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**CHARACTER VALUES IN NARRATIVE TEXTS OF ENGLISH
TEXTBOOKS "BUKU GURU BAHASA INGGRIS" FOR SENIOR HIGH
SCHOOL PUBLISHED BY THE MINISTRY OF EDUCATION AND
CULTURE**

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Abstract

This research focuses to finding out the Character Values in Narrative Texts of English textbook "Buku Guru Bahasa Inggris" for Senior High School published by The Ministry of Education and Culture, to what extent character values was applied in the narrative texts, and how did teachers and students responses on the integration of character values in those English textbooks especially in narrative texts material and their implementation in teaching process and in daily life. In this design, the researcher has used qualitative and descriptive approach also the data were written description. In collecting the data the researcher used cluster random sampling and the researcher is the main instrument in collecting, identifying, analyzing and discussing the data. After doing the research, the research found character values found by the researcher in those narrative texts include hardwork, brave, helpful, kind-hearted, merciful, honesty, responsible, patient, spiritfual, confidence, and loyalty. Then, there are four until six character values in each story. The results of this study also convinced that the teachers and students of Senior high school in Jombang has been implementing



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character education in teaching and learning activities, including in English subject and especially in narrative text material.

Keywords : *Narrative Text, Character Values, English Textbook*

Abstrak

Penelitian ini berfokus untuk mengetahui Nilai Karakter dalam Teks Naratif dari buku teks Bahasa Inggris "Buku Guru Bahasa Inggris" untuk SMA yang diterbitkan oleh Departemen Pendidikan dan Kebudayaan, sejauh mana nilai-nilai karakter diterapkan dalam teks naratif, dan bagaimana tanggapan guru dan siswa tentang integrasi nilai karakter dalam buku teks bahasa Inggris tersebut terutama dalam bahan teks naratif dan implementasinya dalam proses pengajaran dan dalam kehidupan sehari-hari. Dalam desain ini, peneliti telah menggunakan pendekatan kualitatif dan deskriptif juga data yang berbentuk deskripsi tertulis. Dalam mengumpulkan data, peneliti menggunakan cluster random sampling dan peneliti adalah instrumen utama dalam mengumpulkan, mengidentifikasi, menganalisis, dan mendiskusikan data. Setelah melakukan penelitian, penelitian ini menemukan nilai-nilai karakter yang ditemukan oleh peneliti dalam teks-teks naratif termasuk kerja keras, berani, membantu, baik hati, penyayang, kejujuran, bertanggung jawab, sabar, bersemangat, percaya diri, dan kesetiaan. Lalu, ada empat hingga enam nilai karakter di setiap cerita. Hasil penelitian ini juga meyakinkan bahwa guru-guru dan siswa-siswa SMA di Jombang telah menerapkan pendidikan karakter dalam kegiatan belajar mengajar, termasuk dalam mata pelajaran bahasa Inggris dan terutama dalam materi teks naratif.

Kata kunci : *Narrative Text, Character Values, English Textbook*

Introduction

Education is not only about gaining knowledge and skills, but, it also study about a good attitudes/behavior or often called as character building or character education. It is stated that, "Education is a conscious and well-planned effort in creating a learning environment and learning process so that learners will be able to develop their full potential for acquiring spiritual and religious strengths, develop self-control, personality, intelligence, morals and noble character and skills that one needs for him/herself, for the community, for the

nation, and for the state (Constitutions of Republic of Indonesia No.20 about National Education System, 2003)."

Definitly, the students get education at school. School is an educational institution designed to provide learning spaces for teaching of students under the direction of teachers and the successful of the educational life in schools is not only indicated by the students' good achievement score or by the large number of the students who can pass the final examination, a large number of the students who have a good behavior and a good attitude, it also indicate the successful of the educational life in schools. So that, between students' good achievement score and students' good attitude should be balanced for the succesful of the educational life.

