

**CHARACTER EDUCATION VALUES IN ENGLISH
TEXTBOOK ENTITLED “SPEED UP ENGLISH 5”
FOR THE FIFTH GRADE OF ELEMENTARY
SCHOOL**

A THESIS

**Submitted in Partial Fulfillment of the Requirement for the Degree
Of *Sarjana Pendidikan* in English Education Department**



By:

NOVITA NUR MAGHFIROH

SN. 2520070

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

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THE FIFTH GRADE OF ELEMENTARY SCHOOL**

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Examiner II

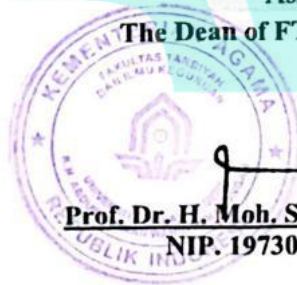
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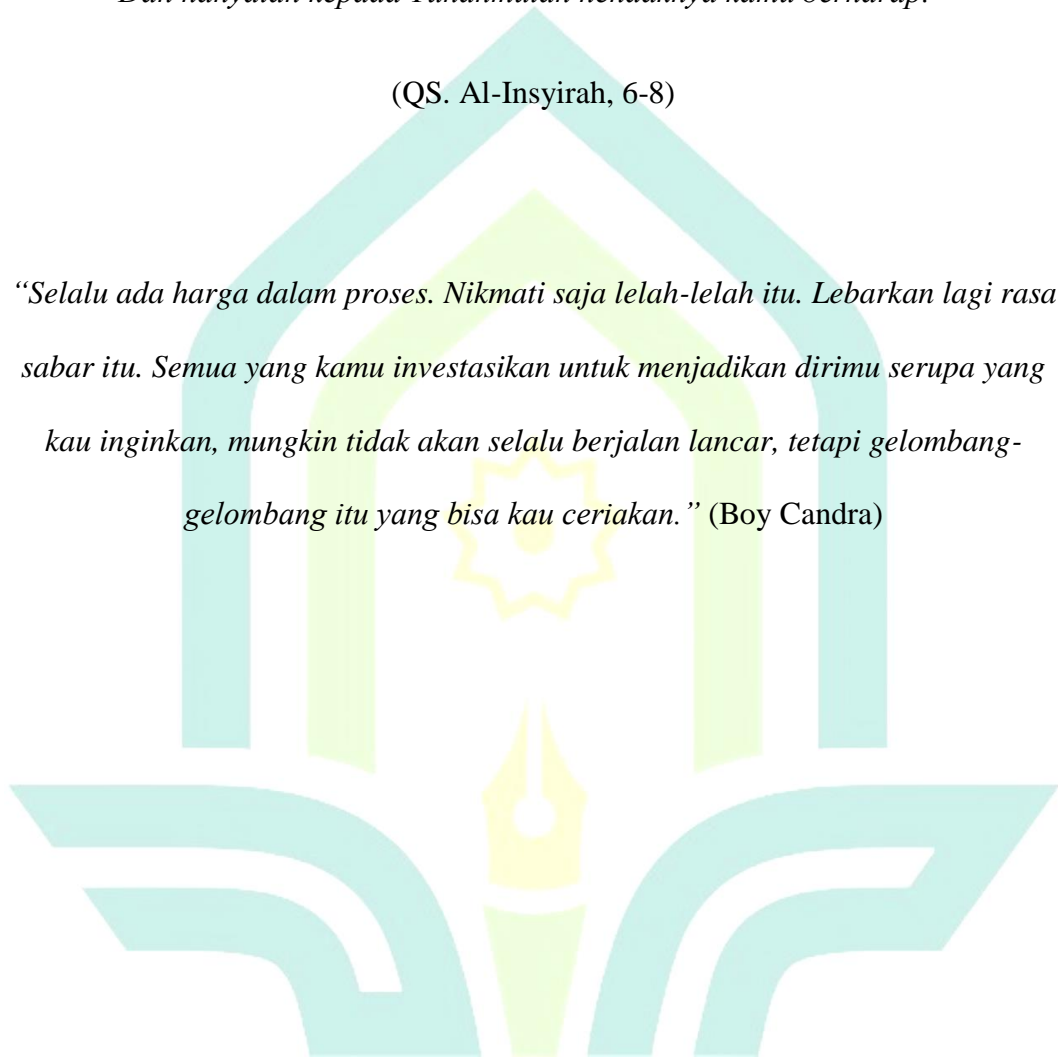
MOTTO

“Maka sesungguhnya bersama kesulitan ada kemudahan. Maka apabila engkau telah selesai (dari suatu urusan), tetaplah bekerja keras (untuk urusan yang lain).

