			√		Social awareness Kindness	Information text			√	The value of kindness is delivered when someone helps you carry your things. It means that he/she cares to you. She/he wants to help you without you ask for help. It shows care toward others who in need
133.B.U2. P22					√	Forgiveness Social awareness	Matching			√	The value of forgiveness is delivered when the speakers say sorry that he cannot visit his friend's house. Then his friends tolerate by saying <i>Don't worry</i> . This kind of response indicates that his friends can understand the reason. The value of social awareness is delivered when the speakers help Rudy suffers in the hospital. It can be seen by the expression of <i>I'm happy to help him anytime he needs</i> . it means the speakers are willing to help Rudy
134.B.U2. P23	Activity 13 <i>Work in pairs. Practice expressing gratitude and apology, and responding. Use the following situations.</i>				√	Friendship / being communicative	Direct expression			√	The learning instruction engages the students to complete the greetings and responds in pairs. It means it must be done by a group of two students. the students should do the exercise with their partner. This kind of activity can build a relation between them.
135.B.U2. P23	4. The headteacher has given you a reward for your achievement			√		Appreciation	Information text			√	The text materials provide a statement to compliment other's achievement. A reward is one attempt to appreciate others.

137.B.U3. P25	In this unit, we will learn to: - Introduce ourselves to others - Introduce others - Respond to an introduction - Fill in a personal identity form - Use simple present tense - Use “to be”		√			Love learning Social awareness	for	Direct expression			√	The value of love learning occurs when the students are asked to learn new material about the introduction. It leads them to have an interest during the lesson. The value of social awareness embeds in the learning objectives since the students need to share information about their identity, hobbies, and interest. It means that there is an interaction between the students and other people so that there is social interaction between them.
138.B.U3. P28	<i>Activity 3</i> <i>Listen to the recording and act out the Short dialogue in pairs</i>				√	Friendship being communicative	/	Direct expression			√	The learning instruction engages the students to complete the greetings and responds in pairs. It means it must be done by a group of two students. the students should do the activity with their partner. This kind of activity can build a relation between them.
139.B.U3. P29		√				Patriotism		Illustration			√	There is a picture of Tari Saman which is a traditional dance from Aceh. It means the patriotism value is delivered when a picture represents one of Indonesian culture.
140.B.U3. P31	1. I (am) Indonesian 10. the river (is) clean				√	Patriotism Environmental awareness		Completion			√	The value of patriotism appears in the first number of completion activity. The activities try to relate the sentences and patriotism value. It can be seen in the

											<p>sentence <i>I am Indonesian</i>. This sentence means proud to be an Indonesian.</p> <p>The value of environmental awareness delivered in the last number of completion activity. The activity tries to relate the sentences and environmental awareness value. The sentence tries to promote everyone to keep clean the river. It can be done by not littering with plastics or trashes.</p>
141.B.U3. P33	<p>...</p> <p>My hometown (is) Semarang. It (is) a nice city. There (are) many malls here. However, the rivers (are) dirty.</p> <p>...</p>				√	- Environmental awareness	Completion			√	<p>The value of environmental awareness is delivered when the text asks everyone to keep clean the river. It can be done by not littering with plastics or trash.</p>
142.B.U3. P36	<p>Firman: Hi! I've never seen you before. What's your name?</p> <p>Helena: I'm Helena. Nice to meet you.</p> <p>Firman: I'm Firman. And she is Lia. Nice to meet you too.</p> <p>Lia: Hi! you're the new students, aren't you?</p> <p>Helena: Yes, I'am.</p> <p>Lia: Look! We have a nice classroom. Let's go.</p>			√		- Friendship/ being communicative	Completion		√		<p>The learning activities ask the student to complete the short dialogue. It involves friendship/being communicative. It can be seen when Firman asks his friend's name. He greets his new friend and introduces Lia to Helena. This kind of activity can build the relationship between them.</p>
143.B.U3. P37	<p><i>Activity 13</i></p> <p><i>Work in pairs. Act as Bayu and a school member staff. Use the following personal information form to ask for and give information</i></p>				√	Teamwork Friendship / being communicative	Role play		√		<p>The learning instruction engages the students to do a role play as a student and school member staff. It means it must be done by a group of two students. the students should do the activity with their partner. This kind of activity can build a relation between them.</p>

144.B.U3. P39	Activity 15 <i>Introduce yourself to your friend next to you.</i>				√	Bravery Independence	Direct expression		√		The value of bravery is delivered when the students are asked to introduce themselves to their friends. It needs the confidence of the students to do the activities. Doing activity by themselves can enhance their independence.
145.B.U3. P39	Activity 15 <i>Work in pairs. Introduce yourself in two different situations: formal and informal.</i>				√	Teamwork Friendship/being communicative Bravery	Role play		√		The learning instruction engages the students to do a role play as a student and school member staff. It means it must be done by a group of two students. the students should do the activity with their partner. This kind of activity can build a relation between them. It also can increase their self-confidence to face others in real life situation.
146.B.U4. P53					√	Independence Responsibility	Informative text Illustration			√	This text is about a student's routines. The independence value is presented when telling their activities done by themselves. Then, they do their responsibility as students who do homework at home, a good child who makes the bed The illustration shows the values of independence. Those activities are done by themselves without other's help. It indicates that they are independent. It also shows the illustration of student and child who do their responsibility.

147.B.U4. P57	Activity 21 <i>Make a group of four. Choose any day of the week. Tell the members of your group about your daily activities on that day. You may use pictures to help you explain your activity.</i>			√	- Teamwork Friend-ship / being communicative - Independence	Group discussion		√		The value of teamwork in the learning instruction is delivered when the students should work in a group to presents their routines one by one. After that, each member of the group should read the whole text to the class.
148.B.U4. P57	Activity 22 <i>Ask your classmates about their birthday. Then make a record of their birthdays.</i>			√	Friendship/ being communicative	Interview		√		The Friendship value is delivered when the student asks about his friend's birthday. It shows that the students want to know about his friend's personal matter, especially his birthday. It can build communication between them.
149.B.U4. P57	1. National Education Day 2. Earth Day 3. National Children's Day 4. Indonesian Independence Day 5. Teachers' Day			√	Nationalism	Information text			√	The value of nationalism is presented through a list of the days which mentions Indonesian National Days. It indicates that the students have to find the dates of the national day. This kind of activity can develop students citizenship.
150.B.U5. P59	In this unit, we will learn to: - Identify kinship terms - Describe our family - Tell about occupations - Use the simple present tense - Use singular and plural forms of countable nouns.		√		Love for learning Social awareness	Direct expression			√	The value of love for learning embeds in the learning objectives since it gives the students the opportunity to learn new material about family. They need to share information about the family. It means that describing family members around us shows the feeling if caring towards the people around us.

151.B.U5. P62	 <p>father brother mother grandmother sister</p> <p>Hi, friends. It is my grandma's 90th birthday party. Let me introduce my family. My (1) _____ is the man on the right. His name is Rudi. Beside him is my (2) _____, Linda. I am the one in the middle. The man on the left is my (3) _____, Wawan. The girl between my brother and me is my (4) _____. Her name is Selin. My (5) _____ is the old lady sitting in front of us. Her name is Mei Lan.</p>	√		√	Love	Completion		√	<p>The value of love embeds in the text. in which the students have to complete the text. It tells about the students' family members. He introduces each family member in his home. It indicates that he loves and care to his family</p> <p>The illustration shows a family portrait. It seems clear that they are a happy family and they love each other. It can be seen by their facial expression that they are all smile.</p>
152.B.U5. P65	<p><i>Activity 9</i> Look at the following cards. Discuss the following question in pairs.</p>			√	Friendship / being communicative	Group discussion		√	<p>The value of friendship / being communicative in this learning instruction is delivered when the students should work in a group to presents their routines one by one. After that, each member of the group should read the whole text to the class.</p>
153.B.U5. P66	<p><i>Activity 10</i> Find the meaning of the following words in Bahasa Indonesia. consult your dictionary.</p>			√	Patriotism	Direct expression		√	<p>The learning instruction consists of the value of patriotism. It occurs when the students are asked to translate some words in Bahasa Indonesia to finish the task. It often occurs for beginners.</p>
154.B.U5. P68	<p><i>Activity 13</i> Write a short description of yourself.</p>			√	Independence	Direct expression		√√	<p>The learning instruction asks the students to describe themselves. It means the value of independence is occupied. It happens when they have to do the</p>

										activity about and by themselves.
155.B.U5. P69	Activity 15 Walk around the classroom and ask two classmates the following question				√	Curiosity	Interview		√	The value of friendship/ being communicative is delivered in the learning instruction that the students need to do an interview. The students are asked to do interview their partner about a family member. This activity can increase their curiosity.
156.B.U5. P70	Activity 15 Interview your neighbor. Record your interview.				√	Independence Social awareness Curiosity	Interview		√	The value of friendship/ being communicative and curiosity are delivered in the learning instruction that the students need to do an interview by themselves. The students are asked to gather the information by interviewing their neighbor. This activity can increase their independence, curiosity and social intelligence
157.B.U6. P77	Activity 4 Listen to the Short dialogue and then act it out in pairs.				√	Teamwork Friendship / being communicative	Role play		√	The learning instruction engages the students to do a role play based on dialogue in the textbooks in pairs. It means that this activity must be done by a group of two students. The students should do the activity with their partner. This kind of activity can build a relation between them.
158.B.U6. P77	Salma: can I borrow your ruler, please? Firman: which one do you want, the long one or the short one? Salma: the long one, please. Firman: here you are. Is there anything else?			√		- Kindness - Friendship/ being communicative	Exchange		√	The value of kindness is delivered when Firman lends his ruler, paper, and ink to Salma. It indicates he feels care to Salma who needs his help. This kind of activity can increase their friendship as well.

	Salma: do you have some paper? Firman: yes, I do. How many pieces of paper do you need?									
159.B.U6. P88	<i>Activity 17</i> <i>Practice asking for and giving information about the location of things in pairs. Use objects around you to help.</i>				√	Teamwork Friendship / being communicative	Role play		√	The learning instruction engages the students to do a role play to ask the location of the things. It must be done by a group of two. The students should do the activity with their partner. This kind of activity can build a relation between them.
160.B.U6. P90	Guess where I am 1. A lot of students are reading in this room. you cannot make noise here. There are a lot of books you can choose from. (_____)				√	Reading interest	Game		√	The value of reading interest is delivered in the learning activities when the students to guess the place. The first number refers to the library which is usually used by students to read. It means in this number the students are familiarized to read in the library
161.B.U6. P90	<i>Activity 22</i> <i>Work in a group of four. Write about what you want to be available in your classroom. Use there is and there are.</i>				√	Teamwork Friendship/ being communicative Curiosity	Direct expression		√	The value of friendship/ being communicative is delivered in the learning instruction when the students should work in a group. It means there will be cooperation between them to finish this task. The value of curiosity emerges when the students are asked to find other things that should be available in their classroom

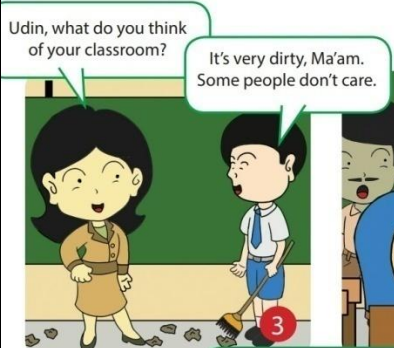
162.B.U7. P101	4. I read an (interesting) book. the title is <i>Chicken Soup</i> . 9. I love school because I have (friendly) classmates 15. we got lost two days ago. Luckily, a (young) man help us			√	Reading interest Friendship/ being communicative Social awareness	Completion		√	The value of reading interest is delivered in the learning activity that the students have to complete the sentences. In that sentence, the reading an interesting book is a kind of activity that can build reading interest The value of friendship/ being interest is shown in the learning activity that the students have to complete the sentences. In that sentence, it is written having friendly classmates which mean friendliness can build friendship among the member of the class. The value of social awareness is delivered when a young man helps a group of people who get lost. It indicates that the young man cares which is shown by his action to help others.
163.B.U7. P104	Margarita lives in Baliem valley in Papua. Look at her house!. It is called a Honai. The wall is made of wood and the roof is made of salt, a kind of grass. Margarita's skirt is also made of Sali. There are two floors inside the honey. ...		√		- Patriotism	Information text		√	the value of patriotism is delivered in the text material when the text is discussing one of the traditional houses in Indonesia. this kind of text can enhance the students' understanding of Indonesian cultures.
164.B.U7. P105	<i>Activity 25</i> <i>Work in groups. Discuss the following topic.</i>		√		- Teamwork - Friendship /being communicative	Group discussion		√	The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in the group. The students are asked to discuss the answer to the following questions. The discussion activity requires the cooperation of each member of the group to finish this task.