But in fact, our national educational system has not reached its optimum goals including the character building of the students. Ironically, we can see clearly now our country is still facing unrelieved moral degradation, so many cases that we can found around us or news on television and internet about crime that has been carried out by the students, such as : student brawls, theft cases, illicit drug uses, free sex, sexual abuses and still many others.

Moreover, in the recent years, the fact that a large number of the students found in low morality is undeniable. According to the latest survey result of Komisi Perlindungan Anak Indonesia (KPAI), KPAI handling 1,885 cases in the beginning of 2018. From that number, the most frequent cases that has been carried out by the children are being drug abusers, stealing, and asusila. ("Ada 504 kasus anak jadi pelaku pidana, KPAI soroti pengawasan ortu", Detiknews.com, 23 Juli 2018).

From all cases of students' morality above proves that the implantation of character values in our education is a crucial issue, especially to students of Senior high school because this provide provisions for their lives to face the community and the world of work, this is also due to the large number of cases carried out by average age of students in Senior high school. So, students of Senior high school should pay more attention to their understanding of character education.

Character education is one of the tools to guide someone to become a good person, so that they can filter out bad influences. According to Ilahi (2014 : 116), character education has the same essence and meaning as moral education. The goal is forming personal child, in order to be a good human being and good citizen. It is not only about how to teach what is right and wrong, but also how to

inculcate the habit about good and wrong, able to feel good value and usually practice the value. In character building, one way to students learn about character values is through narrative texts included in literature.

And talking about literature, literature has a big contribution in education especially in character building, because in education there is not just academic region, but also humanism region and from that literature students can learn about humanism. Because literature provides insight, emotion, and knowledge about how we could live better as human beings (Islam, 2016 : 107).

In school, there are several varieties of English textbooks which is used as a learning media, one of them is “Buku Guru Bahasa Inggris”, it is an English textbook revised edition series published by The Ministry Of Education And Culture. This textbook is used by tenth graders of senior high school. In this textbooks there are found some variety of text which include in literature that contains character value, one of them is narrative text. Narrative texts available in this textbook is legend and fairy stories, it is suitable with basic competencies in curriculum that should accommodate local wisdom and local traditions.

Furthermore, narrative text is one of literary works included in fiction. “Fiction” is any literary narrative, whether in prose or verse. Fiction tells the various problems of human life, such as interactions with other people, with oneself and interaction with God (Islam, 2016 : 27). There are intrinsic elements of narrative texts, such as plot, point of view, character, setting, theme, and moral value. From that, the researcher can understand to conclude the story and the character values.

Continued explanation about character education, character is a reflection of human self related to behavior that becomes a habit in their daily lives, the character can be good or bad. According to the Ministry of National Education, character is typical good values (know the value of goodness, want to do good, have a good life, and have a good impact on the environment) that is engraved in self and embodied in behavior (National Wisdom of Nation Character Development, 2010) and the Ministry of Education and Culture released several values of character education, such as religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, and many others.

Furthermore, character education is not only learned through learning materials such as narrative texts, but also that’s all can’t be separated from the important role of the teachers and all parties of the school. Teachers as role in educating has a strong influence in building the character of students. According

to UU No.14 of 2005, "Professional teachers with the main task of educating, teaching, guiding, directing, training, assesing, and encouraging students". It is clear that the task of the teachers is to provide knowledge as well as provide moral education. The students can see how daily attitudes and actions of the teachers, how teachers improve their services, provide encouragement and direction to the students, and how teachers divert, talk, and get along with the students or friends in community life. So that teachers can carry out their roles, then the Ministry of Education and Culture provides English textbooks contains narrative texts with character values.

