

CHAPTER IV

RESEARCH FINDING

On the basis of the data analysis of content of book ‘Bahasa Inggris; when English rings the bell’ consisting analysis picture and utterance, it is found data classified into pictorial data and utterance. However, the researcher analyzed the eighteen values taken from the pictures and utterances that are carried out in accordance with the formulated research problem.

A. Findings on the values appeared in “Bahasa Inggris; When English rings the bell”

In accordance to data analysis, there are two classifications of finding, pictorial data and utterance data. In pictorial data, visual elements become the data that is analyzed whether eighteen character values appear in the selected textbook. The eighteen character values are presented below:

a. Religious

- Pictorial data

Religious character is found in the picture on:

- Page 36, chapter II
- Page 39, chapter II
- page 70, chapter III
- page 90, chapter IV

- Utterance data

The researcher did not found the utterance data consist of religious

value

b. Honestly

- Pictorial Data

In this book, honestly value appears on:

- page 139, chapter VI

- Utterance data

The utterance data of honestly value appears on:

- page 139, chapter VI
- page 142, chapter VI

c. Tolerance

- Pictorial Data

In this book, the tolerance value appears on:

- Page 18, chapter I
- Page 47, chapter II
- Page 63, chapter III
- Page 110, chapter V
- Page 111, chapter V
- Page 132, chapter VI
- Page 174, chapter VIII
- Page 175, chapter VIII

- Utterance data

In this book, the tolerance value appears on:

- page 110, chapter V

d. Discipline

- Pictorial Data

In this book, the discipline values appear on:

- page 30, chapter II
- page 32, chapter II
- page 33, chapter II
- page 36, chapter II
- page 37, chapter II
- page 38, chapter II
- page 39, chapter II
- page 120, chapter V
- page 166, chapter VIII
- page 170, chapter VIII
- page 172, chapter VIII
- page 179, chapter VIII
- page 170, chapter VIII

- Utterance data

In this book, the discipline values appear on:

- page 31, chapter II
- page 34, chapter II
- page 166, chapter VIII

e. Work hard

- Pictorial Data

In this book, work hard value appears on

- page 103, chapter V
- page 115, chapter V
- page 118, chapter V
- page 119, chapter V
- page 120, chapter V
- page 121, chapter V
- page 123, chapter V
- page 127, chapter VI
- page 128, chapter VI
- page 147, chapter VII
- page 148, chapter VII

- Utterance data

In this book, work hard value appears on:

- page 49, chapter II
- page 104, chapter V
- page 109, chapter V
- page 148, chapter VII

f. Creative

- Pictorial Data

Creative value in this book can be found on:

- page 23, chapter II
- page 33, chapter II

- page 82, chapter IV
- page 113, chapter V
- page 151, chapter VII
- page 154, chapter VII
- page 177, chapter VIII
- page 182, chapter VIII
- Utterance data

Creative value in this book can be found on:

- page 23, chapter II
- page 49, chapter II
- page 74, chapter III
- page 100, chapter IV
- page 101, chapter IV
- page 124, chapter V
- page 168, chapter VIII

g. Autonomy

- Pictorial Data

Autonomy value in this book can be found on

- page 5, chapter I
- page 16, chapter I
- page 36, chapter III
- page 37, chapter III
- page 127, chapter VI

- page 128, chapter VI
- page 154, chapter VII

- Utterance data

Autonomy value in this book appears on:

- page 74, chapter III
- page 100, chapter IV
- page 101, chapter IV
- page 124, chapter V
- page 145, chapter VI
- page 160, chapter VII

h. Democratic

- Pictorial Data

Democratic value in this book appears in picture on:

- page 28, chapter III
- page 33, chapter II
- page 63, chapter III
- page 91, chapter IV
- page 175, chapter VIII

- Utterance data

Democratic value in this book appears in picture on:

- page 49, chapter II
- page 50, chapter II
- page 97, chapter IV

i. Willingness

- Pictorial Data

Willingness value in this book appears on:

- page 8, chapter I

j. Nation mentality

- Pictorial Data

Nation mentality value appears on:

- page 46, chapter II
- page 47, chapter II
- page 161, chapter VII

- Utterance data

Nation mentality value appears on:

- Page 4, chapter I
- Page 49, chapter II

k. Love fatherland

- Pictorial Data

This value appears on:

