

## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the findings and discussion in chapter IV, there is one conclusion that can be drawn in this research. Related to the research questions of this research, character values that found in the reading text of an English Textbook entitled *BRIGHT An English Course Book for Junior High School Students for Grade IX* only cover 11 character values from 18 character values that described by *Kemendiknas*. Those character values are religiousness, honesty, perseverance, creativity, curiosity, appreciation, friendliness/communication, love of peace, environmental awareness, social awareness, and responsibility. From those 18 characters mentioned by *Kemendiknas* responsibility character value is the most dominant with the percentage of 32,6%. Meanwhile, tolerance, discipline, independence, democracy, nationalism, patriotism, and reading interest did not found in the reading text.

#### B. Suggestions

Based on the conclusions, objectives, and significances of the study, suggestions as follows:

1. For principals, supervisors, and head of education: They should pay attention to the circulation of textbooks used in schools. It is intended to support the integrated character education development in all subjects, especially English. In addition, they should pay attention to the condition of all educational components to support the implementation of character education.

2. For teachers who use English textbooks: They are expected to be more selective in choosing books or instructional materials and activities that already exist in the textbook for the application in the classroom. Teachers should be able to raise or deliver characters of character education in the material or activity explicitly. Teachers can apply contextual and cooperative learning so that these characters can be integrated optimally.
3. For the authors: They are expected to be more careful in making textbooks. It is expected to pay more attention to the standards set by *Kemendiknas* in making textbooks. Thus, the author is expected to help *Kemendiknas* in developing the nation's generation in achieving learning objectives in accordance with existing standards. In addition, the author should be able to incorporate the materials related to their affective, cognitive competence. The authors of textbooks of English should critically observe and follow the guidelines and instructions of writing text books carefully and thoroughly in order to create a good book. Thus, learning English will have some significance, which can achieve competency goals and compose language skills as well as to establish a positive character learners.
4. For other researchers who want to conduct relevant research: This research is only focused on analyzing the reading texts of one English textbook of Curriculum 2013. It will be better if other researchers who want to conduct relevant research can analyze other textbooks for the same or different grades and also analyze the implementation of the

characters in the teaching learning process. They can make this study as  
additional information or referenc