Research Method

In this study the researcher used qualitative research. According to Ary (2010 : 23) and type of the research used is descriptive qualitative using content analysis. Content analysis is the process of summarizing and reporting written data in the form of the main content of data and their message (Cohen, L. 2007 : 475). The source of data is English textbooks "Buku Guru Bahasa Inggris" for tenth graders of senior high school published by the Ministry of Education and Culture. And the data is the content of narrative text in English textbook, such as "Malin kundang" and "Issumboshi". Subsource of data is the teachers and students of Senior high school in Jombang and the data is the results of the answers in questionnaire . The main instrument of the research is the researcher him or herself. In this research, the researcher is the main instrument in collecting, identifying, analyzing and discussing the data. Additionally, observation is also used by the researcher when collecting data of the content of narrative text which contains character values. Then, to know teachers' and students' response on the integration of moral values in narrative text of English textbooks and their implementation in teaching process and in daily life, the researcher used questionnaire that consist several questions related to character education. In this research the researcher used cluster random sampling (Margono. 2004 : 127).

Results and Discussion

The findings of the study discussed the character values in narrative text of English textbook "Buku Guru Bahasa Inggris" for senior high school published by

the Ministry of Education and Culture, to what extent character values was applied in the narrative text and also Teachers' and Students' response on integrating of character values in English textbooks especially in narrative texts material and their implementation in teaching process and daily life.

1. The character values in narrative text of English textbook “Buku Guru Bahasa Inggris” for senior high school published by the Ministry of Education and Culture

The researcher founds 4 character values in the story of Malin Kundang and 6 character values in the story of Issumboshi also Teachers' and Students' responses on integrating of character values in English textbooks especially in narrative texts material and their implementation in teaching process and daily life.

Character values found in story of Malin Kundang :

1. Hardwork

Hardwork can be interpreted as working earnestly to achieve the goals. They can utilize the optimal time so that sometimes they don't recognize the time, distance, and difficulties encountered. They are very enthusiastic and try hard to achieve good and maximum results. The researcher found character values of Hardwork is from intrinsic elements of the story based on character of Malin Kundang, it has been shown on the paragraph 1 :

....Malin Kundang and his mother had to live hard because his father had passed away when he was a baby.... (Datum 1)

From the text above, we can take a lesson about character values that is Hardwork. It can be seen from intrinsic elements of Malin Kundang's character in paragraph 1, it is written that Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. So, they should work hard together to suffice their needs. This is related to the character education

indicator in curriculum 2013 of character values in relation to oneself namely Hardwork, it is intended to teaches behavior that shows earnest effort in overcoming various learning barriers and assignments, and complementing assignments as well as possible. So, the students are taught to be hardwork in learning and doing all schoolwork also not give up in facing learning barriers for example in difficult to understand the material.

2. Bravery and Helpful

Brave means having a strong heart and great self-confidence in facing danger or adversity and not afraid to do anything. While Helpful means a person who likes to help others. The researcher found character values of Brave and Helpful is from intrinsic elements of the story based on character of Malin Kundang, it has been shown on the paragraph 1 and 2 :

...He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.... (Datum 2)

...With his bravery, Malin Kundang helped the merchant defeat the pirates.... (Datum 3)

From the text above, we can take a lesson about character values for the first is Helpful. It can be seen from intrinsic elements of Malin kundang's character in paragraph 1, it is written that Malin kundang who always went to the sea to catch a fish for sale and for his mother, that's all he did to help his mother to suffice their needs. From that, we can learn that we should always helping our parents. Then, character of bravery and helpful, it also can be seen from Malin kundang's character in paragraph 2, it is written that Malin kundang who bravely helped the mercant defeat the pirates. From here, we can learn that we should always be brave to do anything in terms of kindness as in the case of helping others. Indirectly this also teaches us to always help each others

wherever and whenever. This is related to the character education indicator in curriculum 2013 of character values in relation to each other namely social care, it is intended to teaches students about attitudes and actions that always want to provide assistance to other and communities in need. So, it teaches students to have a strong heart to do anything in terms of kindness, for example in bravery to help each other like students who are smart helping other students when they don't understand the material.