- page 32, chapter II
- page 46, chapter II
- page 47, chapter II
- page 56, chapter III
- page 57, chapter III
- page 109, chapter V

- page 110, chapter V
- page 154, chapter VII
- page 161, chapter VII

a. Respect to the achievement

- Pictorial Data

In this book, the value appears on:

- page 182, chapter VIII

- Utterance data

In this value, the utterance appears on:

- page 128,

b. Communicative/friendship

- Pictorial data

- Page 8, chapter I

- Utterance data

- Page 17, chapter I

c. Peaceful

- Pictorial data

In this book, the value appears on:

- page 4, chapter I
- page 17, chapter I

- Utterance data

- page 5, chapter I
- page 17, chapter I

d. Fond of reading

- Pictorial Data

In this book, the picture describes fond of reading value on:

- page 32, chapter II

- Utterance data

- page 165, chapter VIII

e. Cares of environment

- Pictorial Data

In this book, this value appears in the picture on:

- page 78, chapter IV
- page 89, chapter IV
- page 167, chapter VIII

- Utterance data

- page 104, chapter V

f. Social cares

- Pictorial Data

In this book, this value appears in the picture on:

- page 70, chapter III
- page 137, chapter VI
- page 141, chapter VI

- Utterance data

- page 141, chapter VI

g. Responsible

- Pictorial Data

In this book, the value appears on:

- page 141, chapter VI

- Utterance data

- page 141, chapter VI

B. Findings on how character building values represent material in “Bahasa Inggris; When English rings the bell”

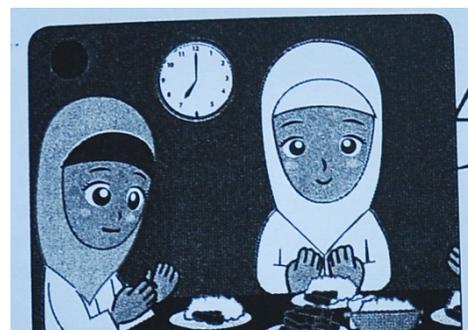
In accordance to data analysis, there are two classifications of finding, pictorial data and utterance data. In pictorial data, visual elements become the data that is analyzed whether eighteen character values appear in the selected textbook. The eighteen character values are presented below:

a. 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.

- Pictorial data

Religious character is found in the picture on page 36, page 39, page 70, and page 90. In page 36, the appearing value that is found in one of the four pictures in the task describes a boy pray before sleep. Other same values also appeared in page 39, page 70, and pages 90, that describe the picture of praying before eat.



(page 36)

(page 39)

- Utterance data

There is no utterance found

b. Honestly

Act that is based on efforts for making her/his self become believable person on words, act, and work.

- Pictorial Data

In this book, honestly value appears in page 139. In page 139 the picture describes a little boy that falling the glass.



(page 139)

- Utterance data

The utterance data of honestly value appears on page 139 and 142

“Ouch, I’m so sorry”

“It’s Okay dear”

“Thank you”

“You don’t have to say it”

(page 139)

The utterance above consist 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.

“Would you like to feed the cows?”
 “I’m so sorry, we run out of the grass”
 (page 142)

The indication of word that consists of honestly value is almost the same with utterance on page 139. The first speaker asks the second speaker to feed the cows, but the grass has been run out. So, the second speaker uses 'I'm sorry' utterance to express his feeling of running the grass.

c. Tolerance

Act and attitude that bear mutual respect to the difference religion, ethnic, argumentation, attitude, and act of other person

- Pictorial Data

In this book, the tolerance value appears in page 18, page 47, page 63, page 110, page 111, page 132, page 174 and page 175.

In page 18 and 132 is found one picture in each page. The picture is almost same, the picture describes different characteristic of the student. Some of them have white skin, and others are black. Some of the have straight hair and others are curly. Some of the use hood and others are not use.



(page 132)

In page 47 is found a picture about our symbol of state-Bhineka Tunggal Ika. Bhineka tunggal Ika is symbolized in form of Garuda that consist of symbol of Pancasila. Bhineka Tunggal Ika is symbol of appreciating difference.



(page 47)

The picture in page 63 also describes tolerance value. The picture describes togetherness of the big family. The picture show different activity that is done by each member of the family.



Page 110, the four pictures in this page has correlation each

other. The picture describes different traditional food that every student should choose one of the traditional foods they want to eat in each restaurant.



