

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this chapter, the writer describes the research findings of the textbook analysis based on the data collected. The data will be presented as research findings and discussion.

##### 1. Data Description

In the data description, the writer tabulates the selected data. The data was taken from pictures and text that presented in book ‘When English Rings a Bell (2017 revision) For Junior High School Student Year VII’.

##### a. The completeness of material in book ‘When English Rings a Bell (2017 revision) For Junior High School Student Year VII’ based on curriculum 2013.

The first table is about completeness of material that divided into four category such as interpersonal interaction text, transactional interaction text, special function text, functional text.

**Table 4.1 Completeness of Material in Book ‘When English Rings a Bell (2017 Revision)’**

No	INTERPERSONAL INTERACATION TEXT		
	TEXT	PAGES	CHAPTER
1	Greetings	4, 5, 6, 7, 8, 15	I
2	Goodbye	11, 12, 17	I
3	Thanks giving	14	I
4	Apologies	14, 16, 17	I
TRANSACTIONAL INTERACTION TEXT			
5	Identity with regard to nouns and pronoun subjective, objective, possessive	22, 23, 24, 26, 28, 30, 31, 33	II

6	Name of the day	53, 54	III
7	Name of the month	48, 49	III
8	Name of the time	39, 41, 42, 44	III
9	Time in the form of numbers, date, and year, with pay attention to the corresponding vocabulary, cardinal and ordinal numbers	38, 39, 41, 42, 48, 50, 52	III
10	Name and number of animals	87, 88, 89, 90	IV
11	Name and number of objects	60, 62, 63, 70, 73, 74, 77, 80, 83	IV
12	Name of public buildings close to daily life of students, with regard to corresponding vocabulary, and the article a and the, singular and plural	66, 67	IV
13	Character of people	117, 121, 122	V
14	Character of animals	111, 112, 115, 120	V
15	Character of objects with regard to corresponding vocabulary, and the article a and the, singular and plural	100, 101, 103, 104, 106, 107	V
16	The behavior/actions/functions of persons, animals, objects, in the context of their use, with regard to element of language declarative sentence, interrogative, simple present tense	128, 134, 135, 136, 141, 143, 146	VI
SPECIAL FUNCTION TEXT			
17	Lytic of song related to junior high school/Mts	96, 179	IV/VIII
FUNCTIONAL TEXT			
18	Description of people	156, 157, 158, 160, 161, 163, 164	VII
19	Description of animals	161	VII
20	Description of objects	150, 151, 152, 153, 164, 168, 169, 170, 173	VII

There are 3 types of text in book 'When English Rings a Bell (2017 Revision) For Junior High School Student Year VII'. The types of text are Interpersonal Interaction text, Transactional Interaction text, and Functional text. Interpersonal Interaction text is a type of text that are content of *greetings*,

*goodbye, thanks giving, and apologies.* Transactional Interaction text is a type of text that are contents of *identity, name of the day, name of the month, name of the time, time in form numbers, date and year, name and number of animals, name of objects, name of public building, character of people, character of animals, character of objects, behavior/function of persons, animals, and objects.* Functional text is a type of text that are content of *lyric of song, description of people, description of animals, and description of objects.*

### **b. Character values**

The second table is the list of character values appears in book ‘When English Rings a Bell (2017 Revision) For Junior High School Student Year VII’.

**Table 4.2 of Character Values**

No	Character	Pictorial Data		Utterance Data	
		Pages	(Chapter)	Pages	(Chapter)
1	Religious	39, 42, (III).	91 (IV)	42 (III)	
2	Honestly	There is no pictorial data		14, 15, 16, 17, (III)	
3	Tolerance	5, 12, 16 (II).	49, 54 (III). 99, 100, 115, 126 (V). 176 (VIII)	104 (V)	
4	Discipline	4, 8, 12 (I).	39, 41 (II).	17, 19 (II).	39, 41, 42, 57 (III)
5	Work hard	5 (I).	127 (VI)	17 (I).	128 (VI). 163 (VII)
6	Creative	4 (I).	91, 92 (IV)	23, 24, 29, 35 (II).	47, 57, 58 (III). 94 (IV)
7	Autonomy	4 (I).	42 (III). 91, 92 (IV)	17 (I).	53, 54, 55, 56 (III). 63, 64 (IV)
8	Democratic	16 (I).	42, 49, 54 (III). 92 (IV). 99, 100, 115, 126 (V). 176 (VII)	26 (II).	58 (III). 115 (VI)
9	Curiosity	16 (I)		16, 25 (I)	
10	Nation mentality	168, 169 (VII)		52 (III).	149, 168 (VII)
11	Love fatherland	149 (VII)		52 (III).	168, 169, 170

			(VII)
12	Respect to the achievement	There is no pictorial data	103, 104, 106, 107, 120, 122 (VI). 161, 163, 164 (VII)
13	Communicative/friendship	5, 12 (I). 49, 54 (III).	160, 163 (VII)
14	Peaceful	5, 7, 11 (I)	4, 5, 11 (I)
15	Fond of reading	92 (IV). 99, 100, 104 (V). 143 (VI)	41 (III). 143 (VI)
16	Cares of environment	59, 66 (IV).	101, 103, 120 (V).
17	Social cares	91, 92 (IV). 117 (V)	117 (V). 134 (VI)
18	Responsible	42 (III). 91, 92 (IV). 111, 112 (V)	134 (VI)

There are 18 character values which are classified into two category Pictorial data and Utterance data. The character are *religious, honestly, tolerance, discipline, work hard, creative, autonomy, democratic, curiosity, love fatherland, respect to achievement, communicative/friendship, peaceful, fond of reading, cares of environment, social cares, responsible*. The most dominant pictorial data are tolerance and democratic. The most dominant utterance data is respect to the achievement.

## 2. Data analysis

In the data analysis, it can be analyzed more detail about completeness of material, and character content in book ‘When English Rings a Bell (2017 Revision) For Junior High School Student Year VII’ based on 2013 curriculum and the Ministry of National Education.

### a. The Completeness of Material in Book “When English Rings a Bell (2017 Revision)” For Junior High School Student Year VII

In the first discussion is about completeness of material that divided into four criteria such as interpersonal interaction text, transactional interaction text, special functional text, and functional text based on 2013 curriculum.

### **1) Interpersonal interaction text**

Interpersonal text is a text used to connect with others in order for us to communication with others properly and socially, and also the communication directly of face to face communication at the same time and place. Interpersonal skill is not a part of a personality trait that is innate, but is a skill that can be learned.

In this book text about greetings contained within the pages 4, 5, 6, 7, 8, and 15. In pages 4, 5, and 15 these pages contained about greetings ‘good morning’ and this greetings can be used to greet parents, friends, teachers and etc. In page 6 there are texts greetings about ‘good afternoon’ it can be used when we want to greet someone in the afternoon. In page 7 and 8 these pages also has texts greetings that is about ‘good evening’ it can be use when student want to greet others at night. By learning all of the greeting students are expected to use it in daily life, and know the function of each greetings.

In this book text about goodbye contained within the pages 11, 12, and 17. In page 11 text about goodbye, there are three sentences that indicate ‘goodbye’ such as; goodbye, see you later, and good night. It can be used to the end a meeting and say good night to someone. Page 12 texts about goodbye in this book used to say goodbye to friends, teachers, and etc. in page 17 text about goodbye

used to say goodbye to teacher. From this texts students know various kinds of text about goodbye and know how to use it.

Thanks giving text appear in page 14. “Mrs. Rita , thank you very much for the gift. I like it very much.” And Good on you Lina. I’m happy you like it.” In this page students given example how to thank for someone gift who has given us.

Apologies text appears in page 14, 16, and 17. In page 14 a student who is name beni who forgot to bring Udin’s sport shirt, and he appologized to Udin. And page 16 Dayu’s friends invite her to go to the cafeteria but she can’t come because she is waiting for Siti, so she apologized to her friends for not being able to participate. Page 17 Udin cannot come to the study group, and he apologized to his friends.

## **2) Transactional interaction text**

Transactional text is the text used to connect with other in order for us to get what we want from the use of the text (to get things). There are some examples of the text that is included in transactional interaction text are giving and responding to greetings text, introduction yourself and others text, ask for and inform text, ask and apologize text, etc.

Identity text appears in page 22, 23, 25, 26, 28, 30, 31, and 33. In page 22 explain about students identity of students from various areas. In page 23 and 26 texts about identity that used right prepositions. In page 25, there are conversations texts about teacher ask to her students about their personal identity. Page 28 this text about how do you spell your name? This text tell how are

students spell their name. In Page 30 and 31 text about student personal identity, that from name, their live, hobbies, and favorites. Page 33 in this text students tell about their family's identity.

