



The Representation of Character Education in the English Textbook Entitled *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI*

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Abstract. As mandated by The Ministry of National Education, all aspects of the learning process should contain character education values to build the student's character. The present study analyzed how the Five Core Values of character education recommended by The Ministry are represented in the English textbook entitled *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI* (2017 Revised Edition). This descriptive qualitative study revealed that the book includes unequal frequency in the appearance of the five core values. Cooperative is represented 263 times; nationalist is demonstrated on 179 occasions; independent is highlighted 123 times; integrity is underlined in 108 parts; religious is accentuated 69 times. Cooperative and independent values appear in almost all activities in the textbook; integrity is incorporated chiefly into formative assessments and personal journal writing at the end of every chapter. In contrast, nationalism and religious values mainly occur on the book cover, preface, pre-activity, and reading texts. Although nationalism and religious values appeared most sparsely, their dominant presence on the cover frames them as pivotal values that the students perceive upon first encountering the book, which could make up for their frequency deficits.

Keywords: character education · five core values · English textbook

1 Introduction

The challenges brought by globalization and the democratization of technology render character-building essential aspects of education from a young age [1–5]. Character reflects each individual's manners, behavior, and qualities [6, 7]. As mentioned by [8, 9], good characters inspire people to be better individuals in the future. Therefore, the educational institution should concern with academic competence and character development [10, 11]. To meet this end, the Indonesian Ministry of Education and Culture established a framework for character education in 2010, recommending the building of eighteen values to be developed among the students. In 2017 this recommendation was reframed into five core values, including religiosity, nationalism, independence, cooperation, and integrity, to represent the five foundations of the Indonesian Nation, Pancasila [12].

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According to the Ministry's framework, all aspects of learning should incorporate values of character education into all aspects of learning. As a crucial part of the learning sources, textbooks play a pivotal role in integrating character education into the learning process [13–17]. It contains passages, dialogues, exercises, tables, practices, and other activities to cover the pedagogy competence into which the character education values can be incorporated [17–19]. From this point of view, one of the eligibility criteria of textbooks is the integration of the character values into the textbooks' contents [12].

English textbooks have great potential for building characters because language learning can indirectly instill various consciousness through reading texts, pictures, dialogues, and sentences in the required exercises [13, 20]. Thus, studies have been conducted to identify the character education values included in English textbooks used in English classrooms across Indonesia [18, 21–29]. While [21, 23–25, 27] identified the inclusion of character education in junior high school textbooks, [18, 26, 28, 29] chose to analyze the representation of character education in senior high school textbooks. Among these studies, [29] and [28] took the perspective of the eighteen values of character education recommended by the Ministry in 2010, while [26] focused on analyzing the national identity in terms of Indonesian local moral values in the textbook for eleventh grade.

However, none of the previous researchers took the five core values of character education proposed by the Ministry of Education and Culture in 2017 as the trajectory of their analysis of the character education included in high school textbooks. While [19] did use the guidance from five core values, they analyzed the English textbooks for junior high school. Therefore, the present study aimed to explore the representation of five core values in the *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI* (2017 Revised Edition) as proposed by the Ministry of Education and Culture. It is the latest version of the English textbook based on curriculum 2013, revised in 2017 by several parties under the Ministry of Education and Culture coordination. This study seeks not only to identify what core values are included in the textbook. More critically, it aims to elaborate on how those values are represented, allowing a deeper understanding of their potential impact on the students' characters.

2 Method

2.1 Research Design

The study was designed as qualitative descriptive research, following the interactive qualitative data analysis model from Miles, Huberman & Saldana [30]. The subject of the present study was the English textbook *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI* (2017 Revised Edition). The object of the study was the core values represented through all parts of the books: the cover, prefaces, acknowledgment, learning objectives, a warm-up activity, vocabulary builder, pronunciation practice, reading, writing, speaking, listening activity, and exercises included in the textbook.