Dan hanyalah kepada Tuhanmulah hendaknya kamu berharap.”

(QS. Al-Insyirah, 6-8)

“Selalu ada harga dalam proses. Nikmati saja lelah-lelah itu. Lebarkan lagi rasa sabar itu. Semua yang kamu investasikan untuk menjadikan dirimu serupa yang kau inginkan, mungkin tidak akan selalu berjalan lancar, tetapi gelombang-gelombang itu yang bisa kau ceriakan.” (Boy Candra)



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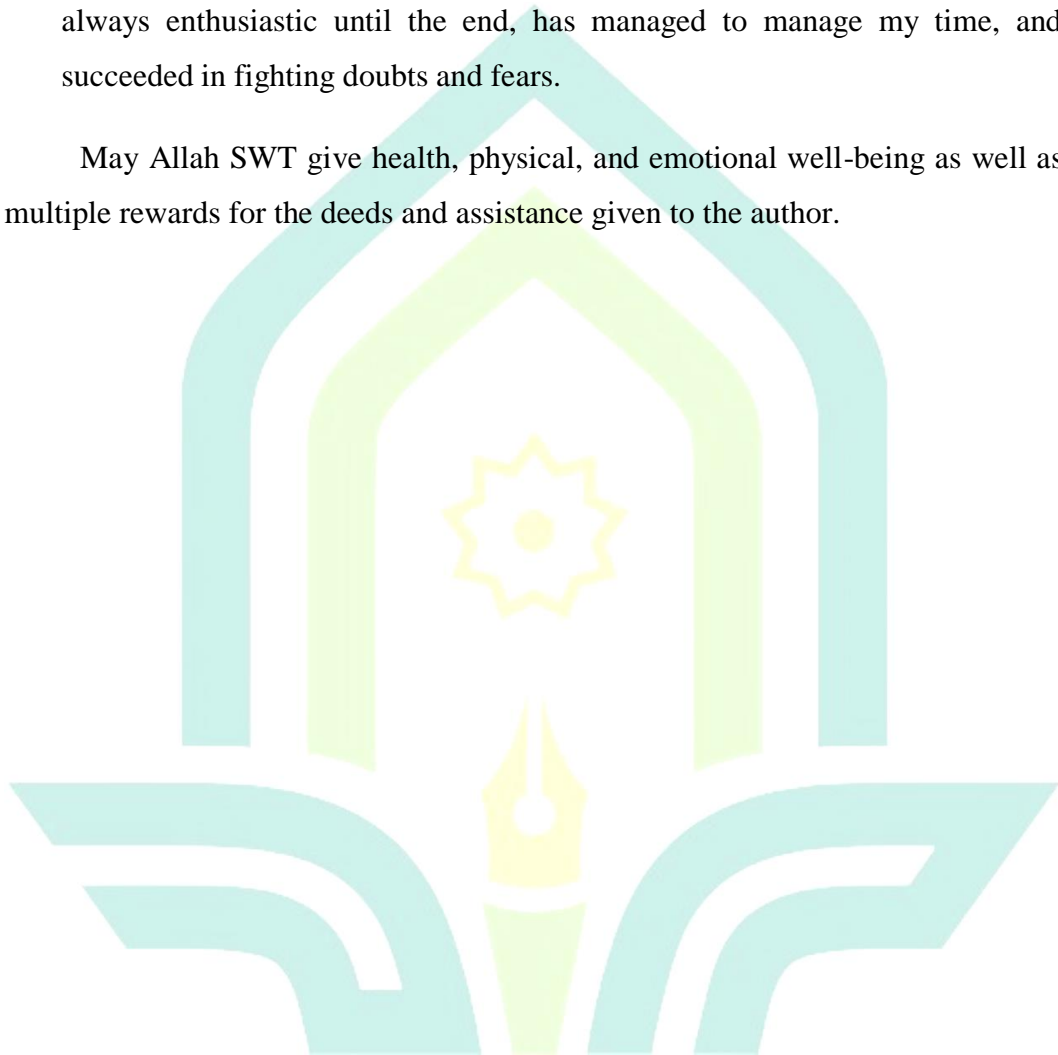
Alhamdulillahirabbil'alamin. All glory be to Allah SWT for His mercy and grace in enabling the author to finish this thesis on time. Sholawat and salam to Prophet Muhammad SAW, who has led us out of the dark ages and into the light.