Text about names of day appears in page 53, 54. In page 53 text about names of day in a week. In page 54 texts about names of day, after Monday is Tuesday, and today is Friday. Tomorrow is Saturday. Yesterday was Thursday.

Name of the month appears in page 48, and 49. In page 48 there are text about calendar 2016, from this text students can know the month and date. In page 49 there are text about month such as August is after July, April is before May and etc.

Name of time appears in pages 39, 41, 42, and 44. Page 39 text about Beni's meal times every day, in the morning time for breakfast, in the afternoon time for lunch, and in the evening time for dinner. Page 41 and 42 in these page tell about Edo does on Sunday. Five o'clock in the morning Edo gets up, eight o'clock in the morning Edo with his friends fly kites, half past one in the afternoon Edo goes to the library, half past four in the afternoon Edo and his family go to the park, seven o'clock in the evening Edo and his family have dinner together, half pas eight in the evening Edo prepares his stuff, nine o'clock at night Edo says goodnight to his parents, half past nine at nigh Edo pray before sleep. Page 44 text about what we usually do on Sunday.

Time in the form of numbers, date, and year, with pay attention to the corresponding vocabulary, cardinal and ordinal numbers appears in page 38, 39, 41, 42, 48, 50, and 52. In pages 38, 39, 41, 42 and 48, texts about time in the form

of numbers, date, and year, with pay attention to the corresponding vocabulary cardinal numbers. In page 50 and 52 texts about time in the form of numbers, date, and year, with pay attention to the corresponding vocabulary ordinal numbers.

Names and numbers of animals appears in pages 87, 88 89, 90. In page 87 text about animals in the garden such as a fly, cocoon, ladybug, cricket, and worm. After studying this text students know the various animals in the garden. In page 88, 89, and 90 in these pages students tell the names of things and animals in the yard, around house, and school. Such as there are many trees in the yard. There is a bird cage one tree. There is a bird on it. There are some cats. Budi has one cat in his home. Yani has two cows and some goats. There are some caterpillars in the flower plants in front of the library, etc.

Names and numbers of objects appears in pages 60, 62, 63, 70, 73, 74, 77, 80, and 83. In page 60 there are text about names of things in the classroom, such as a globe, a picture, a board, a door, a window, a wall, a desk, a chair, a floor, and etc. this text increase student's vocabulary. In page 62 and 63 these text about names of things that we often in our bags, such as two pencils, a ruler, a glue, a rubber, some books, a bottle, a lunch box, a sharpener, and pair of scissors. In page 70, 73, 74, 77, 80, and 83 in these pages there are text about names of things start from in living room, in the kitchen, in the dining room, in the bedroom, in the bathroom, and in the garage. All of the texts increase student's vocabulary about names of objects that are in living room, kitchen, dining room, bedroom, bathroom, and garage.



Name of public buildings close to the daily life of student, with regard to corresponding vocabulary, the article a, and the, singular and plural appears in pages 66, and 67. In page 66 about names of public buildings in picture, such as bank, tax office, post office, hospital, police station. In page 67 text about locations of the public buildings.

Character of people appears in pages 117, 121, and 122. In page 117 there are conversations text about Edo who is always helpful and kind, and about Lina who is very happy, and never looks sad. In page 121 text about Edo who is happy, because his father just bought new bike for his. In page 122 text about Siti who is angry, because Nita cheated during the test but she got a score better than her.

Character of animals appears in pages 111, 112, 115, 120. In page 111 there are conversations text about Edo's dog has fierce eyes, and he is very friendly and playful. Lina's rabbit has white color like snow and she's very cute. Page 112 about conversations text about Udin's cat and Siti's hamsters. Udin's cat is adorable, and Siti's hamsters have large cheeks. Page 115 conversations text about giraffes, zebras, elephants and tigers. Giraffes, they have curly eyelashes. Their eyelashes are adorable. Zebras they have white and black stripes on their bodies. Elephants they are huge. Tigers, they have sharp teeth. In page 120 texts about Dayu's pets. Dayu has two pets, they're very little. They're babies, very cute ones. They have grey fur, big eyes, and each of them has a pink nose.

Characters of objects with regard to corresponding vocabulary, and the article a and the, singular and plural appears in page 100, 101, 103, 104, 106, and

107. In page 100 and 101 texts about park. This park is shady and the flowers are colorful. There are garbage cans, this can keep the park clean. The weather is nice. It's a beautiful and also wonderful park. Page 103 text about classroom and schoolyard. Text about classroom that is clean and tidy. Text about schoolyard that is very large. Pages 104, 106 and 107 texts about Siti's car, Lina's room, and Beni's couch. Siti's car is very nice. Lina's room is very unique. It has many things with many different colors and shapes. Beni's couch is very comfortable. All of these texts describes characters of objects.

The behavior/actions/functions of persons, animals, objects, in the context of their use, with regard to element of language declarative sentence, interrogative, simple present tense appears in pages 128, 134, 135, 136, 141, 143, and 146. In page 128 conversations text about jobs and professions, in this text explained various jobs and professions. In page 134 text about Siti who is never late come to school. She clean the classroom by herself, and her friend who is name Beni want to helps her to clean the classroom. In page 135 there are two text, the first text is about Dayu and Udin study together. Dayu always got good grades, because she always study every day.

The second text is about Edo and Lisa jog together. Edo and Lisa jog together at 6 a.m. and Edo jog 3 times a week. In page 136 also has two texts, the first text is about Siti and her friends go to the park together on the weekend. Dayu love it park, she always goes to there every afternoon. In page 141 the text is about animals. Here are the texts: *This is a butterfly. The color is pretty. It flies. This is a snake. It's a wild animal. It bites. This is my cat she has black fur. She*

*sleeps*. In page 143 text about comfortable couch, interesting book and round bowl. In page 146 there are conversations text about Miss Mutia and her students, they are going to go out and see the things, plants and animals around. They look the beautiful flowers. Miss Mutia ask to her students about sun, what her students know about it.

### **3) Special functional text**

Functional text is a special text that contains commands, directives, something to do or not to do that can be prohibition, invitation, short message, shopping list, announcements, and others that contain meaning and used in everyday communication.

Lyrics of song related to junior high school/Mts appears in page 96 and 179. In page 96 the text about lyric of the song and the title is What A Wonderful World by Louis Armstrong. Students sing a song together. In page 179 text is also about song, the title is Count On Me by Bruno Mars. These song related to junior high school student/Mts.

### **4) Functional text**

Functional text is the text used to convey something that has a specific purpose and message according to the type text used. This is called functional because it helps students do something in daily activities

Description of people appears in page 156, 157, 158, 160, 161, 163, and 164. In page 156 the text describe about Simon. This is text about it, I'm in the bus terminal now, 163 but I still can't find Simon. What is she like? He's tall.

He's got a fair skin. In page 157 and 158 the texts describe about Sofia and Mrs. Herlina. In page 160 there are three texts, first text is about description my father is a good man. He loves his family. He does not get angry easily. The second text is to describe my father is friendly, too. He knows almost everybody in neighborhood. He always goes to neighborhood meetings. The last text is about description my mom. She is an elementary school teacher. She is very patient. She is never angry. In page 161 the text is about describe my English teacher. She is smart and very friendly. Her English is very good and very clear. In page 163 the text is about description teacher in my school, classmates, and pak Bacu. In page 164 there are text about description my brother is very smart. All of these text are about description of people.

Description of animal appear in page 161. In page 161 the text is about describe my cat, her name is Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three color, white, yellow, and black.

Description of objects appears in pages 150, 151, 152, 153, 164, 168, 169, 170, and 173. In page 150 there are conversations text about Edo's notebook, in this text describe about it. In page 151 there are conversations text about Lina's house. In page 151 and 152 there are descriptions texts about shoes and T-shirt. In page 164 there are two text, fist text describe about hometown. And the second text describe about lake near hometown. In page 168, 169, 170, and 173 all of these texts describe about Indonesia.

**b. The Character Content Appears in Book “When English Rings a Bell (2017 Revision)”**

In book “When English Rings a Bell (2017 Revision)” there are 18 characters appears on it. The characters divided into two criteria pictorial data and utterance data. The most dominant pictorial data are *tolerance* and *democratic*. The most dominant utterance data is *respect to the achievement*.

**1. Religious**

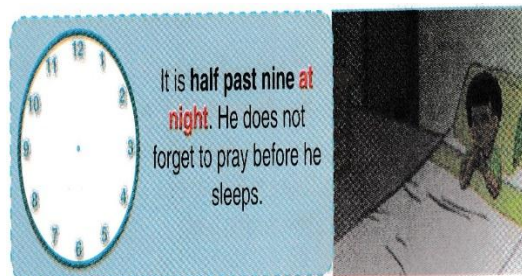
Religious is act and attitude in doing religion theory of each person’s belief, tolerance with other religion devotion, and life together with other people religion. This religious value must be applied to ourselves and learner, so that in everyday life attitude and action remain based on religion adopted and can up the sense of tolerance with adherents of other religious and can produce a harmonious life.

