

## Characters Value in English Textbook

Sabetalia<sup>1</sup>, Ayu Istiana Sari<sup>2</sup>

English Education Department, Universitas Slamet Riyadi Surakarta,

Email: [Sabetalia2806@gmail.com](mailto:Sabetalia2806@gmail.com)

**Abstract:** The purpose of the study was to analyze character values types in an English textbook, "*Think globally act locally*," for junior high school ninth graders. This study used descriptive qualitative research, using a 2018 textbook published by the Indonesian Ministry of Education. The study was conducted from June to July 2023. . The results showed that there are 9 types of character values, namely religiosity, hard work, creativity, curiosity, appreciation, friendliness, moral values, love to read, social awareness, and responsibility. The frequency of appearance friendliness moral values (64 times), love to read (32 times), social awareness (11 times), creativity and hard work (8 times), appreciation (5 times), curiosity (4 times), and religiosity and responsibility (3 times). These findings highlight the importance of character values in 21st century learning, particularly in the teaching of English as a Foreign Language (TEFL). In conclusion, this book already contains character values in it, although not all character values have been included in this textbook.

**Keywords:** Characters Value, English Textbook, Descriptive Qualitative Research.

**Abstrak:** Tujuan dari penelitian ini adalah menganalisis jenis-jenis nilai karakter dalam buku teks bahasa Inggris, "*Think globally act locally*," untuk siswa kelas sembilan sekolah menengah pertama. Penelitian ini menggunakan penelitian kualitatif deskriptif, menggunakan buku teks tahun 2018 yang diterbitkan oleh Kementerian Pendidikan Indonesia. Penelitian dilakukan pada Juni hingga Juli 2023. Hasil penelitian menunjukkan bahwa terdapat 9 jenis nilai karakter yaitu religiusitas, kerja keras, kreativitas, rasa ingin tahu, apresiasi, keramahan, nilai moral, gemar membaca, kesadaran sosial, dan tanggung jawab. Dengan jumlah munculnya nilai keramahan nilai moral sebanyak (64 kali), gemar membaca sebanyak (32 kali), kesadaran sosial sebanyak (11 kali), kreativitas dan kerja keras sebanyak (8 kali), apresiatif sebanyak (5 kali), rasa ingin tahu sebanyak (4 kali), serta religiusitas dan tanggung jawab sebanyak (3 kali). Temuan ini menyoroti pentingnya nilai-nilai karakter dalam pembelajaran abad ke-21, khususnya dalam pengajaran Bahasa Inggris sebagai Bahasa Asing (TEFL). Pada kesimpulannya buku ini sudah mengandung nilai karakter di dalamnya walaupun belum semua nilai karakter dimasukkan dalam buku teks ini.

**Kata Kunci:** Nilai Karakter, Buku Teks Bahasa Inggris, Penelitian Kualitatif Deskriptif.

## INTRODUCTION

In the 21st century, teaching English as a Foreign Language (TEFL) has become an essential requirement in various fields. To adapt to changing times and technological developments, it is crucial to provide modern, effective, and technology-based learning (Suherdi, 2020). The use of technology must be considered and applied in education to create an effective and beneficial learning environment. The 21st century learning should focus on communicative needs, critical thinking skills, and the ability to adapt to change. Teacher use is the latest technology to create an interactive and effective learning atmosphere.

Indonesia continues to strive for technology and innovation in the learning process, including teaching English. Permendikbud Law No. 22 of 2019 regulates the Process Standards for Elementary and Secondary Education, which serves as a reference for education providers to develop appropriate strategies and programs to improve the quality of education in Indonesia. However, the implementation of teaching English in Indonesia is still constrained by factors such as the lack of qualified teachers, uneven teacher quality between regions, and the lack of proper teaching material. Furthermore, conventional teaching in Indonesian schools still relies on conventional teaching, which are less attractive to students and boring (Widyaningrum & Mulyati, 2019)..