3. Kind-hearted

Kind-hearted means having a kind and compassionate heart. The researcher found character values of Kind-hearted is from intrinsic elements of the story based on character of Malin kundang's mother, it has been shown on the paragraph 1 :

...Malin Kundang and his mother had to live hard because his father had passed away when he was a baby..... (Datum 4)

And it has been shown on the paragraph 4 :

...She wanted to hug him to release her sadness of being lonely after a long time.... (Datum 5)

From the text above, we can take a lesson about character values that is Kind-hearted. It can be seen from intrinsic elements of the story by the kindness of Malin kundang's mother as written in paragraph 1, Malin kundang's mother who sincerely took care of Malin kundang from childhood to adulthood well alone without a husband. From here, it teaches us to be kind-hearted people wherever and whenever even though we never know what replies we will get, good replies or even bad replies. Indirectly this also teaches us about patience, struggle, and independent, we should be patience and also struggle in any case especially in the face of difficulties in life and mother's indepenence is worth to

imitate. This is related to the character education indicator in curriculum 2013 of character values in relation to oneself namely religious, it is intended to teaches students about obedient attitudes and behaviors in implementing religious teachings, tolerating religious practices of others religions, and living harmony with other religions, it is related to the association of humans and the environment. Here, the students should have a kindness heart and behavior also should be patient and independent person and willing to struggle in achieving the success.

Character values found in story of Issumboshi :

1. Patient.

Patients means an attitude to restrain emotions and desires, also survive in difficult situations by not complaining. It is the ability to control oneself which is also seen as an attitude that has high values and reflects the strength of the soul of the person who has it. The researcher found character values of Patient is from intrinsic elements of the story based on character of Issumboshi, it has been shown on this paragraph :

...“Hey, Issumboshi, do you want to be eaten by a frog?”
Issumboshi was always being bullied by the children of the village and
often went home feeling unhappy...(Datum 6)

From the text above, we can take a lesson about character values that is Patient. Like Issumboshi who always be patient although many children being bullied to issumboshi, he never reciprocate the bad treatment of his friends. We should emulate it to be a someone who always be patient in facing trials, one of which is in dealing with insults from others and indirectly it also teaches us to not repay someone’s bad things has done to us. This is related to the character education indicator in curriculum 2013 of character values in relation to oneself

namely religious, it is intended to teaches students about obedient attitudes and behaviors in implementing religious teachings, tolerating religious practices of others religions, and living harmony with other religions, it is related to the association of humans and the environment. It teaches students as a religious person should always be patient in facing any difficulties in life.

2. Spiritful and Confidence.

Spiritful means the attitude of survival to achieve the goal, despite facing challenges and failures, it based on motivation and strong desire. While Confidence means a positive feeling about ourself and belief in the ability to do anything. The researcher found character values of Spiritful and Confidence is from intrinsic elements of the story based on character of Issumboshi, it has been shown on this paragraph :

....One day, Issumboshi said, "I will go to the capital to study and become a respectable person. Then I will come back.".... (Datum 7)

....Issumboshi sheathed a needle sword in a straw case, put on a cup for a sedge hat, and started out with a chopstick staff, in high spirits....
(Datum 8)

....Issumboshi went on the trip with a big wish in a small body.....
(Datum 9)

From the three text above, we can take a lesson about character values that is Spiritful and Confidence. It shows about Issumboshi's spiritful in living his life and confidence in his abilities. We should tune in on the character of Issumboshi, we should always be enthusiastic in doing anything and always believe in the strengths of ourselves without seeing the shortcomings that exist. Indirectly this also teaches us to not have negative thoughts and never give up in doing anything. This is related to the character education indicator in curriculum 2013 of character values in relation to oneself namely confidence and spiritful, it is

intended to teaches students to always enthusiastic and spiritfull in learning and always have a positive feeling about themself and belief in the ability to do anything.

3. Kind-hearted.

Kind-hearted means having a kind heart. The researcher found character values of Kind-hearted is from intrinsic elements of the story based on character Issumboshi, it has been shown on this paragraph :

...“I’ll stay in your pocket and guard you from all harm.... (Datum 10)

...The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after... (Datum 11)

From the two text above, we can take a lesson about character values that is Kind-hearted. It shows about Kindness of issumboshi in willing to look after the princess and never forget his grandparents even though he was successful. It teaches us to be a someone who likes to help others and never forget the kindness of people when we have become successful.

