

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

Based on the research findings and discussion, the English textbook "Bahasa Inggris: Work in Progress" for tenth-grade students has fulfilled the character Pancasila values, particularly in reading texts. These character values are formulated in the Pancasila student profile by the Ministry of Education and Culture in 2020.

In the reading texts, six dimensions of the Pancasila student profile were found. The dimensions of have faith, fear God Almighty, and have a noble character 6.4%, which includes religiousness, honesty, and love of peace; global diversity 31.9%, which includes tolerance, democracy, nationalism, patriotism, and responsibility; mutual cooperation 40.4%, which involves traits such as hard work, appreciation, being friendly/communicative, environmental awareness, and social awareness; independent 4.3%, which consists of being independent and disciplined; critical reasoning 4.3%, which includes curiosity; and creative 12.8%, which involves creativity. In the six dimensions of the Pancasila student profile, which have 18 characters, only 17 were found, while one character that was not found was reading interest. However, the character value of reading interest was not directly addressed in the textbook. Nevertheless, this character is implicitly implemented in school activities, such as visiting the school library to find materials or simply reading novels, magazines, etc.

The primary focus dimension of the English textbook was mutual cooperation, with a percentage of 40.4%. In addition, the main focus character in this textbook was creativity, with a percentage of 12.8%. The author's clear aim is to enhance students' creativity and students' politeness in their communication and cooperation with others. The content of this textbook focuses more on social issues, generating original ideas or actions, than on other topics. This emphasis can be seen in the characters and dimensions related to interpersonal relationships, highlighting the priority given to students' roles as social beings.

Moreover, the integrating technique of explicitly is more dominant in the text of this book. Out of the 47 characters found, the integrating technique of explicitly show (51.1%) more dominant, while the amount of implicitly show (48.9%). This indicates that the implementation of character values is easy to discover, as the characters are predominantly integrated directly and appropriately aligned with the topic. This not only facilitates students' understanding but also helps them think critically and understand the implied meaning.

## **5.2. Suggestion**

On this occasion, the researcher would like to give some suggestions that might be useful for the teachers, the next researchers, and the authors:

1. For the teachers: It is recommended that teachers become more selective in choosing textbooks, instructional materials, and activities available in textbooks for use in the teaching-learning process. Furthermore, if teachers have not yet found textbooks whose reading

texts have been analyzed for character Pancasila values, they are expected to be creative in developing and designing reading materials that incorporate character Pancasila values. Additionally, teachers are encouraged to be more creative in finding various ways to integrate character Pancasila values into the learning process and effectively convey these values to students.

2. For the authors: Authors should consider whether the character Pancasila values align with the Merdeka Curriculum, especially in relation to the reading texts. They should also consider improving the content of textbooks to include more current information. This will facilitate students in applying the character based on updated topics, making it easier for them to acquire character values.
3. For other researchers: This research only focuses on analyzing the texts of one English textbook from the Merdeka Curriculum entitled "English: Work in Progress" for tenth grade. Future researchers are expected to analyze other textbooks for the same or different classes. They can make this research as additional information or reference.