**a) Pictorial data**

Religious character is found in the picture on page 39, 42, and 91. In page 39 describe a small family of father, mother and son, who are having dinner, and before eating they raise their hands to pray. In page 42 consist of four pictures, one of the four picture in the task describe a boy pray before sleep. Other the same value is also appeared in page 91, that describe the picture of praying before eat.



(Page 39)



(Page 42)



(Page 91)

b) Utterance data

The utterance data of religious value appear on page 42

‘It is half past nine at night.  
He does not forget to pray before he sleeps’

The utterance above consist of religious value. The value can be seen from the word ‘He doesn’t forget to pray before he sleeps’. The utterance ‘He doesn’t forget to pray before he sleeps’ indicate someone who always prayed.

## 2. Honestly

Act that is based on effort for making her/his self becomes believable person on words, act, and work. This honest value is very influential on social relationships. Because being honest will build relationship of trust in us. When someone believes in us, it is easy for us to build cooperation with him.

a) Pictorial data

Pictorial data are the visual data that used to symbolize particular thing. In this book value of honestly there is no pictorial data found.

b) Utterance data

The utterance data of honestly value appears on page 14, 15, 17.

“Udin, I’m sorry I forgot to bring your sports shirt”

“That’s okay. Beni. You can bring it tomorrow. I have another one”.

(Page 14)

In this situation someone who is name Beni forgot to brings Udin’s sports shirt and he honestly admitting his mistake bay saying ‘I’m sorry’ to Udin. And the utterances that contain of honestly is word ‘I’m sorry’.

“Good morning, Mrs. Vina. I’m sorry I’m late”

“Good morning, Edo. Why are you late?”

(Page 15)

The indication of word that consists of honestly value is almost the same with utterance page 14. In this situation Edo came too late and he honestly admitted that he was late. The words ‘I’m sorry’ he used to admit his mistakes.

“Udin, I’m sorry I cannot come to the study group. I feel dizzy.”

“No worry, Beni. Just go home and have a rest.”

(Page 17)

The utterance above consist of honestly value. The value can be seen from the word ‘I’m sorry’. The utterance ‘I’m sorry’ indicate that someone who say it need to ask for forgiveness of his fault.

### **3. Tolerance**

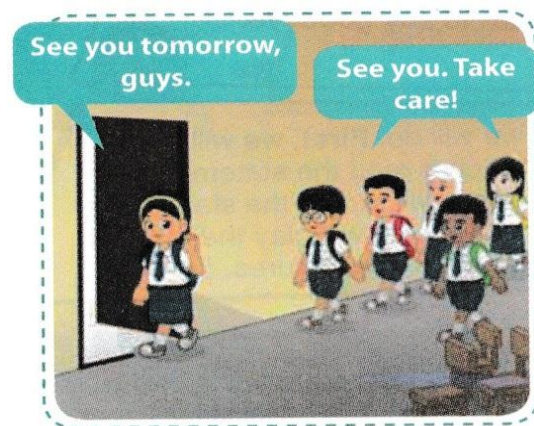
Tolerance is an attitude and actions that respect different religious, ethnic, opinion, attitude, and other person’s different attitude from them. The value of this tolerance upholds a sense of tolerance among fellow religious, tribes, ethnicities for the sustainability of harmonious life.

#### **a) Pictorial data**

In this book, tolerance value appears in page 5, page 12, page 16, page 49, page 54, page 99, page 100, page 115, page 126, and page 175. In page 5 there are four students who are talking. In this picture seen they have differences in characteristics, some of them have white skin, and other are black. Some of them have straight hair and others are curly. And some of them use fail. Although they are have difference characters they can still be friends, this is shows the tolerance value that we can make an example in daily life. In page 12 also describe tolerance value. In this picture there are six students who are walking together, they are also have different characteristics. Some of them has white skin, while one of them has black skin, some of them have straight hair while others are curly. Some of them use fail and others are not use.



(Page 5)



(Page 12)

In page 16, page 49, page 54, page 99, page 100, page 115, page 126, and page 176 the picture almost the same, and describes different characteristic of the students. All of these pictures have a tolerance value.



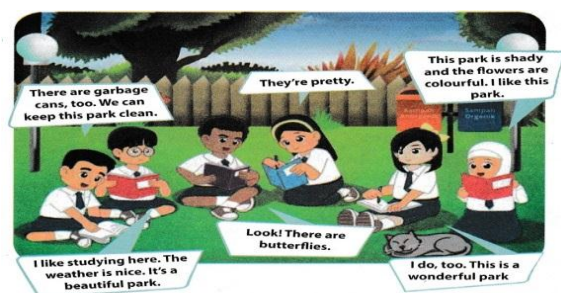


(Page 16)

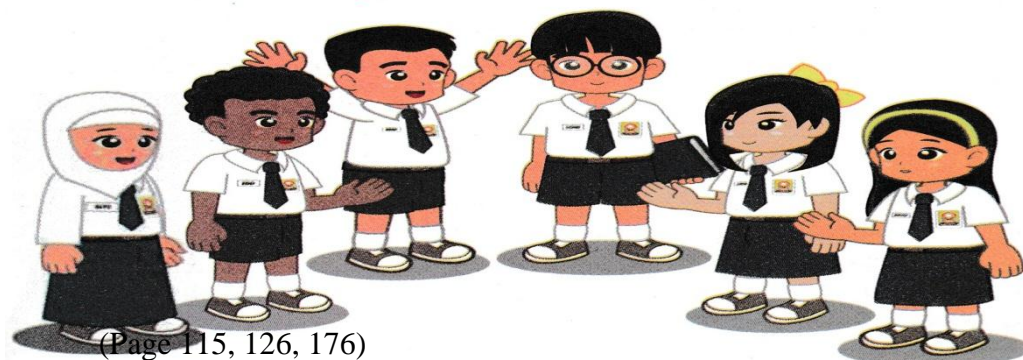
(Page 49)



(Page 54)



(Page 99-100)



(Page 115, 126, 176)

#### b) Utterance data

In this book, the tolerance value appears in page 104.

"The music is too loud. I can't study with this loud music."

"Sorry, I'll turn down the volume."

There are two students who are studying, and while listening the music but the music is so loud thus disrupting the concentration of other students. Then

other students turn down the volume of music. In this situation there is tolerance value which is seen from the attitude of student who can appreciate others.

#### 4. Discipline

The act, that indicating acts orderly and faithful to the several certainties and rules. The value of this discipline is our obedience to the rules or rule that apply in the in the environment around us.

##### a) Pictorial data

In this book, the discipline values appears in page 4, page 8, page 12, page 28, page 39, page 41, page 42. In page 4 the picture describes a daily activity such as waking up, cooking, and going to school. All of this activities show the discipline values.



(Page 4)

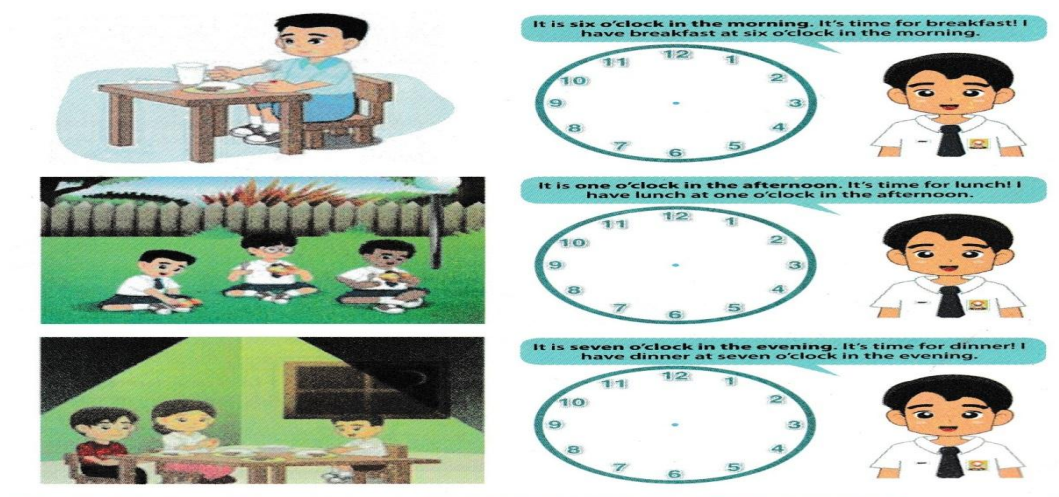
In page 8 and 12 has the same picture. This picture described a camping activity that students follow, this activity has discipline values because every

students who followed a camping activities is expected to have a high discipline attitude.