165.B.U7. P106	<i>Activity 24</i> <i>Share the result of your discussion in front of the class. Complete your presentation with pictures or slide.</i>			√	- Creativity	Presentation		√		The value of creativity is delivered when the students are asked to presents the discussion result which is supported by picture or slide.
166.B.U8. P111	<i>Activity 4</i> <i>Read the sentence. Circle the correct answer</i>			√	Reading interest	Direct expression		√		The value of reading interest is delivered when the learning instruction asks the students to read the sentence. It means the learning instruction can build the students' reading habit.
167.B.U9. P128	<i>Describe your favorite animal. The following questions may help you.</i>			√	- Independence	Direct expression		√		The value of independence is delivered in the learning instruction when the students are asked to answer the questions related to the pets that they have. They have to do the task by themselves. It can enhance their independence.
168.B.U10. P139	<i>Activity 13</i> <i>Practice in a group of four. Collect your books and stationery on a table. Pick one or two things and prepare/ form questions related to who owns them. Ask and answer in turn.</i>			√	Teamwork Friendship / being communicative	Role play		√		The learning instruction engages the students to do a role play to ask a question related to the books and stationery. It means it must be done by a group of two students. the students should do the activity with their partner. This kind of activity can build a relation between them.
169.B.U10. P139	<i>Activity 14</i> <i>The point at things around you. Ask your friends what they are made of.</i>			√	Friendship/ being communicative	Direct expression		√		The learning instruction engages the students to ask their friends to answer the question related to the things around. It must be done by groups. the students should ask and answer the question. This kind of activity can build a relation between them.


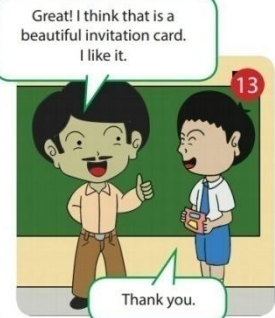
170.B.U10. P142	Activity 19 <i>Do a 'Show and Tell' presentation. Bring your favorite thing in your classroom. Your friends about it.</i>			√	Bravery Independence	Presentation		√		The value of independence is delivered when the students are asked to bring a thing and describe it to their friends. this kind of activity can help the students to be independent learners.
171.B.U11. P150	Activity 6 <i>Make a mind map about your personality. Write down at least five characteristics. See the following example.</i>			√	- Independence - Integrity	Direct expression		√		The value of independence is delivered when the students are asked to bring a thing and describe it to their friends. this kind of activity can help the students to be independent learners. The value of integrity is presented when the students should write their personality honestly.
172.B.U11. P152	Mirza was born in Cirebon, 8 June 2001. She is a student at SMP Negeri 1 Cirebon. She won the best dancer award in Cirebon for three consecutive years: 2010, 2011, and 2012. She is a popular dancer there. She always dances perfectly. She practices dancing every day. She starts dancing when she was seven years old. She is good at Indonesian traditional dances, especially Jaipong.		√		- Nationalism - Hard working	Information text		√		The value of Nationalism is delivered when there is a city in Indonesia is mentioned. Besides that, there is also a <i>jaipongan</i> dance, a traditional dance in Indonesia. It means the Nationalism value is delivered when the text represents one of Indonesian culture. The value of hard working is delivered when Mirza practices dance every day to win the awards. It means she has done hard work to reach her achievement.
173.B.U11. P155	5. Every Sunday, we (do) the housework 11. My house is next to Lia's house. We always (do) homework together			√	- Environmental awareness - Responsibility - Friendship/ being communicative	Completion		√		The value of environmental awareness is delivered when the students complete the sentence about the habit of the house working. It represents a habit for keeping the condition of the house. The value of responsibility we delivered when the sentence consists of a message to do the students' responsibility to do

											homework. The value of friendship/ being communicative is delivered when the sentence consists of a message to do the homework together with their friends. cooperation can make housework easier.
174.B.U11. P161 Helena: Kelvin, congratulation on your success as the winner of the World of Robotics Olympiad 2013. Kelvin: Thanks, Helena Helena: You're a student, aren't you? Kelvin: Yes, I am. ... Helena: How often do you go to the course? Kelvin: Usually once a week. However, if there is a competition, I go to the course every day...			√		- Appreciation - Hard working	Exchange		√		The value of appreciation is delivered in the conversation between Helena and Kelvin. Helena respects and shows compliment to him because he wins the World of Robotic Olympic. Kevin achieves his success because of his hard work to learn in the robotics course. so that, the value of hard working is shown when he goes to the course every day.
175.B.U11. P164	<i>Activity 26</i> <i>Write down a description of a person in your family. Attach a picture in your description. Use the following strategies to help you describe him/her</i>				√	Independence	Direct expression		√		The value of independence is shown when the students are asked to describe a family member individually.
176.C.U1. P2	In this unit we will learn to: - To get attention - To check if we are understood - To show appreciation to others, and - To tell what we or other people think of something.		√			Love for learning Appreciation	Direct expression			√	The character value is delivered in the learning objectives. Love for learning value is delivered when the learning objective asks the student to learn new material about the expression of attention and appreciation. The value of appreciation is written

										directly in which one of the aims is to learn how to appreciate friends, teachers, parents or others.
177.C.U1. P4	<i>We will play the roles of the students and the teachers in the conversations to get other people attention. ... In groups, we will play the roles of the speakers in the conversation.</i>			√	Teamwork Friendship/ being communicative	Role play		√		The learning instruction engages the students to do a role play as the characters in the conversation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
178.C.U1. P4	Teacher: Everybody, may I have your attention, please? Students: Yes, Ma'am.		√		Social awareness	Exchange			√	The value of social awareness is delivered in the text material in the form of conversation. It can be seen when the teacher tries to get the students attention. Then the student's response to the teacher's expression by saying <i>yes, Ma'am</i> . It indicates that the students are respected to their teacher
179.C.U1. P7	Students: Excuse me, Ma'am. What is 'attention' in Bahasa Indonesia? Teacher: Attention is / perhatian.		√		Curiosity	Exchange			√	The value of curiosity is delivered when a student asks their teacher the meaning of a word. It means the students are highly interested to know the meaning of the word.
180.C.U1. P8	<i>We will play the roles of the students and the teachers in the conversations to get other people attention. ... Finally, in groups, we will play the roles of the speakers in the conversation.</i>			√	Teamwork Friendship/ being communicative	Role play		√		The learning instruction engages the students to do a role play as the characters in the conversation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.

181.C.U1. P9	<p>Student A: Udin, do you think Edo is angry with me?</p> <p>Student B: I don't think so. Look he is smiling.</p>			√		Friendship/ being communicative democracy	Exchange		√	<p>The value of friendship / being communicative is delivered when two students share the opinion about their friend's feeling. It means the students are care to others, especially their friends.</p> <p>The value of democracy is presented when the students are given opportunities to give their opinion about people or things around them. Every student has their right to share his/ her opinion or idea.</p>
182.C.U1. P10		√		√		Environmental awareness democracy	<p>Exchange</p> <			

184.C.U1. P11	Teacher: Hello, excuse. Listen, everybody. I think you need to read Chapter I, too. Students: Yes, Sir.			√		Reading interest	Exchange		√		The value of reading interest is delivered when the teacher asks his students to read their book in Chapter I. It indicates that the teacher wants their students to develop their reading habit.
185.C.U1. P12	Student A: what do you think of our classroom? Student B: I think it is a bit dirty, but it is big and tidy.			√		Environmental awareness	Exchange			√	The value of environmental awareness is delivered when the teacher asks the student's opinion about the classroom. Then, he answers that the classroom is <i>a bit dirty, but it is big and tidy</i> . It means the teacher aware of the classroom condition
186.C.U1. P12	<i>We will ask your classmates what they think about some people and things in the classroom.</i>				√	Friendship/ being communicative Democracy	Interview		√		The value of friendship/ being communicative is delivered in the learning instruction in which the students should ask their friends about his opinion, idea or think of others. this kind of activity can build their relation. The value of democracy is presented when the students are given opportunities to give their opinion about people or things around them. Every student has their right to share his/ her opinion or idea.
187.C.U1. P13	<i>We will play the roles of the students and the teachers in the conversations to check if they are understood.</i> <i>... Then, in groups, we will play the roles of the speakers in the conversation.</i>				√	- Friendship/ being communicative	Role play		√		The learning instruction engages the students to do a role play as the characters in the conversation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.

188.C.U1. P14		√		√	Environmental awareness	Exchange Illustration		√	<p>The value of environmental awareness is delivered when two students clean the classroom. It indicates that they are aware of their classroom condition.</p> <p>The illustration shows that the students sweep the dirty floor. It means that they care for the classroom environment</p>
189.C.U1. P16		√		√	Appreciation	Exchange Illustration		√	<p>The value of appreciation is delivered when the teacher appreciates the student invitation card. It can be seen when the teacher says <i>Great!</i></p> <p>The illustration presents that the teachers show appreciation to the student's work. It can be seen when the student shows his work and the teacher uses his thumb which means great.</p>
190.C.U1. P18	<i>In our journal, every one of us will handwrite our reflection on our learning process. We will use English or Bahasa Indonesia.</i>			√	Independence	Direct expression		√	the value of independence is delivered in the learning instruction directly when the students are asked to do self-reflection. It means the students have to summarize their learning process individually.
191.C.U2. P21	<p>Student A: Siti, can you return the book to the library for me, please?</p> <p>Student B: Certainly. I can. And I will</p>			√	Kindness Friendship/ being communicative	Exchange		√	<p>The value of kindness is delivered when the student is eager to help her friends in need while friendship/ being communicative emerges when he helps her friends which shows that she cares for him. It can build their friendship</p>

192.C.U2. P22	<i>We will orally present to each other what eight people say what they can and cannot do. ... Then, in the group, we will present, not to read, the list to each other orally</i>			√	Teamwork Friendship/ being communicative	Group presentation		√		The learning instruction engages the students to do a group presentation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
193.C.U2. P23	Mrs. Harum: "I'm very proud of Siti. Now she can help me with the housework before she goes to school. She can get up early herself."			√	Appreciation Social awareness Independence	Exchange		√		The value of appreciation is presented when Mrs. Harum commend about Siti's work The value of social awareness is delivered when Siti help her mother to do housework. It indicates she care to her mom. The value of independence is delivered when Mrs. Harum tells that Siti can get up by herself. It indicates that Siti is independent.
194.C.U2. P23	Mrs. Gracia: "the text is long and there are many new words in it. it is not easy to read. But you can work together. If you do it together, I'm sure you can understand it easily."			√	Reading interest Teamwork Friendship/ being communicative	Information text	√			The value of reading interest when the text material tells about reading activities. The value of teamwork and friendship/being communicative are delivered when the teacher asks the students to do the work together. Cooperation in doing an activity can make the work easier.
195.C.U2. P25	<i>We will work in groups. We will write about three people in our class. We will tell what they can and cannot do in English, music, sports, housework, and others</i>			√	Teamwork Friendship/ being communicative	Group discussion		√		The learning instruction engages the students to do a group discussion. It means the task must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
196.C.U2. P26	Wina can do many things. She can read English stories. She can answer questions, but she cannot			√	Democracy Appreciation	Information text			√	The text shows the opinion of someone towards Wina. He thinks that Wine is multi-talent. The judgment of Wilna's

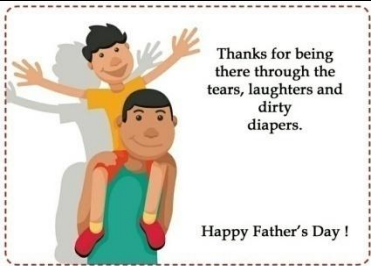

	ask a question in English. she also good at music, she can play flut.... She can sing, too...									ability can be motivation to others. The value of democracy is presented when the students are given opportunities to give their opinion about Wina. The narrator shows that he has to give their opinion The value of appreciation is delivered in the descriptive text when the text tells about Wina's ability. It indicates that the writer appreciates Wina's ability in doing various activity.
197.C.U2. P27	Student A: Udin, will you help me to bring these books? Student B: Sure. Student C: Dayu, you pass by Udin's house, don't you? will you give this note to him, please? Student D: Of course, I will.			√		Kindness Friendship/ being communicative	Exchange			√ The value of kindness is delivered when the student is eager to help her friends in need while friendship/ being communicative emerges when he helps her friends which that she cares to him. It can build their friendship
198.C.U2. P28	Teacher: Beni, will you close the window, please? Beni: certainly, Sir.			√		Kindness Social awareness	Exchange			√ The value of social awareness is delivered when the text discusses a student who helps his teacher to close the window to bring the book. It indicates that he cares to his teacher.
199.C.U2. P28	Mother: Edo, will you do this for me, please? I will make the table Edo: Yes, Mum. I will			√		Love Kindness.	Exchange			√ The value of social awareness is delivered when the text discusses a student who helps his teacher to continue the cooking. It indicates that they are to his mother
200.C.U2. P29	<i>We will orally present to each other what eight people say what they will or will not do. ... Then, in the group, we will present, not to read, the list to</i>				√	- Teamwork - Friendship/ being communicative	Presentation		√	The learning instruction engages the students to do a group presentation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a

	<i>each other orally</i>										relation between them.
201.C.U2. P29	Puspita: "if you need any help with your laundry, please let me know. I will come to your house to help you."			√		Social awareness	Exchange			√	The value of social awareness is delivered in the text material in which a girl offers help to someone if she/he needs help to do laundry. It indicates that she cares to her friends.
202.C.U2. P31	<i>We will work in groups. We will write about each one of us in our group. We will make a list of 5 things that we can do but we will not do, and five things that we can do and we will do.</i> ...				√	- Teamwork - Friendship/ being communicative	Group discussion			√	The learning instruction engages the students to do a group discussion. It means the task must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
203.C.U3. P34	<i>We will read to each other the teacher's advice to use more English with the teacher.</i> ...Then, in groups, we will say not read, to each other all suggestions like the example below.				√	Reading interest Teamwork Friendship/ being communicative	Direct expression			√	The value of reading interest is delivered when the students are asked to read the teacher's advice from the textbook. It can increase the students' reading habit. The value of friendship/being communicative is delivered when the students say the suggestion in the group. This can of activity can increase the student's friendship.
204.C.U3. P34	I'm sure you are already to use English with me and your friends. you should not be ashamed to use English...			√		Independence	Information text			√	The value of independence is delivered when the teacher suggests to the students to be confident in using English. It means every student have to speak English during the lesson.
205.C.U3. P34	... You should read more stories from around Indonesia and the world in English. I'm sure you can if you try harder.			√		Reading interest	Information text			√	The value of reading interest is presented when the speaker asks to read more stories. It indicates the text material shows the activity of reading.