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ABSTRAK

Maghfiroh, Novita Nur (2024). *Character Education Values in English Textbook Entitled "Speed Up English 5" for the Fifth Grade of Elementary School*.
Advisor: Dr. Nur Kholis, M.A.

Keywords: Content analysis, character education, English textbook

Nilai-nilai pendidikan karakter harus menjadi bagian yang perlu pertimbangan dari bahan ajar dan proses pembelajaran. Buku teks adalah salah satu media yang bisa digunakan untuk mengajarkan nilai-nilai pendidikan karakter. Penelitian ini bertujuan untuk mengeksplorasi representasi nilai-nilai pendidikan karakter dalam gambar dan kalimat bahasa Inggris di buku teks berjudul "Speed Up English 5". Fokus penelitian ini adalah mengungkapkan Nilai-nilai Pendidikan Karakter yang dirumuskan oleh Kemendiknas. Metode penelitian yang digunakan adalah analisis isi untuk mengidentifikasi nilai-nilai pendidikan karakter dalam buku teks tersebut. Pengumpulan data dilakukan melalui tabel checklist dan dokumentasi. Teknik analisis data mencakup delapan tahap: Penentuan Target (Tujuan Penelitian), Menentukan Unit Analisis, Menentukan Data yang Relevan, Mengembangkan Rationale Dasar, Menyusun Rencana Sampling, Merumuskan Kode Kategori, Mengevaluasi Reliabilitas dan Validitas, serta Analisis Hasil Data. Berdasarkan hasil analisis dan pembahasan yang telah diuraikan menunjukkan nilai pendidikan karakter dalam buku teks bahasa Inggris berjudul "Speed Up English 5." Temuan menunjukkan bahwa setiap bab mewakili jumlah yang berbeda. Nilai Persahabatan sangat dominan dengan (36,54%) dan nilai kedua adalah Kepedulian Sosial dengan (15,38%). Nilai Keingintahuan dan Cinta Membaca masing-masing dengan (7,69%). Nilai Kejujuran dengan (5,77%). Disiplin, Kerja Keras, Kreativitas, dan Kemandirian masing-masing dengan (3,85%). Selanjutnya nilai Toleransi, Nasionalisme, Menghargai, Kedamaian, Peduli Lingkungan, dan Tanggung Jawab masing-masing dengan (1,92%). Dan nilai pendidikan karakter yang tidak ada dalam buku teks tersebut adalah Nilai Religiositas, Demokrasi, dan Cinta Tanah Air. Temuan ini mengarah pada kesimpulan bahwa buku teks memuat nilai-nilai pendidikan karakter dan buku teks yang akan datang untuk masa depan harus lebih memperhatikan nilai-nilai pendidikan karakter.

ABSTRACT

Maghfiroh, Novita Nur (2024). *Character Education Values in English Textbook Entitled "Speed Up English 5" for the Fifth Grade of Elementary School*. Advisor: Dr. Nur Kholis, M.A.

Keywords: Content analysis, character education, English textbook

Character education values must be a part that needs to be considered in teaching materials and the learning process. Textbooks are one medium that can be used to teach the values of character education. This research aims to explore the representation of character education values in English pictures and sentences in a textbook entitled "Speed Up English 5". The focus of this research is to reveal the Character Education Values formulated by the Ministry of National Education. The research method used is content analysis to identify the character education values in the textbook. Data collection was carried out through checklist tables and documentation. Data analysis techniques include eight stages: Determining Targets (Research Objectives), Determining Units of Analysis, Determining Relevant Data, Developing Basic Rationale, Developing Sampling Plans, Formulating Category Codes, Evaluating Reliability and Validity, and Analyzing Data Results. Based on the results of the analysis and discussion that have been described, it shows the value of character education in the English textbook entitled "Speed Up English 5." The findings show that each chapter represents a different amount. The Friendliness value is very dominant with (36.54%) and the second value is Social Concern with (15.38%). Curiosity and Love of Reading scores each with (7.69%). Honesty Value with (5.77%). Discipline, Hard Work, Creativity and Independence each with (3.85%). Furthermore, the values of Tolerance, Nationalism, Respect, Peace, Environmental Care, and Responsibility each with (1.92%). And the character education values that are not in the textbook are the values of religiosity, democracy and love of the country. These findings lead to the conclusion that textbooks contain character education values and future textbooks must pay more attention to character education values.

