CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1.   Conclusion

According to the data analysis, the conclusion is drawn from the analysis of the eighteen values of character in the form of images and linguistics unit in the *When English Rings a Bell* English textbook. The representation of character-building values in this textbook appears in the form of images, sentences, conversations, monologues, opinions, discussion, and short expressions. From this research, it can be concluded that this textbook presents sixteen character values in nine chapters in the form of images and linguistic units. There are two values that cannot be found in the selected textbook. They are tolerance value and democracy value. It is found that three chapters do not present character values. There are only three chapters which contain images about character values. Most of the delivery of the values appear clearly and briefly although some findings do not fulfill all the characteristics in each description of each value.

5.2.   Suggestions

5.2.1. Suggestions for teachers:

The role of the teachers is important. They are the ones who can make all the values be perfectly applied and accepted by the students. There should be a teacher explaining those character values because it makes the readers understand and realize more about how important those values are. While teaching, teachers can emphasize more which values that need to be explained more or values that are not found in the whole units, such as tolerance and democracy value. Although there is no image or linguistic units showing about those two values, teachers can present the values verbally. This should be done because students as the readers need to develop themselves through character values that are important to their life.

5.2.2. Suggestions for the writer of the textbook:

It is important to put the eighteen values of character based on the Ministry of National Education in the textbook which is prepared by the government to implement 2013 curriculum because as well as learning the English, the students need to learn character values. It is also significant to examine the contents of the textbook because from the findings, images only appeared in nine values of character and there are two values that were not in the textbook. Textbook is also the most important learning source in teaching learning activities and it is used by many schools in Indonesia. The character values will surely bring a great impact to the readers.

5.2.3. Suggestions for the students as the readers:

As the readers of the textbook, it is necessary to read the textbook carefully to understand what the book wants to present especially the character values. The students are expected to do the activities or tasks in each unit so that all the values can be applied and realized in the real life.

5.2.4. Suggestions for the next researchers:

Although finding the values was helped by a coreader, the reseacher could not get the values in the textbook in one time reading. After several attempts, there were two values that could not be found in the whole textbook, both images and linguistic units. It is suggested for the next researchers to read several times in each chapter carefully before deciding to move on to another chapter.

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