

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter brings together a multitude of research findings and proposes both theoretical and practical implications based on these findings. By consolidating the findings of the study, this section seeks to synthesize the information and provide insights into its broader implications. Furthermore, it explores the potential applications of the research findings, offering suggestions on how they can be used in practice to address relevant issues. By summarizing and analyzing these findings, this chapter contributes to the existing body of knowledge while also providing suggestions for future research. In addition, it suggests a comprehensive examination of the research's implications, highlighting their significance and potential impact in both theoretical and practical realms.

5.1 Conclusion

The primary focus of this research revolved around investigating the manifestation of character values within the English as a Foreign Language (EFL) textbook designed for tenth-grade students in senior high school. The main objective was to investigate the character values manifested in the textbook and analyze the strategies employed to manifest these values. The sub-chapters below are the explanations for each point.

5.1.1 Character Values Manifested in The Textbook

After conducting a thorough analysis (as detailed in Appendix 1), it has been found that the EFL textbook for high school grade X, called "Buku Bahasa Inggris Kelas X," which is published by the Indonesian government through the Ministry of Education, Culture, Research, and Technology, covers 18 character values from a total of 24 characters described by Peterson and Seligman (2004). These characters encompass various values such as religiousness, friendship/love, love of learning, perseverance, humility and modesty, appreciation of beauty and excellence, hope, gratitude, responsibility/social responsibility, creativity,

curiosity, prudence, honesty, teamwork, citizenship, leadership, bravery, and kindness. The character values found in the textbook cover a broad range of traits and provide a comprehensive framework for personal development. Friendship/Love emphasizes the importance of cultivating healthy and positive relationships, while Love of Learning and Perseverance cultivate a strong desire for knowledge acquisition and the ability to overcome challenges. Humility and Modesty promote a respectful attitude towards others, and Appreciation of Beauty and Excellence encourages students to value and recognize the positive aspects of life.

The textbook also highlights other character values, such as Hope, which nurtures a positive and optimistic point of view, and Gratitude, which fosters a sense of thankfulness for life's blessings. Responsibility/Social Responsibility emphasizes the importance of taking ownership of one's actions and considering their impact on others. Additionally, the values of Creativity, Curiosity, Prudence, Wisdom, Honesty, Teamwork, citizenship, Leadership, Courage, Bravery, and Kindness are emphasized. These character values play a crucial role in shaping students' character and personality, instilling in them a sense of responsibility, compassion, and empathy towards others.

Based on the research findings, it showed that the character values with the highest percentages of appearances, sequentially are appreciation of beauty and excellence, citizenship and responsibility. The character value that appears most often is the appreciation of beauty and excellence with a frequency of 24 times or 21.05% of the total character values found. This character is very necessary for students to be a proper member of society. Students must have this kind of character so that they can communicate better by appreciating or recognizing and acknowledging the beauty and excellence in all its forms, whether it be in nature, art, or human accomplishment. The appearances of these character values in the textbook are mostly found in the form of conversation where people appreciate the beauty of others or praise someone's achievement.

The second most common character values found in the textbook are teamwork and citizenship. This character is classified as a value that prepares

children to be decent citizens of the world. Although this value is primarily associated with Civic and Social Science subjects, this finding proves that character values can be integrated into all subjects. This value encourages students to have loyalty, patriotism, and teamwork. The next most frequent character value is responsibility. This character value is categorized as a value that helps students to be excellent individuals. This value teaches students to be responsible persons. They should be accountable for their actions and the impact of their actions on others, and they should follow through on their commitments.

Character values that appear in the modest percentage are Curiosity (0.88%), Leadership (0.88%), Humility and modesty (1.75%), Hope (1.75%), Honesty (2.63%), Bravery (2.63%), Kindness (2.63%), Friendship/Love (3.51%), Creativity (4.39%), Religiousness (4.39%), Prudence (5.26%), Gratitude (6.14%), Love of learning (6.14%), Perseverance (7.02%). There are a total of 18 character values found in the textbook for senior high school grade X out of the 24 characters described by Peterson and Seligman (2004). Meanwhile, there are another 6 characters proposed by Peterson and Seligman (2004) that are not shown in the textbook.