In page 111 and 112 the picture has correlation each other. The picture shows traditional market and modern market. In each market have different characteristic that people sometimes prefer to choose to buy something in the modern market rather than traditional market. But other people prefer to choose traditional market rather than modern market. They come to each market base on their need.



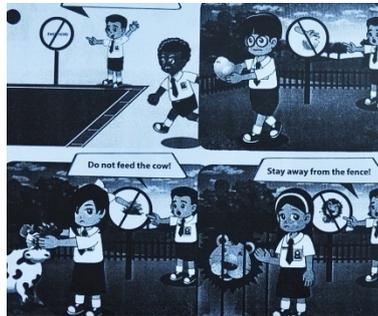
(Page 111)



(Page 112)

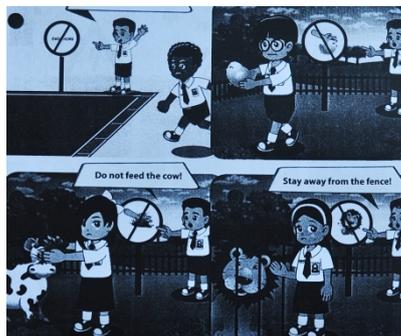
The next page that consists of tolerance value is page 174. In this page there are four pictures that describe tolerance value to the animal. In each pictures, there are signs about prohibition to feed the

animal in the zoo.



(page 174)

The last page that includes tolerance value is page 175. In this page, the picture describes classroom activities. The teacher give the student some task in the board, and he ask to the student who able to do the given task to raise their hand.



- Utterance data

In this book, the tolerance value appears in page 110.

Please ask your classmates about traditional food in each restaurant

Student 1: "I want to eat Manado porridge"

Students 2: "I want to eat rendang"

Students 3: "I want to eat coto Makasar"

Students 4: "I want to eat fresh vegetables"

(page 110)

There 4 students above. Each student have different wish of choosing traditional food they want to eat. This utterance indicates tolerance value because each student disagree with other student wish, but they do not refuse each student wish.

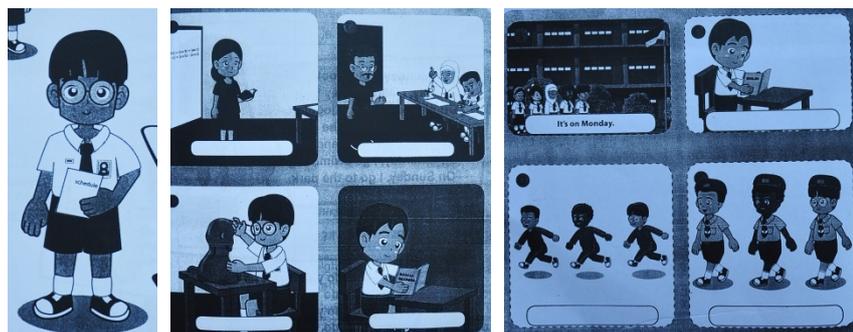
d. Discipline

The act, that indicating acts orderly and faithful to the several certainties and rules

- Pictorial Data

In this book, the discipline values appear in page 30, page 32, page 33, page 36, page 37, page 38, page 39, page 120, page 166, page 170, page 172, page 179, and page 170.

In page 30 the picture describes a student that hold schedule in his hand. The picture shows that by making schedule, he can practice to be discipline. Page 32 and 33 also shows discipline value. The value can be shown that the pictures describe activity such as flag ceremony, reading book, running, scout, learning in the class, and learning in laboratory.



(page 30)

(page 32)

(page 33)

In page 36 and page 37 the pictures are almost the same. There are 17 pictures show about daily activity. Page 38 and 39 also show 6 pictures that consist of daily activity.



(page 37)



(page 38)



(page 39)

Page 166, the picture shows 11 signs that consist of discipline value. The signs show rules that every ones should be obtained. Page 170, 172,179, and 180 also shows same pictures.



(page 166)

- Utterance data

In this book, the discipline values appear in

This is my schedule!
(page 31)

The utterance above represents discipline value. Making

schedule is one way to make our activities become arranged.

These are my weekly activities!
 “On Monday, I play football
 On Tuesday, I learn to play guitar
 On Wednesday, I go jogging
 On Thursday, I go to library
 On Friday, I visit my grandmother
 On Saturday, I go swimming
 On Sunday, I go to the park
 (page 34)

The activity above is arranged regularly in every day. The utterance ‘weekly’ indicates that this activity has being done continuously.