The material used in learning English is an important aspect in strengthening students' language skills. Effective English learning materials must consider different English skills, such as reading, writing, listening, and speaking, and be well integrated in the curriculum (Prayogo, 2022). This is important for achieving desired learning goals and ensuring that students are able to develop language skills that suit their needs. Additionally, learning material must consider student interests and learning objectives, as inappropriate or less relevant material can hinder student learning.

Several English textbooks used in junior high schools are generally less interesting and do not motivate students. Some English books are considered inappropriate for the needs of students and not sufficiently relevant to the social and cultural context of Indonesia. The quality of these books is also sometimes in doubt due to the lack of clear standards of evaluation. The material in English books in junior high schools is still too focused on grammar and seem boring, making it difficult for students to apply English in real life situations (Suryarini, 2020). Additionally, some textbooks pay little attention to aspects of culture and diversity in Indonesia.

English learning materials not only aim to develop language skills but also to shape students' characters. They must help students learn character values, such as honesty, cooperation, and responsibility, which are also important in learning English (Serasi & Hakim., 2022). English learning materials must provide character values and are relevant to the needs of society, helping students develop positive characters useful in real life. Therefore, it is important to explain the character value in learning materials, one of which is in the English Text Book entitled "*Think Globally Act Locally*"

The important of analysis characters value in English textbook in ensuring that they helped students understand and develop positive character values. The researcher chose to analyze character values in English textbooks used in junior high schools in Indonesia to understand the extent to which these books can help students in developing positive character values (Utami & Kholid, 2021). Improved the quality of teaching English in junior high schools in Indonesia and prepare students to face the challenges of the 21st century (Adiyan, 2022). The purpose of this study is to find the types of characters values in English textbook "*Think Globally Act Locally*"

## METHODS

### *Research Participants*

This research was conducted on a textbook published by the Indonesian Ministry of Education and Culture, "*Think Globally Act Locally*," for ninth grade junior high school students. The textbook has eleven chapters and is divided into two semesters, each with different material topics and four skills: listening, reading, writing, and speaking. The research was descriptive qualitative, analyzing data from documents, audio-video recordings, transcripts, words, and photographs (Sugiyono, 2021). The research aimed to identify textbooks that meet the criteria for good textbooks proposed by the BSNP. Qualitative research methods include basic interpretive, case study, document or content analysis, ethnographic, grounded theory, historical research, narrative inquiry, and phenomenological studies. Content analysis is a widely used method in education, and this research used document analysis or content analysis to analyze the documents in the English textbook. The study aimed to identify the characteristics of the material, which can be textbooks, newspapers, web pages, speeches, television programs, advertisements, and musical compositions. In conclusion, the research design focused on the English textbook "*Think Globally Act Locally*" for ninth grade junior high school students, published in 2018. The textbook contains eleven chapters and 218 pages.

### *Data Collection Method*

This study focuses on the character values of ninth-grade junior high school students in Indonesia, specifically the English textbook "*Think Globally Act Locally*." The research used triangulation technique, which involves using two or more methods of data collection to increase the credibility and validity of the findings. There are four techniques in triangulation: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, and (4) theoretical triangulation (Denzin in Patton, 2009).

The researcher used source triangulation to obtain the validity of the data. The research was conducted in a library to observe the aims and nature of the problem. The researcher established the criteria for the textbook, established the English textbook level used by junior high schools, read the textbook in general, investigated the character values, and collected and analyzed the data. The study aims to provide

valuable insights into the character values of ninth-grade students in Indonesia and their experiences in navigating the challenges of globalization and localization.

### *Data Analysis*

The research focuses on the English for Young Learners (EYL) textbook and its content, following the grand character education guidelines. The researcher used three activity streams: data condensation, data display, and conclusion drawing/verification (Miles, Huberman and Saldana, 2014). Data condensation involves determining the criteria for the textbook, establishing the English textbook level used by junior high schools, reading the textbook in general, and investigating the characters' values. Data display is an organized assembly of information that allows conclusion drawing and action, connecting the content with moral values criteria. Conclusions are drawn and verified through qualitative analysis, interpreting patterns, explanations, casual flows, and propositions.