2.2 Data Analysis

Following the interactive qualitative data analysis from Miles, Huberman, and Saldana [30], the data analysis includes the data categorization/condensation, data display, and

conclusion drawing conducted simultaneously, with the conclusion drawing continuously compared with the data collection. In such simultaneous processes, each step of the data collection and analysis can repeatedly happen to ensure that all necessary data are collected and analyzed, allowing the research to draw trustworthy conclusions.

This study's primary data collection and analysis instrument was the researchers, supported by additional instruments such as observation checklists and field notes. The data collection was conducted by closely observing the textbook, followed by marking parts containing representations of character values. During this process, field notes and observation checklists assisted the researchers in recording the process and result of the reading and observation. The observation checklist supported the data categorization and condensation, into which the collected data were recorded into the related categories. The data display was conducted by presenting the categorized values contained in the textbook, followed by elaborations of how those values were represented. From these elaborations, conclusions can be drawn about the representation of the five core values in the book.

3 Findings

Through the simultaneous and repeated data analysis process, the present study identified the occurrences of five core values in the English textbook *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI (2017 Revised Edition)*, as displayed in the following Fig. 1.

Figure 1 shows that five core values of character education are represented in the English textbook *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI (2017 Revised Edition)* in different frequencies. The cooperative value is most represented, occurring 263 times; nationalist is the second most frequently demonstrated value, appearing on 179 occasions; independent value is highlighted 123 times; integrity is underlined in 108 parts of the book, and religious value is accentuated 69 times. These representations are inserted into the book's cover and prefaces in addition to its contents, namely the learning objectives, warm-up activities, vocabulary builders, pronunciation practices, reading,

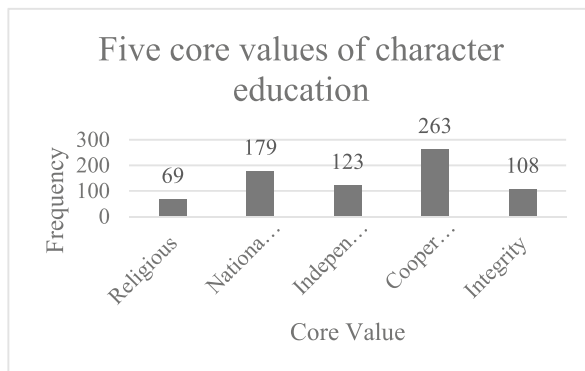


Fig. 1. Frequency of appearance of the Five Core Values of Character Education



Fig. 2. The Cover of Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI (2017 Revised Edition)

writing, speaking, listening activities, exercises, and reflections from each chapter. More elaborations on how these values are presented in the textbook are shown in the following sections.

3.1 Religious Value

In Indonesia, rituals and ceremonies become part of national culture, manifesting God's continual presence in all aspects of human life. Religious value is faith in God as the highest power, manifested in social norms application, respect, and living in peace with six different religions [12]. Thus, the religious core value can be reflected through attitudes like peace-loving, tolerance, respect towards other faiths, faithful, confidence, impartiality towards people of different religions, loving, friendly, sincerity, humility, care towards the environment, and compassion towards the less fortunate. In the textbook, the religious values are strongly represented on the cover, in the preface, and the stories entitled *The Enchanted Fish* and *Letter to God*.

On the book's cover, religious values are represented through the picture of the winged envelope, as seen in the Fig. 2.

The picture of the winged envelope on this cover represents the book's content, namely the reading text entitled *Letter to God*. Together with the story, the cover signifies the presence of God in the book. When students get a textbook, the first thing they observe is the book's cover [31]. Thus, its position on the cover is crucial to remind the students about God's presence. Besides, the selection of the picture, i.e., the winged letter, sends the message that God works in mysterious ways.

Later in Chapter 5, the story *Letter to God* emphasizes a farmer's faith in God's power in solving every problem. Rancho's faith was unshaken by the failed harvest that could bring famine to his family. He faithfully submitted to God's power as the ultimate problem-solver and wrote a letter to God for help in his time of need while deeply grateful for his chance to have learned to read and write. Even though the story reveals that the help came from the postman and his co-workers, the book emphasizes God's

strange ways of rewarding the most sincere prayers [32]. It underlines the concept that faith can be very personal, but people should respect and appreciate other people's faith and selflessly help without judgment or expecting rewards [33].

