

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

In this chapter, various findings of the research are drawn together, and some theoretical as well as practical implications of these findings are suggested.

#### **5.1 Conclusion**

This study was concerned with the investigation of manifestation of character values in the EFL textbook. The purpose of this study was to investigate what character values manifested and how the values are promoted.

#### **5.2 Character Values Manifested in The Textbook**

The research findings showed that values that have high percentage (between 10-15 %) are values that are categorized as values for students to prepare them as a responsible individual (Confidence, 13,7 %, Creativity, 10,6 %) and values as a proper member of the society (Politeness 13,2 %, Love for peace 12,9 %, Cooperation 11,5 %, Being friendly 11 %, Tolerance 11 %). Value that has modest percentage is Social care (5,8 %). Values that are considered low (0-5 %) consist of Honesty (3,4 %), Religiousness (2,6 %), Thankfulness (1,9 %), Care for environment (1,5 %), and Spirit of nationality (0,9 %).

It is found that the major values appear in the result are considered to be basic skills to do the communication, which as suggested by Shabaan (2005) are

important in the EFL context, where the learning and its practice emphasizes on contact and interaction between people and cultures. Confidence is the most important skill that the writer tends to believe to be instilled to students to function using English language, especially in EFL context. Politeness becomes the second most important value to have because it is assumed to minimize misunderstanding in communication between the learner's own culture and culture embedded in English language. Love for peace as the highest third value is in line with the purpose of communication in the EFL context to settling global disputes as many violent cases happened among countries, as suggested by Brown (1997).

Minor values found, such as Honesty, Religiousness, Thankfulness, Care for environment, and Spirit of nationality do not tend to be emphasized as well since they are not the core materials in the EFL context, but tend to be taught maximally in other subjects as mentioned before, such as Civic and Social Science. As the conclusion, based on the result of the study, it is clear that values manifested in the textbook are in line with the purpose of EFL learning as suggested by many experts.

## **5.2 Character Values as Promoted in The Textbook**

From the findings, it is found that the writer of the book has implemented theory of promoting values suggested by Ryan (1986, 2002) which tends to categorize the method into two big types: 1) Indirect/unconscious character

learning in the forms of E4/Environment/Ethos and 2) Direct/conscious character learning (through E1/E2/E3/E5).

The writer of the book tends to promote values frequently through indirect/unconscious character learning (E4/Environment/Ethos) through the cooperative learning, which generates values that are basic skill in EFL communication, such as Confidence, Politeness, Love for peace, Cooperation, Being friendly, Tolerance. Cooperative Learning method is highly suggested by character education experts, such as Lickona (1991) and Samani and Hariyanto (2011). The method is incorporated in majority of the learning activities provided in the textbook, such as in section Post-Reading Activity, Active Conversation/Speaking, and Let's Create and Contribute. Other indirect learning is provided by activities that indirectly generate values in section Personal Connection, Parent Connection, and Building Blocks.

Direct/conscious character learning (through *E1/E2/E3/E5*) in textbook is conducted through 3 (three) sections: Reading Activity, Post Reading activity, and in Let's Create and Contribute in some chapters. In Reading Activity students are exposed to examples of a value implementation in the forms of attitude/action taken by the main character of the story. (*E1/Example*). In Post Reading activity, students discuss the value guided by the teacher through the questions, until it can be concluded that having such value is right and beneficial for him/herself and the surroundings (*E2/Explanation*) and so students should exercise and practice that value in their life (*E3/Exhortation*). Another direct learning is conducted through hands-on activities in some chapters in Let's Create and Contribute. Values with

high frequency to be taught through direct learning are Social Care, Confidence, Religiousness, Thankfulness, and Love for peace. Assessment is conducted in some chapters in Personal Journal Writing, as students are asked to reflect about the value learned.

In brief, how the writer tends to promote values in the textbook has been in line with the ways suggested by experts in character education as well as EFL contexts. Some downsides of the character learning design in general have been identified, as follows.

1) Lack of direction for teachers (in teacher's book) to conduct proper E1, E2, E3 to maximize process of direct character learning which is important. The guidance is found only in chapter 1.

2) Lack of assessment instruments to assess growth of the character. The teacher's book mainly provides assessment for academic English competence, as seen in the teacher's book.

## **5.2 Suggestions**

The development of character education in the EFL context is still in the early stage, so it is believed that the character learning designed in the textbook as well as this study are far from perfection. Therefore, the general suggestions are made to create improvement in the field, as follows.

1) Teacher's book should be equipped with more ample direction for teachers to conduct proper E1, E2, E3 and specific assessment instruments to assess growth of the students' character value.

- 2) Further studies about the implementation of the learning design provided in the textbook investigated or other textbooks are needed, so that potentials of character education and its benefits can be turned into reality.
- 3) Government is expected to conduct specific training for teachers to teach character education, as suggested by experts, such as Shabaan (2005).