206.C.U3. P39	<i>We will work in groups to reflect on our learning. We will discuss to complete the statements in the box</i>			√	Friendship/ being communicative	Group discussion		√		The learning instruction engages the students to do a group discussion. It means the task must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
207.C.U3. P40	We must wear a uniform every day. From Monday to Thursday we must wear a <i>batik</i> shirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear a Scout uniform ...			√	Discipline	Information text		√		The value of discipline is delivered when the text discusses the set rules of students. It indicates that the students have to follow the school regulation.
208.C.U3. P41	We can learn well in the classroom is clean and tidy. So, we must keep our classroom clean and tidy. We must not litter. We must put the garbage in the garbage bin. ...			√	Environmental awareness.	Information text		√		The value of environmental awareness is presented when the text discusses the rules in the classroom to keep the classroom clean and tidy. It can increase the students' awareness of their classroom condition
209.C.U3. P41	We can learn if the class is not noisy. My friends and I know very well that we must not be noisy. My friends and I know very well that we must not be noisy. We must respect our friends who are working seriously ...			√	Tolerance	Information text		√		The value of tolerance is delivered when the text discusses the rules in the classroom. The students are not allowed to make noisy and tolerate their friends who study in the classroom.
210.C.U3. P43	<i>We will work in groups. We will state the rules and obligations that we, as students and as a person, must do at school and at home.</i> ...			√	Teamwork Friendship/bein g communicative	Group discussion		√		The value of teamwork occurs when the students are asked to do the task in a group. The students state the rules and obligation in the group. This group work can build the students relation and intimacy.



211.C.U4. P46	<p><i>We will play the roles of...</i> <i>... Then, in the groups, we will play the roles of the speakers in the conversation.</i></p>			√	<ul style="list-style-type: none"> - Teamwork - Friendship/ being communicative 	Role play		√	<p>The learning instruction engages the students to do a role play as the characters in the conversation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.</p>
212.C.U4. P47				√	<ul style="list-style-type: none"> - Friendship/ being communicative 	Exchange		√	<p>The value of friendship is delivered in the conversation which discusses birthday invitation. It means that inviting friends to a birthday party can enhance their relationship. It can be seen when the girl said <i>You are one of my best friends</i>.</p>




215.C.U4. P61			√		Kindness Friendship/ being communicative	Exchange		√	The value of the conversation is delivered in the text material in which the conversation discusses the students who need their friends help. By helping their friends can develop their friendship.
216.C.U4. P62	<p>... This time we will learn how the speakers tell or invite other people to do something. ... finally, in groups, we will present, not read, the list to each other orally.</p>			√	Teamwork Friendship/ being communicative	Presentation		√	The learning instruction engages the students to do a group presentation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
217.C.U4. P67			√		Love Friendship/ being communicative	Information text		√	The texts present the material of greeting card in which the card is used to congratulate their friend's birthday. It indicates that they care and love their friends by sending the greeting card. therefore, the value of friendship and love are delivered



218.C.U4. P68	<i>We will look closely into some other greeting card. ... then, we will copy them to our notebooks and apply different decoration</i>			√	Creativity	Direct expression		√		The value of creativity is delivered when the students are asked to copy the greeting card and decorate it. Decorating the greeting card can develop students' creativity.
219.C.U4. P68				√	Love	Information text			√	The value of love is delivered in the texts. It presents the material of greeting card in which the card is given to the parents, teacher, relatives and also friends. It aims to show respect, care, and love to them.
220.C.U4. P71				√	Appreciation	Information text			√	The value of appreciation is delivered in the text material. It discusses a girl who congratulates her friends of being a winner in the competition. It means that she appreciates her friend's work.
221.C.U4. P73	<i>We will work in groups. We will make 3 different greeting cards for 3 different occasions.</i>			√	Teamwork Friendship/ being communicative Creativity	Project work		√		The value of friendship/ being communicative is delivered when the students are asked to create greeting cards for different occasion in the group. The group activity can build their relation. The value of creativity is delivered when the students should decorate their greeting cards creatively. It can increase their creativity.
222.C.U6. P76	<i>We will state the characters we have in this book. We will start</i>			√	Teamwork Friendship/	Group discussion		√		The value of friendship/being communicative is delivered when the


	with “There is/are.” meaning ‘ado’ in Bahasa Indonesia. ... Then, in groups, we will learn to tell, not to read, each other about the characters. Finally, we will describe what there are in the situation on the cover of this chapter					being communicative					students learn to tell about characters in the group. This kind of activity can increase the student’s friendship.
223.C.U6. P78	There are different kinds of public transportations: <i>buses, trains, ojeks, and angkots</i> . There are traditional transportations: <i>because, mentors, endings, or delmans</i> .			√		Patriotism	Information text			√	The value of patriotism is presented when the text discusses the traditional transportation of Indonesia. It makes the students aware of the Indonesian cultures.
224.C.U6. P81	We will work in groups. We will write about the conditions of our roads in our town/village, by saying that there are there.				√	Teamwork Friendship/ being communicative Environmental awareness	Group discussion			√	The value of teamwork is delivered when the students describe the conditions of the roads in the group. This kind of activity can increase the student’s friendship. The value of social awareness is delivered when the students are asked to describe the road condition. It makes them aware of their environment.
225.C.U6. P82	We will read the lyrics of the song. Below. If we want to, we can download the song from the internet... ... Finally, in groups, we will learn to read the lyrics to each other, meaningfully too.				√	- Reading interest - teamwork - Friendship/ being communicative	Group discussion			√	The value of reading interest is delivered when the students are asked to read the lyrics of the song. It can increase their reading skills. The value of the teamwork is delivered when the students are asked to discuss the meaning of the song in groups. It can develop cooperation between the students.



226.C.U6. P82	 <p>"Heal The World" Michael Jackson</p> <p>There's a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find there's no need to cry In this place you'll feel there's no hurt or sorrow</p> <p>There are ways to get there If you care enough for the living Make a little space Make a better place...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p> <p>If you want to know why there's a love that cannot lie Love is strong It only cares for joyful giving If we try We shall see in this bliss we cannot feel fear or dread We stop existing and start living</p> <p>Then it feels that always Love's enough for us growing So make a better world Make a better world...</p> <p>Heal the world Make it a better place for you and for me and the entire human race There are people dying If you care enough for the living Make a better place for you and for me</p>			√		Love Social awareness	Song	√			The value of love and social awareness is delivered in the song. It tells about being a good creature and always does good people. It can be seen in the lyrics <i>there's a place, in your heart, and I know that it is love</i> ". The writer of the song would like to ask all people in the world to care for each other.
227.C.U7. P88	 <p>Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants. <small>(Adopted from The Little Animal Encyclopedia)</small></p>			√		Patriotism	Information text			√	The value of patriotism is delivered in the text in which it describes the Elephant. It is the native animal to Indonesia island, Lampung. It can develop an understanding of the richness of Indonesia.
228.C.U7. P89	<p><i>We will look closely at the descriptions of the animals. We will use a table to analyze the information about them.</i></p> <p><i>Here are we will do. We will work in groups...</i></p>				√	Teamwork Friendship/ being communicative	Group discussion		√		The value of the teamwork is delivered when the students are asked to discuss the description of animals. It can develop cooperation between the students.

229.C.U7. P90	<i>There are many animals around us. We will find three different animals and describe them one by one. ... in the group, we will discuss and decide the three animals to write about.</i>			√	Teamwork Friendship/ being communicative	Group discussion		√		The value of the teamwork is delivered when the students are asked to write the description of animals in groups. It can develop cooperation between the students
230.C.U7. P93	<i>We will rewrite the sentences by stating the names of the zookeepers, like the given example. ... we will work in groups ... every one of us will handwrite the complete sentences on a piece of paper.</i>			√	Teamwork Friendship/ being communicative Independence	Group discussion		√		The value of the teamwork is delivered when the students are asked to discuss the routines of the zoo keepers in the group. It can develop cooperation between the students. The value of independence is delivered in the learning instruction in which the students should do the write the result on their own notebooks.
231.C.U7. P94	 <p>My sister and I get up early every day. We make the beds and clean the house. We also help mother to prepare the breakfast for the family. But before that, we never forget to do some exercise.</p> <p>We are just like other people. We take care of our home. When we get home, we do the housework ourselves. We wash the dishes. We also clean the bathroom. We water the plants too.</p>			√	- Love	Information text		√		The value of love is delivered when the text tells about the girl and her sister daily activities. It can be seen that they help their mother to do housework. It indicates that they care to their family.
232.C.U7. P95	<p>Dayu, Lina, and Siti are never late to class. They walk to school, but they always get to school on time. They rarely take public transport. They look healthy and happy all the time.</p> <p>They often speak English to each other, to their friends, and to the English teachers. They ask questions in English. They answer questions in English, too. Their English is very good.</p> 			√	Discipline Curiosity	Information text		√		The value of discipline is delivered when the text tells about Dayu, Lina, and Siti routines. They always come to school on time. It shows they are discipline students The value of curiosity is shown in the text which tells that they ask a question in English. It means that they have high curiosity by asking the teacher during the lesson.

233.C.U7. P95	 <p>There is nobody at home most of the day. Both my mother and my father go to work, and the children go to school. But we usually have breakfast and dinner together. We do not only eat, but we also talk, chat, and tell jokes.</p> <p>Both my mom and my dad are very good cooks. My father often makes fried noodle and fried rice for breakfast, with lots of vegetable and egg or chicken. My sister and I make the table and clean the dishes after the meals.</p>			√		Love	Information text		√		The value of love is delivered in the text. It tells about the activities of a happy family. They always have small talk or jokes during dinner. They also help each other in doing housework.
234.C.U7. P96	<p>Udin, Edo, and I go home straight away after school. We do not go to wrong places in our uniforms. Sometimes we go out in the afternoon for extra curricular activities.</p> <p>In our free time, we often ride on a bicycle around the town together. We sometimes swim in the river. The water is still clean and clear. We also play football together, very often.</p>  <p>Udin, Edo, and Beni are always together. They play together. They also exercise together. I like seeing them so close to each other. Lina, Dayu, and I are their close friends, too.</p> <p>The six of us often do our homework together. We practice English together. We help each other and we learn from each other. We also know each other's family very closely.</p> 			√		Friendship/ being communicative	Information text		√		The value of friendship is delivered in the learning activities when a group of students does activities together. It can build their relation.
235.C.U7. P98	<p><i>As a good student, we should take care of the animals around us.</i></p> <p><i>Here are what we will do. We will work in groups... every one of us will hand write the complete sentences on a piece of paper.</i></p> <p><i>Third, we will present not to read, the list to the class.</i></p>				√	environmental awareness Friendship/ being communicative Independence	Presentation		√		<p>The value of environmental awareness is delivered when the activities require the students to list activities to take care of the animals or pet.</p> <p>The value of the friendship/ being communicative is delivered when the students are asked to do the activities in the group. Then they have to present in front of the class. It can develop cooperation between the students.</p> <p>The value of independence is delivered in the learning instruction in which the</p>

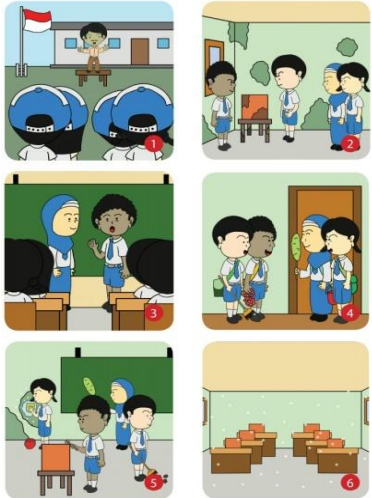
239.C.U8.P107	<i>We will play the roles of the speakers in the conversation. .. in the group, we will play the roles of the speakers in the conversations.</i>				√	Teamwork Friendship/ being communicative	Role play		√		The learning instruction engages the students to do a role play as the characters in the conversation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
240.C.U8. P109	<i>We will work in groups. We will ask and answer questions about people are doing right now.</i>				√	Teamwork Friendship/ being communicative curiosity	Interview		√		The value of teamwork is delivered when the students are asked to do an interview with their friends. this kind of activity can build their friendship. The value of curiosity is delivered when the students are asked to ask a question to their friends. this activity can enhance the students' curiosity.
241.C.U8. P115		√				Reading interest	Illustration			√	The value of reading interest is shown in the illustration of a girl in the library. She wants to borrow books from the library. It indicates that she loves reading.
242.C.U8. P116		√				Environmental awareness	Illustration			√	The value of environmental awareness is presented in the illustration of a boy who sweeps the floor. It means that he cares about the cleanliness of their environment.