(Page 8 and 12)

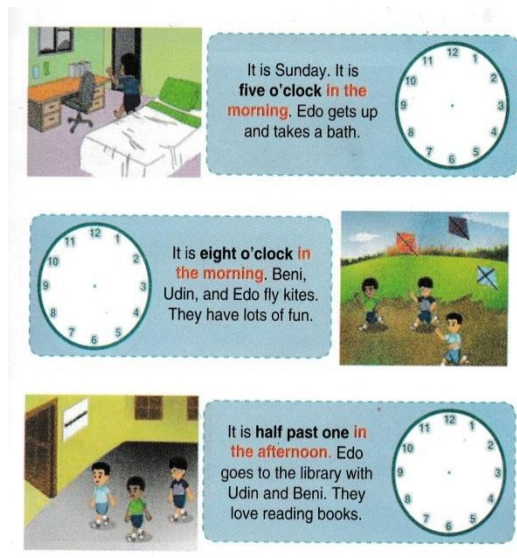
In page 39 describe Beni's meal time everyday such as breakfast, lunch, dinner. These activities consist of discipline value, because by making a meal schedule we are already trying to run a discipline lifestyle.



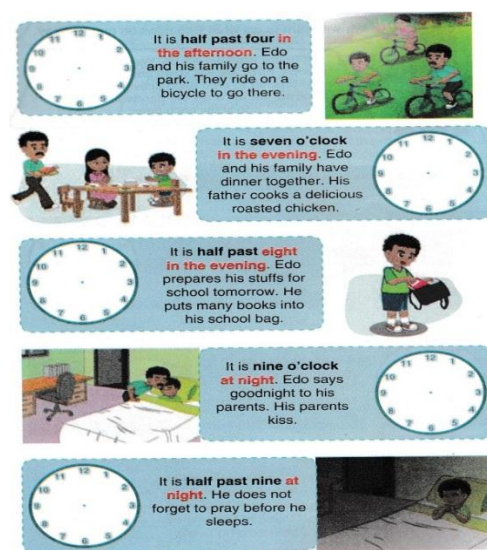
(Page 39)

In page 41 and 42 has almost the same activities, the value can be shown that the pictures describe about activity such as gets up, fly kites, goes to library, goes to park, dinner together, and goes to sleep and all of the activities are regulated by the time.





(Page 41)



(Page 42)

## b) Utterance data

In this book, the discipline values appear in page 17, page 19, page 39, page 41, page 42, and page 57.

“Go to sleep now. If you want, I can wake you up at 4.”

“Thanks, Dad. Yes, wake me up at 4. Good night.”

(Page 17)

In the conversation above a father trying to wake his child up at 4 am, and his son was trying to wake up at the time, discipline value can be seen from children who want to get up in the morning. In this situation there is children who try to be disciplined.

‘From now, I will always

-Greet others when I meet them,

-Say goodbye when I leave them,

-Thank others for doing Good to me,

-Say sorry when I make mistake.

(Page 19)

The utterance above has discipline value that can be seen from word 'I will always' this word indicate an act will always be done, repeatedly and continuously.

'It is six o'clock in the morning. It's it time for breakfast! I have breakfast at six o'clock in the morning'

'It is one o'clock in the afternoon. It's time for lunch! I have lunch at one o'clock in the afternoon'

It is seven o'clock in the evening. It's time for dinner! I have dinner at seven o'clock in the evening.

(Page 39)

'It's Sunday. It is five o'clock in the morning. Edo gets up and takes a bath.'

'It is eight o'clock in the morning. Beni, Udin, and Edo fly kites. They have a lots of fun.'

'It is half past one in the morning. Edo goes to the library with Udin and Beni. They love reading books.'

(Page 41)

'It is half past four in the afternoon. Edo and his family go to the park. They ride on a bicycle to go there'

'It is seven o'clock in the evening. Edo and his family have dinner together. His father cooks a delicious roasted chicken'

'It is half past eight in the evening. Edo prepare his stuff for school tomorrow. His puts many books into his school bag'

'It is nine o'clock at night. Edo says goodnight to his parents. His parents kiss.'

'It is half past nine at night. He does not forget to pray before he sleep.'

(Page 42)

The utterance pages 39, 41, and 42 has almost the same purpose that is equally discussed about daily schedule of daily activities. By making schedules of our daily activities to make our activities become planned and make us become disciplined using time.

'We will make our own schedule at school'

(Page 57)

The utterance above represents discipline value. Making schedule is one away to make our activities become arranged.

## 5. Work hard

Act that indicating seriously effort in overcomes studies and assignments obstacles, and finishing assignment as good as possible. Value of this work hard means our efforts in achieving a goal or achievement of job that expected good and satisfactory results.

### a) Pictorial data

In this book, work hard value appears on page 5, and page 127. In page 5 there are five pictures in this page and two of them describes the profession of a teacher and a policeman. Teacher is a person who never tired of always teaching and giving knowledge to his students every day, and a policeman is a person who always guard and protect their society. The values of work hard can be seen from profession as a teacher and a policeman.



(Page 5)

In page 127 pictures show kinds of job. The values of work hard can be seen from the kinds of people job such as farmer, teacher, housewife, doctor and student.



(Page 127)

b) Utterance data

In this book, work hard appears in page 17, page 128, page 163.

“See you later Dayu. Good luck with your English test”

“See you. Later ma’am. Thanks”

(Page 17)

The utterance above is consist of work hard. The value can be seen from the word “Good luck with your English test” this word indicate if you want to get high score then you have to work hard in learning.

Miss mutia	:	Good morning!
Students	:	Good morning, Miss Mutia.
Miss mutia	:	Today we are going to learn about jobs and profession. Beni, what does your father do?
Beni	:	My father is a farmer. He plants and grows rice.
Miss Mutia	:	that’s great! How about you, Dayu, what does your father do?
Dayu	:	He is a teacher. He teaches mathematics in junior high school.
Miss Mutia	:	That is wonderful! Lisa, how about your mother? What does she do?
Lisa	:	She’s a housewife. She takes good care of us and our house.
Miss Mutia	:	That’s excellent! What does your mother do, Udin?
Udin	:	She’s a surgeon. She performs operations on her patients.
Miss Mutia	:	That’s excellent! How about you, Edo? What do you do?
Edo	:	I’m a student.
Miss Mutia	:	That’s good. Now, do you want to know what your other friend’s parents do?
Students	:	Yes, we do.

(Page 128)

The utterance above is tells about a conversation between teacher and her students. The work hard value can be seen from content of conversations that is tell about various professions such as farmer, teacher, housewife, surgeon, and student.

“Pak Bacu is a janitor in our school. He is a hard worker. He sweeps the yard every morning and afternoon. He cleans the toiles. I like him because he is friendly, and he knows our names. But sometime he’s annoying. He often teases me, and laughs at me in front of my friends. He’s sometime fussy too. He tells us not to litter, again and again. He gets mad when we don’t put our rubbish in the rubbish bin.  
(Page 163)

From the utterance above word hard value can be seen from word “He is a hard worker” from this word is clearly showing value of work hard.

## 6. Creative

Think and doing something to produce manner and new result from something they had posed. Creative value implies exposing our ideas to way or job that procedures new innovations.

### a) Pictorial data

Creative value in this book can be found in page 4, page 91, page 92.

In page 4, there are four picture and one of them describe about a girl is cooking in the kitchen, she looks like very happy to cooking and she can make a delicious food and try new menu every day. In this page value of creative can be seen from cooking activities.

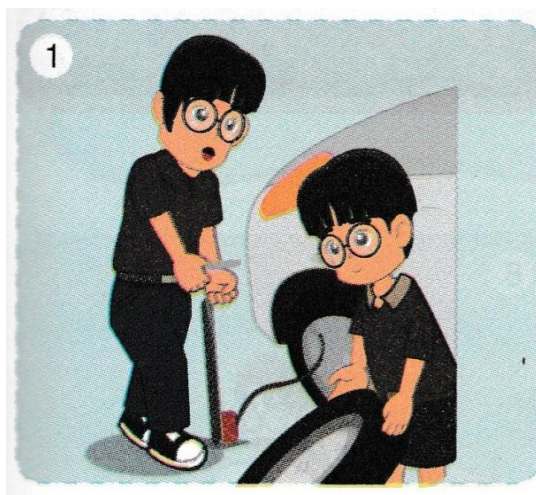




(Page 4)

In page 91, there are four pictures and one of them describe about activity a boy helped his parent replace a car tires. Activity in this picture contained value of creativity.

In page 92 also there are four pictures and one of them describe reading activity, in this picture there is a girl who is reading a book, she can creatively learn by herself without having to rely on others.



(Page 91)



(Page 92)

b) Utterance data

“We will work in group. We will present, not read, the fact about each person to each other, orally.”