PREFACE

Alhamdulillah, all praise is due to Allah SWT who has bestowed His grace, taufiq and guidance so that the author can complete the thesis with the title **“CHARACTER EDUCATION VALUES IN ENGLISH TEXTBOOK ENTITLED “SPEED UP ENGLISH 5” FOR THE FIFTH GRADE OF ELEMENTARY SCHOOL”**. Sholawat and greetings are always poured out to our lord, Prophet Muhammad SAW.

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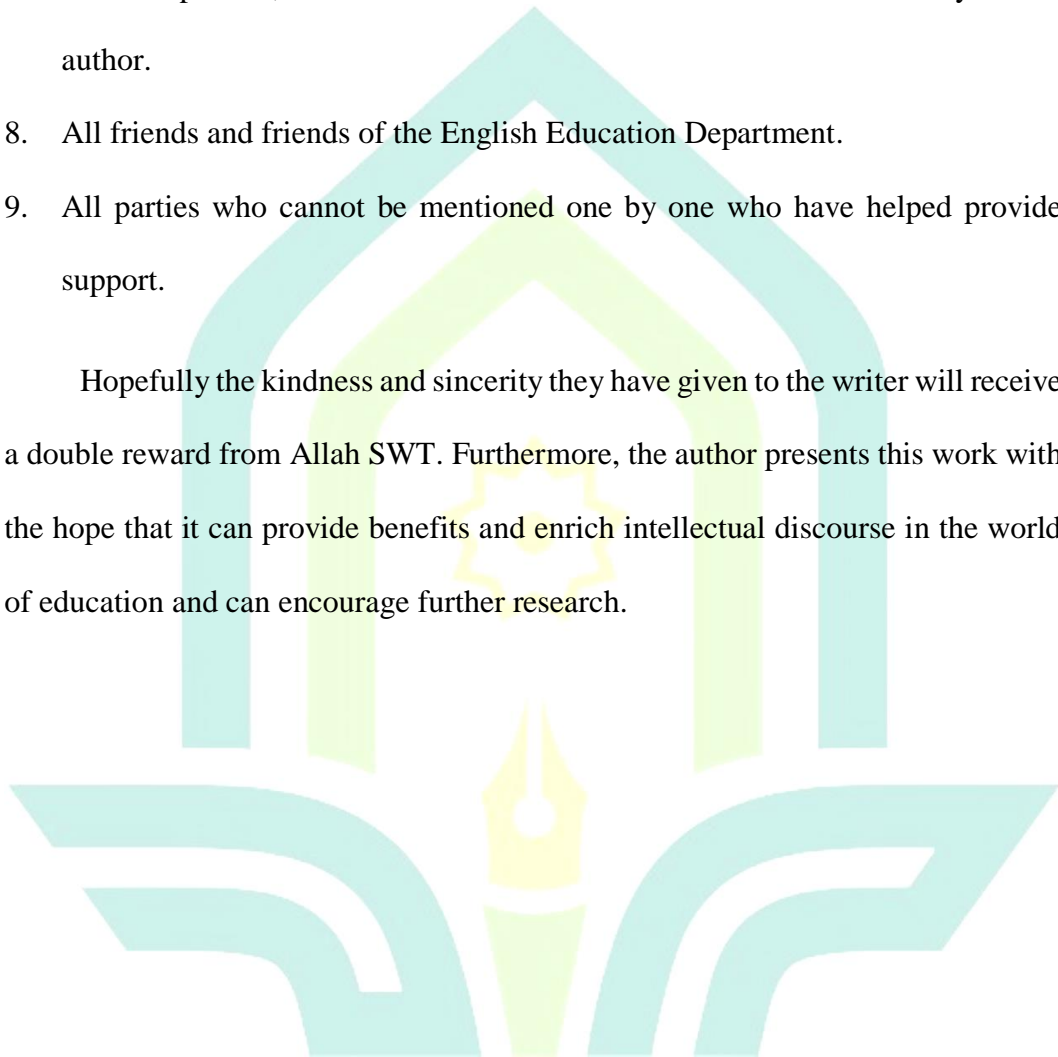