What should you do or not do when you see this signs?
 (Page 166)

The utterance above ask the reader about what should the reader do when see the sign. By adhere to the sign, hopefully the reader can be the good ones that always discipline to the regulation.

e. Work hard

Act that indicating seriously effort in overcomes studies and assignments obstacles, and finishing assignment as good as possible.

- Pictorial Data

In this book, work hard value appears on page 103, page115, page 118, page 119, page 120, page 121, page 123, page 127, page 128, page 147, and page 148

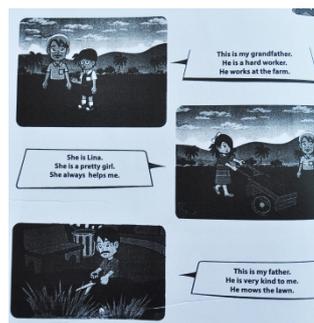
In page 103 the pictures show kinds of job. The values can be seen from the kinds of people job such as doctor, police, chef, and

gardener. Page 115, 118, 199, 120, 121, and 123 also explain each job that is mentioned in page 103.

Page 127 and 128, the picture show some people that work in the field. They do different work such as harvest the corn, breed the cow, and fishing.



The picture in page 147 and 148 shows the same activity. In page 148, the activity is divided into 3 activities. The first is the picture about farmer activity in field. The second, the picture visualize a girl that help her father push a cart. The third, the picture visualize a man mows the lawn.



(page 148)

- Utterance data

In this book, work hard value appears in page 49, page104, page 109, and page 148.

My project is to make a poster of ‘Important days in a moth’
Attention Please!

- Works in groups of four or five
- Each group makes a one-month calendar
- Each calendar should be different from group to group
- For that, you should do mini research about the national days and international days in every month
- Decorate the calendar, and then put in the classroom (page 49)

The utterance above consists of work hard value. The value can be seen from the content of the utterance. The student should make mini research that they have to do in a group. They have to find some data to be displayed in the classroom.

“My father is a gardener
He plants trees and flower
He waters the plants every day”
(page 104)

“My grandmother like cooking
She has a restaurant in the city
She cooks Padang food”
(page 109)

“This is my grandfather
He is a hard worker
He works at the farm”
(page 148)

The three utterances above tell about someone activity. Each activity indicates hard work value.

f. Creative

Think and doing something to produce manner and new result from something they had posed.

- Pictorial Data

Creative value in this book can be found in page 23, page 33,

page 82, page 113, page 151, page 154, page 177, and page 182.

In page 23 the picture shows a student present his work in front of the class. The student look like explaining the paper he has made. Other finding is found in picture page 33. The picture shows a student that is making a statue.



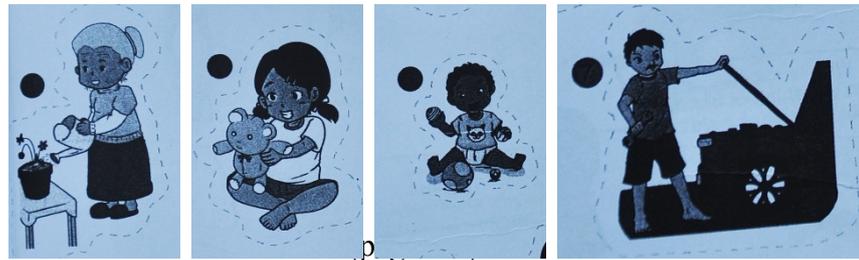
The other finding can be seen in page 82. In page 82, the picture shows things in the house. From the picture the student can mention what they can found in the picture and coloring the picture.



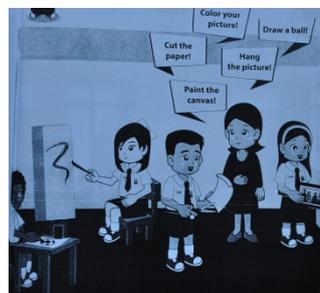
The next finding can be seen in page 113. The finding in page 113 describes a woman with some food on the table. In the left side, there two rubbish box. From the picture the student can mention which rubbishes are organic and non-organic.



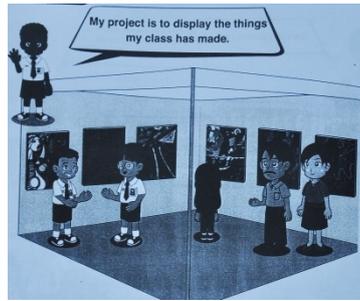
Page 151 shows some pictures consist of creative value. There are four pictures that show creative values, such as; watering a flower, playing doll, a baby plays ball, and a man services a car.