243.C.U8.P116		√				Friendship/ being communicative	Illustration			√	The value of friendship is delivered when three children play scissors, paper, rock. It indicates that they are good friends.
244.C.U8.P117	<i>We will play guessing game. Here are what we will do. First, one group will be standing in front of the class...</i>				√	Teamwork Friendship/ being communicative	Game			√	The value of friendship is delivered when the students are asked to play the guessing game. It needs the cooperation of the members. It can develop teamwork and their relation.
245.C.U9.P120,	<i>We will play the roles of the speaker in the conversation.</i>				√	Friendship/ being communicative	Role play			√	The learning instruction engages the students to do a role play as the characters in the conversation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
246.C.U9.P128	I saw Malin Kundang on TV last night. I think the book is more interesting than the film.			√		Reading interest	Story text			√	The value of reading interest is presented when the girl tells that the story from the book is more interesting than the film. It indicates that she likes reading book.
247.C.U9.P129	<i>We will work in groups</i>				√	Friendship/ being communicative	Group discussion			√	The value of the friendship/ being communicative is delivered when the students are asked to describe their activities in the group. It can develop cooperation between the students.
248.C.U10.P137	<i>We will work in groups. We will play the roles of the speakers in</i>				√	Friendship/ being	Role play			√	The learning instruction engages the students to do a role play as the


	<i>the conversation.</i>					communicative					characters in the conversation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.
249.C.U10.P142		√				Bravery	Illustration		√	The illustration shows a girl whodoesa presentation before their friends. It indicates that she has self-confidence. The value of bravery is presented when she is able to present her own past experience individually.	
250.C.U10.P142		√		√		Friendship/ being communicative	Story text Illustration		√	The value of friendship is delivered when the text tells about her best friend's story in the past. It shows that they have a good relation. The value of friendship is delivered when the illustration presents two students who show their past photo.	
251.C.U1.P145	<i>We will work in groups...</i>				√	Friendship/ being communicative	Group discussion		√	The value of the friendship/ being communicative is delivered when the students are asked to do the activities related to their past in groups. It can develop cooperation between the students.	

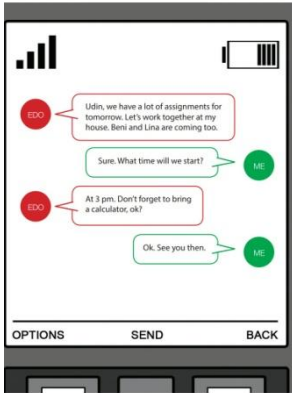
252.C.U10.P153	<p>Day 6 ... she also taught us to plant trees and take care of the garden. One day she took us to the local library to borrow books.</p> <p>Day 7 ... My friends and I often helped Pak Min, the janitor, because he had so much work to do.</p> <p>Days 8 ... My friends and I often spent hours chatting in the small garden near kelurahan office... we also swam in the river ...</p>			√		<p>Environmental awareness</p> <p>Reading interest</p> <p>Social awareness</p> <p>friendship/being communicative</p>	Story text		√		<p>The value of environmental awareness is delivered when the teacher asks the students to plant trees. It increases the awareness of their environment.</p> <p>The reading interest value is presented when the teacher takes them to go to the library. This kind of activity can build students' reading habit.</p> <p>The value of social awareness is delivered when Dayu and her friends help the janitor to do her work. It indicates that they care to the people in need.</p> <p>The friendship value is delivered when Dayu and her friends play together. It can build their intimacy.</p>
253.C.U11.P168	<i>We will work in groups. We will play the roles of the speakers in the conversation.</i>				√	<p>teamwork</p> <p>Friendship/being communicative</p>	Role play		√		<p>The learning instruction engages the students to do a role play as the characters in the conversation. It means it must be done in a group. The students should do the activity with their groups. This kind of activity can build a relation between them.</p>
254.C.U11.P169	<p>Udin: "Let's work together to plan our texts to tell our experience?"</p> <p>Edo: "Okay. I'll tell how my brother and I made the garden benches."</p> <p>Udin: I'll tell how we win the First Prize of the Classroom Competition. What about you, Lina?"</p> <p>...</p>			√		- Friendship/being communicative	Exchange		√		<p>The value of friendship is delivered when the text discusses their past experience. It indicates they cooperate to finish the writing task. It can be seen when Edo said <i>Let's work together to plan our texts to tell our experience.</i></p>


	Lina: Okay. Now let's help Edo write his experience in good order.										
255.C.U11.P174	<p>....</p> <p>Lina: "Let's guide Udin to tell how our class won the First Prize of the Classroom Competition. How did you know the Classroom Competition?"</p> <p>...</p> <p>Udin: "when we were back to the classroom, we realized that many desks and chairs are old and dirty. Some had loose legs.</p> <p>Lina: "And then?"</p> <p>Udin: "in the afternoon we talked and agreed to come on Saturday to fix them."</p>			√		<p>- Friendship/being communicative</p> <p>- Environmental awareness</p>	Exchange		√		<p>The value of friendship is delivered when the text discusses their past experience. It indicates they cooperate to finish the writing task. It can be seen when Lina said <i>Let's guide Udin to tell...</i></p> <p>The value of environmental awareness is delivered when Udin tells their classroom condition. Then he and his friends agree to clean up the classroom. It indicates that Udin and friends are care to their classroom environment.</p>

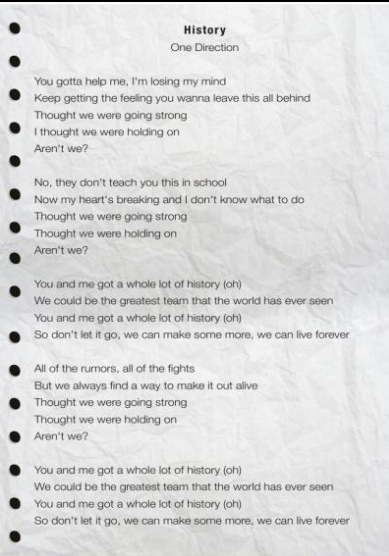
256.C.U11.P176		√				Environmental awareness Friendship/ being communicative	Illustrations		√		<p>The value of social awareness can be seen in the illustration in which there are students who clean the classroom. It indicates that they are aware of their classroom condition.</p> <p>The value of friendship is delivered when the students are together cleaning the classroom. It can make work easier and faster. This kind of activity can build students' cooperation.</p>
257.C.U11.P180	<i>We will work in groups ...</i>				√	Teamwork Friendship/ being communicative	Group discussion		√		<p>The value of the teamwork is delivered when the students are asked to do the activities in the group. It can develop cooperation between the students.</p>
258.C.U11.P184	<i>Here are what we will do, First, we will read the events carefully ... Then, in groups, we will decide which of the sentences state each of the events.</i>				√	Reading interest Teamwork Friendship/ being communicative	Group discussion		√		<p>The value of reading interest is delivered when the students are asked to read the text on the textbook. It can increase the students' reading habit.</p> <p>The value of friendship/being communicative is delivered when the students say the suggestion in the group. This can of activity can increase the students' friendship.</p>
259.C.U11.P195	<i>We will present our work. ...We will practice in our group before present it to the class. We</i>				√	Independence Teamwork Friendship/	Presentation		√		<p>The value of independence is shown when the students are asked to present their works in front of the class one by</p>

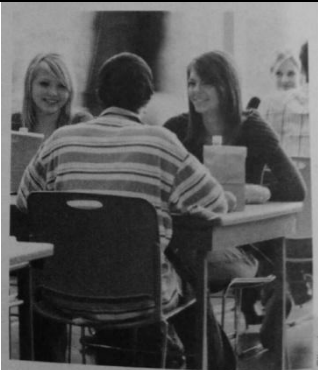
	<i>will correct our friends' mistakes.</i>					being communicative				one. It can enhance their confidence and independence. The value of teamwork is delivered when the students are asked to correct their friends' mistakes. It needs the cooperation of each member of the groups. It can develop their relationship.
260.C.U12.P198	<i>We will work in groups. We will learn to read a long note from a mother to her son . Then, in groups, we will learn to tell not to read the note to each other</i>				√	Reading interest teamwork Friendship/ being communicative	Direct expression		√	The value of reading interest is presented when the students are asked to read the text. it can attract them to read various texts. The value of teamwork is delivered when the students are asked to work in groups. It can enhance their cooperation and friendship.
261.C.U12.P198	<ul style="list-style-type: none"> • Wash the dishes straightaway after you finish eating. • Sweep the floor twice a day, in the morning before you go to school and in the afternoon. • You can play games, but make sure you do your homework first. • Turn off the lights before you go to bed. • You have a lot of fruits in the refrigerator. Eat enough fruit and vegetable every day. • Don't forget to water the plant in the afternoon. • Always have breakfast before you go to school. • Dry the towels on the line after you take a bath. • Don't make a mess. Put your dirty clothes in the basket. • Make sure the backdoor is locked before you go to bed. • Don't forget to close the windows before you leave the house. • Make the bed every morning. • Mop the floor at least every two days. 				√	Discipline	Information text		√	The text is in the form of a list of messages of a mother which addressed to her son. The text contains messages to the son that he has to do and follow all the things written in the messages. It can be seen in the statement <i>wash the dishes straight away after you finish eating</i> . It can make the children becomes disciplined.
262.C.U12.P199	<i>We will work in a group...</i>				√	Teamwork Friendship/ being communicative	Group discussion		√	The value of the friendship/ being communicative is delivered when the students are asked to identify the messages in groups. It can develop cooperation between the students.

263.C.U12.P202				√		Love	Information text		√		The value of love is delivered when the texts discuss messages from children who asking for permitting, saying sorry for their mistakes, celebrating father's birthday. It indicates that they are care, love, and respect to their parents.
264.C.U12.P207	We will read the short telephone messages to each other in groups.				√	Reading interer Friendship/ being communicative	Direct expression			√	The value of reading interest is delivered when the students are asked to read the telephone messages in groups. It can increase the students' reading habit. The value of friendship/being communicative is delivered when the students read the telephone messages in the group. This activity can increase a student's friendship.


265.C.U12.P208			√		Friendship / being communicative	Information text	√		The value of friendship is delivered when the text tells about a message which informs to do the homework together. It indicates that they have cooperation in doing the homework.
266.C.U12.P210	<i>We have learned to write personal messages. Now we will learn to read several messages for the general audience (notices) to each other.</i>			√	Reading interest	Direct instruction	√		The value of reading interest is delivered when the students are asked to read various messages. It can enhance students reading interest.
267.C.U12.P210	-A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August. Attendance is compulsory.		√		Nationalism	Information text	√		The value of nationalism when the text mentions the National Independence Day of Indonesia. It will be held every the 17 of August. It informs the students to celebrate which can make them loves to their country.
268.C.U12.P212	<i>We will work in groups. We will learn to read short notices that we often see around schools.</i>		√		Teamwork Friendship/ being communicative Reading interest	Group discussion	√		The value of teamwork is delivered when the students are asked to do the activity in the group. It can develop their relation as friends. The value of reading interest is delivered when the students are asked to read various messages. It can enhance students reading interest.