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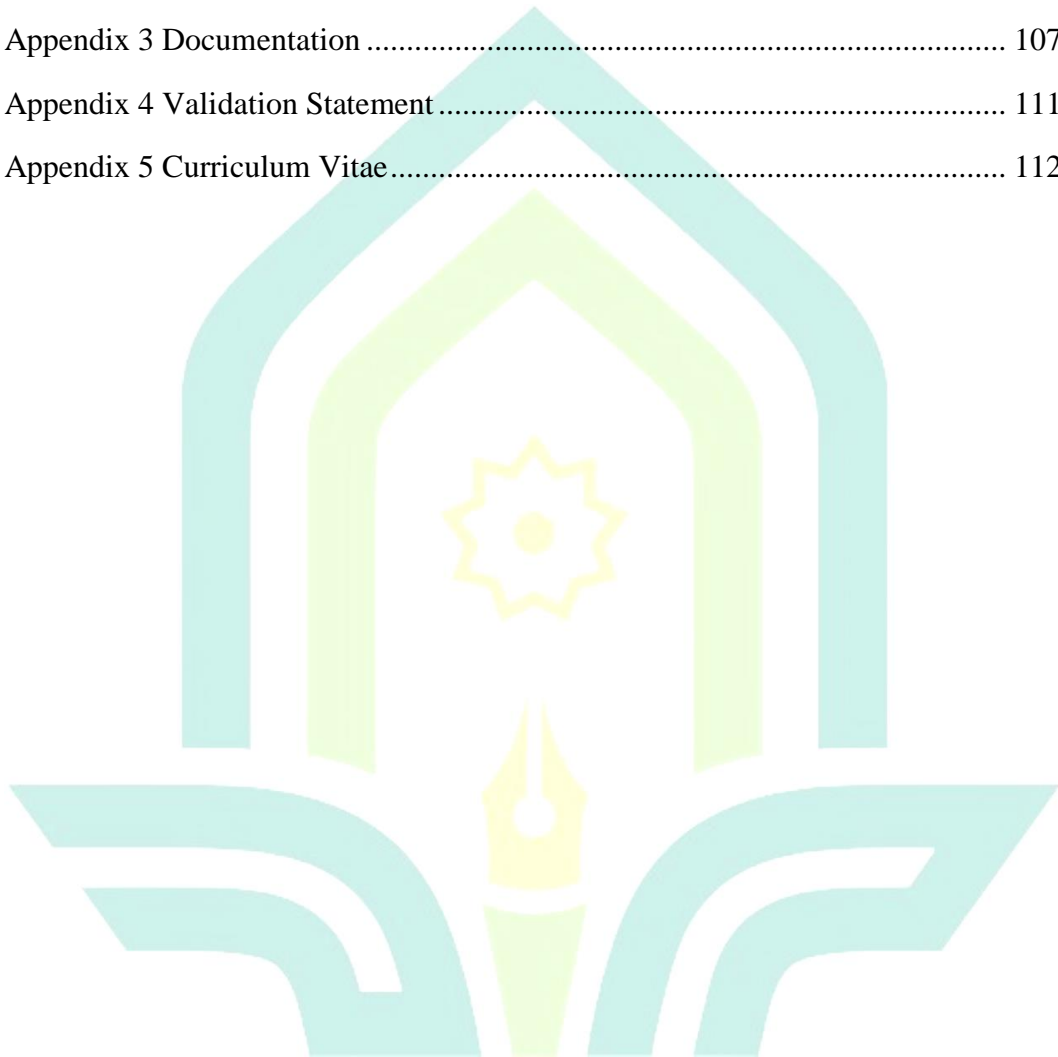
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