In page 177 the picture describes some activity in the class. From the picture, can be seen a student paint the canvas, drawing a ball, hang a picture, and cutting a paper.



Page 182 also describe a picture consist creative value. in this page, the picture describes some people is looking some painting displayed in the wall.



- Utterance data

Creative value in this book can be found in page

Attention Please

Please make a poster to present you personal information
(page 23)

The utterance above indicates creative value because the activity pushes the student to make visual work from the personal information they have.

Attention Please!

- Works in groups of four or five
- Each group makes a one-month calendar
- Each calendar should be different from group to group
- For that, you should do mini research about the national days and international days in every month
- Decorate the calendar, and then put in the classroom
(page 49)

In this assignment, the student should make group to do mini research. The result of the research should be reported to the visual work. The student should decorate the result as good as possible. By doing this assignment, the student get creative values including the process of doing assignment.

My project is to show you the people in 'my family' photo
(page 74)

My project is to design 'my future home'
(page 100)

My project is to make label for my school.
(page 101)

My project is to make a map town
(page 124)

These four utterances have the same value. The student should make project that push them to be creative.

These are the signs I see along the way from home to school
Pease draw the sign that you find from home to school
(page 168)

The utterance above consist creative value. The student should sensitive to the surrounding. Their assignment is to find some signs then draw the sign they have found to the visual work.

g. Autonomy

Act and attitude that is not dependent on other person in finishing assignments.

- Pictorial Data

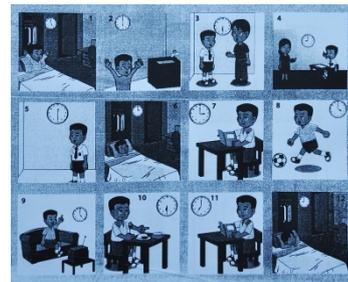
Autonomy value in this book can be found in page 5, page 16, page 36, page 37, page 127, page 128, and page 154.

Picture on page 5 and page 16, the picture show a student goes to school. In page 5, the student asks permission to her mother. In page 16, some student look walks in the street.



(page 5)

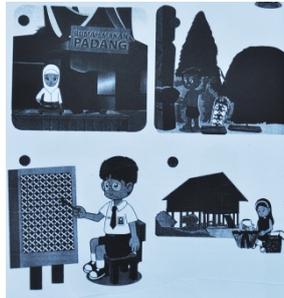
In page 36, there are four pictures in the task. The picture number one show a little boy get up and he cleans the bed by his self. Task in page 37 shows there are 12 pictures that describe student activity. Each picture on the task describes the personal activity from the morning up to the night.



Autonomy value also appears in page 127 and page 128. The pictures on these pages are almost the same. Picture on page 127 visualize an activity in the yard. Page 128 visualizes the same picture but, in this page the activity in the picture is divided into 3 forms. The pictures number 1 describes a little girl help a woman pick corn, Picture number 2 visualize a little boy catch the fish in the river, and picture number 3 visualize a man feed the cow.



Page 154 visualizes some picture about activity that people do. Autonomy value can be found in picture number 1, 2, and number 3. Picture number 1 visualize a woman is cooking Padang food, picture number 2 visualize a boy makes statue, and number 3 visualize a student draw batik.



(page 154)

- Utterance data

My project is to show you the people in 'my family' photo
(page 74)

My project is to design 'my future home'
(page 100)

My project is to make label for my school.
(page 101)

My project is to make a map town
(page 124)

My project is to do Mini Survey

- ✓ Family member
- ✓ Character
- ✓ Animals around you

(page 145)

These four utterances consist of autonomy value. The value appears in the word 'my project' that indicates the student should do the assignment individually.

“He is Edo.
 He helps his parents.
 He prepares breakfast in the morning.
 He washes his father’s motorcycle in the afternoon.
 He also feeds the fish.”
 (page 160)

This utterance presents autonomy value. The value can be seen from each sentence that indicates someone attitude in helping his parents. He does some activity such as preparing breakfast in the morning, washing motorcycle in the afternoon, and feeding the fish.

h. Democratic

Way of thinking, attitude, and act that giving the same appraisal between right and obligation of his self and others.