(Page 23)

“We will work in group. Each of us will present, not read, similar fact about ourselves in real life, orally.”

(Page 24)

In pages 23 and 24 the utterance indicates creativity value because the activity pushes the students to think, and to be creative to present their assignment to each other orally in front of the class.

“We will redesign and add the English expressions into our student ID card, our Library ID Card, and any other ID card we have.”  
(Page 29)

In this assignment, students should redesign and add English expressions into their student ID Card, Library Card and any ID card they have. Students will put the English expressions under the Indonesian expression, then they will put their cards in the new design on the wall of classroom. By doing this assignment, the student get creative values including the process of doing assignment.

“We will make a “This is me” project.”  
(Page 35)

“We will report our findings in good sentence.”  
(Page 47)

“We will make our own schedule at school.”

These are three utterances above also the same values. The student should make project/assignment that push them to be creative.

“Let’s play the game! This is a calendar game.”  
(Page 58)

This utterance has a creative value. In this situation students play the game with a dice and some tokens. First, they will roll the dice. Second, they will move their token based on the numbers. Then, they will have to say the name of the day and date. The student who first researches the end of the month will be the winner. This activity make them to be creative.

“Wi will tell about our dream of our future house. It is a group project.”  
(Page 94)

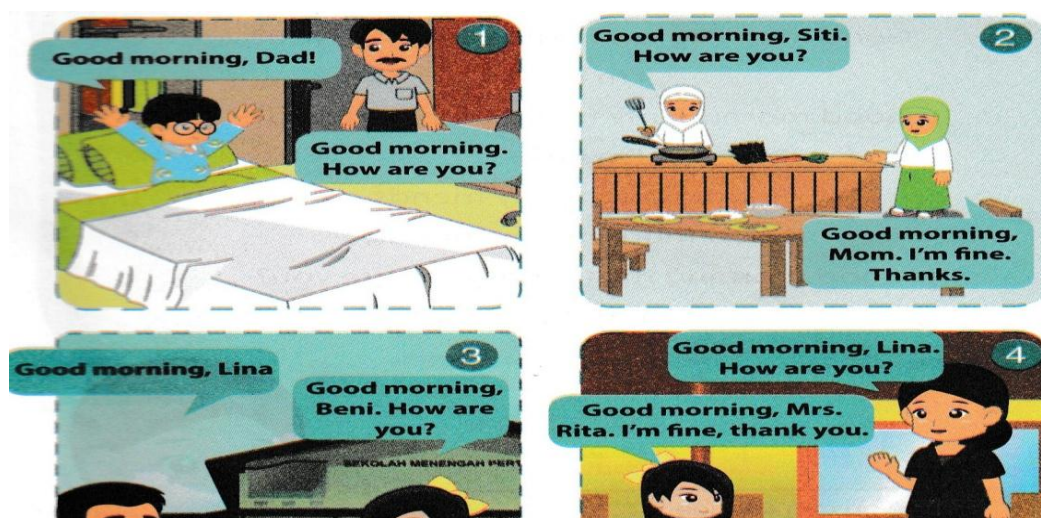
In this assignment page 94, students should make their dream house in the future. In this project they will make a list of the rooms they will have in the house and the things they will have in every rooms. They also make a list things and animals they will have. Everyone in their group will write the details of the plan in their notebook. Finally, each group will put their plan on the wall of the classroom and read it into the class. By doing this project, students get creative values including the process of doing project.

## 7. Autonomy

Attitude and behavior that is not easy depending on others in completing tasks. Autonomy value shows the indications and attitudes of a person in doing something not dependent on the help of others. But depending on the ability of yourself.

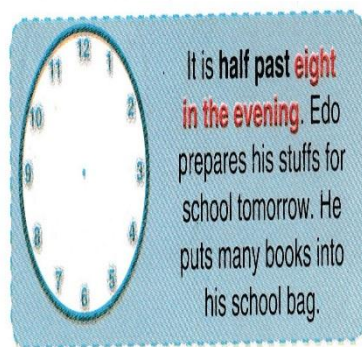
### a) Pictorial data

Autonomy value in this book can found in page 4, page 42, page 91, and page 92. In page 4 there are four pictures. In picture number one show a boy gets up in the morning, and picture number two show a girl cooking in the kitchen, and picture number three and four show students boy and girl goes to school and the last picture show student girl asks permission to her mother. All of these activities shows the value of autonomy.



(Page 4)

Page 42 there is a picture that describe a student prepares his stuff for school. He prepared his own equipment without ask for help other people. This picture has autonomy value. In page 91, there are four pictures and one of them has autonomy value. In picture number four this picture show a little boy who was bathing.



(Page 42)



(Page 91)

There are four pictures in page 92, two of them has autonomy value. In picture number 5 show a little girl who was reading English book. In picture number seven show a little girl get up and she cleans the bed by herself.

b) Utterance data

“See you later Dayu. Good luck with your English test.”

“See you later ma’am. Thanks.”

(Page 17)

The utterance above consist of autonomy value. The values appears in the word ‘Good luck with your English test’ that indicates the student should do the test individually.

‘There are seven days in a week. We will learn to say them one by one’  
(Page 53)

‘We will be drilled by our teacher to say names of days’  
(Page 54)

‘This is our schedule. We will learn to say the subjects one by one’  
(Page 55)

‘We will tell about the schedule, in writing and orally.’  
(Page 56)

‘We will learn to tell the names of things that we really have in our bag’  
(Page 63)

‘We will report our findings to the class, orally.

These six utterances consist of autonomy value, why this utterance contain about autonomy value because in this utterance student should do the assignment individually.

## 8. Democratic

Way of thinking, and act that giving the same appraisal between right and obligation of his self and others. Democratic value needs to be applied in everyday life, because it will result in a balance between the rights and obligations of an individual with another individual.

### a) Pictorial data

Democratic value in this book appears in picture on page 16, page 42, page 49, page 54, page 92, page 99, page 100, page 115, page 126, and page 176.

The picture in page 16 visualize some student gather to discuss in classroom. In page 42 there are five pictures in the task and one of them visualize



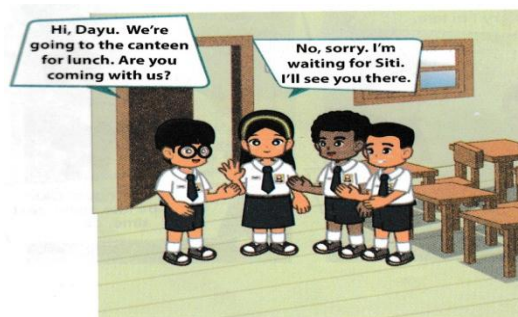


dinner situation, in this picture show a father cooks a delicious chicken, mother and her son looks very happy and enjoy the father's cooking.

(Page 16)

(Page 42)

In page 49 and 54 has the same picture with page 16. In page 49 and 54 visualizes some students gather to discuss about month. In page 92 shows two student is doing assignment together. A student is reading a book and other is making a note. They look like discussing something.

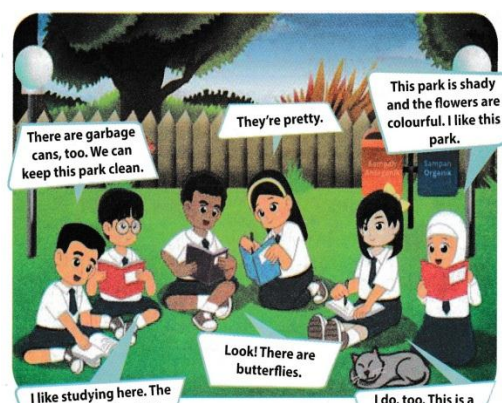


(Page 49 and 54)



(Page 92)

In page 99 and 100 has the same picture. The pictures visualizes some students are studying and discussing something together in the park. And page 115, 126, and 176 has the same picture, in this picture visualizes some student gather to discuss something.



(Page 99 and 100)

(Page 115, 126 and 176)

b) Utterance data

‘We will work in group. Each group will go to five people outside our group to find similar facts about them in real life, like the examples above orally.’

(Page 26)

The utterance above shows democratic value. The value can be seen from rule of the task. The student should make group in doing the assignment. The ability of work together with other student makes them respect to other student opinion, being positive thinking, and fair to other student opinion.

“Let’s play the game! This is a calendar game”

“We will work in groups. We will play this game with a dice and some tokens. First, we will roll the dice. Second, we will move our token based on the numbers. Then, we have to say the name of the day and the date. The student who first reaches the end of the month will be the winner.”

(Page 58)

This utterance is about game. In this game, the student should make groups. A group will be equal of other group. From this game, the student learn about how to be fair to the other groups.

