

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, they are findings and discussion. Findings and discussion are presented based on the research question that is related to the character value that include in the reading text of an English textbook entitled *BRIGHT English Course Book for Junior High School Students*.

The data gained are presented in the form of table in the finding section that is Table 1, while the complete data are presented in the appendices. Furthermore, to clarify the results of the study, the data described in the form of analysis in the next sub-section, that is discussion section. The results of the analysis are expected to be a description of the occurrence of characters values in the texts of an English textbook entitled *BRIGHT English Course Book for Junior High School Students*.

A. Findings

From the analysis of 22 reading text, there are described by *Kemendiknas* in the texts of an English Textbook entitled *BRIGHT English Course Book for Junior High School Students*. The 18 characters described by *Kemendiknas* are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. The frequency of those characters found in the texts can be seen in table below.

Table 4.1 Character Values Frequency			
No.	CHARACTERS	Frequency	Percentages
1.	Religiousness	1	2,1%

2.	Honesty	1	2,1%
3.	Tolerance	0	0%
4.	Discipline	0	0%
5.	Perseverance	1	2,1%
6.	Creativity	6	13%
7.	Independence	0	0%
8.	Democracy	0	0%
9.	Curiosity	13	28,2%
10.	Nationalism	0	0%
11.	Patriotism	0	0%
12.	Appreciation	1	2,1%
13.	Friendliness/communication	2	4,3%
14.	Love of Peace	1	2,1%
15.	Reading interest	0	0%
16.	Environmental awareness	4	8,6%
17.	Social awareness	1	2,1%
18.	Responsibility	14	32,6%
Total		46	100%

B. Discussion

After the data have been obtain and described as written above, the researcher analyzed the data. The researcher had found the data needed that will be explained as follow.

1. Religiousness

Here is an example of religiousness found in the text.

Once upon a time, an old woman lived in a small village. She was so lonely that she prayed to God to give her a companion.

(14/C7/P98-99)

‘A companion’ in the sentence refers to ‘son’ or ‘daughter’. Praying is an expression of gratitude directly to God. Expressions of gratitude can also be manifested in one’s relationships or relationships with others, namely by building brotherhood without being limited by ethnicity, race and class. Thus, life, death, birth, and disaster are something that is believed to come from God and it is through prayer that we ask and seek for help.

According to Kurniawan (2013), as a believer, that power is believed to be God's power. Being aware of this power should have a positive impact on the development of a person's life if they are able to find its meaning. People are able to find it if they dare to reflect on it. Through this reflection of life experiences, a person can realize, understand, and accept his limitations so as to build gratitude to God the Giver of Life, respect for others, and the natural environment.

2. Honesty

Here is an example of honesty found in the text.

Once upon a time, there lived an honest mouse who was befriended by a cat. They lived under the same house.

(22/FSM2/P170)

From text 22 entitled *The Mouse and the Cat*, we can see the opposite of honesty in the 'the cat' behavior of 'the mouse'. How 'the cat' lied to 'the mouse' about a cousin who was sick just to eat the cheese they kept together. Starting from his words to his dishonest actions that made them no longer friends until now.

Kurniawan state in his book *Pendidikan Karakter*, that honesty is the opposite of lying and has the meaning of compatibility with facts. Honest can be interpreted with the truth. That is, if there is no truth in a story delivered by someone, he can be called dishonest. Honest also means harmony, i.e. is a match between what is said in actual condition. In addition to being honest in words, honesty is also found in deeds. This may be more individualized, where a person can be called honest when he does an action that is in accordance with his mind.

3. Perseverance

Here is an example of perseverance found in the text.

The boy dragged the heavy stone. It was very heavy, but the boy did not give up. He kept pushing and pulling until the stone was finally removed from the road.

(21/FSM2/P169)

From this text, we can see ‘the boy’ shows earnest effort in overcoming various learning and task barriers and completing tasks as well as possible. He worked hard to move a big stone in the middle of the road that placed by the king of the village. With perseverance and hard work made by ‘the boy’, he was finally able to move the big stone from the middle of the road and able to help other people from the village to pass through the road.

Following Kurniawan (2013) that Perseverance is work with a long time and energy as possible. To be able to provide great energy in working, it means that someone must focus on his work. That’s the way to give the biggest energy. Perseverance also means behavior that shows earnest effort in overcoming various learning and task barriers and completing tasks as well as possible. Perseverance is an attempt by someone to achieve what he wants in this life.

4. Creativity

Here is an example of creativity found in the text. The text is about the steps of making scented candles. Thus, creativity can be found from the first sentence from the text:

Aside from decorating your room, scented candles provide a nice smell that will give you pleasant feelings.

(1/C2/P43)

The next example of creativity character can be found on the Text 2, where the text is about making infused water. There are many kinds of fruits and herbs that can be the ingredients of making infused water, creativity character can be found in this text to mix and match the fruits and herbs of infused water.

Do the experiment and enjoy your new kind of infused water!

(2/C4/P44)

Creative character also can be found on the Text 16. The text is about the definition of atom. The following sentence is the example of creativity.