- Pictorial Data

Democratic value in this book appears in picture on page 28, page 33, page 63, page 91, and page 175.

The picture in page 28 visualizes some student gather to discuss. In page 33 there are 4 pictures in the task. The picture number 6 visualize two student have biology class on laboratory with their teacher. The student raises her hand to ask something or give report.



(Page 28)



(Page 33)

In picture page 63 there are big family gather in living room. Each member of the family does different activity. There are two woman are sitting on the chair, three kids are drawing a picture, two boy is watching TV, a man is taking photo, a man is reading newspaper, and two man others are discussing something.



(Page 63)

Picture in page 91 shows two student is doing assignment together. A student is reading the book and other is making a note. They look like discussing something. In page 175 the picture also visualizes discussion activity. But, the activity is done in the class. The teacher writes a task in the board and the student tries to answer by raising their hand.



- Utterance data

Attention Please!

- ✓ Works in groups of four or five

- ✓ Each group makes a one-month calendar
- ✓ Each calendar should be different from group to group
- ✓ For that, you should do mini research about the national days and international days in every month
- ✓ Decorate the calendar, and then put in the classroom
(page 49)

This utterance shows democratic value. The value can be seen from the 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.

Attention please!

- ✓ Please work in groups of four or five
- ✓ Each group has a dice or a coin
- ✓ (number means 1, picture means 2)
- ✓ Each student has a token
- ✓ Roll the dice or flip the coin
- ✓ Move your token based on the numbers
- ✓ Say the name of the day of the week and the date that you are on with your token. For example: “today is Monday, it is eighth day of the month”
- ✓ The student who first reaches the end of the month will be the winner
(page 50)

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 learns about how to be fair to the other groups.

What does it look like?

- “Student A: What does a bird look like?
Student B: it has feathers, a beak, and wings
Student A: What does rabbit look like?
Student B: It has fur, two long ears, and a small tail”
(page 97)

The utterance shows two person who discuss something. A student asks to the other student opinion about the bird. Discussing

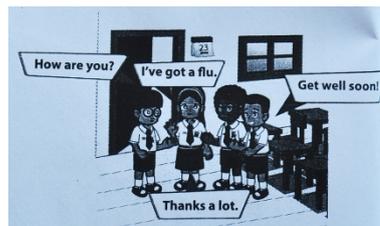
activity is an example of the learning of democratic value.

i. Willingness

Act and attitude that always make serious efforts to know deeply of something they are learned, seen, and heard.

- Pictorial Data

Willingness value in this book appear in picture on page 8



(Page 8)

The picture above visualize some student is discussing something. Discuss is an activity to solve the problem.

- Utterance data

“What do you do on Monday?
When do you go jogging?
What do you do on Wednesday?
When do you go swimming?”
(Page 34)

The utterance above consist of willingness value, because there are some question that need answers.

j. Nation mentality

Way of thinking, act, and concept that put the interest his nation and state above his own interest and groups.

- Pictorial Data

Nation mentality value appears in page 46 and page 47.

Picture in page 46 visualize about a figure of woman emancipation. She is R. A Kartini. R. A Kartini is famous in history of Indonesian freedom. In page 47 shows 3 pictures that is correlate with page 46. There are 2 pictures that visualize figure of hero in the history of Indonesian freedom. Picture number 1 describes our first president- Ir. Soekarno was proclaiming independent day of Indonesia. Picture number 2 is picture of Bung Tomo.



- Utterance data

When do we celebrate Kartini's day?
On 21st of April
(page 45)

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

National Days in Indonesia	
April 21	Kartini day
April 22	Earth day

May 1	Labor day
May 2	National education day
May 20	National awakening day
May 22	Reformation commemoration day
June 1	Pancasila day
July 22	National children day
August 17	Independence day
October 1	Pancasila Sanctity day
October 2	Batik day
October 5	Indonesial national armed forces day
October 28	Youth pledge day
November 10	Heroes' day
December 22	Mother's day

(Page 49)

The utterance above is about national day in Indonesia. the student can learn about kinds of national day in Indonesia while learning about date. From this utterance, the student learn about nation mentality value.

Attention Please!

- ✓ Works in groups of four or five
- ✓ Each group makes a one-month calendar
- ✓ Each calendar should be different from group to group
- ✓ For that, you should do mini research about the national days and international days in every month
- ✓ Decorate the calendar, and then put in the classroom

(page 49)

In this assignment, the student ask to find some information about national and international days in every month. From this utterance, the student learns about nation mentality valus.