269.C.U12.P212				√		Discipline	Informational text			√	The value of discipline is shown in short notice. It tells about prohibition and suggestion to people who must be obeyed. By following the notices, it can develop students' discipline
270.C.U13.P218	<p><i>We will read the lyrics of the song. Below. If we want to, we can download the song from the internet...</i></p> <p><i>... Finally, in groups, we will learn to read the lyrics to each other, meaningfully too.</i></p>				√	Reading interest Friendship/ being communicative	Group discussion			√	<p>The value of reading interest is delivered when the students are asked to read the lyrics of the song. It can increase their reading skills.</p> <p>The value of the friendship/ being communicative is delivered when the students are asked to discuss the meaning of the song in groups. It can develop cooperation between the students.</p>


271.C.U13.P219			√			Friendship/ being communicative	Song		√		The song contains a message about friendship. So, the value of friendship is delivered in the song. In the first verse of the song tells that there is no subject about friendship at school but we learn it the process of learning. We create beautiful memories in our history though there is also conflict we can resolve it. Therefore, this song has a deep meaning about friendship.
272.C.U13.P220	<p><i>We will read the lyrics carefully to understand the meaning of the message...</i></p> <p><i>Here are what we will do. We will work in groups... Then, every one of us will handwrite the lyrics in our notebook.</i></p>				√	Reading interest Friendship/ being communicative Independence	Group discussion		√		<p>The value of reading interest is delivered when the students are asked to read the lyrics of the song. It can increase their reading skills.</p> <p>The value of the friendship/ being communicative is delivered when the students are asked to discuss the meaning of the song in groups. It can develop cooperation between the students.</p> <p>The value of independence is delivered in the learning instruction in which the students should do the write the result on their own notebooks.</p>

273.D.U1.P2		√				Friendship/ being communicative	Illustration		√	The value of friendship is delivered when the illustration shows an illustration of group students. They seem to have a discussion. It means they have interaction with each other to build their relationship.
274.D.U1.P3	<i>Activity 3</i> <i>Listen to the complete version of the Short dialogues in Activity 1. Practice them with your friend.</i>			√		Teamwork Friendship/ being communicative	Role play		√	The learning instruction engages the students to do a role play as the characters in the short dialogue. It means it must be done by a group of two students. The students should do the activity with their partner. This kind of activity needs cooperation in order to build the relation between them.
275.D.U1.P4	Lucas: Sorry to bother you. Ethan: It's OK. What's up? Lucas: Can you tell me how to answer these questions? Ethan: Let me see. First, you must read the text. then, you read the questions and focus on the paragraph. Are you with me?		√			- Social awareness	Exchange		√	The Short dialogue discusses a boy who needs the help of his brother to do his homework. Then, his brother agrees to help him. It means his brother care and wants to help him doing his homework. Therefore, the value of social awareness is delivered.
276.D.U1.P6	<i>Activity 9</i> <i>Work in pair. Read the situations. Create and act out Short dialogues and monologues based on the situations.</i>			√		Teamwork Friendship /being communicative Reading interest.	Role play		√	The learning instruction engages the students to do a role play as based on the situations. It means it must be done by a group of two students. The students should do the activity with their partner. This kind of activity can build a relation

										between them. The value of reading interest is delivered when the students are asked to read the situations carefully before create the Short dialogue.
277.D.U1.P8	<i>Activity 10</i> <i>Work in pair. Arrange the following steps into the correct order.</i>			√	Teamwork Friendship/ being communicative	Direct expression		√		The learning instruction engages the students to arrange the steps in pair. It means it must be done by a group of two students. the students should do the exercise with their partner. This kind of activity can build a relation between them.
278.D.U2.P9	In this unit we will learn to: - Identify and give a compliment - Identify and express responses to compliment		√		love for learning Appreciation	Direct expression			√	The learning objective asks the students to learn new material. They will explore the material of giving a compliment. The value of appreciation is delivered when the students will learn to compliment others' achievement. The material gives understanding about how to appreciate others.
279.D.U2.P10	- Congratulation on your success Victor! - Good job - Well done - Wow! You are the best - You did it! congratulations! - After all your hard work and sweat, you deserve it.			√	Appreciation	Information text			√	That expression is used to give a compliment for other success. Therefore, the value of appreciation is delivered in this text material

280.D.U2.P11		√				Teamwork Friendship / being communicative	Illustration		√		The value of teamwork and friendship / being communicative are delivered when the illustration shows a group of students who discuss things.
281.D.U2.P13	Reporter: Congratulation on your success as the winner of the Storytelling Contest Alitha: Thank you. It's a tremendous honor. Reporter: the way you told the story was very impressive. Alitha: thank you. I practiced a lot.			√		Appreciation Hard working	Exchange		√		The value of appreciation is delivered in the conversation between reporter and Alitha. The reporter respects and shows compliment to her since he won a story telling contest. Alitha achieves her success because of her hard work to learn. so that, the value of hard working is shown when she practices every day.
282.D.U2.P14	Activity 7 <i>Work in pairs. Highlight the expressions of compliment. Compare your work with those other pairs.</i>				√	Teamwork Friendship/ being communicative	Group discussion		√		The learning instruction engages the students to arrange the steps in pair. It means it must be done by a group of two students. the students should do the exercise with their partner. This kind of activity can build a relation between them.
283.D.U2.P15	Activity 9 <i>Read the compliments and match them with the responses by drawing a line.</i> 1. <i>What a good mark.</i> <i>Thanks, I studied hard for the test</i> 2. <i>Your composition is very good.</i> <i>Really?</i>				√	Reading interest Appreciation Hard working	Matching		√		The value of reading interest is delivered when the learning instruction asks the students to read the compliments. It means the learning instruction can build the students' reading habit. The value of appreciation is delivered in the expression of showing compliments. The value of hard working is shown by the efforts to achieve success.

	<p><i>Actually, I have doubts about some of them</i></p> <p>6. <i>You are very diligent. Thanks, ma'am.</i></p> <p><i>I didn't want to let you down.</i></p>										
284.D.U2.P16	<p><i>Activity 11</i></p> <p><i>Go around the class. Approach five of your friends. then do the following</i></p> <p><i>-Compliment them one by one. You may compliment them on their performance, achievement, or their behavior. Listen to their responses too</i></p> <p><i>-Respond to your friend's compliment.</i></p>				√	Teamwork Friendship/ being communicative Appreciation	Role play		√		<p>The learning instruction engages the students to do the steps in pair. It means it must be done by a group of two students. the students should do the exercise with their partner. This kind of activity can build a relation between them.</p> <p>The value of appreciation is delivered when the students are asked to compliment their friends' success.</p>
285.D.U2.P16	<p><i>Activity 12</i></p> <p><i>Write a short message to one of your classmates. Compliment him/her on his/her behavior, etc.</i></p>				√	Independence Appreciation	Direct expression		√		<p>The learning instruction engages the students to write a compliment to one of his/ her friends individually. It can build the students' independence.</p> <p>The value of appreciation is delivered when the students are asked to complement their friends' success.</p>
286.D.U3.P18	<p>Rita: (The orchids are beautiful, aren't they?)1</p> <p>Salma: (yes, they really are)2.</p> <p>Rita: I want to buy one of them. (Do you think the purple one is beautiful)3.</p> <p>Salma: well, it looks a bit pale. (I think the red one is better)4</p> <p>Rita: (oh, you're right)5. It really does look better</p> <p>Salma: it will match the color of</p>				√	Democracy	Completion			√	<p>The exercise presents the completion activity which discusses asking and giving an opinion. The value of democracy is presented when the students are given opportunities to give their opinion about people or things around them. Every student has their right to share his/ her opinion or idea. It means the topic of the conversation is asking and giving opinion. It indicates that they tolerate others' opinion.</p>

	your house too. Rita: that's true. Okay, I'm going to get the red one.										
287.D.U3.P19	<div><div><div>Luke : Are you new? Joan : Yes, I am. Luke : Oh. Are you from Class 2B? Joan : Yeah. And you? Luke : I'm from Class 2A. My name is Luke. Joan : Hi, Luke. I'm Joan. Luke : By the way, do you like your new class? Joan : Yes. It's nice, I think. Luke : Do you think so? Joan : Yes. Only the room is too hot sometimes. Luke : Mine, too. Joan : And it's noisy. Luke : Yes, especially during breaks. Joan : And sometimes it's very dirty. Luke : My classroom isn't. It's neat and clean. How about your classmates? What do you think of them? Joan : They're quite friendly, I think.</div><div></div></div></div>	√		√	Friendship / being communicative	Exchange Illustration		√		The value of friendship / being communicative is delivered when the text discusses the introduction between Like and a new student in the school. By introducing each other's, it shows that they make a friend and build intimacy. The illustration shows pleasure and cares about his/her friends. It can be seen from the expression of two students who smiling during the conversation.	
288.D.U3.P20	Student A: My math score is always bad Student B: I think you should study and do more practice.			√		Friendship / being communicative Appreciation	Exchange			√	The value of friendship/ being communicative and appreciation are delivered when a girl supports her friends. This action can increase their relation.
289.D.U3.P21	Student A: what do you think of our classroom Student B: It's neat and clean, isn't it?			√		Democracy Environmental awareness	Exchange			√	The value of democracy is presented when the students are given opportunities to give their opinion about people or things around them. Every student has their right to share his/ her opinion or idea. The short dialogue discusses asking the condition of the classroom which is neat and clean. It indicates that they think their environment is clean and tidy. In other words, the students aware of their environment.
290.D.U3.P22	Activity 10 Complete the following Short				√	Teamwork Friendship/	Role play		√		The learning instruction engages the students to complete the dialogue and


	<i>dialogue with the expression from the boxes. Then act it out.</i>					being communicative				practice the Short dialogue in pairs. It means it must be done by a group of two students. The students should do the activity with their partner. This kind of activity can build a relation between them.
291.D.U3.P23	<i>Activity 11</i> <i>Work in pairs. Create and act out a Short dialogue about asking and giving opinions. You may choose one of the following topics.</i> <i>- You and your friend are discussing the things that you are going to donate for the victims of a volcanic eruption.</i>				√	- Teamwork - Friendship/ being communicative - Social awareness	Role play		√	The learning instruction engages the students to create short dialogue and practice the Short dialogue in pairs. It means it must be done by a group of two students. the students should do the activity with their partner. This kind of activity can build a relation between them. The value of social awareness is presented in the one topic of the exercise which discusses a donation to volcanic eruption victims. It indicates that they help other people in needs.
292.D.U3.P23	<i>Work in groups of four. Discuss the criteria of an ideal teacher. tick the words.</i>				√	- Teamwork - Friendship /being communicative	Group discussion		√	The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in the group. The students are asked to discuss the criteria of a good teacher. The discussion activity requires the cooperation of each member of the group to finish this task.
293.D.U4.P29	<i>Activity 5</i> <i>Read the short dialogue.</i>				√	Reading interest	Direct expression		√	The value of reading interest is delivered when the learning instruction asks the students to read the compliments. It means the learning instruction can build the students' reading habit.

294.D.U4.P29	Mike: hi, Jen. Can you help me? Jenny: sure. Mike: will you bring some of these books for me? Jenny: OK. Where are we going? Mike: we are going to the classroom. Miss Portman asked me to distribute the books for the class. Jenny: OK. Let's do it.			√		Friendship / being communicative kindness	Exchange		√		The short dialogue presents the value of friendship/ being communicative. It occurs when Mike asks help to Jenny. Then, Jenny helps him to bring books. It means they have a relationship as a friend. They care for each other in which she helps her friend in needs. It indicates she is kind students.
295.D.U4.P30	<i>Activity 6</i> <i>Read the dialogue. Highlight the expressions of ability and willingness to do something.</i>				√	Reading interest	Direct expression		√		The value of reading interest is delivered when the learning instruction asks the students to read the compliments. It means the learning instruction can build the students' reading habit.
296.D.U4.P30	Also: What are you doing, Tommy? Tommy: I'm fixing the wheels on my skateboard. Aldo: Do you want help? I fixed the wheels on my skateboard yesterday. Tommy: Thanks, but I can do it my self. ... Tommy ouch! Aldo: what's the matter? Tommy: I cut my finger. You're right. I need some help. Will you help me? Aldo: OK. Hold the board like this, and then ...			√		Friendship / being communicative Kindness	Exchange			√	The short dialogue presents the value of friendship/ being communicative and social awareness. It occurs when Aldo is willing to help Tommy. It means they have a relationship as a friend. They care for each other in which he helps his friend in needs. It shows that they are kind and generous to others.
297.D.U4.P31	In the kitchen... Mother: what are you doing, Bob? Bob: (I'm cooking fried rice.) Mother: (Do you need any help? Bob: (Thanks, but I can do it myself)				√	Love	Completion		√		The short dialogue shows the love between a Mother and his son. The mother cares to his son by helping him to cook fried rice. It indicates the mother

	<p>Mother: (Do you know how to do it?)</p> <p>Bob: (Sure, I have the recipe with me.)</p> <p>Mother: (be careful with the stove.)</p> <p>Bob: (Don't worry I can manage.)</p> <p>A few minutes later.</p> <p>Bob: (ouch!)</p> <p>Mother: (what's the matter?)</p> <p>Bob: (I burnt my finger. I guess I need your help after all.)</p> <p>Mother: (OK. No problem. we can do it together, you have told hold the frying pan like this....)</p>									really cares to her son when he burnt his finger.
298.D.U4.P34	<p><i>Activity 10</i></p> <p><i>Go around the class. Ask five of your friends five things that they can do and five things that they cannot do.</i></p>				√	<p>Independence</p> <p>Curiosity</p> <p>Friendship/ being communicative</p>	Interview		√	<p>The value of independence and curiosity presented when the students have to gather information about their friends' ability. It must be done individually by observation or interviewing some people in the school. This kind of activity can build their relation</p>
299.D.U5.P38	<p>Aria: Mum. It's the first snow. I want to go outside and play.</p> <p>Mrs. Murphy: Okay. Put on your jacket. It must be really cold. And put on your boots so your toes won't freeze ...</p>			√		<p>Social awareness</p>	Exchange		√	<p>The value of social awareness is delivered when a mother cares to her daughter. It can be seen when the daughter asks to play in the snow. Then, she instructs her to wear a jacket, boots, and gloves to keep her warm.</p>
300.D.U5.P41	<p>...</p> <p>Mr. Campbell:</p> <p>Students: Good. Now open your book to page 30. Zach, read the first paragraph, please.</p> <p>Zach: Okay, Sir</p> <p>Mr. Campbell: Annie and Sally, don't talk among yourselves. Read your book and listen to Zach</p>			√		<p>Social awareness</p> <p>Reading interest</p>	Exchange		√	<p>The value of social awareness is delivered when the students respect the teacher. it can be seen when they call him <i>Sir</i> and follow the teacher instruction indicates that they care and respect to their teacher.</p> <p>The value of reading interest is delivered when the teacher asks the students to read. It indicates reading habit on various</p>

