

CHAPTER V

THE CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion of the present study based on the findings coupled with its discussion that have been presented in the previous chapter., the implication, and the recommendation for further research.

5.1 The Conclusion

This present study entitled *The Embodiment of Social Character Values in an EFL textbook: A Content Analysis* is aimed at discovering the values essential for character building contained in social attitude competency of 2013 curriculum and how these values are presented in the textbook. The findings show that all the values dictated in the 2013 curriculum including responsibility, honesty, discipline, courtesy, caring, tolerance, teamwork, and confidence are cultivated in the textbook. They are promoted through various textual forms such as monologue, dialogue, instruction, and task. Most of the values are cultivated through the form of instruction and dialogue.

The findings also show that there are four additional values embodied in the textbook. Those values include respect, friendship, humility, and initiative. These values are a good addition to accompany the values mentioned in 2013 curriculum because for example, teaching caring for the environment could inspire the value of respect to the environment itself.

Despite the positive values that this textbook tries to cultivate to students, *When English Rings a Bell* also contains the inappropriate values such as body shaming and lack of etiquette albeit in rather small frequencies. Body shaming is discovered in a dialogue modelled by two junior high schoolers when trying to describe one of her friends in a family photo. The standard of beauty that this textbook promotes is indicated by the slimness of the body. This would result in lack of self-confidence in students as well as triggering bullying to students who do not meet the standard of beauty promoted in the textbook.

Lack of etiquette as another example of inappropriate values is revealed in a dialogue between a son and a father where the son fails to mention “please” when his father offers him to wake him up at a designated time. This dialogue is found

in Chapter 1 where students learn the importance of greetings, saying sorry, and saying thank you. In relation to its theme, the potential values that could be taught the most are courtesy and caring. However, the word “please” as a sign of showing a good manner is missing throughout this chapter.

Meanwhile, if looking at the frequency of occurrence of each value throughout the textbook, responsibility, discipline, and confidence are the most frequent values that *When English Rings a Bell* tries to instill in students. The values that have smaller portions in the textbook are tolerance, caring, and courtesy.

5.2 Implications and Recommendations

This study hopefully provides insights into issues related to character values for curriculum developers, textbook authors, English educators, students, and future researches. The findings show that all the values are embodied in the textbook. However, the additional values such as humility, respect, friendship, and initiative are also fostered. Therefore, it is suggested that the curriculum developers might consider including these values to the social attitude competency as the character education experts believe that these values are as important as other values necessitated by the curriculum. Another finding reveals that tolerance, caring, and courtesy have a very small portion comparing to others throughout the textbook. The textbook developers in this case, may use this gap as their guide to create a better textbook regarding the distribution of each value essentials to character building.

For the textbook users such as teachers, it is recommended to use authentic materials to complement the textbook so that every value has the same exposure to the students. It is known that textbook is the main teaching learning tool, however, it does not mean that teachers could be dependent on it too much. Teachers, English teachers in particular, could integrate their teaching with the values related to the topic of the lesson. For example, teaching how to say sorry in English, teachers could ask students to play roles based on the dialogue found in the textbook. This way, teachers use cooperative learning where students will practice with their friends, help each other, and work together so that they could

perform well. This activity could inspire teamwork, caring, responsibility, and courtesy. After the students finish performing, teachers could use appreciation on what they have done. This could also increase the confidence in students.

When using authentic materials to foster the values that have the smallest portions namely tolerance, caring, and courtesy in the textbook, teachers could use this following recommendation to teach those values.

Teaching about tolerance, teachers could use music as the material. One of the examples is Peter, Paul, and Mary songs entitled *Right Field* and *Don't Laugh at Me*. Teachers could print the lyrics and ask students to underline the special messages about tolerance. After that, teachers could solicit student's reactions to the messages. This way, students might not only learn the language but also tolerance as a value.

To teach caring especially caring for the environment, teachers can use a video from *youtube* entitled *Everything's not Awesome*. This video is created by Greenpeace, an independent campaigning organization that acts to protect and conserve the environment. *Everything's not Awesome* by Greenpeace is a video that depicts the destruction that results from oil drilling in the arctic and its impact to the environment. Teachers could use this video to inspire caring for students, especially that for environment. Finally, teachers could use a worksheet containing respectful and disrespectful talks to teach about courtesy. Teachers cut out the worksheet into pieces of cards. Students in a team then are asked to discuss what disrespect and respect sound like. After that, they should decide which talks that can be categorized into respectful or disrespectful one.

Regarding the implication for students, since the values in *When English Rings a Bell* are presented implicitly, the question of whether or not the values reach the students would depend on each individual student especially the second graders, whether they could see the values modelled in the textbook. Therefore, it becomes teacher's duty to ensure that their students are able to identify values in any teaching materials including textbook. One of the ways to teach the identification of values is through discussion around the activities in the textbook as it could encourage moral reflection.

Despite the result of this study and its possible implications, it cannot be denied that there are English teachers who might view *When English Rings a Bell* and the written text it consists of as another chunk of language they should teach to their students and not as a means to teach character values. For example, a greeting lesson in chapter 1 shows a written dialogue between a student and a teacher. The student greets their teacher by saying “Good afternoon, sir. How are you?” and the teacher responds “Good afternoon, Udin. I’m fine thank you and you?” This excerpt would be considered as language phrases on how to greet people in real life setting instead of a character lesson that models courtesy and caring, for instance. What teachers should consider and acknowledge is the fact that 2013 curriculum does not only emphasize on student’s cognitive level, but it also highlights the affective level of students which can be achieved through character education. Too much focus put on students’ academic achievement will reduce teachers’ attention to students’ social growth and to building good relationships with and among their students. Therefore, teachers, especially English teachers, should take on a more proactive role in the development of their students character by considering textbook they use in the classroom as the main resource of teaching and learning that not only helps students develop their linguistic and cognitive skills but also a way to introduce and cultivate positive social character values to students.

That being said, textbook is only one of the facilitators in building student’s character; the key to the success of character building is on teachers’ hands. Therefore, the next recommendation is addressed to the officials who conduct the teachers’ training on 2013 curriculum. It is suggested that one of the programs during the training includes how to teach character in the classroom using textbook and other authentic materials.

For the future researchers who are interested in character education field and its embodiment in a textbook, the findings could lead them to analyze the relationship between the most frequent value and the theme in each chapter. Further researchers could also measure the effectiveness of the textbook in developing student’s character in relation to social character values mentioned in the curriculum.