The book's preface acts as the introductory passage written by the authors about the book; urgencies, contents, and goals. In the preface, the authors began with a grateful expression to God, blessed for his mercy while designing, writing, editing, and publishing the English textbook for senior high school students.

Excerpt 1.

"Pertama-tama saya ingin menyampaikan rasa syukur kepada Allah Swt (Tuhan Yang Maha Esa) karena berkat rahmat dan karunia-Nya lah buku teks pelajaran Bahasa Inggris Kelas XI ini dapat diselesaikan.

(Ministry of Education and Culture, 2017: ii).

Translation:

"FIRST Of All, I Would like to Express My Gratitude to Allah SWT (God Almighty) Because of His Mercy and Grace, This English Textbook for Grade XI Can Be Completed."

As seen in the preface, the authors were grateful to God because they successfully finished the textbook on time. With this information, the authors believed God's mercy and blessing led the way to the successful path. According to [34–36], religiosity is about believing in God's guidance to build spiritual strength, from which gratitude grows. Rosmarin et al. [37] add that gratitude resulting from religious experience may implicitly affect a person's spirituality and explicitly affect his interpersonal relationships with others.

Religiosity is also identified in a story entitled *The Enchanted Fish*, about a greedy wife and her husband.

Excerpt 2.

"O Enchanted Beautiful Fish!

Hear My Plea!

My Wife Wants not What I Want,

And She Won't Give up till She Has Her Own Will,

So Come Forth and Help Me!"

...

"I Am Truly Ashamed of My Wife's Greed"'

(Ministry of Education and Culture, 2017: 119)

The excerpt shows the fisherman asking the fish to come and help him to fulfill his wife's wishes. The magical fish symbolizes God, who has the power to answer prayers and fulfill the desires or hopes of those who believe in God. As represented in the story, the fisherman's wife kept asking for nonsensical wishes from the magical fish, making her husband ashamed of her insatiable greed. While the wife's action in praying

can be read as a representation of devotion, her wishes were not pure or humble. The book emphasizes the importance of being grateful, humble, and sincere by including the fisherman's statement that he is ashamed of his wife's greed. Being grateful and religious are tied up with the commitment to promoting the interpersonal and spiritual experience of the fisherman and his wife with the magical fish [7, 37, 38].

3.2 Nationalist Value

The nationalist value means respecting the Indonesian people's culture, respecting different ethnicities and religions, appreciating the richness of the motherland, protecting the environment, and the desire to sacrifice for the country's sake [12]. It can be manifested through attitudes of being obedient, appreciating the environment, respectful of other people's ethnicity, unprejudiced against other people, proud of being Indonesian, accomplished as a citizen, critical in thinking, curious to pursue knowledge, love of reading, maintaining discipline, and actively preserve the nation's diverse culture. There are 179 occurrences of nationalist values in the textbook. However, the substantial values are represented on the cover, in the pre-activity about "Cause and Effect," and in a reading activity entitled *Life and Times of Ki Hajar Dewantara*.

The cover highlights the textbook's contents with several engaging illustrations to engage students. The cover is not only a facade; it functions to attract the reader's attention. The cover includes illustrations about the world, unlimited connection, Indonesian and international stories, the human rights movement, spirituality, environment awareness, and many more from all sides. It covers the attitude of being respectful, patriotic, law-abiding, disciplined, and appreciating the environment [12]. These aspects are related to respecting diversity in religion and ethnicity with reverence to human rights [39, 40]. When these values of nationalism are implemented, people can be united in diversity, leading to a life of peace and harmony [37].

The next nationalist value is identified in pre-activity about "Cause and Effect," which describes the effect of smoking on the human body, as shown in the following excerpt.

Excerpt 3.

Ray: Did you know that smoking is one of the main causes of sickness in smokers?

For example:

1. Smoking Weakens the Lungs Due to Which There is a Build-Up of Poisonous Substances.

2. Smoking Causes Heart Attacks, Strokes, Ulcers.

Jane: Really? It sounds scary.