## **RESULTS AND DISCUSSION**

In this section, the researcher used a research setting in the form of a book entitled "*Think Globally Act Locally*" for grade nine which was published by the Ministry of Education and Culture in 2018. The following are the chapters in the textbook:

Table 1.1 The Topics in "*Think Globally Act Locally*" English Textbook for the ninth grade of Junior High School

The Textbook "Bahasa Inggris : <i>Think Globally Act Locally</i> "		
No	Chapter	Title
1	Chapter 1	Congratulations!
2	Chapter 2	Let's Live A Healthy Life!
3	Chapter 3	Be Healthy, Be Happy
4	Chapter 4	This Is How You Do It!
5	Chapter 5	Everybody Is Always In The Middle Of Something
6	Chapter 6	We Have Been To An Orphan Home. We Went There Last Sunday.
7	Chapter 7	Sangkuriang
8	Chapter 8	They Are Made In Indonesia
9	Chapter 9	What Is It?
10	Chapter 10	Come And Visit Us!
11	Chapter 11	You Can Always Come Back Home

Source : Siti, Yuli (Siti, Asep and Yuli, 2018)

From the table above it is known that there are eleven chapters in this textbook and are divided into two semesters for the first and second semester. Each branch has a different material topic.

### *Type of Characters Value*

Based on scoring rubric from BNSP there obtained the table below is data on character values that have been analyzed by researchers in an English textbook entitled "Think Globally Act Locally" for ninth grade student of junior high school students. Based on information from the textbook, researchers compile their findings. The presentation of study data that has been examined by researchers is as follows:

Table 1.2 The Characters Values Existence by BSNP (Permendikbud,2018)

No	Characters Value	Indicator	Existence		Found on page
			Yes	No	
1	Religiosity	Attitudes, behaviors, instructions, pictures or conversations that show that humans have a good relationship with god	✓		7,8, 12
2	Hard Work	Human behavior and attitudes that are told through instructions, pictures or conversations that show that humans have a very high spirit of hard work within them	✓		2, 4, 81,83,97, 101, 102, 104
3	Creativity	Human behavior and attitudes that are told through instructions, pictures or conversations that show that humans have a very high creative spirit within them.	✓		57,66,91,137,183,187, 189
4	Curiosity	Human behavior and attitudes that are informed through instructions, pictures or conversations that show that humans have a very high attitude or curiosity in themselves.	✓		24,37,43,82
5	Appreciativeness	Human behavior and attitudes that are informed through instructions, pictures or conversations that show that humans have an attitude of appreciating	✓		2,3,4,8,9

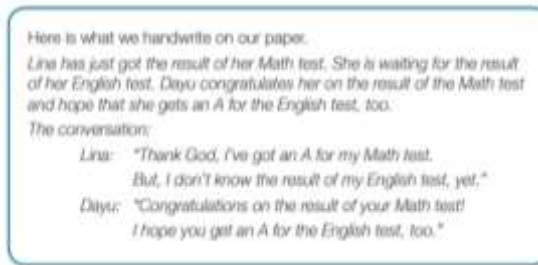
		the work of others or themselves			
6	Friendliness Moral Value	Human behavior and attitudes that are informed through instructions, pictures or conversations that show that humans always communicate in various ways.	✓		3,5,6,9,10,11,12,13,14, 20,27,28,31,44,37,38,41, 42, 43, 47, 48, 51,54, 58, 59, 61, 64, 65, 66, 68 ,69,74,76,80,85,87,88,90,94,99,100,103,108,111,113,120,123,128,132, 133,139,140,142,143,146,152,156,160,171,176,180,182,187,189
7	Love To Read	Human behavior and attitudes that are informed through instructions, pictures or conversations that show that humans have a soul or habit of liking to read.	✓		24,28,43,51,57, 58, 62, 64, 69, 74, 76, 80, 85,87, 90, 100, 116,120,133, 140, 147,152, 160, 166, 174, 177, 180, 189
8	Social Awareness	Human behavior and attitudes that are informed through instructions, pictures or conversations that show that humans have an attitude of social awareness.	✓		19,82,95,97,98,101,104 ,109,112,124,125
9	Responsibility	attitudes that are informed through instructions, pictures or conversations that show that humans have a responsibility that is in them.	✓		84,89,96

Source: BSNP (Permendikbud,2018)

The analysis findings indicate that not all character traits are present in the chosen literature. According to the Ministry of National Education (2010), only 9 values out of the 18 criteria that are present are defined in character education (Suyadi, 2013).