In the field of education, character education is important. This is so that character education can help someone take ownership of their actions and promote respect for others. Character education according to Frye, is an intentional effort to support someone in understanding, upholding, and acting upon high character ideals (Mike Frye, 2001). The development of student character through learning and exemplary behavior must also become a national movement for character education (Mike Frye, 2001). Therefore, it is imperative that schools play a significant role in developing students' educational character values through the use of textbooks and teacher-led instruction. The development of student character building values can be done in various ways. El-Saleh (2011) emphasizes that, "Textbooks are the most important physical resource for student activities in the classroom. Teacher edition textbooks are a resource that helps them create lesson plans by providing explanations, class discussion techniques, and examples of student errors or misunderstandings." This allows textbooks that interact more directly with students to be used as student learning resources, as teacher guidelines, and also as a tool for developing student character values.

Both formally and informally, character education is now part of the educational process. Parts of the current curriculum are related to character education as well. According to Subandi (2014), curriculum can be interpreted as organizational plans and targets, materials and learning materials that serve as a guide in the learning process to achieve certain educational goals. According to Anugrahwati, Yulia, & Agustien (2015), character education is mandated by the government to be taught at all levels of education. Based on this assertion, the government mandated that character education be a component of education, including books used in classroom instruction. As a result, when choosing textbooks for their students, teachers need to be very careful (Fitriyani, 2013). Thus, it is not only language content (skills) that is transmitted in textbooks, but also character-forming values can be added to it.

Research on the analysis of character education values in English textbooks has produced positive findings. Several studies have found the values of character education in English textbooks and explained them in the form of presentations and descriptions by quoting pictures from books. The use of textbooks can support teachers and students in guiding the teaching and learning process, so that these textbooks can become a facility for teachers and students to have material guidelines and various teaching and learning activities that are more active and enjoyable (Hirdayu, 2021). Textbooks can be an effective way of transferring ideas. In this instance, utilizing the language found in the English textbook can serve as a suitable

method for instilling positive values in students. The form can be through statements, questions and answers, assignments, pictures, stories, etc. in textbooks. The contents of the textbook itself can vary (Peransiska, 2020). However, there is a theoretical gap in analyzing character values in this English book. Instilling values through textbooks can be integrated in the text itself. Character values can be found either implicitly or explicitly in the text. Through the values in it, students and teachers can discuss it together to get more detailed information so that students can apply it in social life or not. Exploring this theoretical gap can explain how character education values in English textbooks can be constructed in textbooks and their relevance in developing student character.

Based on the explanation above, the researcher feels that the character education values in this textbook are very necessary to help students adapt to the role demands of their social environment later by applying these character education values. The selection of textbooks was based on findings of social phenomena in the research environment where many unethical behaviors were found among elementary school students, such as impolite attitudes towards adults and a lack of empathy between friends. Therefore, the researcher wanted to see to what extent character education values were integrated in the English textbook "Speed Up English 5" which was used in one of the elementary schools in the research area. This research gap is found in textbooks used at the elementary school level, where research on character education values is generally carried out more in

middle school or high school books. In fact, it is very important to teach character education to early childhood or elementary school age as a good provision for them to develop strong personalities and good morals from an early age. This is in accordance with the theory of child development according to Kohlberg (1981), elementary school age children are conventional, so character education through textbooks can utilize this ability to teach moral values through stories and concrete examples. And the researchers took samples of grade 5 elementary school books according to the stages of cognitive development according to Kohlberg (1981) who developed Piaget's work.

The hypothesis of this research states that analysis of character education values in English textbooks can help facilitate the student's teaching and learning process. The hypothesis proposed shows that through analysis of character education values, educators can assess the suitability of various textbooks for their students. Beyond the benefits for teachers, examining the values of character education in English language books offers valuable insights for curriculum development and effective teaching strategies when incorporating character education values into English language learning. Furthermore, this hypothesis assumes that analysis of character education values in English textbooks will provide a relevant contribution in supporting the development of character education from an early age, assist in designing appropriate learning strategies and creating an educational environment that supports students' holistic character

development. And researchers aim to provide useful insights for curriculum development and teachers/educators or aspiring teachers, in choosing appropriate textbooks and effective teaching practices in strengthening student character education. They do this by analyzing the values of character education in English textbooks used in one of these elementary schools.