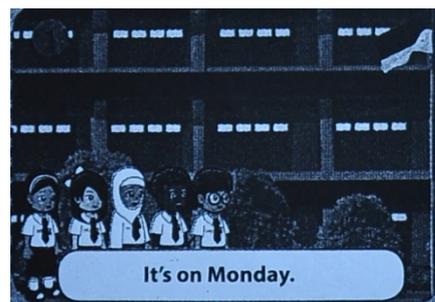
k. Love fatherland

Way of thinking, attitudes, and acts, that show; loyalty, cares, and high appreciation to the language, physical environment, social, culture, economy, and politic of the nation.

- Pictorial Data

This value appears in page 32, page 46, page 47, page 56, page 57, page 109, page 110, page 154, and page 161.

Picture in page 32 visualize flag ceremony that is followed by students. This picture consists of love fatherland values because flag ceremony is the symbol of love feeling to the country.



Other value appears in page 46 that the picture visualizes figure of woman hero's of Indonesia's freedom. R. A Kartini is figure of woman emancipation that her struggle makes woman in Indonesia free of discrimination. Page 47 also visualized some hero that bring Indonesia to the Independence, and symbol of our country-Garuda that include 5 moral principle of our country.



Page 56 and 57 visualized some culture of our country. There are culture from DKI Jakarta, Bali, central Java, Papua, and south

Sumatra.



- Utterance data

‘When do we celebrate kartini’s day?’
(Page 46)

The utterance above reflects love father land value. The value can be seen by reminding the date of Kartini’s day.

When do we celebrate these national days?
(Page 47)

The utterance above reflects love father land value. The value can be seen by reminding the date of National Days.

National Days in Indonesia	
April 21	Kartini day
April 22	Earth day
May 1	Labor day
May 2	National education day
May 20	National awakening day
May 22	Reformation commemoration day
June 1	Pancasila day
July 22	National children day
August 17	Independence day
October 1	Pancasila Sanctity day
October 2	Batik day
October 5	Indonesial national armed forces day
October 28	Youth pledge day
November 10	Heroes’ day
December 22	Mother’s day

(Page 49)

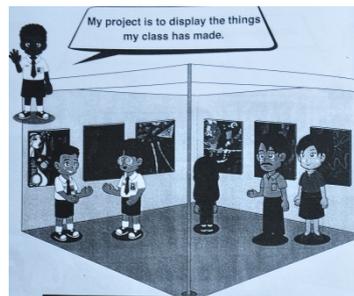
The utterance above is about national day in Indonesia. the student can learn about kinds of national day in Indonesia while learning about date. From this utterance, the student learns about love fatherland value.

l. 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.

- Pictorial Data

In this book, the value appears in page 182. In this page, the picture visualize some people looking some picture in the wall, some of them are discussing something.



- Utterance data

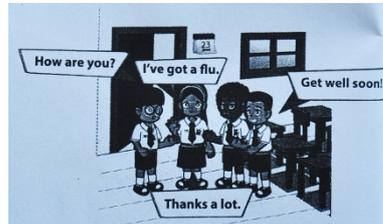
He is very diligent.
(page 128)

This utterance consists of this value.

m. Communicative/friendship

Act that show happy talking, communicate, and work together with others.

- Pictorial data



(Page 8)

The picture above visualize some student are talking each other. This picture consists of communicative/friendship value because the act shows happy talking, associate, work together with other people.

- Utterance data

Student 1: "See you later"

Student 2: "See you. Take Care"

(page 17)

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.

n. Peaceful

Attitude, words, and act that make others feel interest and save of his come.

- Pictorial data

In this book, the value appears in page 4 and page 17.

Picture in page 4 visualize a wife that shakes hands with her husband. Shaking hand might a symbol of peaceful. The picture in page 17 also visualizes this value. In this picture, peaceful value is symbolized by raising hand to address people who the student meets.



- Utterance data

Did you say “good morning” to your family this morning?
(page 2)

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

Student 1: “Good morning Lina”
Student 2: “Good morning Beni”
(page 5)

The student say ‘good morning’ when meet her friend. When she addresses her friend by saying ‘good morning’, hopefully it can make her friend feel interest.

Student 1: “See you later”
Student 2: “See you. Take Care”
(page 17)

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.

o. Fond of reading

Habitual of giving times to read several literature that give good deeds for his self.

