

## CHAPTER V

### CLOSURE

#### A. Conclusion

In this chapter, the researcher concludes all the research which answer the problem statements. According to the finding of the research about analyzing reading text material in the *Talk Active 2 Senior High School Year XI* from Yudhistira and *Contextual English 2 for Grade IX Senior High School Regular Program* from Tiga Serangkai there are 2 most important points that the researcher found as the conclusion of this research, as follows:

1. Mostly all of reading materials in the books are based on Curriculum 2013 which involve character value that not only increasing students' knowledge but also develop students' attitude. Even though there are some characters values are not related in Curriculum 2013. Character education values are inserted through the various of theme/topic of the text in the book, the theme of the text in reading material in the book are related to character education. Like, bullying, performing art and culture, national struggle, global issue, social issue, and health. There are 11 character education values which related in Curriculum 2013, involves: friendly, social care, love peace, religious, tolerance, the spirit of Nationality, love homeland, environmental care, discipline, responsibility, and

honest. Also, there are six text types in those books, as follow: Descriptive, Analytical Exposition, Cause and Effect, Report, Recount, and Narrative.

2. Based on Curriculum 2013, there are three aspects which are assessed in teaching and learning process, such as: Attitude Aspect (affective), Knowledge Aspect (cognitive), and Skill Aspect (psychomotor). The researcher found that teachers assess character education value directly in the classroom when learning process and join with other evaluation in the form Affective. Also, the teachers can assess while listening, speaking, reading, and writing sections. Assessment also can be done outside the classroom and clearly shown on their social life. At the end, some character education values are reflected on students' behavior, involve: Religious, Social Care, Respect, Discipline, Love Homeland, and The Spirit of Nationality.

#### **A. Suggestion**

Based on the data presented above, which is gained through document analysis and interview, it is expected that every teacher should has their own criteria or indicator to assess character education values. Therefore, a rubric is needed to assess character education value to the students, so that teacher can easier to implement and deliver the character education values in the teaching and learning process. And the researcher hopes this research will be beneficial for the teacher to determine the criteria for making a rubric score to assess character education values in the future based on the values of character education that is often found and the most rarely found on the finding in this research.