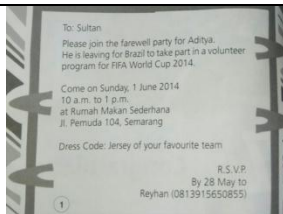

	reading. Annie: Oh, I'm sorry sir. Mr. Campbell: stop there, Zach. Now, It's Annie turn.										text types
301.D.U5.P48	<i>Activity 20</i> <i>Get up and walk around the class to give a request. Do it in five minutes. Respond to your friends' request. You can either accept or refuse. If you accept the request, you must do them.</i>				√	Independence	Direct expression		√		The learning instruction asks the students to give a request to their friends individually. This activity must be done by the students independently. It can make the students become an independent learner.
302.D.U5.P48	<i>Activity 26</i> <i>In pairs. Express several suggestions and prohibitions for your classroom and your school. What should be changed for the better? What should not be done? Then share it with your class</i>				√	Teamwork Friendship / being communicative Environmental awareness	Group discussion		√		The learning instruction engages the students to discuss suggestion for school and classroom in pairs. Then, present it to the class. It means it must be done by a group of two students. This kind of activity can build a relation between them. The value of environmental awareness is delivered when the students discuss the suggestion for classroom and school. It promotes awareness of the environment.
303.D.U6.P54	This unit, we will learn to: - Identify and use expressions to invite someone (to an event or to do something) - Identify and use expressions to respond to an invitation - Identify the expressions to ask permission - Identify and use the expressions to respond to a request for permission		√			Love for learning Friendship / being communicative	Direct expression			√	The value of love for learning is presented when the learning objectives ask the students to learn new material about the invitation. The student will be interested to learn the expression which is used to invite someone. The value of friendship/ being communicative is delivered in the learning objective directly. The learning objectives discuss the invitation. They are going to invite someone who already known (can be called as friends) to



											attend an event or ask them to do something. Usually, people invite their friends or relatives to build their relationship.									
304.D.U6.P54		√		√		Friendship/ being communicative	Exchange Illustration		√	The value of friendship/ being communicative is delivered when the dialogue discusses a girl who invites her friends to come to their party. It indicates that the action can build their relation. The value of friendship/ being communicative is delivered in the illustration which shows a group of students who talks about something. They seem happy. It can be seen from their expression that they smile each other.										
305.D.U6.P55	Activity 3 How do you ask someone about his/her activity? Read the following example aloud.				√	Reading interest	Direct expression		√	The value of reading interest is delivered when the learning instruction asks the students to read the expression of asking one's activity. It means the learning instruction can build the students' reading habit.										
306.D.U6.P56	<table><thead><tr><th>Questions</th><th>Responses</th></tr></thead><tbody><tr><td>• Let's visit Sam Poo Kong tomorrow.</td><td>o Sounds interesting.</td></tr><tr><td>• Why don't we go to the library this afternoon?</td><td>o Well, OK. Let's go there.</td></tr><tr><td>• What about going to the movies this weekend?</td><td>o Okay. o Sure. Pick me up at seven.</td></tr><tr><td>• Do you agree on visiting the museum tomorrow?</td><td>o Yes. I agree. o No. We went there last week.</td></tr></tbody></table>	Questions	Responses	• Let's visit Sam Poo Kong tomorrow.	o Sounds interesting.	• Why don't we go to the library this afternoon?	o Well, OK. Let's go there.	• What about going to the movies this weekend?	o Okay. o Sure. Pick me up at seven.	• Do you agree on visiting the museum tomorrow?	o Yes. I agree. o No. We went there last week.	√				Patriotism Reading interest	Table		√	The value of patriotism is delivered when the table shows the expression of asking one's activity to visit Sam Poo Kong. It is one of tourism place in Semarang. The value of reading interest is delivered when the table shows the expression of asking someone's activity to read/ study in the library.
Questions	Responses																			
• Let's visit Sam Poo Kong tomorrow.	o Sounds interesting.																			
• Why don't we go to the library this afternoon?	o Well, OK. Let's go there.																			
• What about going to the movies this weekend?	o Okay. o Sure. Pick me up at seven.																			
• Do you agree on visiting the museum tomorrow?	o Yes. I agree. o No. We went there last week.																			


307.D.U6.P56	Activity 5 <i>Study the dialogues then act it out with friends.</i>				√	Teamwork Friendship / being communicative	Role play		√		The learning instruction engages the students to do a role play as a student who asks their friend's activity. It must be done by a group of two students. the students should do the activity with their partner. This kind of activity can build a relation between them.
308.D.U6. P56		√		√		Friendship/ being communicative	Exchange Illustration			√	<p>The value of friendship/ being communicative is delivered when the dialogue discusses a girl who asks her friend to go somewhere together It indicates that the action can build their relation.</p> <p>The value of friendship/ being communicative is delivered in the illustration which shows two friends who talk about something. They seem happy. It can be seen from their expression that they smile each other.</p>
309.D.U6. P57	Activity <i>Aaron was invited to a party. He rings Tina to ask her to go with him. Read what she says. What do you think Aaron says?</i>				√	Reading interest	Direct expression		√		The value of reading interest is delivered when the learning instruction asks the students to read the expression of asking one's activity. It means the learning instruction can build the students' reading habit.


310.D.U6.P58		√		√	Friendship/ being communicative	Exchange Illustration		√	The value of friendship is delivered when a girl asks an orange to her friends. It indicates that they have a good relation. It can be seen when the picture shows a boy gives his orange to her.										
311.D.U6.P59	Activity 12 Work in pairs. Listen to the dialogue and act it out with your partner.			√	Friendship / being communicative	Role play		√	The learning instruction engages the students to do a role play based on the dialogue. It must be done by a group of two students. the students should do the activity with their partner. This kind of activity can build a relation between them.										
312.D.U6.P59	Activity 13 Work in groups. Read the dialogue once more. find the expression of inviting someone to do something and asking for approval. Find the responses			√	Teamwork Friendship/ being communicative	Group discussion		√	The value of teamwork is delivered in the learning instruction when the students should work in a group. It means there will be cooperation between them to finish this task.										
313.D.U6.P61	<table><tr><td>1. May I help you?</td><td>a. Sorry, the battery is low.</td></tr><tr><td>2. Can I borrow your cell phone?</td><td>b. Sure, no problem.</td></tr><tr><td>3. Can I use your computer?</td><td>c. All right.</td></tr><tr><td>4. Close the curtains, please.</td><td>d. I'm sorry, but the electricity went off.</td></tr><tr><td>5. Turn off the TV.</td><td>e. Well, sure, thanks.</td></tr></table>	1. May I help you?	a. Sorry, the battery is low.	2. Can I borrow your cell phone?	b. Sure, no problem.	3. Can I use your computer?	c. All right.	4. Close the curtains, please.	d. I'm sorry, but the electricity went off.	5. Turn off the TV.	e. Well, sure, thanks.			√	Kindness Social awareness	Matching		√	The value of social awareness is delivered when the students should match the expression for asking help and its responses. It also shows that they are kind who want to help others. It indicates that they are aware of someone in needs.
1. May I help you?	a. Sorry, the battery is low.																		
2. Can I borrow your cell phone?	b. Sure, no problem.																		
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4. Close the curtains, please.	d. I'm sorry, but the electricity went off.																		
5. Turn off the TV.	e. Well, sure, thanks.																		
314.D.U6.P61	Activity 19 Write down at least 5 things that you do to keep your house clean			√	Independence Environmental awareness	Direct expression		√	The value of independence is delivered in the learning instruction when the students are asked to write the way to keep the house clean. It means they have										

										to do the task by themselves. This kind of activity can enhance their independence. The value of environmental awareness is presented when the students should discuss the action to keep their house condition.
315.D.U6.P62	<i>Activity 21</i> <i>Read the following set of rules. Then, tick (✓) the things Deborah should do and cross (X) the things she should not do.</i>				✓	Reading interest	Direct expression		✓	The value of reading interest is delivered when the learning instruction asks the students to read the rules. It means the learning instruction can build the students' reading habit.
316.D.U6.P62	Hello, I'm Deborah from River Creek Primary School. My classroom has a set of rules. Here it is. CLASSROOM RULES - Respect and be kind to others. - Listen to directions carefully and obey them. - Do not touch others - Study quietly - Study and play safely - Raise your hand before you ask question - Listen quietly while others are speaking - Do not bring toys to class.			✓		Discipline	Information text		✓	There are several values which can be seen in the text material. It is a functional text which is used to inform the students about notice, caution, and prohibition. The value of discipline is presented when the students are asked to follow the rules in the class. The class members should obey the rules. It can make them become good students.
317.D.U6.P62	<i>Activity 22</i> <i>Work in groups of four. Make a set of rules for your own class.</i>				✓	Teamwork Friendship /being communicative	Group discussion		✓	The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in the group. The students are asked to discuss the answer to the

										following questions. It requires the cooperation of each member of the group to finish this task.
318.D.U7.P66	Activity 1 Aditya is leaving for Brazil next week. Aditya's brother, Reyhan, will have farewell party for Aditya. He wants Aditya's friends to come to the party. He sends a card to invite them. The card is called an invitation card. Read the invitation card				√	Reading interest	Direct expression		√	The value of reading interest is delivered when the learning instruction asks the students to read the rules. It means the learning instruction can build the students' reading habit.
319.D.U7.P66				√		Friendship/ being communicative	Information text		√	The functional text is in the form of the invitation card. the value of friendship is delivered when the text is addressed to Aditya's friends to join the farewell party. This kind of invitation card can be used as media to build a friendship
320.D.U7.P67				√		Friendship/ being communicative	Information text		√	The value of friendship/ being communicative is delivered in the invitation card in which Kevin wants to invite Zakiya to his birthday party. This activity can build their relation.
321.D.U7.P68	Today is 25 November. Firman knows that today is the National Teachers' day. He wants to send a card for his teacher. Here is his card				√	Nationalism	Information text		√	The value of nationalism is delivered when Firman want to celebrate the National Teachers' day by giving the card to his teacher. It indicates that he respects the teacher and wants to be a good citizen by celebrating National day.

322.D.U7.P69				√		Appreciation	Information text		√	The text material is a greeting card which is used to congratulate for one's success. It indicates that the text shows someone actions to respect their friend's achievement.
323.D.U6.P69				√		Love	Information text		√	The text material contains a message for celebrating Mother's Day. This card is used to show love to his/her mother.
324.D.U7.P71	<i>Activity 5</i> <i>Work in pairs. Look at the cards and then answer the questions.</i>				√	teamwork Friendship /being communicative	Group discussion		√	The value of teamwork is delivered in the learning instruction. The students' needs to do activities in pair. The students are asked to answer the following questions. It requires the cooperation of each member of the group to finish this task.

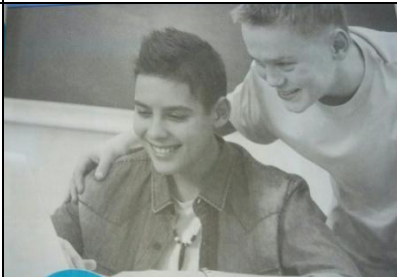
325.D.U7.P71				√		Friendship/ being communicative	Functional text			√	The text material contains a greeting for their friends who is sick. The message shows that their friends want her to recover from her illness. This card can be used to build intimacy between them.
326.D.U7.P74	<i>Activity 9</i> <i>Works in a group of four. Discuss the following things.</i> <i>Write down the occasion in Indonesia when you can write greetings card and give them away</i>				√	Teamwork Friendship / being communicative Nationalism	Group discussion			√	The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in pair. The students are asked to answer the following questions. It requires the cooperation of each member of the group to finish this task. The value of nationalism is delivered when the students are asked to write the greetings card for Indonesian occasion. It shows that they love their country.
327.D.U7. P77	<i>Activity 12</i> <i>A friend from abroad is visiting you. You want to invite him/her to watch a traditional performance in your city. Write your invitation card decorate with picture</i>				√	Friendship/ being communicative nationalism creativity	Direct instruction			√	The value of friendship/ being communicative is delivered in the learning instruction when the students are asked to create an invitation card to their friends based on the given situation. The value of creativity is delivered when the students are asked to decorate the card with pictures which make the card more interesting.