Ray: It is! If we do not educate people about the effects of smoking. There will be a lot of people suffering from these diseases.

(Ministry of Education and Culture, 2017, p. 119).

Excerpt 3 above describes the effect of smoking on the body, such as; weakened lungs, stroke, heart attacks, stroke, ulcers, and other serious diseases. This description calls attention to the issue because many still ignore the harmful effects of smoking. Through



Fig. 3. Ki Hajar Dewantara, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI* (2017 Revised Edition)

the dialogue, the book educates the students about the danger of smoking. It is in line with the government's cigarette packaging and its warnings. Furthermore, regulations are also made about smoking restrictions in public areas or enclosed rooms to protect non-smokers. Therefore, this dialogue invites students' critical thinking in responding to the danger of smoking. While Jane's response represents a curious character, Ray's knowledge represents a bibliophilic character, and his insistence means persistence in educating the public about the danger of smoking. Ray's explanations and persuasions represent a general willingness to sacrifice his time and energy to promote public health and create stronger citizens. Through this short dialogue, the book represents various nationalist values: persistence, enthusiasm, relentless efforts to improve the nation's health, and willingness to sacrifice time and energy for the nation's sake [39–41].

The subsequent important representation of nationalist value occurs through the reading material for the reading activity entitled *Life and Times of Ki Hajar Dewantara*. The text recounted the life of Ki Hajar Dewantara as the father of Education in Indonesia. He dedicated his life to promoting the education system and providing many chances for the common people to access education Fig. 3.

Ki Hajar Dewantara was the Father of Education, dedicating his life to developing Indonesia's education system. In 1922, he established National Onderwijs Instituut Taman Siswa, but the Dutch colonial governments tried to destroy the Indonesian nationalist spirit. Fortunately, Ki Hajar Dewantara succeeded in thwarting that appalling effort. Presenting Ki Hajar Dewantara introduced to lead the reader or students to be inspired to develop nationalist values. The implementation of nationalist values is represented through behaving and thinking for the nation, as what the students can learn from Ki Hajar Dewantara [42]. Moreover, Ki Hajar Dewantara believed that education could improve the life of the nation and bring Indonesian together into a stronger country and free from colonialism [39, 40, 42].

3.3 Independent Value

As mentioned by the Ministry of Education and Culture [12], independent value deals with being self-reliant in achieving specific goals rather than dependent on other people's

help. It deals with being intelligent, hardworking, creative, diligent, confident, courageous, argumentative, persistent, and resilient. In the textbook, three items strongly highlight the independent value, such as a pre-activity about “Opinions and Thoughts,” an activity about “Exposition,” and post-reading activity about the story entitled *The Enchanted Fish*.

In pre-activity, the students are directed to read the conversation about bullying, which is a big concern in society. Some people think it is not an issue but only part of the interaction. This misunderstanding is represented in the following dialogue.

Excerpt 4.

Jane: no, I don't think so, bullying is so prevalent in our society. It is important that everyone should be made aware of this social evil

Siti: I don't agree with you. Little bit teasing here and there is acceptable.

Jane: You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. Suppose you condone bullying in any way, shape, or form. In that case, it means you are taking part in it, whether directly or indirectly, including turning away from bullying, staying silent, and not taking action to stop bullying.

(Ministry of Education and Culture, 2017, p. 19)

The excerpt shows that Siti considered teasing as just a communication style, but Jane was concerned that it could turn into bullying. Siti mentioned that teasing was still usual, but Jane referred to it as the most typical bullying in the school. With this information, the students are expected to be able to determine how to make and maintain good relationships with other friends by being wise, critical, and intelligent in catching up on any information and situation. People with a high commitment to preventing bullying will speak up about the issues to decrease the total number of people who are victims of bullying [43]. Integrating the independence value in the textbook will encourage the students to speak up, have courage and be responsible for his/herself without others [27]. This discussion can represent freedom of speech, which reflects independent value. Besides, Jane's outspoken explanation about the importance for everyone to participate in eradicating bullying is a sign of independence because she did not rely on anyone to stand for the noble cause [44]–[46].