From the results of the data obtained as can be seen in Table 4.2, there are indications that certain character values are more prominently featured in specific chapters, reflecting the emphasis placed on those values by the author. For instance, the appreciation of beauty and excellence is consistently highlighted in chapters discussing themes such as congratulating others, exploring tourist attractions, and admiring notable individuals. This value encourages readers to recognize and acknowledge excellence in various aspects of life.

Furthermore, chapters focusing on heroic themes emphasize the values of citizenship (loyalty and patriotism), aiming to inspire students to emulate the dedication demonstrated by national heroes. Creativity is highlighted in a chapter that explores the innovation of the Wright Brothers in inventing the airplane, emphasizing the importance of innovative thinking and problem-solving skills. The value of friendship is emphasized in a dedicated chapter, highlighting its

significance in enriching our lives and promoting loyalty and support for our friends showing a trait of good citizenship.

The character values manifested in the EFL textbook for senior high school grade X fall into three categories as suggested by Shaaban (2005): empowering students to be good individuals, good members of society and good global citizen. These values are consistent with the 2013 curriculum's core competencies, notably core competencies one and two. This alignment indicates how character development and language acquisition are effectively incorporated into the textbook, achieving EFL education goals. This alignment highlights the textbook's integration of character development and language learning, effectively fulfilling the objectives of EFL education. By instilling these values within students, the textbook fosters their growth not only as language learners but also as well-rounded individuals capable of making meaningful contributions to their local communities and the global society.

5.1.2 The Strategy for Integrating the Character Values

This research also studies the strategies of integrating characters in English Textbook for Senior High School Grade X. The findings reveal that the textbook writer has employed a strategy for integrating character values proposed by Feng (2017). This strategy can be divided into two main types: 1. implicit strategy, which involves indirectly incorporating character values, and 2. explicit strategy, which involves directly incorporating character values. These strategies are based on the Judgement framework, which is a component of the appraisal system theory developed by Martin & White (2005).

The findings reveal that character values in the EFL textbook for Grade X are predominantly conveyed implicitly. This aligns with the principles set by The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which emphasize the integration of character values across all subjects rather than discrete teaching.

The researcher identified 82 instances (72% of the total) where character values were integrated implicitly in the analyzed textbook. The implicit strategy

was used through eliciting conditions (describing events that provoke judgment) and resultant actions (actions or words expressing values). On the other hand, to identify character values integrated explicitly, the researcher focused on the judgment stage of Feng's model, which includes literal (attitudinal lexis) and metaphorical forms. Literal judgments directly mention character values, while metaphorical judgments use figurative language to evaluate and assess emotions and attitudes.

The explicit strategy involves directly referencing and highlighting specific character values within the text. It can be achieved by explicitly pointing out words or actions that reflect character traits. The researcher found 30 instances of character values integrated using explicit strategy in the analyzed textbook. Meanwhile, the implicit strategy involves conveying character values indirectly through events, behaviors, or statements without explicitly stating them. It helps students understand and internalize values by recognizing appropriate behaviors and attitudes.

The researcher highlighted that the integration of character values through explicit and implicit strategies helps students understand and internalize the importance of these values in their personal and academic lives. The implicit strategy is found more often than the explicit strategy. The use of deliberate language and focused attention on character development deepens students' understanding of how values impact their actions and interactions with others. Overall, the integration of character values in the analyzed EFL textbook for Senior High School Grade X predominantly utilized implicit strategies, aligning with the principles of character building in education. However, explicit strategies were also employed to directly highlight. The use of implicit strategy more dominantly is in line with the Indonesian government curriculum.

5.2 Implication of the Study

Pedagogical Implication

The findings of this research hold pedagogical implications for English as a Foreign Language (EFL) curriculum developers, educators, and schools. The

integration of character values into EFL textbooks, as demonstrated by "Buku Bahasa Inggris Kelas X," showcases a practical approach to fostering character development alongside language acquisition. Educators can leverage this approach to design EFL materials that not only enhance language proficiency but also contribute to students' moral and ethical growth. By intentionally selecting texts and incorporating character values, educators can create a more enriching and holistic learning experience. This approach aligns with the current emphasis on character education within the Indonesian curriculum and supports the development of well-rounded individuals who are not only skilled in English but also possess good character values.