#### 1) Religiosity

The phrase conveys religious principles in a conversation that expresses appreciation to God for good exam results. According to the table above, there are three values associated to religiosity that are depicted in textbooks. The importance of religion is demonstrated by the following:



Picture 1 Religiosity values (2018;7)  
Source : Siti, Yuli (Siti, Asep and Yuli, 2018)

When students perform well on examinations or in other areas of daily life, the textbook's author wishes for them to have the same attitude of appreciation and remembrance of God.

### 2) Hard work

Hard labor is behavior that demonstrates a genuine commitment to finishing the task at hand. According to the chart above, the textbook displays eight values associated with hard labor on pages 02, 04, 81, 83, 97, 101, 102, and 104. The phrase "the value of hard work" is broken down into the categories of "train really hard for competition," "prepare for competition," "do your best," and "work hard at homework," among others.

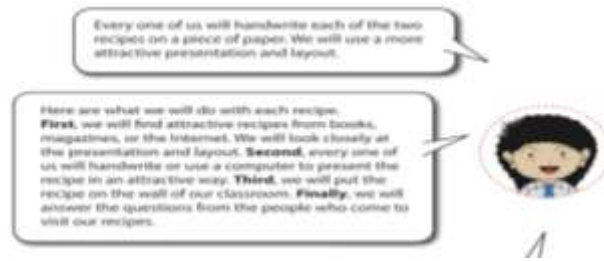


Picture 2 Hard work values (2018;2)  
Source : Siti, Yuli (Siti, Asep and Yuli, 2018)

From the conversation above, it can be seen that the teacher encouraged Lina to preparing her best for the next competition, and Lina said yes and will do her best. So, this conversation carries the value of hard work.

### 3) Creativity

Creativity is defined as bringing something new into existence which can be almost anything: an idea, a painting, a piece of music, or an invention. What matters is that it is new and original to the creator (Permendikbud, 2015). Creativity is found on pages 57, 66, 91, 137, 182, 186, 189, and 199. In these three pages.

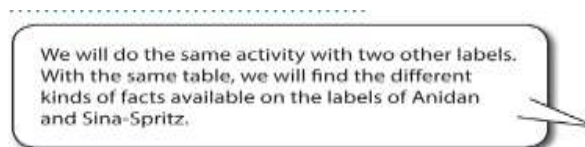


Picture 3 Creativity values (2018;57)  
Source : Siti,Yuli (Siti,Asep and Yuli,2018)

In this chapter, the book states that students will use presentation and tidy up a more attractive layout. Each of them will write a recipe on a piece of paper. They will work in groups and this is their activity: First, they will find interesting recipes from magazines, books or the internet. They will take a close look at the presentation and tidy up the layout. Secondly, each provided they will use a computer or handwriting to convey recipes in an engaging way. Third, they will put their recipes on their classroom walls. Finally, they will answer the origin question of anyone who comes to visit their recipe. From the statement above, it can be seen that this page contains creative values where students learn to make presentations more interesting.

#### 4) Curiosity

Curiosity is a way of thinking, attitudes, and behavior that reflects curiosity about everything that is seen, heard, and studied in more depth (Utami & Kholid, 2021). The value of curiosity is found on pages 24, 37 and 43. In those three pages, the value of curiosity appears 3 times and is categorized into two activities; Students will learn how to ask questions about the purpose of doing or not doing something and learn how to find and compare things.



Picture 4 Curiosity values (2018;37)  
Source : Siti,Yuli (Siti,Asep and Yuli,2018)

On this page of the book, there is an instruction that says: *We will do the same activity with two others labels. With the same table, we will find the different kinds of facts available on the labels of Anidan and SinaSpritz.* From the statement above, it can be seen that the book contains a "curiosity" value where the instruction asks students to find and compare something.