1.2 Identification of the Problem

Based on the brief description of the background that has been revealed above, several problems emerge that can be studied in this research. These problems are as follows:

1. What character education values are contained in the textbook entitled "Speed Up English 5"?

1.3 Limitation of the Problem

Based on the background description and problem identification above, many problems emerged in this research. In order for the problems studied in this research to be deeper and more detailed but focused and not spread too far, it is necessary to define the problem. This research is focused only on the character education values represented in pictures and English sentences in the textbook entitled "Speed Up English 5".

1.4 Formulation of the Problem

In this study, the research question presented is the question "What are the character education values represented in the English pictures and sentences in the English textbook entitled "Speed Up English 5"? which will be investigated by the researcher. The researcher hope to use the content analysis method to learn more about the analysis of character education values in English books. The researcher will find and describe character education values in English textbooks "Speed Up English 5" is an effort to understand and explore the positive contribution that learning materials or learning resources can make to student character development.

1.5 Aims of the Study

In line with the problem formulation that has been explained, the expected objectives of this research are as follows:

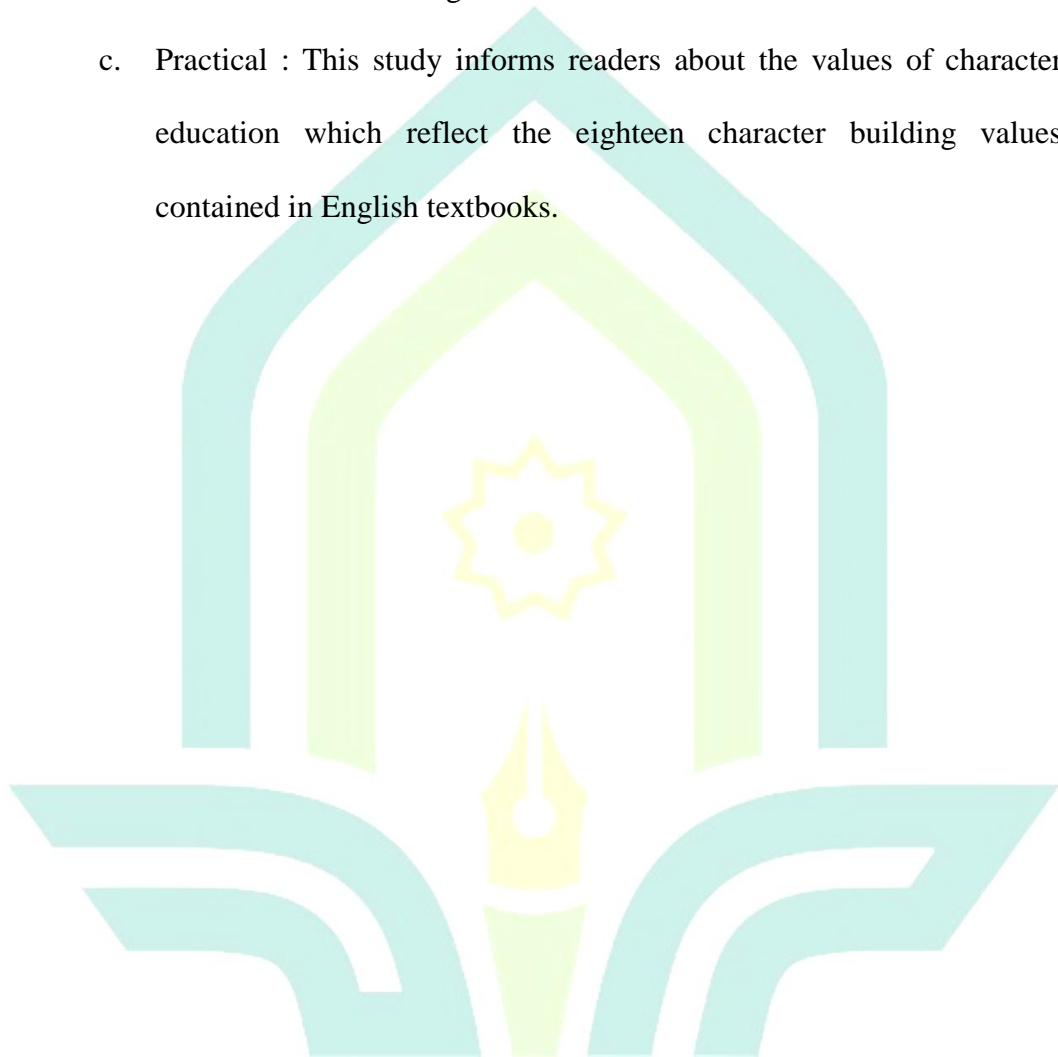
1. To find out the character education values represented in pictures and English sentences in the textbook entitled "Speed Up English 5".
2. Describe and explain the values of character education in the English textbook entitled "Speed Up English 5" by connecting it to related theories.