Theoretical Implication

Theoretical implications of this research extend to the realm of character education theory and practice. The identification and analysis of character values in the EFL textbook provide new insights into the ways character education can be effectively integrated into language learning materials. The theoretical framework used to analyze the integration of character values could serve as a foundation for future research exploring similar connections between language education and character education. Moreover, the study highlights the potential of EFL textbooks to serve as vehicles for instilling character values, offering a theoretical basis for advocating comprehensive character education in diverse educational contexts.

In summary, the pedagogical implications suggest that educators can leverage the integration of character values in EFL textbooks to create a more holistic and impactful learning experience. The theoretical implications extend to the broader understanding of character education's incorporation into language learning materials, paving the way for further research and development in this interdisciplinary area.

5.3 Suggestions

The cultivation of character education can be done by integrating character values in each subject, including English. In teaching English, the cultivation of character values can be done in various ways, one of which is through the EFL

textbooks. The advancement of character education within the English as a Foreign Language (EFL) context is still in its early stages, leading to the belief that the character learning integrated into textbooks and this particular study are far from achieving perfection. Consequently, there is a need for some suggestions to be put forth in order to facilitate progress in this field. The following general suggestions have been proposed to foster improvements in character education within the EFL context.

1. For the future researchers

For future researchers, they can use this study as a reference to guide them in conducting the next similar project. Hopefully, the result of this study can help them to find a new strategy for exploring the integration of character education in English language teaching. Future research may investigate the same topic, but with different data, for example: future researchers might investigate the impact of character education programs in contemporary children's literature. This research will focus on investigating the effects of character education programs present in modern children's literature. Moreover, they can explore other areas that have not been explored such as the effects of online learning on students' character education.

2. For practical implication

Some practical implications are as follows:

For teachers

The research hopefully can provide valuable insights into analyzing texts within the textbook, enabling teachers to effectively identify and explore the character values being conveyed. This enhances their knowledge and ability to incorporate character education into their teaching practices.

For book authors

The research hopefully gives insights for EFL textbook authors to incorporate more relevant materials that explicitly or implicitly promote

character education values. By incorporating such content, authors can contribute to the holistic development of learners and align their materials with the educational goals of fostering positive character traits.

For the government

Based on expert recommendations, such as those of Shaaban (2005), the research suggests that the government should consider conducting targeted training programs for teachers on character education. These programs would equip educators with the necessary knowledge and skills to effectively teach and instill character values in EFL classrooms, thereby promoting the overall character development of students.

For Indonesian Senior High Schools

Based on the findings, the recommendations made to enhance the integration of character education in English as a Foreign Language (EFL) materials for Indonesian senior high schools is to ensure that the materials are rich in character values and cultural context. By using material that is related to Indonesian culture the integration of character education becomes more relatable.

5.4 Limitations

Despite the diligent conduct of the current study, which involved an extensive review of literature and theoretical frameworks, it is important to acknowledge this research's limitations. There are several limitations to consider in the research analyzing character values in EFL textbooks for senior high school grade X.

Firstly, related to the generalizability, this study utilized content analysis research which relied on qualitative data analysis. The findings are specific to the investigated EFL textbook for Indonesian senior high school grade X, which limits their generalizability to other EFL materials. However, these findings may provide valuable insight for researchers conducting similar studies in comparable settings.

Secondly, regarding the utilization of content analysis in this research, which involves coding and categorizing data based on predetermined criteria. The process of sampling and coding might lead to potential bias or unintentionally exclude a sample from the text being analyzed. However, with clear research objectives and clear coding guidelines this limitation could at least be reduced.

Moreover, the research does not comprehensively capture the intricate interactions between character values and contextual factors such as cultural norms and educational policies. These limitations offer valuable insights for future researchers to explore and conduct further studies on this topic.