## 5) Appreciativeness

Appreciativeness is an attitude towards appreciating other people's achievements and recognizing their strengths by using polite language (Hapsari, 2013). Appreciativeness is found on pages 02, 03, 04, 08, and 09. In these five pages, data on achievement scores are expressed about students and teachers congratulating a grader on the competition and exam results. The recorded grades are found in the conversation between the teacher, Lina and all of her classmates on page 2.



Picture 5 Appreciativeness (2018;2)  
Source : Siti,Yuli (Siti,Asep and Yuli,2018)

From the conversation, it can be seen that the teacher was appreciating one of her students in the class named Lina, for winning a storytelling competition, and was joined by Lina's friends who also congratulated her. So, this conversation contains an appreciation of the value of achievement.

## 6) Friendliness moral value

The friendliness moral value is attitudes and actions towards others through polite communication so as to create good collaborative cooperation (Hapsari, 2013). The friendliness moral value is found on page 11 of chapter 1, in a conversation between Udin and his father, and in a conversation between 2 students.



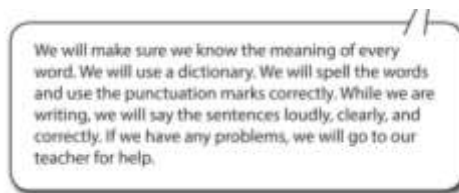
Picture 6 Friendliness moral value (2018; 11)  
Source : Siti,Yuli (Siti,Asep and Yuli,2018)

From the two conversations it can be seen that; first, Udin's father wished him a happy birthday and told him that he was very proud of Udin. Second, 1st boy

compliments 2nd boy saying that 2nd boy is running like a panther and it's awesome. So, the conversation contains communicative value.

#### 7) Love to read

Love to read is the habit of developing reading skills from a variety of information, including books, journals, etc., so as to bring out good character (Adams, 2011). Love reading the values found on 54 different pages and found both in the form of instructions and statements. All can be divided into several categories; Students are encouraged to use dictionaries, students read novels, and the last is students read the short explanation provided.



Picture 7 Love to Read (2018;148)  
Source : Siti, Yuli (Siti, Asep and Yuli, 2018)

From the statement above, it can be seen that the pages of the book contain the character "Love to read" where students will read the dictionary to help them.

#### 8) Social awareness

Social awareness is an attitude or action that reflects concern for other people and people who need it (Alvionita & Arifmiboy, 2021). The value of social awareness is found on pages 19, 101, 104, 109, 112, 124, and 125. In those three pages, concern for social awareness appears 11 times and is categorized into; Caring for a sick friend, caring for a crying baby, attending important family celebrations, enjoying family gatherings, interested in visiting an orphanage, caring for others, and planning to visit an orphanage. Concern for social values in the form the conversation appears in the conversation between Dayu and his friends on page 19.



Picture 8 Social Awareness (2018;19)  
Source : Siti, Yuli (Siti, Asep and Yuli, 2018)

From the conversation, it can be seen that Dayu's friends care about social attitudes. It was Udin who suggested washing food such as fruit and vegetables before consuming it, until Lina suggested Dayu to see a doctor for help. And they also plan to help Dayu get ready while her mother is still on her way home from work.

#### 9) Responsibility

Responsibility is a person's behavior in carrying out his duties and obligations properly related with himself, society, nation, and state or religion (Kusramadhani & Widyastuti, 2022). The value of responsibility is found only on page 89. There are three conversations that contain examples of responsibility. One example is talking about students being responsible for their homework.



Picture 9 Responsibility (2018;89)  
Source : Siti, Yuli (Siti, Asep and Yuli, 2018)

From the conversation, it can be seen that Dayu said that yesterday he went to Udin's house to return the magazines he had borrowed, but he did not find anyone at Udin's house. So, this conversation contains the value of the responsibility that Dayu has as a person who is responsible for what he has borrowed.