And the researcher found character values of Kind-hearted is from character Grandparents, it has been shown on this paragraph :

....They raised Issumboshi with much care.... (Datum 12)

...Grandmother would make some big rice balls and encourage him. “Eat a lot, and grow up quickly,” Grandmother said.... (Datum 13)

From the two text above, we can take a lesson about character values that is Kind-hearted from Grandparents, because grandparents has been sincerely looking after and caring for issumboshi like their own family and always be

patient when take care of Issumboshi. So, it teaches us to love and care to others without exception.

The last, the researcher also found character values of Kind-hearted is from character Princess, it has been shown on this paragraph :

...“Princess, please wave this magic hammer and make a wish that I may become big,” said Issumboshi. The Princess waved it and asked, “May Issumboshi become big!”... (Datum 14)

...The Princess and Issumboshi then got married, and they invited Grandfather and Grandmother to live with them in the palace. They lived happily ever after. (Datum 15)

From the two text above, we can also take a lesson about character values that is Kind-hearted from Princess, it shows about kindness of the princess who help Issumboshi to become a perfect man and not forgetting the kindness of Issumboshi. It teaches us to be a person who helps each others and doesn't forget the others's kindness given to us.

This is related to the character education indicator in curriculum 2013 of character values in relation oneself namely religious, it is intended to teaches students about obedient attitudes and behaviors in implementing religious teachings, tolerating religious practices of others religions, and living harmony with other religions, it is related to the association of humans and the environment. Here, the students as a religious person should have compassion and care for others and also should like to help each other.

4. Helpful.

Helpful means a person who likes to help others. The researcher found character values of Helpful is from intrinsic elements of the story based on character of Issumboshi, it has been shown on this paragraph :

...Issumboshi tried to help her, but the demon caught him and threw him into his mouth... (Datum 16)

From the text above, we can also take a lesson about character values that is Helpful. It shows that Issumboshi always helping the princess according to his responsibilities. It also teaches us to be a person who always helping each others. This is related to the character education indicator in curriculum 2013 of character values in relation to each other namely social care, it is intended to teaches students about attitudes and actions that always want to provide assistance to other and communities in need.

5. Loyalty

Loyalty is sincerity, not breaking promises or betrayals, struggles and gifts, and maintaining love and keeping promises together. The researcher found character values of Loyalty is from intrinsic elements of the story based on character of Issumboshi, it has been shown on this paragraph :

..."I will defend you upon my life," said Issumboshi... (Datum 17)

From the text above, we can also take a lesson about character values that is Loyalty. It shows that Issumboshi willing to keep and together with the princess upon Issumboshi's life. It teaches us to be a person who have sincere hearts and also about compassion, respect and not hurting one another. Loyalty also means struggle, grace, sacrifice, and patience. This is related to the character education indicator in curriculum 2013 of character values.

2. To what extent character values was applied in the narrative text

Character values found in narrative texts there are four until six character values in the story. And it is very good in instilling character values to students because they not only get one character values in every story. Many character

values that students get and learn, it can more faster in shape of student's good character. Therefore, the narrative texts of English textbooks became a good media to promote and deepen the character values to the students. Character values in the story of Malin kundang, there are : hardwork, brave, helpful, and kind-hearted. Then, character values in the story of Issumboshi, there are : patient, spiritfull, confidence, kind-hearted, helpful, and loyalty. The character values that contained in narrative text are inserted in elements of narrative text, one of them is in character of figure, starting from the gestures or attitudes and also the utterance of the figure.

In character education, the teachers using various methods in implementing character values that exist and applied in narrative texts, one of them is like an English teacher from SMAN 1 Ngoro stated that to implement those character values in teaching, he played role as model and advised his students always to behave well in classroom. Then, to support his teaching, he also took other media such as magazines, story books, and slides pictures using power point gram. Furthermore, relation or integration of character values in narrative texts is in accordance with indicators of attitudinal competency attainment. Then, besides learn character values through the subjects, the school also has other efforts to instill character values to students, such as hold program in schools that are full of character education.