Siti	:	Look at the giraffes. They have curly eyelashes.
Lina	:	Yes, they do. Their eyelashes are adorable.
Beni	:	and look at the zebras. They have black and white stripes on their bodies.
Udin	:	Guys, do you know that each zebra has different pattern?
Edo	:	They do? That’s very interesting!
Dayu	:	Look at the elephants. They are huge!

Udin : Yes, they are. And look at the tigers. They have sharp teeth.

Siti : And they have powerful legs.

(Page 115)

The utterance show some students who discussing something. A student asks to the other student opinion about the animals in the zoo. Discussing is an example of democratic value.

## 9. Curiosity

Act and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard. Value of curiosity is a reflection of the activity of person in learning something to increase one's knowledge or understanding.

### a) Pictorial data

Willingness value in this book, appear in page 16. The picture above visualize a student and her teacher, in this picture seen the teacher was asking her student about something. The willingness value can be seen from the picture that describe the teacher ask her student.



(Page 16)



b. Utterance data

“How are you Siti?”  
 “How are you feeling?”  
 (Page 16)  
 “What’s your name?”  
 “Where are you from?”  
 “Where do you live?”  
 (Page 25)

Utterance page 16 contains about conversations text between teacher and student. The teacher ask to her student about condition and of her student. In page 25 teacher ask to her student about name, origins, and home addresses. The utterance above consist of curiosity values, because there are some questions have to student answers.

## 10. Nation mentality

Way of thinking, act, and concept that put the interest his nation and state above his own interest groups. This value is very uploading the love of the homeland and placing the interests of the state above personal or group interests.

a) Pictorial data

National mentality value appears in page 168 and 169. Picture in page 168 and 169 has the same picture. In these pictures visualizes Indonesian map. These pictures has nation mentality values because from Indonesian map we can know the religion that all over Indonesia, we can learn the history and culture of each religion that exists throughout Indonesia, doesn’t have to visit the place.



(Page 168-169)

b) Utterance data

“When do we celebrate Kartini’s day?”

“Kartini day is in April. It is one the twenty first of April.”

(Page 52)

The utterance above consists of nation mentality value. The value can be seen from the integrating the name of figure of woman emancipation. From this utterance, the student know about Kartini’s day.

“I’m proud of Indonesia!”

(Page 149)

From the utterance above very clearly show nation mentality value it can be seen directly from words ‘I’m proud of Indonesia’ this word indicate someone who is proud to be Indonesian, he is proud of the language, the nation and also become the people of Indonesia, he loves and also keeps Indonesia with all his soul and body.

“Indonesia is a big county.”

“We have a lots of islands.”

“Indonesia is on the equator.

(Page 168)

“There are many seas in Indonesia.”

“Indonesia also has many mountains.”

(Page 169)

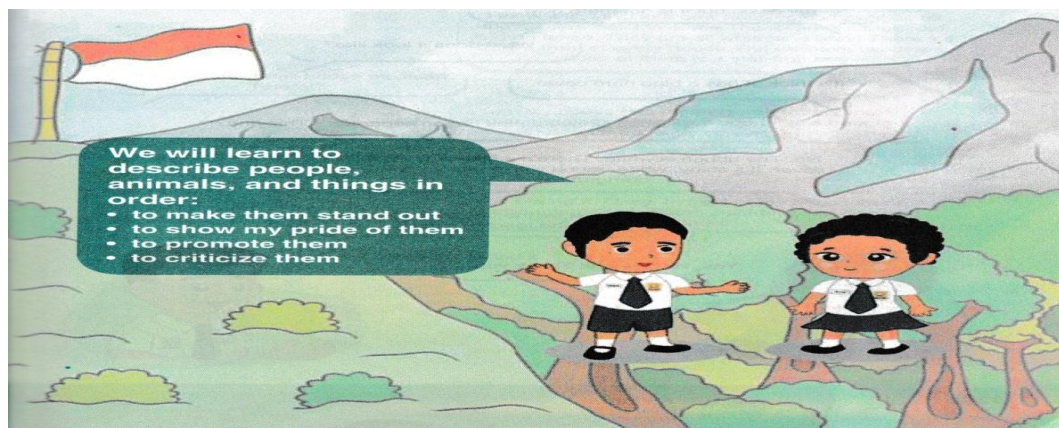
Two utterances above describes about the state of Indonesia which has many islands, seas, and mountains. The value can be seen from the all of the words that use to describe Indonesia.

## 11. Love fatherland

Way of thinking, attitudes, and acts, that show; loyalty, cares, and high appreciation to the language, physical environment, social, culture, economy, and politic of nation. This value is not much difference from the value of the nation mentality. This value is more interested in the interests of the state than the interests of the group of personal.

### a) Pictorial data

In this book love fatherland value appear in page 149. In page 149 there is picture that describe Indonesia's nature there are mountains and forests and there is also flag of Indonesia. This picture has love fatherland value it can be seen from content of this picture.



(Page 149)

## b) Utterance data

National Days in Indonesia	
April 21 <sup>st</sup>	Kartini Day
April 22 <sup>nd</sup>	Earth Day
May 1 <sup>st</sup>	Labor Day
May 2 <sup>nd</sup>	National Education Day
May 20 <sup>th</sup>	National Awakening Day
May 22 <sup>nd</sup>	Reformation Commemoration Day
June 1 <sup>st</sup>	Pancasila Day
July 22 <sup>nd</sup>	National Children Day
August 17 <sup>th</sup>	Independence Day
October 2 <sup>nd</sup>	Batik Day
October 5 <sup>th</sup>	Indonesian National Armed Forces Day
October 28 <sup>th</sup>	Youth Pledge Day
November 10 <sup>th</sup>	Heroes' Day
December 22 <sup>nd</sup>	Mother's Day

(Page 52)

The utterance above is about national day in Indonesia. The student can learn about kids of national day in Indonesia while learning about date. From this utterance, the student learns about love fatherland value.

“Indonesia is a big county.”

“We have a lots of islands.”

“Indonesia is on the equator.

(Page 168)

“There are many seas in Indonesia.”

“Indonesia also has many mountains.”

(Page 169)

Two utterances above describes about the state of Indonesia which has many islands, seas, and mountains. The value can be seen from the all of the words that use to describe Indonesia.

“The land is very fertile”

“We also grow many kinds of fruits”

“Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, turmeric, and so on.”

“Many kinds of fish, big and small, live in Indonesian seas.”

Indonesia also raise different kinds of animals for their meat, like cows, goats, and pigs.”  
(Page 170)

The utterance above tell about richness of Indonesia which is found on seas and land, this utterance reflected love fatherland it can be seen from how to tell Indonesia’s wealth.

## **12. Respect to the achievement**

Act and attitude that push his self to produce something that useful to the society and he also admit other person’s success. This value needs to be applied in academic life, because by appreciating achievement we can motivate ourselves and others to move forward and develop.

### **a) Pictorial data**

There is no pictorial data found

### **b) Utterance data**

“Wow! Your classroom is clean and tidy, nothing is dirty and messy.”  
“Thank you.”  
(Page 103)  
“Wow! Your car is very nice, Siti.”  
“Thank you. It’s an old car but it’s very fast”  
(Page 104)

In page 103, there are three students in the classroom, they are talking and one of them praised their clean and tidy classroom. In page 104, there are two students who are in the garage, Siti’s friend praised her red car is very nice. Two utterance above consist of respect to the achievement value that can be seen from words “Your classroom is clean and tidy, nothing is dirty and messy” and “Your car is very nice.” These words indicated admit to other person’s success.

Siti : Lina, your room is very unique. It has things with many different colours and shapes.

Lina : That's right. It's has two pink chairs, a red bed, a rectangle table.

(Page 106)

Udin : Beni, your couch is very comfortable.

Beni : Thank you. I like this couch, too.

(Page 107)

Beni : Siti, your house is very clean and tidy.

Siti : It's nice to have a clean and tidy house. It can also keep cockroaches and mice away.

(Page 120)

Three utterance above has respect to the achievement value, it can be seen from words that used to praise others, this in indicate admit other person's success.

Beni : Do you know Rani Maharani?

Siti : Yes, I do.

Beni : What is she like?

Siti : She's very kind and polite. She's clever, too. She is very impressive.

(Page 122)

In this utterance, the words 'She's very kind and polite. She's clever, too. She is very impressive.' This words indicate respect to the achievement.

'I'm proud of my English teacher. She is smart and very friendly. Her English is very good and very clear.'

(Page 161)

'I'm proud of my school. Our teacher are smart.'

(Page 163)

'My brother is very smart. He is also good football player.'

(Page 164)

From utterances page 161 and 163, it is tells about a student's admiration for his smart teachers in his school, admit to greatness of others is reflected to respect to the achievement values, and the last one is page 164, this utterance has

also respect to the achievement value, that can be seen from word ‘My brother is very smart.’