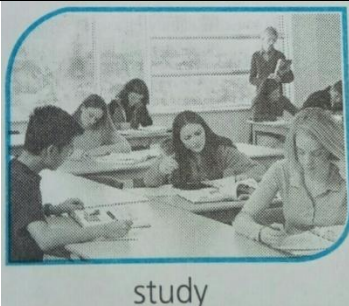
328.D.U7.P77		√				Patriotism	Illustration		√	The value of patriotism is delivered in the illustration of traditional dance. It is <i>Pendet</i> dance which comes from Bali. It represents one of Indonesian culture
329.D.U7.P77	<i>Activity 13</i> <i>Read again invitation card number 1 from activity 1 carefully. Pretend to be Sultan. Write a greetings card to Aditya in your book</i>				√	Reading interest Friendship/ being communicative Creativity	Direct expression		√	The value of reading interest is delivered when the learning instruction asks the students to read the rules. It means the learning instruction can build the students' reading habit. The value of friendship/ being communicative is delivered in the learning instruction when the students are asked to create an invitation card to their friends based on the given situation The value of creativity is delivered when the students are asked to decorate the card with pictures which make the card more interesting.
330.D.U7.P77	<i>Activity 14</i> <i>Create a greetings card. choose one of the following situations. Write it on a piece of paper and decorate it with a picture.</i>				√	- Friendship/ being communicative - Creativity	Direct expression		√	The value of friendship/ being communicative is delivered in the learning instruction when the students are asked to create an invitation card to their friends based on the given situation The value of creativity is delivered when the students are asked to decorate the card with pictures which make the card more interesting.

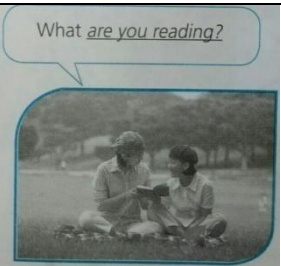

331.D.U7.P78	<i>Activity 15, 16 & 19</i> <i>Work in pairs. Swap the invitation card (from Activity 12) that you have made. Check your partner's work.</i>				√	Teamwork Friendship / being communicative	Group discussion		√		The value of teamwork is delivered in the learning instruction. The students should do activities in pair. The students are asked to answer the following questions. It requires the cooperation of each member of the group to finish this task.
332.D.U8.P82	<i>There was a volcanic eruption in Sumatra. Firman and his friends are collecting some items to donate to the victims of the disaster.</i> <i>Read the dialogue.</i>				√	Patriotism Reading interest	Direct expression		√		The value of patriotism is delivered in the learning instruction when it describes a situation of the dialogue. T can be seen when a group of friends wants to donate items to the victims of the volcanic disaster in their country. The value of reading interest is delivered when the learning instruction asks the students to read the rules. It means the learning instruction can build the students' reading habit.
333.D.U8.P82	<i>Look at the pictures and read the sentences aloud.</i>				√	Reading interest	Direct expression		√		The value of reading interest is delivered when the learning instruction asks the students to read the rules. It means the learning instruction can build the students' reading habit.
334.D.U8.P83	I like reading, so I go to the library a lot			√		Reading interest	Direct expression			√	The value of reading interest is delivered when a sentence shows that someone like reading. It means he/she likes reading a book in the library.
335.D.U8.P85	Mr. Rudy explain the material clearly, so I have very few questions to ask.			√		Curiosity	Information text			√	The sentence shows that the student has curiosity after the teachers explain the material. It means the value of curiosity is delivered.

336.D.U8.P8	Activity 10 <i>Work in pairs. What are these things? Some are countable and others uncountable. Write a/ an if necessary</i>				√	Teamwork Friendship /being communicative	Group discussion		√		The value of teamwork is delivered in the learning instruction. The students' needs to do activities in pair. The students are asked to answer the following questions. It requires the cooperation of each member of the group to finish this task.
337.D.U8.P91	Activity 17 <i>Work in pairs. Look around your school. Write down a list 10 things you can find. Use a lot of, much, many, a few, few, a little and little to describe them</i>				√	Teamwork Friendship /being communicative environmental awareness	Group discussion		√		The value of friendship/ being communicative is delivered in the learning instruction. The students' needs to do activities in pair. The students are asked to answer the following questions. It requires the cooperation of each member of the group to finish this task. The value of social awareness is delivered when the students are asked to observe the school condition and write 10 things in the school.
338.D.U8.P91	Activity 18 <i>Work in alone. Look around your school. Write down a list 10 things you can find. Use a lot of, much, many, a few, few, a little and little to describe them</i>				√	Independence	Direct expression		√		the value of independence is delivered in the learning instruction directly when the students are asked to do the task alone. It means the students have to observe and find things individually.
339.D.U8.P95	Activity 24 <i>Let's play the game</i>				√	teamwork Friendship/ being communicative.	Game		√		The students are involved in a game. It must be done in a group. This activity can enhance the students' relation and build intimacy between them.
340.D.U9.P98	... Reporter: You are famous as a young entrepreneur. Congratulations Harlee: Thank you			√		Appreciation Hard working	Exchange			√	The value of appreciation is delivered in the conversation between reporter and Harlee. The reporter interviews and shows a compliment to him because he is a young entrepreneur.

	<p>Reporter: what do you sell, Harlee?</p> <p>Harlee: I sell marbles. My customers are from many countries all over the world.</p> <p>...</p> <p>Harlee: well, I usually start my day at seven. I have a shower and have breakfast with my parents.</p> <p>Reporter: what time do you go to school?</p> <p>Harlee: I usually go to school at eight. School starts at nine and finishes at two</p> <p>Reporter: what do you usually do after school?</p> <p>Harlee: well, I'm back to business. I check my website to see the orders</p>									Harlee achieves his success in business because of his hard work to manage his time between school and business. So, the value of hard working is shown in his routines.
341.D.U9.P99	<p><i>Activity 2</i></p> <p><i>The following sentences are from the interview. Read them carefully.</i></p>				√	Reading interest	Direct expression		√	The value of reading interest is delivered when the learning instruction asks the students to read the rules. It means the learning instruction can build the students' reading habit.

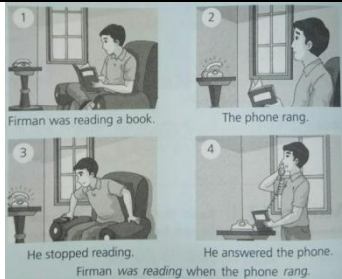

342.D.U9.P104	<table><tr><th></th><th>Always</th><th>Usually</th><th>Never</th></tr><tr><td>1. Gets up at 6 A.M.</td><td>✓</td><td></td><td></td></tr><tr><td>2. Makes his bed</td><td></td><td></td><td>✓</td></tr><tr><td>3. Has breakfast</td><td>✓</td><td></td><td></td></tr><tr><td>4. Catches the bus to school</td><td></td><td>✓</td><td></td></tr><tr><td>5. Has lunch at school</td><td></td><td>✓</td><td></td></tr><tr><td>6. Plays basketball in the afternoon</td><td></td><td>✓</td><td></td></tr><tr><td>7. Waters the plants before taking a bath</td><td></td><td>✓</td><td></td></tr><tr><td>8. Studies in the evening</td><td>✓</td><td></td><td></td></tr><tr><td>9. Goes to bed at 9 P.M.</td><td></td><td>✓</td><td></td></tr><tr><td>10. Stays up late</td><td></td><td></td><td></td></tr></table>		Always	Usually	Never	1. Gets up at 6 A.M.	✓			2. Makes his bed			✓	3. Has breakfast	✓			4. Catches the bus to school		✓		5. Has lunch at school		✓		6. Plays basketball in the afternoon		✓		7. Waters the plants before taking a bath		✓		8. Studies in the evening	✓			9. Goes to bed at 9 P.M.		✓		10. Stays up late				√				Discipline	Table		√	The table shows Hendrik's daily routines. The activities indicate that Hendrik is discipline student. It can be seen from their routines and make them his habit. One of them is he always get up at 6 A.M.
	Always	Usually	Never																																																			
1. Gets up at 6 A.M.	✓																																																					
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343.D.U9.P108	Activity 11 Write sentences about yourself. Use always/never/ often/sometimes/usually.			√	Independence	Direct expression		√		the value of independence is delivered in the learning instruction directly when the students are asked to do the task by themselves. It means the students have to observe and findthings individually.																																												
344.D.U10.P111		√			Friendship/ being communicative	Illustration		√		The illustration shows two friends who enjoy watching on the laptop. It can be seen from their expression that they both are smiling. It means they build their relation																																												

345.D.U10. P112		√				Love	Illustration			√	The illustration shows a girl and her mother cook together in the kitchen. It means they care for each other because the girl wants to help her mother to prepare the dishes.
346.D.U10. P114		√				Responsibility	Illustration				The value of responsibility is shown in the illustration when students do their duty as students, that is a study in the classroom.
347.D.U10.P116	Sarah likes helping her mother in the kitchen. She helps her cut the vegetables.			√		- Social awareness	Direct expression			√	The sentence shows there is a girl who helps her mother in the kitchen. It means they care for each other because the girl wants to help her mother to prepare the dishes.

348.D.U10.P119		√				- Reading interest	Illustration		√	The illustration shows two girls who sit in the yard. They are reading the book. It means that they love reading.
349.D.U10.P120		√				- Responsibility	Illustration		√	The value of responsibility is shown in the illustration when the students do their duty as students, that is a study in the classroom.
350.D.U10.P121	<i>Activity 12</i> <i>Look around. Discuss with the class what is happening inside and outside of the classroom.</i>				√	- Friendship /being communicative	Group discussion		√	The value of friendship or being communicative is delivered in the learning instruction. The students should do activities in pair. The students are asked to answer the following questions. It requires the cooperation of each member of the group to finish this task.
351.D.U11. P135	<i>Activity 16</i> <i>What is your dream pet? Fill in the following chart. Don't show it to your friend.</i>				√	- Independence	Direct expression		√	the value of independence is delivered in the learning instruction directly when the students are asked to do the task by themselves. It means the students have to observe and find things individually.
352.D.U11. P136	<i>Activity 18, 29</i> <i>Work in pairs ...</i>				√	Teamwork Friendship /being communicative	Group discussion		√	The value of friendship / being communicative is delivered in the learning instruction. The students should do activities in pair. The students are asked to answer the following questions. It requires the cooperation of each

										member of the group to finish this task.
353.D.U11. P139	<p>My Best Friends</p> <p>I want to tell you about my best friends. I have three best friends. Their names are Salma, Firman, and Lia.</p> <p>Salma is tall, but Firman is taller than Salma. Lia is very tall. She is the tallest of the three.</p> <p>Three of them can play the guitar well. Salma plays better than Lia. Firman plays very well. He is the best guitarist at school.</p> <p>The three are clever students. Salma is clever. She is cleverer than Firman. Lia is very clever. She is the cleverest student in class.</p> <p>They all like collecting money. Their money collection is from Indonesia, as well as from other countries. Salma's collection of money is not very good. Firman's is better. Lia's collection is the best.</p>			√	Friendship/ being communicative	Information text		√		The text material is in the form of descriptive text which tells about Hendrik's best friends. It indicates that he cares to his best friends. he describes the positive activities of this friends.
354.D.U11.P140	<p>Bromo Tengger Semeru National Park is located in four regencies, namely Pasuruan, Probolinggo, Lumajang and Malang in East Java. The park covers 503sq km. Visitors can find panthers, wild pigs, Timor deer, barking deer, silver leaf monkeys, common porcupines, hornbills, banded pittas, crested spent eagles, and Australian grey ducks in this national park. Visitors can also enjoy mountain climbing, hiking and jeep safaris. The best time to visit this park is from June to October and from December to January.</p> <p>Gunung Palung National Park is located in Ketapang Regency, West Kalimantan Province. The 900sq km park is inhabited by orangutans, white-handed gibbons or owa, sambar deer, Malayan sunbears, proboscis monkeys, agile or black-handed gibbons, long-tailed macaques, maroon leaf-monkeys, common or cream-coloured giant squirrels, large flying foxes or kalong, false gavials, reticulated pythons, water monitors, arowanas, brahminy kites, white-bellied sea-eagles, black fish-eagles, buffy fish-owls, and long-tailed parakeets.</p> <p>Kerinci Seblat National Park is located in four provinces, namely West Sumatera, Jambi, Bengkulu and South Sumatera. The park covers 13,750sq km. The animals inhabit this area are Sumatran rhinoceros, Sumatran elephants, Malayan tapirs, Sumatran tigers, clouded leopards, siamang, Agile gibbon, long-tailed macaque, Malayan sunbear, large flying foxes, wild dogs, short-eared rabbits, Kerinci rats, Mus crociduroides, Sumatran serow, Schneider's Pitta, Sumatran scops-owls, crested wood-patridge, argus pheasants, Salvadori's pheasants, hornbills, trogon, barbet, reticulated pythons, and water monitors.</p>			√	Patriotism	Information text		√		The text material describes a national park in Indonesia. It means the text will inform the reader about the Indonesia national park. It is one of Indonesia identity which must be known by Indonesia citizen.
355.D.U11.P143	<p>Activity 30</p> <p>Choose three friends, relatives, neighbors, or other people you are familiar with. Write their names and some facts about them. For example, their age, height, weight, number of children, hobbies, characters, etc. Write five sentences to compare them</p>			√	Independence	Direct expression		√		the value of independence is delivered in the learning instruction directly when the students are asked to do the task by themselves. It means the students have to observe and find things individually.