1.6 Significannce of the Study

- a. Theoretical : This study will add ideas that support and relate to the values of character education contained in English textbooks, based on the 18 values of character education according to the Ministry of

National Education (Kemendiknas, 2010) and theories related to character education.

- b. Empirical : This study will offer an empirical perspective regarding character education values that reflect the eighteen character building values contained in English textbooks.
- c. Practical : This study informs readers about the values of character education which reflect the eighteen character building values contained in English textbooks.



CHAPTER V

CONCLUSION AND SUGGESTIONS

2.1 Conclusion

Based on the findings and discussion, the English textbook entitled "Speed Up English 5" for grade 5 elementary schools already contains character education values in it. The findings show that each chapter represents a different amount. The Friendliness value is very dominant with 36.54%, and the second value is Social Concern with 15.38%. The value of Curiosity and Love of Reading is 7.69% each. Honesty Value is 5.77%. The values of Discipline, Hard Work, Creativity and Independence are 3.85% each. Furthermore, the values for Tolerance, Nationalism, Respect, Peace, Environmental Care and Responsibility are 1.92% each. The character education values that are not in the textbook are the values of religiosity, democracy and love of the country. The character education values found are naturally conveyed through various textbook elements, such as guided activities, English dialogue, and pictures. Based on this, this book has 15 character education values and can be used as teaching material.

Of the 18 educational values according to Kemendiknas (2010), not all character education values are reflected dominantly in this book. The most prominent character education value is the value of Friendliness or Communicativeness. This Friendliness value seems to influence other character values significantly. Research shows that this textbook contains a

total of 52 occurrences of character values. The distribution of character values is as follows: Chapter 1 has 10 character values, Chapter 2 has 5 character values, Chapter 3 has 6 character values, Chapter 4 has 10 character values, Chapter 5 has 6 character values, Chapter 6 has 4 values characters, Chapter 7 has 5 character values, and Chapter 8 has 7 character values. There are no Religious values, Democracy and Love of the country in this book.

The author of this book realizes the importance of including character education values, so that this book can be an effective tool for students to develop and strengthen these qualities. However, in an effort to develop character education values for students, it is not only the role of books that is needed. Developing character education values in students requires collaboration between various elements, namely textbooks, teachers, curriculum and the school environment. Good textbooks can be an effective tool for teaching moral values, but the teacher's role is very important in relating these values to real situations that students face every day. Teachers must be active in explaining and guiding students to internalize character values through practical examples and relevant learning. Apart from that, a curriculum that is integrated with character education and a supportive learning environment also plays an important role in supporting students' character development.

2.2 Suggestions

The following suggestions can be applied to this research:

1. Teachers need to be selective in choosing textbooks used in teaching and learning activities. It is important for teachers to choose textbooks that not only meet academic standards but also promote good moral values. Textbooks must be a tool to instill strong and positive character in students.
2. In compiling and publishing textbooks, authors and publishers need to comply with established guidelines, especially those relating to the 18 character values proposed by the government. This is important so that the material presented through textbooks can contribute to the holistic development of student character.
3. Researchers who continue this study need to understand the limitations that exist in previous research so that the resulting analysis is more precise and unambiguous. In addition, to strengthen the arguments they make, researchers must quote opinions from experts who can be found in scientific sources such as journals or books. This will increase the credibility and validity of their research results

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Appendix 1 Curriculum Vitae

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Place, Date of Birth : Pekalongan, 24 November 2001

Address : Ds. Proto Kec. Kedungwuni Kab. Pekalongan

No.	Educational Background	Graduate
1.	RAM NU PROTO 02	2005
2.	MISS PROTO 02	2012
3.	MTs Al-Hikmah Proto	2016
4.	MASS Proto	2019

