

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusion of the research and recommendation. The conclusion is derived from the result of the analysis in the previous chapter. The recommendation is derived for the future researcher.

5.1 Conclusion

Based on the result of the analysis character-building value in the textbook entitled *Bahasa Inggris* for grade X, there are some points that can be concluded. It can be reported that there are eighteen character-building values presented in this textbook covering religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, sense of nationalism, patriotism, achievement orientation, friendly/communicative, love of peace, reading interest, environmental awareness, social awareness, and responsibility. Friendly/communicative is the highest value found in the analysis with 16%. Meanwhile, tolerance value is the least value found in the analysis with 1%.

Furthermore, this study also investigates the techniques of integrating character-building values. Techniques of integrating characters that are found in the textbook consist of two techniques, namely explicit and implicit techniques. The integrating technique of characters implicitly is the highest technique found from the analysis with 51%. Meanwhile, the explicit technique is the lowest technique found from the analysis with 47%. This is in line with the development of reasoning abilities and thinking abilities of students who are able to think

abstractly. At this stage, students can think critically and understand the implications. In addition, students can also solve problems logically by involving various related problems. This shows that the writer seems to be very concerned about the cognitive and affective aspects of students (Istandy, 2019).

From the result, it can be concluded that this English textbook is appropriate as the teaching materials to develop character-building values to students because this textbook contains eighteen character-building values that could be included in the textbook suggested by the 2013 curriculum. By implementing character-building values, the students will be trained at least learning English to be known and practiced as well as become the identity as characterized students.

5.2 Recommendation

Based on the result of this research, the recommendation is primarily addressed to the future researchers who are interested in conducting similar study. Due to the limitation of time, this research is only focusing on analyzing character-building values based on the Ministry of National Education (2010). It will be better if other researcher who want to conduct relevant research can analyze the textbook with another character-building values. They can make this study as additional information or reference.

*Memperhatikan dan
Memartabatkan Bangsa*