356.D.U11.P143	Activity 30 <i>Present your comparison in front of the class. Provide your presentation with pictures.</i>				√	Independence Creativity	Presentation		√		the value of independence is delivered in the learning instruction directly when the students are asked to present the result individually. The value of creativity is delivered when the students should prepare the material for presentation creatively.
357.D.U12.P148	Activity 4 <i>Work in pairs. Ask and answer about where you were /what you did last weekend.</i>				√	Friendship /being communicative Curiosity	Interview		√		The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in pair. The students are asked to answer their partner's question. It requires the cooperation of each member of the group to finish this task. The value of curiosity is delivered when the students ask their partners about where they were last weekend. This kind of activity can increase students' curiosity.
358.D.U12.P154	Linda: Hi, Rose. Where (were) you last Saturday morning? Rose: I (went) to the beach with my parents. Linda: Really? I remember the weather (was) nice. Did you (enjoy) it? Rose: Yes, It (was)...				√	- Friendship / being communicative	Completion			√	The value of friendship is delivered when the students should complete the dialogue about asking a friend's activity at the weekend. It indicates that they share their activity which can build their relation.

359.D.U12.P156	 <p>1 Firman was reading a book.</p> <p>2 The phone rang.</p> <p>3 He stopped reading.</p> <p>4 He answered the phone.</p> <p>Firman was reading when the phone rang.</p>	√		√	Reading interest	Story text		√	<p>The text material shows the example of using the past tense. It tells about Firman activity in reading a book. It indicates that he likes reading books.</p> <p>The illustration shows a boy who reads a book. It indicates that this activity can promote the student attracted in reading.</p>
361.360.D.U12.P158	 <p>Salma : Hi, Basyir. How was your vacation? Basyir : It was great. Salma : Where did you go? Basyir : I went to Yogyakarta. Salma : Wow! What did you see? Basyir : I saw some temples. Salma : Did you like them? Basyir : I loved them, especially Prambanan Temple. It was fantastic. Salma : What did you buy? Basyir : I bought this for you in the market. Salma : Gee! Thanks. It's cute.</p>	√		√	Patriotism	Exchange		√	<p>The dialogue discusses Basyir's vacation in Yogyakarta. He describes a tourism place in Yogyakarta. It means that he is happy having vacation there.</p> <p>The illustration shows the <i>Prambanan</i> temple which is a landmark and tourism place in Yogyakarta. It means the students are aware of the historical places in Indonesia.</p>
361.D.U12.P158	<p><i>Activity 18</i> Work in pairs. use the previous dialogue as a model. Create your own dialogue. Act it out in front of the class.</p>			√	Friendship /being communicative	Interview		√	<p>The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in pair. The students are asked to answer their partner's question. It requires the cooperation of each member of the group to finish this task.</p>
362.D.U12.P158	<p><i>Activity 19</i> Write 10 things you did or you were doing yesterday. Swap your work with your friend next to you. Let him/her read and ask for his/her comments about your story and your ability in writing past events</p>			√	Independence Friendship/ being communicative	Direct expression		√	<p>The value of independence is delivered in the learning instruction directly when the students are asked to write 10 things about their activity yesterday individually. It can make them become independent learners.</p> <p>The value of friendship is delivered when the students are asked to swap their</p>

										works to their partner. This kind of activity can improve cooperation between them.
363.D.U13.P162	<p>Visiting an old age home</p> <p>Last Sunday, my class visited an Old Age Home in my city. There were twenty-five of us, including Mr. Stewart, my teacher. we brought with us a keyboard and a guitar. We also brought snacks especially made for the old people, and we had little gifts for them too.</p> <p>...</p>			√		Social awareness	Recount text	√		The value of social awareness is delivered in the recount text which tells about the student's experience of visiting an old age home. It indicates that they care to the old people. It can be seen that they want to entertain them and give them food and gifts.
364.D.U13.P164	<p>Yesterday we had a great day. We had a practice with a popular football player, Bambang Pamungkas. We called him "Bepe". The name of the (<i>name of the program</i>) was Soccer clinics with Bambang Pamungkas</p> <p>...</p> <p>After two hours practicing with him. We had to stop and say goodbye to Bepe. (<i>before</i>) saying goodbye, Bepe (<i>told</i>) us to dream big and to keep working hard and (<i>be discipline</i>) to achieve our dreams.</p>				√	Hard working Discipline	Completion	√		<p>The value of hard working is delivered when Bepe said to the students to keep practicing to be a good football player. It means hard working can be an effort to achieve the goals.</p> <p>The value of discipline is delivered when Bepe gives suggestion to the students to be disciplined. It means they have to follow the rules or regulation in the field or school.</p>
365.D.U13.P167	<p>Activity 7</p> <p><i>In groups, discuss the following questions.</i></p>				√	Friendship /being communicative	Group discussion		√	The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in the group. The students


										are asked to discuss the answer to the following questions. The discussion activity requires the cooperation of each member of the group to finish this task.
366.D.U13.P167	<i>Activity 8</i> <i>Read the following letter. Complete the letter with the words given. Make sure you write the correct form of the verbs</i>				√	Reading interest	Direct expression		√	The value of reading interest is delivered when the learning instruction asks the students to read the rules. It means the learning instruction can build the students' reading habit.
367.D.U13.P167	Dear Novy, Today is the sixth day of my 10 days visit in Sape. This village is starting to make me feel at home. I experienced a lot during my visit. For example, yesterday, the village head (took) me to the district library. I thought it was going to be a boring visit and the library would be dull and full of uninteresting books. However, it turned out to be different...				√	Reading interest	Completion	√		The learning activity asks the students to complete the text. the text tells about Novy's Holiday in Sape West Nusa Tenggara. She tells her friends that she enjoys her holiday. The value of reading interest emerged when she tells about her experience in the library. She amazed at the district program to build students interest. Every visitor will get points when he/she borrow the books and redeem them with merchandises.
368.D.U13.P169	<i>Activity 11</i> <i>Discuss with your friend. Read the following proverb. Do you know what it means? Is there any proverb in Bahasa Indonesia which has a similar meaning.</i>				√	Friendship /being communicative Nationalism	Group discussion		√	The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in the group. The students are asked to discuss the answer to the following questions. The discussion activity requires the cooperation of each member of the group to finish this task The learning instruction consists of the value of Nationalism. It occurs when the students are asked to find similar meaning in Bahasa Indonesia to finish

										the task.
369.D.U13.P171	<p><i>Activity 15</i></p> <p><i>Work in groups of five. Ask your friends where they were and what they did last weekend. Then, fill up the table below. Number one has been done as an example.</i></p>				√	teamwork Friendship /being communicative curiosity	Interview		√	<p>The value of teamwork is delivered in the learning instruction. The students should do activities in the group. The students are asked to ask their friends about their activity on the last weekend. It requires the cooperation of each member of the group to finish this task.</p> <p>The value of curiosity is delivered when the students ask their partners about where they were last weekend. This kind of activity can increase students' curiosity.</p>
370.D.U13.P172	<p><i>Activity 18</i></p> <p><i>Now you are ready to tell your recount.</i></p>				√	Independence	Direct expression		√	<p>the value of independence is delivered in the learning instruction directly when the students are asked to write their own experience in the form of recount text. It means the students have to make the recount text based on the provided topic individually.</p>
371.D.U13.P176	<p><i>Activity 23</i></p> <p><i>Work in pairs. write out in full the notes in Lia's diary.</i></p>				√	Teamwork Friendship /being communicative	Interview		√	<p>The value of teamwork is delivered in the learning instruction. The students should do activities in pair. The students are asked to answer their partner's question. It requires the cooperation of each member of the group to finish this task.</p>
372.D.U13.P179	<p><i>Activity 28</i></p> <p><i>What you did last weekend? Fill in the following outline</i></p> <p><i>Activity 29</i></p> <p><i>Based on the outline, write a</i></p>				√	Independence	Direct expression		√	<p>the value of independence is delivered in the learning instruction directly when the students are asked to write the outline to make a recount text. It means the students have to make the recount text</p>

	<i>recount text about your last holiday.</i>										individually.
373.D.U13.P180	<i>Activity 30</i> <i>Share your experience of the last holiday to your class. Present it attractively</i>				√	Bravery Independence	Presentation		√		the value of bravery and independence are delivered in the learning instruction directly when the students are asked to share the writing about their experience during the holiday individually. This activity can develop students self-confidence.
374.D.U14.P184	3. From: Hendrik Hi, Ketut. Can you go with me to the library? I need some reference books. D. Going to the library is great. I need to find some encyclopedias as well. I will wait for you at the bus stop.				√	Friendship/ being communicative Reading interest	Matching		√		The value of friendship is delivered when Hendrik asks Ketut to come to the library together. It indicates that they have positive relation as friends. The value of reading interest is presented when they are going to the library for finding some books. It means they are interested in reading.
375.D.U14.P186		√				Friendship/ being communicative	Illustration			√	The illustration shows the illustration of two friends who are going to play football together. It can be seen from the bulb that shows that they play football.
376.D.U14.P187	4. The floor is dirty. I am (going to clean) it 6. I'm (going to go) to Tanjung Pinang to see 'Festival Sungai Carang'. 7. A film about Soekarno is on at				√	Environmental awareness Patriotism	Completion			√	The value of environmental awareness is delivered in the learning activities when the students are asked to complete the sentences. The sentence tells us that the floor is dirty and needs to be cleaned. It can build awareness of the students to

	the cinema now. Are you (going to watch) it?									keep the class clean. The value of patriotism is delivered in the completion activity. The sentence introduces Festival Sungai Carang which becomes the icon of Tanjung Pinang, a city in Riau islands. Then the last sentence introduces the movie of Soekarno which is the Indonesian proclamation. Watching this movie can increase nationalism value of the students.
377.D.U14.P188	<i>Activity 8</i> <i>Write a short message to your English teacher. the topics may vary. Show your message to the class. Attach it to the display board. Let your friends comment on your language</i>				√	Independence	Direct expression		√	the value of independence is delivered in the learning instruction directly when the students are asked to write a short message to their English teacher individually.
378.D.U15.P190	<i>Activity 2</i> <i>Read the previous announcement aloud. Ask your partner to check your pronunciation</i>				√	Reading interest	Direct expression		√	The value of reading interest is delivered when the learning instruction asks the students to read the rules. It means the learning instruction can build the students' reading habit.
379.D.U15.P191	Good afternoon All. This is your head teacher speaking. Before we leave the school for the study tour, I want to (1) <u>remind</u> you of several things. First, always (2) <u>obey</u> the rules of this tour. You can find them below the itinerary.				√	Discipline	Completion		√	The value of discipline is delivered in the learning activities in which the students should complete the text. the announcement text explains the rules that must be obeyed by the students. It can increase the students' discipline.

380.D.U15.P192	Activity 7 <i>Work in a group of four. Discuss the questions</i>				√	Friendship /being communicative	Group discussion		√		The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in the group. The students are asked to discuss the answer to the following questions. The discussion activity requires the cooperation of each member of the group to finish this task
381.D.U15.P194	LET'S GO GREEN Our school will conduct a green campaign. We will plant more trees and recycle our garbage to make our school clean and green. Take part in the campaign. - Donate one tree to our school. Give your tree to Mr. Stewart. He will arrange a place for your tree. - Do not litter. Put your garbage in the right container.			√		Environmental awareness	Functional text		√		The value of environmental awareness is delivered in the text material in the form of announcement. It tells about the school program to plant trees in the school area. This kind of activity kind is useful for the environment.
382.D.U15.P197	Activity 12 <i>Write an announcement. You may choose one of the following situations or make up your own.</i>				√	Independence	Direct expression		√		the value of independence is delivered in the learning instruction directly when the students are asked to <i>write their own</i> announcement. They can use the following situations. This kind of activity can increase students' independence.

383.D.U15.P199				√		Discipline	Information text			√	The value of discipline is delivered in the announcement text which explains the rules for bus passengers that must be obeyed by the students. by reading that such an announcement, it can increase the students' discipline.
384.D.U15.P200	<p><i>Activity 19</i></p> <p><i>Work individually. Write five rules. Choose one of the following places.</i></p>				√	Independence	Direct expression			√	the value of independence is delivered in the learning instruction directly when the students are asked to write a short message to their English teacher individually.
385.D.U16.P202	<p><i>Activity 1</i></p> <p><i>Do you like listening to the song? Write five English songs that you know.</i></p>				√	Independence	Direct expression			√	the value of independence is delivered in the learning instruction directly when the students are asked to list their favorite English song individually. This kind of activity can increase students' independence.
386.D.U16.P202	<p><i>Activity 2</i></p> <p><i>Look again at the song titles that you have written. Tell your friends what the song is about.</i></p>				√	Independence	Direct expression			√	the value of independence is delivered in the learning instruction directly when the students are asked to tell their friends about the songs. This kind of activity can increase students' independence.
387.D.U16.P204	<p><i>Activity 5</i></p> <p><i>Find the song 'The More We Get Together' on the Internet. listen to it, then sing it aloud with your friends.</i></p>				√	Friendship/ being communicative	Direct expression			√	The value of friendship/ being communicative is delivered in the learning instruction. The students are asked to find the lyrics of the song and sing the song together with their friends.

											the song is about friendship. This activity can build intimacy among the students.
388.D.U16.P204	<i>Activity 7 Work in pair. Answer the following questions.</i>				√	- Friendship /being communicative	Interview		√		The value of friendship/ being communicative is delivered in the learning instruction. The students should do activities in pair. The students are asked to answer their partner's question. It requires the cooperation of each member of the group to finish this task.