If you run a comb through your hair, you will find that the comb can pick up small pieces of paper.

(16/C9/P133)

And then, on the Text 18, creativity can be learnt from the following sentence.

Decide and description of where you would place these advertisements, and when. Decide and describe what medium or media you will use for your advertisements.

(18/C10/P152)

The text is about an advertisement of a fast food restaurant. Thus, creative character can be defined as a way of thinking and doing something to produce a way or result from something that is already owned.

In consonance with Bialik (2015) that creativity is an active process necessarily involved in innovation. Innovation contains the idea of output, of actually producing or doing something differently, making something happen or implementing something new. Innovation almost always involves hard work; persistence and perseverance are necessary as many good ideas never get followed through and developed. It is a learning habit that

requires skill as well as specific understanding of the contexts in which creativity is being applied. The creative process is at the heart of innovation and often the words are used interchangeably.

5. Curiosity

Text 7 is about the specification of a digital camera, here is an example of curiosity found in the Text 7. This text giving the reader a new knowledge of a digital camera where in the text describes the advantages of a digital camera.

Start expressing yourself more with Cyber-shot DSC W55 7.2-megapixel digital camera. This camera will help you take more amazing pictures because of its large LCD display.

(7/FSM1/P78-79)

Curiosity character can be found in the Text 10. The text is about an experiment of the differences of planting a plant in the dark or under the light. Here is an example of curiosity character that found in the Text 10.

Let's do an experiment.

What will happen?

(10/FSM1/P82-83)

Another curiosity character can be learnt from Text 19 where the text is about Komodo dragon description.

The Komodo dragon is the biggest lizard in the world.

The life of young Komodo dragons is not easy.

(19/FSM2/P165)

Unfortunately, there was one of the thieves saw Ali's footprints in the sand. He followed the steps which led him to Ali's house.

(24/FSM2/P173-174)

The text above shows curiosity character from 'the thieves' actions following Ali's footprints which led him to Ali's house. Thus, in the Text 25 where people are worry of Black Widow Spider is shows curiosity character.

Many people worry when they hear that a black widow spider is near them. They are afraid of black widow spider's bite.

(25/FSM2/P175)

According to Bialik (2015), humans naturally try to understand the world around them. Modern Psychology research has taken several different approaches to studying curiosity: examining its source, situational determinants, correlates, and relationship to motivation. Thus, curiosity building on findings, models, connections, and at that time unexplained observations, treats curiosity as the feeling resulting from paying attention to a gap in knowledge between what one knows and what one wants to know.

6. Appreciation

Here is an example of appreciation found in the text.

Finding a bag under the stone, the boy was surprised. Upon the bag was written: "THIS GOLD BELONGS TO THE ONE WHO MOVE THE STONE!"

(21/FSM2/P169)

From the text above, appreciation character can be learnt from 'the King's' action where he want to make a competition among his people in the village without making a

scene. He was very happy when there is a boy who moved the big stone from the road. Thus, the boy got the gold as a reward of his hard work.

In accordance with Peterson (2004) that the person who notices and appreciates of others success in different aspects of life has the character strength that identify as grateful appreciation. People with this strength notice excellence and appreciate it profoundly. They may be able to talk at length about the object of their appreciation, but this strength is not to be confused with one's vocabulary. Thus, to be able to respect other people achievements every one need appreciation character value. Appreciating someone makes them feels good about what they do, and that it makes a difference to their lives.

7. Friendliness/communication

The example of friendliness/communication character can be found on the text 14 entitled *Timun Mas*. Here is an example of friendliness/communication found in the text.

The old lady treated her as her own daughter

(14/C7/P98-99)

From the text we can see someone have to be related to other people. The old lady from the text *Timun Mas* was treated Timun Mas as her own daughter whilst she found her in a *timun*. Once they met, the old lady was very happy and they give each other happiness.

Another example of friendliness/communication character can be found on the text 22 with the title *the Mouse and the Cat*.

They lived under the same house.

(22/FSM2/P170)

From the text we can learnt friendliness/communication character through how ‘the cat’ and ‘the mouse’ live in the same house together. They share the same house, food, and stories to each other.

In accord with Naim (2012) that relationships are built because there are no more dominant human goals, they are usually more eternal. This kind of relationship is usually called friendship. The purpose of friendship is a personal encounter between the two. Once they met, there was happiness between them. They can tell stories, share feelings, discuss each other, and so on. It is precisely this relationship that is the main goal. Even if there is a practical-pragmatic goal, it is in the next order.

8. Love of peace

Here is an example of love of peace found in the text.

He loved all his people including the villagers in that small village. To support the villagers, the king did many things for them, such as planting beautiful tress near every house and having a picnic for the children.

(21/FSM2/P169)

From the text above, ‘the king’ from the story *Stone on the Road* really love his people and he bring happiness and peace to his people in the village.

Follow *Kemendiknas* (2010) that love of peace means as attitudes, words, and actions that cause other people to feel happy and safe in their presence. Therefore, it can be concluded that the value of love of peace is one of the values that very important in the life of the nation and state, especially in the effort to create harmony in the diversity of a society.