The book also represents Independent value through project-based learning. The book includes activities that require students to be creative, hardworking, and procedural, as shown in the following Fig. 4.

The Fig. 4 shows two kinds of projects the students can choose. Project number 1 is acting as project officer of wildlife art exhibitions of Indonesian fauna and flora to raise money for conservation, where the students need to make a poster to show the plight of innocent creatures that the poachers killed. Project number 2 requires the students to make pamphlets or short movies to educate people about the danger of drug abuse and smoking. This activity can assess the students' creativity, hard work, critical thinking, and courage to be the next agent of change in terms of social and current issues in society. According to [10, 27, 40], the students can develop their independent character when accomplishing individual projects.

- Choose one of the activities given below.
1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.
 2. Create a pamphlet or a movie to educate people in your school on "Dangers of drug abuse and cigarette smoking."

Fig. 4. Students' project activity (Ministry of Education and Culture, 2017, p. 59)

- Read the questions carefully. Note down your opinions and reactions to the questions. During the discussion with your teacher and classmates, offer your personal reaction and understanding of the text.
1. Did the fisherman like asking the fish for wishes? How did he feel about it? Do you think he could have done something else instead of going back to the fish again and again?
 2. The story doesn't reveal how the prince was turned into a fish. What do you think might have happened?
 3. Do you think the prince will stay a fish forever?
 4. What happened at the end of the story? Please describe.
 5. Why did the fisherman's wife keep asking her husband to go back to the fish?
 6. What do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss.
 7. If you had a chance to rewrite the story, how would the story end? Write your ending of the story.
 8. Imagine you are the fish in the story. Can you narrate the story from his point of view?
 9. What lesson did you learn from this story?

Fig. 5. Post-reading activity, Ministry of Education and Culture, 2017, p. 120)

Another independent value is identified in the post-reading activity, where students must answer questions to assess their comprehension of the text. The students are expected to use their critical thinking and creativity skills to answer the questions. The questions are shown in Fig. 5.

Figure 5 shows several questions related to the student's comprehension of *The Enchanted Fish* text. Question numbers 1, 4, 5, 6, and 9 are based on the student's understanding of the text. The rest are related to students' opinions about the story, based on their imagination or perspectives of the story. Inserting this kind of activity is essential to improve academic competence while instilling character education values, such as intelligence, hardworking, creativity, confidence, courage, outspokenness, and persistence [10, 27, 40].

3.4 Cooperative Value

According to the Ministry of Education and Culture [12], cooperative values are reflected in the willingness to live together, build solidarity, and work together to achieve common goals. It is associated with solidarity, friendship, collaboration, generosity, benevolence, anti-discrimination, friendliness, clemency, consciousness about health, open-mindedness, empathy, politeness, kindness, care, and helpfulness. These traits are promoted in three reading texts: *Bullying: A Cancer That Must Be Eradicated*, *President*

Soekarno of Indonesia: Speech at the Opening of the Bandung Conference, April 18, 1995, and Letter to God.

The reading text *Bullying: A Cancer That Must Be Eradicated* persuades the readers to be aware of the various types of bullying and the impact of bullying cases at school that can cripple the victims psychologically, such as losing their dreams, not motivated, having anxiety, feeling insecure and lacking interaction. Excerpt 5 below presents the persuasion.

Excerpt 5.

So, next time, if you see someone getting bullied, would you try to stop it or let it happen? Remember, bullying is everyone's problem; therefore, everyone has to be part of the solution.

(Ministry of Education and Culture, 2017, p. 124)

Excerpt 5 shows that the book includes education about bullying, how to prevent bullying, and the persuasions to eradicate bullying cooperatively. It is crucial to raise awareness about bullying because many people have not realized that what they consider regular interactions can present oppression to others. For example, teasing is often viewed as “joking,” yet many students are negatively affected by such seemingly innocent teasing. Therefore, society, government, teachers, and students should unite to prevent bullying, especially in the school environment. The reading text becomes a call to become a part of the movement of the solution. Cooperative value is reflected strongly in this call for engagement against bullying. It persuades readers to actively contribute to creating a better society for everybody [12, 25, 40].