3. Teachers' and Students' response on integrating of character values in English textbooks especially in narrative texts material and their implementation in teaching process and daily life

The teachers of Senior highschool in Jombang has been implementing character education. As the teachers said that they have integrate character education into teaching and learning activities, including in English subject and especially in narrative text material. From character values in Malin kundang and

Issumboshi story, almost teachers tend to teach the same character values that is hardwork, independent, kind-hearted, helpful, patient, honesty, merciful, spiritfull and confidence. All of character values aim at helping the students to always behave well and do the right things. Every teacher has many ways that are almost the same in instilling those character values, there are discussion, roleplay or simulation, story telling and kooperatif method with using additional media to support them and they combine the media like visual with audial and others to make it easier for students to get the character values.

The results of this study also convinced that all of the students get the character values in Malin kundang and Issumboshi story such as hardwork, brave, helpful, kind-hearted, merciful, honesty, responsible, patient, spiritfull, confidence, and loyalty. They get or find the character values in narrative texts through the intrinsic elements such as theme, character, and moral value. From that, all of the students can learn about character values and apply and implement it in school and everyday life, for example learn to be a person who can always be trusted in words, actions, and work, then always behave, say, and act that causes others to feel happy and secure in their presence, also be a hard worker and do not forget the kindness of others, learn to confident in self abilities, and so on.

Conclusion

The results of this study convinced that the narrative texts in English textbooks used in English teaching can accommodate the insertion of character values. The narrative text in English textbooks employed in Senior highschool are proven accommodative with character values. Character values found by the researcher in those narrative texts include hardwork, brave, helpful, kind-hearted, merciful, honesty, responsible, patient, spiritfull, confidence, and loyalty. This conclude that character values applied in narrative text are very good and suitable to the character value that should be developed in students. Then, the character values was inherently presented in instrinsic elements of the

story. It means that the majority of components of narrative texts could be implanted character values.

Character values found in narrative texts, there are four until six character values in the story. And it is very good in instilling character values to students because they not only get one character values in every story. Many character values that students get and learn, it can more faster in shape of student's good character. Therefore, the narrative texts of English textbooks became a good media to promote the character values to the students. The character values that contained in narrative text are inserted in elements of narrative text, one of them is in character of figure, starting from the gestures or attitudes and also the utterance of the figure.

In character education, the teachers using various methods in implementing character values that exist and applied in narrative texts, for example played role as model and advised his students always to behave well in classroom, and others. Then, to support their teaching, they also took other media such as magazines, story books, slides pictures using power point gram, and so on. Furthermore, relation or integration of character values in narrative texts is in accordance with indicators of attitudinal competency attainment. Then, besides learn character values through the subjects, the school also has other efforts to instill character values to students, such as hold program in schools that are full of character education and others. The teachers of Senior high school in Jombang has been implementing character education. As the teachers said that they have integrate character education into teaching and learning activities, including in English subject and especially in narrative text material, from character values in Malin kundang and Issumboshi story, almost teachers tend to teach the same character values that is hardwork, independent, kind-hearted, helpful, patient, honesty, merciful, spiritfuf and confidence. All of character values aim at helping the students to always behave well and do the right things. The results of this study also convinced that very teacher has many ways that are almost the same in instilling those character values, there are discussion, roleplay or simulation, story telling and kooperatif method with using additional media to support them and they combine the media like visual with audial and others to make it easier for students to get the character values. Furthermore, all of the students get the character values in Malin kundang and Issumboshi story such as hardwork, brave, helpful, kind-hearted, merciful, honesty, responsible, patient, spiritfuf, confidence, and loyalty. They get or find the character values in

narrative texts through the intrinsic elements such as theme, character, and moral value. From that, all of the students can learn about character values and apply and implement it in school and everyday life, for example learn to be a person who can always be trusted in words, actions, and work, then always behave, say, and act that causes others to feel happy and secure in their presence, also be a hard worker and do not forget the kindness of others, learn to confident in self abilities, and so on.

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