9. Environmental awareness

Here is an example of environmental awareness found in the text.

People hunt orangutans continuously, although there is a policy against killing, owning or exporting them. Their natural habitat is fast disappearing due to illegal logging, forest cleaning or palm oil and forest burning. In the 90s, in Sumatra and Kalimantan, thousands of orangutans were killed, and habitat of thousands more was destroyed in major forest fires. Those fires and killings were a threat to existence of orangutans.

(15/C9/P126-127)

The habitat of orangutan is fast disappearing and orangutans were a threat to existence. The hunt, owning or exporting are not the only cause of orangutans extinction but illegal logging, forest cleaning or palm oil and forest burning also the fastest cause of orangutans decreasing numbers.

Those activities provide awareness for the public of the significance of conservation, aside from allowing the public to see the wonders of nature.

(17/C9/P137)

Environmental awareness character is on the text 17 about Karula parks as a conservational park. It is important for people to see the wonders of nature. There, people can see and learn that environment is something that they need to keep.

Another example for environmental awareness is from text 20 where seahorses are endangered now because of their habitat in the sea is polluted.

Seahorses are endangered in many parts of the world. Pollution destroys their habitat in some Asian countries.

(20/FSM2/P166)

In accordance with Kuriawan (2013) that humans with characters are who have a concern for the environment, both the social environment and the physical environment. Such a person has the awareness that he is an inseparable part of the environment while trying to do the best he can for his environment. This kind of reciprocal relationship is important for environmental harmonization. The emergence of various environmental problems that are increasingly complex is a reflection of the harmonious relationship between humans and the environment.

10. Social awareness

Social awareness character found on the text 21 entitled *Stone on the Road*. Here is an example of social awareness found in the text.

“The night will come soon. Someone may stumble over this stone and get hurt. Better to move it out the way,” said the boy.

(21/FSM2/P169)

From the text above, social awareness character can be learnt from ‘the boy’ from the text *Stone on the Road* that he still think of other people and willingly helping them.

In consonance with Kurniawan (2013) that social awareness is the ability to comprehend and appropriately react to both broad problems of society and interpersonal struggles. This means that being socially aware relates to being aware of the environment, what’s happen around, as well as being able to accurately interpret the emotions of people whom interact with. Community life is now shifting to become more individualistic. Togetherness and mutual assistance with sincerity that used to be the hallmark of our society is increasingly disappearing. Concern for others is running low. The present concentration of people’s lives is dominated by how to achieve materialist dreams.

11. Responsibility

Example of responsibility character can be found in the Text 4 entitled *Do-It-Yourself: Scented Candles* where the readers are requested to make their own scented candles.

First, mix together the baking powder, flour, salt, and sugar in a large bowl.

Then add egg, milk, butter, and vanilla extract to the bowl and whisk them well with the dry ingredients into a nice smooth batter.

Next, heat the frying pan over medium heat. Once hot, add the batter at about ¼ cup at a time.

Once bubbles appear in the pancake and the sides are golden brown, flip over with a large spatula for another minute or so until golden brown.

(4/C4/P46)

Responsibility character also can be found on the Text 5 where the readers can learn how to make a milk tea. Thus, in Text 6, the readers can learn responsibility character from operating a rice cooker.

First, clean the rice with the water in the rice cooker pot.

Second, throw the used water and add the amount of water once again.

Then put the rice cooker pot into the cooker unit. Cover the pot with the lid.

After that, push the power button to start cooking. Make sure you plug in the cooker before pushing the power button.

(6/C4/P47)

In *Pendidikan Karakter Berbasis Kearifan Lokal di Sekolah* (2015), Wibowo state that responsibility is the attitude and behavior of a person to carry out their duties and obligations towards oneself, society, environment, country, and God. Thus, responsibility

is taking ownership of thoughts, words, and action of a person expected to do with themselves.

Based on the Regulation of the Minister of Education and Culture No.1 Year 2012, the Center for Curriculum and Book Matters has the task in implementing the restructuring of technical policy, curriculum development, teaching methodology, and textbooks for early childhood education, primary education, secondary education, non-formal education and informal education. For this reason, the researcher wants to uncover the character values in the reading text of an English textbook to see if that textbook integrates the character.

According to the statement above, the Ministry of National Education (Kemendiknas) has established the basis of character education that rooted in 18 values of cultural education and national character. From those 18 characters, schools can provide additional character or reduce it according to the needs of learners. However, based on the research findings, there are only 11 of 18 characters value that found in the reading text of *BRIGHT An English Course for Junior High School Students for Grade IX*.

From the findings of the character values contained in the reading texts dominated of the responsibility character values. These texts consisted of procedural text which contains the character value of responsibility in it. The domination of responsibility character values causing other character values percentage of findings relatively low. Namely religiousness, honesty, perseverance, appreciation, love of peace and social awareness character values which only reaches 2,1%. Thus, this also makes 7 other character values such as tolerance, discipline, independence, democracy, nationalism, patriotism, and interest in reading that are not found in reading texts.