In the reading text entitled *President Soekarno of Indonesia: Speech at the Opening of the Bandung Conference, April 18, 1995*, cooperative value is piquantly set as the value that will withstand the danger of modern colonialism:

Excerpt 6.

All of us, I am certain, are united by more important things than those which superficially divide us. We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common disdain toward racialism and a shared determination to preserve and stabilize peace in the world.

(Ministry of Education and Culture, 2017, p. 130)

In this speech, President Soekarno elaborated on how the people or society should be aware of modern colonialism as the impact of globalization. Modern colonialism can come in the form of economic, intellectual, and physical control from other nations. Likewise, racialism can destroy the unity Indonesian nation because this nation is composed of various races and ethnicities. Therefore, president Soekarno persuaded the people to stay united in facing the globalization wave and modern colonialism. He wished the people to collaborate and work together for the sake of Indonesia as part of the Indonesian civilization that highlights and integrates cooperative values in all activities. By including this speech as one of the reading materials, the textbook invokes the spirit

of togetherness in working for a common purpose which is the essence of cooperative value [12, 40, 47].

The story of *Letter to God* also presents cooperative values through the action of the postmen, as revealed in the following excerpt.

Excerpt 7.

Rancho needed a lot of money but the postmaster didn't have any. Since he had already decided to help Rancho, he decided to help Rancho, he decided to give part of his salary, and he asked his friends and co-workers to contribute.

(Ministry of Education and Culture, 2017, p. 149)

Excerpt 7 shows how the postmaster and his friends tried to help Rancho after reading his letter to God. Knowing that Rancho direly needed money to survive, The postmaster set aside his salary and asked his friends and co-workers to join the small charity for Rancho. This effort accumulated into a sum of money that could significantly relieve Rancho's family. The postman's efforts and his co-workers' contributions represent the willingness to sacrifice and the generosity to share in the collaborative spirits to achieve a common goal: helping a man feed his family in time of need [12, 47]. While deeply invested in religious values, the story strongly represents cooperative values that could inspire students to develop admirable character through selfless acts and small charities whenever they encounter people of less fortunate circumstances [48].

3.5 Integrity Value

As mentioned by the Ministry of Education and Culture (2017a), integrity includes being responsible, loyal, and honest, including speech, action, and thinking that inspires trust from others or the nation. It also covers anti-corruption attitude, fairness, exemplary efforts, and commitment. The integrity value is substantially identified in the formative assessment, pre-activity, and reading activity "Hopes and Dreams," entitled "Vanity and Pride," included in the textbook.

A teacher conducts a formative assessment to assess the student's progress and performance during the learning process. The teacher must design another strategy, material, and activity for the next meeting. One of the formative assessments of chapter 1 is presented in Fig. 6.

As presented in Fig. 6, the students are expected to fill in the statements based on their experiences during the learning process and the activities or materials included in the chapter. The responsibility and honesty of the students will be essential because it will help the teacher to reflect in planning for the following teaching and learning process. Based on this information, honesty, commitment and responsibility construct integrity to be able to trust the truth and carry out the duty or obligation for each individual [27, 29, 42]. Moreover, integrity is about the moral quality of the cognitive aspect and depends on the consistency of speech and behavior in educational values [49]. Hence, the integrity value encourages the students to become trustworthy and responsible individuals for their friends, teacher, family, and society.

The next integrity value is represented in the pre-reading activity dealing with the first activity before the main activity. The students should write their opinions based

I can do this.

Complete these statements.

1. The most interesting thing I learned in this chapter was _____
2. The part I enjoyed most was _____
3. I would like to find more about _____
4. The hardest part in this chapter was _____
5. I need to work harder at _____

Read the statements below and tick (✓) the option that is most applicable to you.