## DISCUSSIONS

The research reveals that English textbooks contain various character values, including religiosity, hard work, creativity, curiosity, appreciation, social awareness, and responsibility. These values are present in texts, instructions, and conversations, with the most frequent being the friendliness moral value (64 times), love to read (32 times), social awareness (11 times), creativity and hard work (8 times), appreciativeness (5 times), curiosity (4 times), and religiosity and responsibility (3 times).

The study found that the majority of these values appear in the form of texts, instructions, and conversations (Permendikbud, 2018). Religion is an attitude that describes an individual's closeness to their religion or belief, while hard work is the attitude of individuals who try their best to achieve their goals. Creativity is the ability to generate new ideas, innovative solutions, and original works with artistic, practical, or intellectual value. Curiosity is an intrinsic desire or mental urge to seek new knowledge, understand, or explore something new. Appreciativeness is a positive attitude and appreciation given to something or someone, emphasizing kindness, compassion, respect, and acceptance of others (Lickona, 2004). Love to read is a lifelong pursuit that can be nurtured and developed, enriching lives and expanding

horizons. It involves exploring various genres, discovering authors and topics of interest, and carving out time for regular reading. Social awareness is developing social awareness through ongoing learning, self-reflection, and exposure to diverse perspectives. Responsibility is cultivating responsibility involves self-awareness, self-discipline, and a commitment to personal growth (Weninger, 2018).

In conclusion, the research highlights the importance of understanding and incorporating character values into educational materials. By analyzing the character values present in textbooks and identifying activities that may suppress them, educators can better prepare students for life and contribute positively to society.

## **CONCLUSIONS**

Based on this study is the researcher found 9 types of characters values in English textbook "Think Globally Act Locally". These values include religiosity, hard work, creativity, curiosity, appreciation, friendliness moral values, love for reading, social awareness, and responsibility this book there are also 9 character values that are not included in this book namely honesty, tolerance, discipline, independence, democracy, patriotism, nationalism, peace making, and environmental awareness. this book already contains character values in it, although not all character values have been included in this textbook.

## **REFERENCES**

- Adams, A. (2011). The Need for Character Education. *International Journal of Social Sciences and Humanity Studies*, 3(2), 23–32.
- Adiyan, F. (2022). Analisis Isi Buku Teks Pelajaran Bahasa Inggris SMP Ditinjau dari Karakter Kejujuran dan Kedisiplinan. 2(1).
- Alvionita, S., & Arifmiboy, A. (2021). Character Education Values on Dialogue in English Textbook Entitle Bahasa Inggris Think Globally Act Locally. *New Language Dimensions*, 1(2), 102–110. <https://doi.org/10.26740/nld.v1n2.p102-110>
- Gailea, N., Syafrizal, S., Fargianti, Y., & Perdana, S. M. (2019). An analysis of character education of English textbook “Think Globally Act Locally” for eighth grade of junior high school. *Journal Edulingua*, 6(1), 1689–1699.
- Halim, R. A. et al. (2019). Upaya Guru Dalam Menerapkan Karakter Cinta Damai pada Siswa Sekolah Dasar Negeri 51 Kota Banda Aceh. *Open Journal Systems*. Vol 4 no. 2
- Hapsari, P. L. (2013). Character Education Values in Reading Section of E-English Textbook for Senior High School Students Grade Xi. *English Language Teaching Forum*, 2(1), 1-6 2252-6706. <http://journal.unnes.ac.id/sju/index.php/elt>