- Pictorial Data

In this book, the picture describes fond of reading value on page 32.

This value is appears in page 32. This picture in this page visualizes a person that is reading a book. There are same pictures in other page that visualize same meaning.



- Utterance data

“This is my father.
His name is Didi.
He is 45 years old.
He likes reading.”
(page165)

In this utterance, the value appears in the last sentence ‘he likes reading’. This utterance clearly gives an example of one hobby of the person. Reading is interest activity.

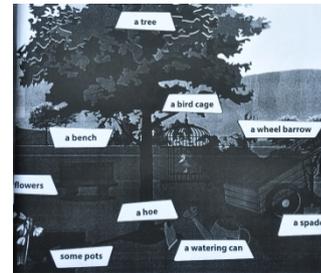
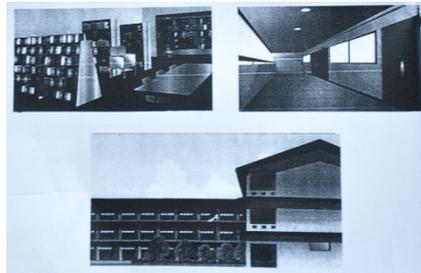
p. Cares of environment

Act and attitude that always tries to prevent damage to the environment and developing efforts to repair nature damage that had happened.

- Pictorial Data

In this book, this value appears in the picture on page 78, page 89, and page 167.

In page 78, the picture visualizes rooms in the school. Each room looks clean and tidy. This picture can be found this value. In page 89, the picture visualizes a wide yard of the house. There many things in the yard.



In page 167, the picture visualize dirty environment. There is hospital beside factory, but pollutant looks in the air. this picture represent cares of environment value.



(Page 167)

- Utterance data

“My father is a gardener.
He plants trees and flower.
He waters the plants every day”
(page

This utterance reflects cares of environment value. The value is proven from each sentence. The sentence describes someone who cares with environment by planting trees and flower.

q. Social cares

Act and attitude that always want to give helps to others and society that need some help.

- Pictorial Data

In this book, this value appears in the picture on page 70, page 137, and page 141.

In page 70 the picture visualizes togetherness in the family. There four pictures that describe activity that reflect social cares value, such as eating together, working together, laughing together, and loving each other.



(Page 70)

Other picture that reflects social cares value appears in page 137. This picture visualizes a student that slips and loses, then, her friend helps her to stand up. The same value also appears in page 141. In this page, the picture visualizes a student that want to help a man to carry a box.



- Utterance data

“can you help me to carry the box?”

“sure, papa”

“thank you”

(page 141)

The utterance above indicates social care value. The little boy asking some help, than a little boy wants to help him.

r. 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.

- Pictorial Data

In this book, the value appears in page 141. The man asks the little boy to bring the box. Because he is given assignment, the boy helps the man to carry the box



(page 141)

- Utterance data

“can you help me to carry the box?”

“sure, papa”

“thank you”

(page 141)

The utterance above indicates social care value. The little boy asking some help, than a little boy wants to help him.

C. Discussion

The result of identifying the data analysis showing that character building value appear in the textbook “Bahasa Inggris; when English rings the bell” designed by national department of education. The finding shows that there are eighteen character values appear in the textbook. 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 and propositional knowledge as moral decision making is developed with science without indoctrination.

In concept of integrated curriculum, moral value that is integrated to the science should be relevant. Moral education as in character building should be integrated to the English Material. In this case, the selected textbook is book which is developed by using 2013 curriculum, should integrate moral education in the material. From the analysis of the 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 building values that appear in the textbook “Bahasa Inggris; when English ring the bell”;

1. Pictorial Data

Pictorial data are the visual data that is used to symbolized particular thing. From the data finding, there are eighteen values that is integrated to the picture. The value appears in pictorial data are Religious, honestly, tolerance, discipline, work hard, creative, autonomy, democratic, willingness, nation mentality, love fatherland, respect to the achievement, communicative/friendship, peaceful, fond of reading, cares of environment, social cares, and responsible.

2. Utterance data

There are seventeen values that is integrated to the utterance. The value appears in utterance data are honestly, tolerance, discipline, work hard, creative, autonomy, democratic, willingness, nation mentality, love fatherland, respect to the achievement, communicative/friendship, peaceful, fond of reading, cares of environment, social cares, and responsible.