### 13. Communicative/friendship

Act that show happy talking, communicate, and work together with others. The example are like the following: Interact with teacher or friends, join the memberships to organize, befriend anyone without choosing, build good relationships with parents, and associate with anyone.

#### a) Pictorial data

In this book, the pictures describe of communicative/friendship value appears on page 5, page 12, page 49, and page 54. In page 5 there are 5 pictures, and picture number 1 visualize there are two students who are greet each other, picture number 5 visualizes three students are walking on the street, while they are walking there is other student greet them and ask their condition, and they are answer the question enthusiastically. This is indication about communicative/friendship value because these pictures visualize happy talking



(Page 5)

In page 12, there are 6 pictures and all of the pictures visualized about communications, they are seems so happy to talk each other. These pictures



consist of communication/friendship value because that act shows happy talking, associating, work together with other people



In page 49 and 54 has almost the same pictures, these pictures consist of the communicative/friendship because these pictures shows happy talking, and work together.



(Page 49 and 54)

#### b) Utterance data

'My father is friendly, too.  
He knows almost everybody in the neighborhood.'  
(Page 160)

This utterance has communicative/friendship value, that it can be seen from the words 'My father is friendly' this word very clearly show it value.



‘I like my classmates. We are close to each other.’  
(Page 163)

In word ‘we are close to each other’ this utterance indicate friendship, and it is clearly show about communicative/friendship value.

#### 14. Peaceful

Attitude, words, and act that make others feel interest and save of his come. Here are some examples of peaceful value; do not like fighting or fighting, every employee works with his heart no sense of coercion or reluctance to his superiors. There is no demonstration or protest from employee because the leader of the company really pay attention to his valuable assets (employee) and etc.

##### a) Pictorial data

In this book pictorial data appears in page 5, page 7, and page 11. In page 5 there are 5 pictures and picture number 2 visual a student that shakes hands with her teacher. And in picture page 7 also visual a little boy shakes hands with his mother. In page 11 there are 4 pictures, picture number 1 has the same picture with page 11. Shaking hand might a symbol of peaceful. And still in page 11 picture number 2 this picture in this page also visualize this value. In this picture, peaceful value is symbolized by rising hand to address people who the student





(Page 11)

b) Utterance data

”Good Morning. How are you?”

(Page 1)

In this book, greeting becomes utterance that expresses peaceful value.

“Good Morning, Lina!”

“Good Morning, Beni!”

(Page 4)

“Hi, good morning. How are you?”

“Hi, I’m fine. Thanks. And you?”

(Page 5)

From two utterances above the student say ‘Good morning’ when meet her/his friend. When she/he addresses her/his friend by saying ‘good morning’, hopefully it can make her/his friend feel interest.

“See you later.”

“See you. Take care.”

(Page 11)

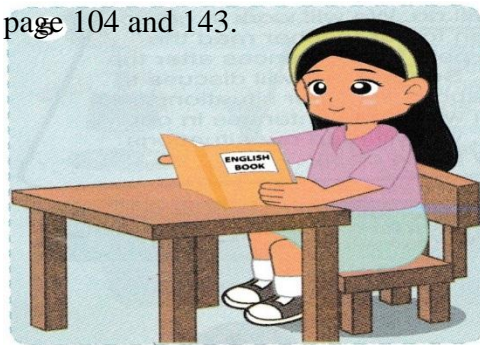
In this utterance, the word, ‘see you later’ and ‘see you. Take care’ become the finding that indicates peaceful value. This utterance means hope for getting other occupation to meet in a good condition.

## 15. Fond of reading

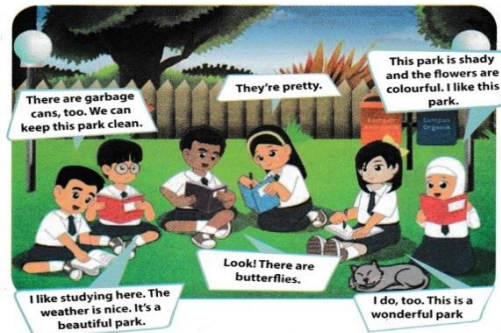
Habitual of giving times to read several literature that give good deeds for his self. Examples are follows; like to visit libraries and bookstores, then read a book, wherever it is always time to read books, and also daily study.

### a) Pictorial data

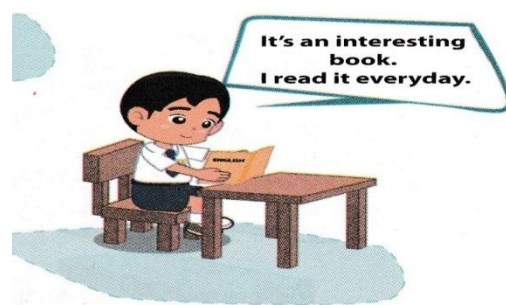
In this book, the picture describes fond of reading value on page 92, page 99, page 100, page 104, and page 143. In page 92 there is picture visualize a girl is reading a book, this picture consist of fond of reading value, because that picture clearly explained about it. And page 99 and 100 has the same picture, this picture visualizes some of students is reading a book in the park, they are seem so happy to reading book. This picture also consists of fond of reading value. There are some pictures in other page that visualize some meaning such as appears in page 104 and 143.



(Page 92)



(Page 99 and 100)



(Page 104)

(Page 143)

b) Utterance data

‘It is half past one in the afternoon. Edo goes to the library with Udin and Beni. They love reading books’

(Page 41)

This utterance, the value appears in the last sentence ‘They love reading books’. This utterance clearly gives an example of one hobby of the person. Reading is interest activity.

‘It’s an interesting book. I read it every day.’

(Page 143)

From utterance page 143 fond of reading value can be seen from word ‘I read it every day’ this word indicate habits he always does every day, in this case the habit of reading a books.

## 16. Cares of environment

Act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened. The example are like the following; do not litter, no smoking restricted areas, always maintain environmental sustainability, no talking, cutting or removing the plants contained along the road, not scribble, incised writing on trees, stones, road or walls. Join the wok of devotion and clean up garbage clogging water channels.

a) Pictorial data

In this book, this value of appears in the picture page 59, and page 66. In page 59, the picture visualizes a wide yard of the house. There are many things in the yard. In page 66 there are 6 pictures that visualizes buildings such as bank, tax

office, post office, hospital, school, and police stations, the environment all of the buildings looks clean and well groomed.



(Page 59)



(Page 66)

b) Utterance data

- Siti : This Park is shady and the flowers are colorful. I like this park.  
 Lina : I do, too. This is a wonderful park.  
 Edo : Look! There are butterflies.  
 Dayu : They're pretty.  
 Beni : There are garbage cans. Too. We can keep this park clean.  
 Udin : I like studying here. The weather is nice. The park is beautiful. And, it's a beautiful day!

(Page 101)

From utterance above care of environment value can be seen from words 'There are garbage cans. Too. We can keep this park clean.' This words indicate care of environment because they will not let the park get dirty and messy, they always keep it clean and will throw the garbage in its place.

"Wow! Your classroom is clean and tidy, nothing is dirty and messy."

"Thank you."

(Page 103)

This utterance reflect of environment value. The value is proven from each sentences. The sentence describes someone who cares with environment by making her classroom always clean and tidy.



- Beni : Siti, your house is very clean and tidy.  
 Siti : It's nice to have a clean and tidy house. It can also keep cockroaches and mice away. They don't like clean and tidy places, you know.  
 Beni : You're right. I will keep my house clean and tidy, too. I don't want to have cockroaches and mice in my house.  
 (120)

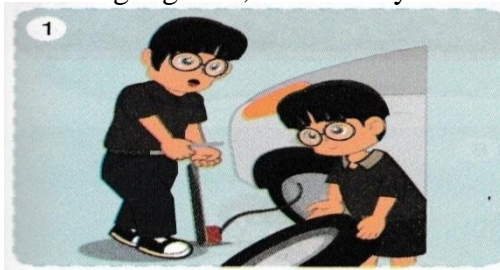
In page 120 every sentence consist of cares of environment value, they will not let their house get dirty, if they house is dirty it will be a place for cockroaches and mice, therefore they clean their house to get rid of cockroaches and mice, this is very clear show that they are very cares of environment.

## 17. Social cares

Act and attitude that always want to give helps to others and society that need some help. The following are examples of social cares in daily life; helping victims of natural disasters and participate in material assistance, provide donations to orphanages and tithe, helping parents, siblings or helping fallen friends.

### a) Pictorial data

In this book, this value appears in the picture on page 91, page 92, and page 117. In page 91 there are 4 picture, and picture number 1 visualize a boy helps his father to pump their flat car tires. This activity reflect social cares value, because the boy didn't let his father pump the tire alone he was trying to help his father, social cares value shown by the attitude of the boy who helped his father. Picture number 3 visualize a family that consist of Father, Mother, daughter they are eating together, this activity also reflect social care value.