	Definitely	Yes	Maybe	No	Not at all
The story was easy to understand.					
I can tell the difference between offer and suggestion.					
I could write a dialogue between two people.					
My plan to overcome the difficulties of this chapter					

Fig. 6. Formative assignment (Ministry of Education and Culture, 2017, p. 17)

Personal Connection

What are your hopes and aspirations?
Write them down in the space provided and, if you want, you can share with your teacher and classmates.

Genre Connection

Speech or public speaking is defined as a formal discourse that is delivered to an audience to communicate and/or express ideas, opinions in a persuasive manner. The art of speaking in public originated from Greeks. Aristotle, Socrates and Plato were famous Greek orators (Zakiah, 1988).
Some of the famous speeches of the 20th century:

- I have a dream by Martin Luther King.
- On Religious Beliefs by Mahatma Gandhi.
- Abolish Apartheid by Nelson Mandela.

Fig. 7. Pre-reading activity (Ministry of Education and Culture, 2017, p. 129)

on the instructions about their hopes and aspirations. Figure 7 provides an example of personal connection activity, “Hopes and Dreams”:

Pre-reading activity is carried out before the main reading activity, including invoking the students’ prior knowledge and preliminary information about the topic. First, the students are expected to write down their hopes and aspirations based on their version; later, they can share it with their teacher and friends. The integrity value reflects how the students can write and share their hopes and aspirations honestly to help the teacher and even the parents understand the students’ minds [14]. In the school area, the integrity will depend on the student’s positive emotion, cognitive effort, and consistent behavior and speech of the educational values [49]. Integrity is also reflected through being honest, supportive, fair, and togetherness [38, 40, 46].

The integrity value is also represented in the reading activity entitled *Vanity and Pride*. The story is about an ungrateful woman who wanted to look glamorous and elegant. To do so, Madame Loisel borrowed a diamond necklace from her wealthy friend, Madame Forestier. However, she lost it and had to replace the necklace, which she had to pay for

the next ten years. Here is the excerpt of what happened after Madame Loisel finished paying her debts and accidentally met Madame Forestier.

Excerpt 8

Madame Loisel: It was your necklace, or rather my desire to be elegant, that caused this. The necklace you have is actually just a replacement. I am afraid that I lost yours. We borrowed money to purchase a replacement and have spent the past ten years paying off the debt, but today, we have made the last payment.

Madame Forestier: Mine was fake; the replacement should have cost you nothing more than 500 francs. Oh, my poor, poor, dear Matilda

(Ministry of Education and Culture, 2017, p. 141).

Excerpt 8 above shows that out of her vanity, Madame Loisel was trapped in her pride of being able to keep the secret of the necklace from Madame Forestier. Even when she seemed to show responsibility by replacing the lost necklace with another diamond necklace [50], Madame Loisel's dishonesty cost her unnecessary misery for ten years. As it turned out, Madame Forestier's diamond necklace was fake. If only Madame Loisel had come clean and admitted that she had lost the necklace, she would have needed to pay for a cheap replacement instead of spending thousands she acquired through loans and scrapping her husband's savings. This story conveys a message that being honest and responsible is more important than being proud and deceitful. By including this story, the book reminds the students about the importance of building integrity by continually being truthful and compliant in fulfilling one's duty [27, 29, 42, 51].

4 Conclusion

The present study explores the Ministry of Education and Culture's textbook, *Bahasa Inggris Untuk SMA/MA/SMK/MAK Kelas XI* (2017 Revised Edition), in terms of the core values it represents. The cooperative values appear 263 times, the nationalist values appear a little lower at 179, and the independent value is represented 123 times. Integrity only appears 108 times, while religious values only occur 69 times. The frequencies of representation of the five core values do not seem equal, which may invite the interpretation that religious, integrity and independent values are not promoted sufficiently in the textbook. However, a deeper analysis of how the textbook represents the values has rendered more critical readings. While religious, integrity and independent values appear less frequently, their representations are placed strategically and incorporated into the textbooks through the excellent choice of reading texts that could subconsciously inspire the students. Furthermore, although they seem to be most infrequently represented, religious values often become the underlying inspirations for eliciting the other four values, thus, indirectly instilling this fundamental core value as the foundation for the development of the other four values.

5 Disclosure Statement

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