

CHARACTER VALUES IN AN EFL TEXTBOOK OF SENIOR HIGH
SCHOOLS



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ABSTRAK

Marahati, Elsa Maria: Nilai-Nilai Karakter dalam Sebuah Buku Bahasa Inggris untuk Sekolah Menengah Atas. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2019**

Penelitian ini bertujuan untuk mengidentifikasi nilai-nilai karakter yang terdapat dalam sebuah buku bahasa Inggris yang berjudul *Pathway to English for Grade XI Peminatan Program*. Selain itu, penelitian ini juga bertujuan untuk mencari tahu bagaimana nilai-nilai karakter tersebut terintegrasi dalam tugas, teks dan gambar.

Penelitian ini merupakan penelitian konten analisis yang dilengkapi dengan data kuantitatif. Agar mendapat buku yang sesuai dengan tujuan penelitian, peneliti menggunakan teknik *convenience sampling* dan *purposive sampling*. Setelah itu, peneliti menganalisis buku tersebut melalui proses dekontekstualisasi, rekontekstualisasi, penggolongan dan kompilasi.

Penelitian ini menemukan beberapa hasil penelitian. Penelitian ini menemukan 27 nilai karakter yang berasal dari kurikulum 2013 dan nilai-nilai universal. Diantara nilai-nilai ini, nilai tanggung jawab memiliki frekuensi yang paling tinggi (19,91%), sedangkan nilai penetapan tujuan memiliki frekuensi paling rendah (0,08%). Nilai karakter juga terintegrasi dalam aktivitas pembelajaran, teks and gambar. Nilai karakter terintegrasi dalam aktivitas pembelajaran melalui diskusi, tugas mandiri, persentasi dan permainan peran. Dalam teks tertulis, nilai karakter didukung melalui cerita, puisi, lirik lagu, teks persuasive, dialog, teks prosedur, teks biografi, teks laporan. Dalam gambar, nilai karakter terintegrasi melalui proses tindakan, proses reaksi, keadaan, proses analitis, proses klasifikasi, dan proses simbolis. Berdasarkan hasil-hasil penelitian, penelitian ini menyarankan agar penulis buku menambahkan gambar-gambar berwarna yang menunjukkan nilai karakter dan kegiatan pembelajaran yang mendorong refleksi dan diskusi yang berkaitan dengan moral. Selain itu, penelitian ini juga menyarankan guru-guru bahasa Inggris yang menggunakan buku *Pathway to English for Grade XI Peminatan Program* untuk menambahkan kegiatan pembelajaran yang mendorong murid-murid untuk berdiskusi mengenai nilai-nilai karakter yang terdapat dalam teks.

Kata kunci: Nilai karakter, pendidikan karakter, buku bahasa Inggris

ABSTRACT

Marahati, Elsa Maria: Character Values in an EFL Textbook of Senior High Schools. **Thesis. Yogyakarta: Graduate School, Yogyakarta State University, 2019**

This research aimed to identify the character values that are presented in an EFL textbook entitled *Pathway to English for Grade XI Peminatan Program* and find out how the character values are integrated in written texts, tasks and images of an EFL textbook entitled *Pathway to English for SMA/MA Grade XI Program Peminatan*.

This research used qualitative content analysis that was complemented by quantitative data. In order to select the EFL textbook that was suitable with the objectives of the research, convenience sampling and purposive sampling were employed. Then, the textbook was analyzed through decontextualization, recontextualization, categorization and compilation. During the research, the researcher acted as the primary instrument which analyzed, interpreted and collected the data by using data sheets that had been validated by a rater.

This research yielded the following results. Firstly, it was found out that there were 27 values consisting of recommended character values from Curriculum 2013 and universal values. Among these values, responsibility had the most frequent appearances (19.91%) and goal setting had the least frequent appearances (0.08%). Secondly, character values were integrated in tasks, texts and images. In tasks, character values were promoted through discussion, individual tasks, presentations, and role-play. In written texts, the values were promoted through stories, poems, song lyrics, persuasive texts, dialogues, recount texts, procedures and reports. In images, the character values were promoted through action process, reactional process, circumstance, analytical process, classificational process and symbolic process. Based on the above findings, it is recommended for textbook writers to include more colorful images that display character values, and add learning activities that facilitate moral discussions and reflections. In addition, this research also recommends EFL teachers who use *Pathway to English for Grade XI Peminatan Program* to add learning activities which enable students to discuss character values in written texts.

Keywords: *Character values, character education, EFL textbook*

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I hereby certify that this thesis is my original work that has not been submitted at any other institution to obtain a degree. To the best of my knowledge and belief, this thesis does not contain any sources other than those listed in the references.

Yogyakarta, 6 September 2019



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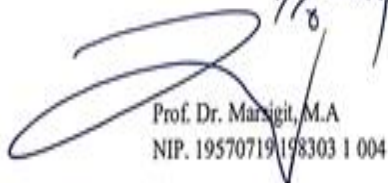
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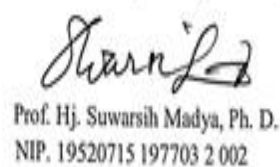
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