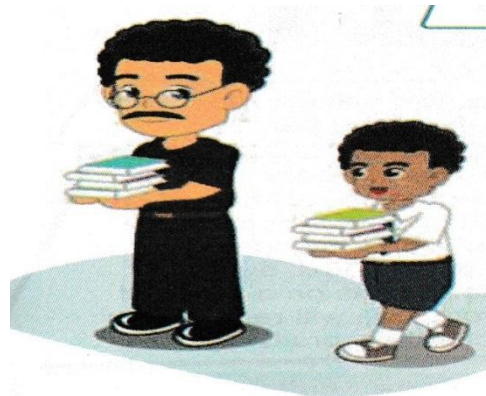


(Page 91)

Other picture that reflects social cares value appears in page 92. There are 4 picture in this page, picture number 2 visualize two of students who are studying together, they are seen discussing to solve the problem. This activity reflect social cares value because here they help each other and discuss together to solve the problem. And the same value also appear in page 117, the picture visualize a student who is helping his teacher to bring the books.



(Page 92)



(Page 117)

b) Utterance data

“Look! Edo is very helpful.”

“Yes, he is. He is helpful and kind.”

(Page 117)

The utterance above indicates social care value, it can be seen form word

‘Look! Edo is very helpful’ this word indicate someone who likes to help others.

Siti : Good morning, Beni!

Beni : Good morning, Siti. How are you?

Siti : I’m doing very well.

Beni : You arrive very early. Do you arrive early every day?



- Siti : Yes, I do. I always come to school early. I always leave home at 6. I don't want to be late. Beni, why do you clean the classroom by yourself?
- Beni : Dayu is not here. She's late.
- Siti : Don't worry, I will help you clean the classroom.
- Beni : Thank you, Siti. You always help other people.
- Siti : You are welcome, Beni.
- (Page 134)

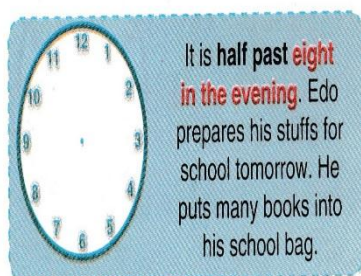
In this utterance the words 'I will help you clean the classroom' and 'You always help other people' these words clearly show social cares value, because in this case Siti shows her caring attitude to her friend who cleans the classroom alone and she tries to help her friend.

## 18. Responsible

Act and attitude to do some duty and obligation that had to be done, not only his self but also society, environment, state, and God. The following are examples of responsible; dare to admit mistakes and fix them, father made a living to support his family, accepting sanctions for violating the law.

### a) Pictorial data

In this book pictorial data appears in pages 42, 91, 92, 111, 112. In page 42 there are 4 pictures and one of them is description about a student who is name Edo is preparing his stuff for school. He puts many books into his school bag. This picture has responsible value because Edo is responsible for his duties as a student, he prepared his stuff himself. In page 91 there are 4 pictures and one of them is description about a little boy who is bathing. He is responsible to himself without bothering others.



(Page 42)

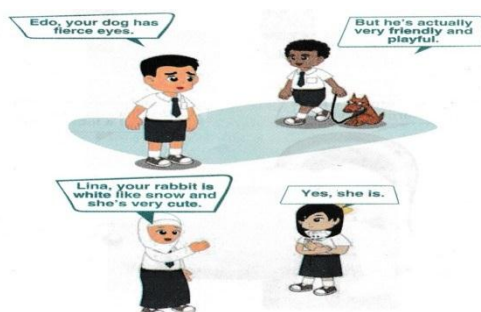
(Page 91)

In page 92 there are 4 pictures and one of them is description about a little girl who is tidying up her bed. This picture has responsible value because it is reflect an attitude of responsibility for her duties as a child who must be able help his parents.



(Page 92)

In page 111 there are 2 pictures that describe about Edo's dog and Lina's rabbit they are very cute and playful. In page 112 there are 2 pictures that describe about Udin's cat and Siti's hamsters. All of these pictures is description about responsible values.



(Page 111)



(Page 112)

b) Utterance data

In this book utterance data appears in page 134.

Siti : Good Morning, Beni.  
 Beni : Good morning, Siti. How are you today?  
 Siti : I'm doing very well.  
 Beni : You arrive very early. Do you arrive early every day?  
 Siti : Yes, I do. I always came to school early. I don't want to be late. Beni why are you clean the classroom by yourself?  
 Beni : Dayu is not here. She's late.  
 Siti : Don't worry. I will help you clean the classroom.  
 Beni : Thank you, Siti. You always help other people.  
 Siti : You are welcome, Beni.

In this situation a student who is name Beni he always came to school early and he clean the classroom. The responsible value can be seen from Beni's attitude is always comes early and he tries to clean up his own class.

### **c. Discussions**

In the statement of problems, there are two problems that have to be answered in this study. The first is about completeness materials in book 'When English Rings a Bell (2017 Revision) For Junior High School Student Year VII based on 2013 Curriculum. The second is about character content presented in book 'When English Rings a Bell (2017 Revision) For Junior High School Student Year VII.

The data was taken from pictures and text in book 'When English Rings a Bell (2017 Revision) For Junior High School Student Year VII. The writer analyzed 8 chapters that consist of 183 pages. The completeness materials analysis based on 2013 curriculum. The character analysis is divided into two part; pictorial data and utterance data based on the Ministry of National Education (2010).

### **1. The Completeness Materials in Book ‘When English rings a Bell (2017 Revision) For Junior High School Student Year VII’ based on 2013 Curriculum**

Based on curriculum 2013 textbook must contain 20 points on competence based on Core Competence and Basic Competence include: Interpersonal text, transactional text, functional text. Interpersonal text must content *texts greetings, goodbye, thanks giving, and apologies*. Transactional text must contain texts *identity, name of the day, name of the month, name of the time, time in form numbers, date and year, name and number of animals, name of objects, name of public building, character of people, character of animals, character of objects, behavior/function of persons, animals, and objects*. Functional text must content *text lyric of song, description of people, description of animals, and description of objects*.

After analyzed the book ‘When English rings a Bell (2017 Revision) For Junior High School Student Year VII’, the writer concluded the book is complete, because based on 2013 curriculum a textbook must contain about three text such as interpersonal text, transactional text, and functional text, and this book fulfills all of the criteria in 2013 curriculum.

### **2. The Characters Content Appears in Book ‘When English rings a Bell (2017 Revision)**

The result of identifying the data analysis showing that character building value appear in the book “When English Rings a Bell (2017 Revision) for Junior High School Student Year VII.” The finding shows that there are eighteen characters values such as *religious, honestly, tolerance, discipline, work hard,*

*creative, autonomy, democratic, curiosity, nation mentality, love fatherland, respect to the achievement, communicative/friendships, peaceful, fond of reading, cares of environment, social cares, responsible* appear in the textbook “When English Rings a Bell (2017 Revision). The 2013 curriculum and the objective displayed the book were used in this study can be seen based the findings. Marten in Poerwati (2013) stated that moral education and science education are mutually relevant, both developing virtues science without indoctrination.

In concept of integrating curriculum, moral value that is integrated to science should be relevant. Moral education as in character building should be integrated to English material. In this case, the selected textbook is book which is developed by using 2013 curriculum, should be integrated moral education in material. From the analysis of finding, the researcher found the relevant data that support the theory as in Marten statement above.

The data was divided into two criteria, the pictorial data and utterance data. These are character values that appear in the textbook ‘When English Rings a Bell (2017 Revision) For Junior High School Student Year VII’

a. Pictorial data

Pictorial data are the visual data that used to symbolize particular thing. From the data finding, there are 17 values that is integrated to the picture. The value appears in pictorial data are religious, tolerance, discipline, work hard, creative, autonomy, democratic, curiosity, nation mentality, communicative/friendship, peaceful, fond of reading, cares of environment, social cares, and responsible. The most dominant pictorial data are tolerance and

democratic why these values become the values often appear in this book because Indonesia is a country that has a diverse ethnicity and religious by studying this book students are expected to be student who have the attitude of tolerance to diversity and students are also able to democratic in the life of nation and state.

b. Utterance data

There are 18 values that is integrated to the utterance. The value appears in utterance data are religious, honestly, tolerance, discipline, work hard, creative, autonomy, democratic, curiosity, nation mentality, love fatherland, respect to achievement, communicative/friendship, peaceful, fond of reading, cares of environment, social cares, and responsible. The most dominant pictorial data is respect to the achievement. Why this value most often arises because the publisher wants to insert more value in appreciating the respect to the achievement publisher hopes that after studying this book the student is able to instill that value and apply it in everyday life.