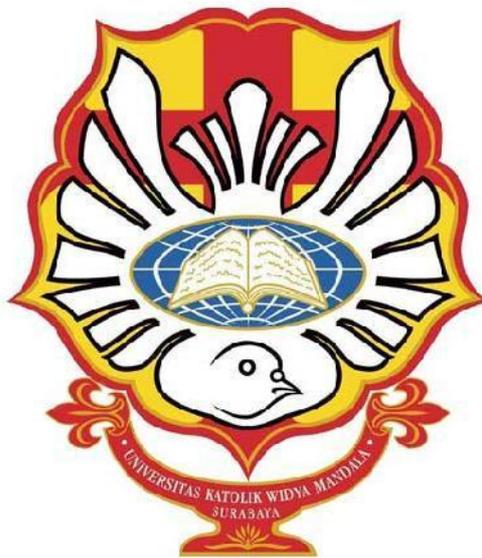


**REPRESENTATION OF CHARACTER-BUILDING VALUES
IN *WHEN ENGLISH RINGS A BELL* GRADE VIII ENGLISH TEXTBOOK**

A THESIS

In Partial Fulfillment of the Requirement for
The *Sarjana Pendidikan* Degree in
English Language Teaching



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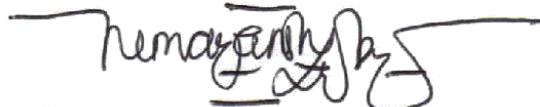


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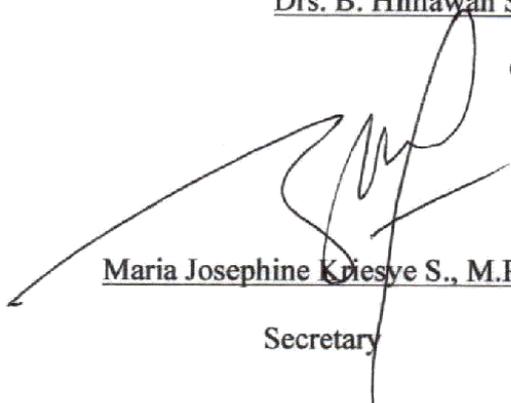
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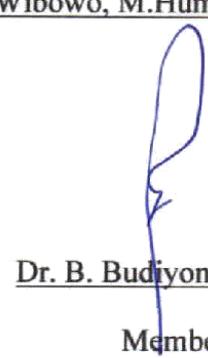
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ABSTRACT

Soenarko, Marcela Widya. 2016. *Representation of Character-building Values in When English Rings a Bell Grade VIII English Textbook*. S1 Thesis. Faculty of Teacher Training and Education at Widya Mandala Catholic University Surabaya, 2016. Advisor: Dr. B. Budiyo, M.Pd.

Key terms: character building, eighteen values of character, images, linguistic units.

Character building is indispensable education and, therefore, has to be clarified in school textbooks. The study explored the character building values in the images and linguistic units in *When English Rings a Bell Grade VIII English textbook* developed by the Ministry of National Education. For this purpose, the exploration refers the eighteen values of character building proposed by the Ministry of National Education

This is a descriptive qualitative analysis method which used content analysis. The main research instrument was the character building indicators. The researcher was helped by a coreader to find and analyze the data. The representation of eighteen values of character in *When English Rings a Bell English textbook* was classified into pictorial data and linguistic units.

This textbook only presents sixteen character values in nine chapters in the form of images, sentences, conversations, monologues, opinions, discussions and short expressions. The findings reveal that the environmental concern value appears to be the most frequent, i.e., five times in five different lesson units which has five findings in five different units. There is a chapter is implanted with six values (religion, discipline, hard work, fondness of reading, environmental concern, and responsibility). There are two chapters that share the same values of achievement appreciation and love for the homeland. Unfortunately, there are three chapters that do not present any character building value. The two values that are not found are tolerance and democracy. There are three chapters which contain images about character building values.

The delivery of the values appears clearly and briefly especially in the conversations and images. There are always some explanation about what the images are about. While reading the textbook, students are likely to learn the values consciously through the sentences, conversations, monologues, discussions, and images. They may not need to guess because it is easy to understand these values.