- Kementerian Pendidikan RI. (2018). Berita Negara. Peraturan Menteri Pendidikan Republik Indonesia Nomor 4 Tahun 2018, 151(2), 10–17.
- Kemendikbud. (2018). Permendikbud RI No 20 Tahun 2018 tentang Penguatan Pendidikan Karakter pada Satuan Pendidikan Formal. Permendikbud Nomor 20 Tahun 2018 Tentang Penguatan Pendidikan Karakter Pada Satuan Pendidikan Formal, 8–12. [https://jdih.kemendikbud.go.id/arsip/Permendikbud\\_Tahun2018\\_Nomor20.pdf](https://jdih.kemendikbud.go.id/arsip/Permendikbud_Tahun2018_Nomor20.pdf)
- Kusramadhani, S., Nirwanto, R., & Widiastuty, H. (2022). Moral Values in English Textbook: “Think Globally Act Locally.” In Project (Professional Journal of English Education) (Vol. 5, Issue 2). <https://doi.org/10.22460/project.v5i2.p344-353>
- Kusuma, H. A., & Apriyanto, S. (2018). Strategy on Developing English Learning Material for Specific Purposes. IJECA (International Journal of Education and Curriculum Application), 1(3), 39. <https://doi.org/10.31764/ijeca.v1i3.2144>
- Lickona, T. (2004). Why Character Matters by Thomas Lickona. 2, 3–30. <http://www.mtsm.org/pdf/WhyCharacterMatters.pdf>
- Miles, Huberman and Saldana. (2014). Qualitative Data Analysis A Method Sourcebook Edition 3. United States of America: SAGE Publications.
- Patton Michael Quinn. 2009. Metode Evaluasi Kualitatif. Yogyakarta: Pustaka Pelajar, Hal.41
- Permendikbud. (2016). Permendikbud Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016. 53(9), 1689–1699.
- Permendikbud. (2016). Permendikbud Menteri Pendidikan dan Kebudayaan Nomor 22 Tahun 2016. 53(9), 1689–1699.
- Prasetyo, A. M. F. (2017). Implementation of character values on tematik book in first grade in MIN Sukosewu Blitar. <http://etheses.uin-malang.ac.id/9522/%0Ahttp://etheses.uinmalang.ac.id/9522/1/13140055.pdf>
- Prayogo, E. R. (2022). Model Pembelajaran Drill And Practice untuk Meningkatkan Kualitas Pembelajaran Bahasa Inggris Materi Expression Of Congratulations pada Siswa Kelas IX B Di SMP Negeri 2 Bangsalsari Jember. Jurnal Simki Pedagogia, 5(1), 45–55. <https://doi.org/10.29407/jsp.v5i1.112>
- Sari, N. P., Muhayyng, M., & Korompot, C. A. (2022). An Analysis of Character Education Values in Year 11 Highschool English Textbook. Journal of Excellence in English Language Education, 1(2), 150–161.
- Serasi, R., Peransiska, L., & Hakim, M. A. R. (2022). Character Education Analysis Represented in English Textbooks for Secondary School Based on the 2013

- Curriculum in Indonesia. *Metathesis: Journal of English Language, Literature, and Teaching*, 6(2), 157–167. <https://doi.org/10.31002/metathesis.v6i2.273>
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, dan R&D, dan Penelitian Pendidikan)*. Alfabeta, 1–908.
- Suherdi, D. (2020). Towards The 21st Century English Teacher Education. *Jurnal Pendidikan Teknik Mesin Undiksha*, 4(1).
- Suryarini, D. Y. (2020). Evaluasi Buku Teks Bahasa Inggris “Stairway: A Fun and Easy English Book” Grade VI Elementary School. *Trapsila: Jurnal Pendidikan Dasar*, 1(02), 33. <https://doi.org/10.30742/tpd.v1i02.811>
- Utami, P. A. I., Rohmatillah, R., & Kholid, M. R. (2021). Character Values: What Are They and How They Are Integrated in English Textbook Texts? *English Education: Jurnal Tadris Bahasa Inggris*, 14(2), 106–130. <https://doi.org/10.24042/ee-jtbi.v14i2.9881>
- Weninger, C. (2018). Textbook Analysis. *The Encyclopedia of Applied Linguistics*, 1–8. <https://doi.org/10.1002/9781405198431.wbeal1489>
- Widyaningrum, W., Sondari, E., & Mulyati. (2019). Meningkatkan Kompetensi Profesionalisme Guru Di Abad 21 Melalui Pelatihan Pembelajaran Bahasa Inggris. *DEDIKASI: Jurnal Pengabdian Masyarakat*, 1(1), 35–44. <https://e-journal.metrouniv.ac.id/index.php/JPM/article/view/160>