CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

Referring to the discussion of the research in the previous chapter, the researcher comes to this following conclusion:

1. From those 18 characters, hard working character is the most dominant with the percentage of 19.04%. Meanwhile, democracy and love to read characters stand in the lowest position with 0%. The percentage of tolerance, honesty, discipline and environmental awareness found in reading text was 2.38 %. The percentage of religiousness, creativity, independence, curiousity, nationalism, and friendly/communication found in reading text was 4.76 %. The percentage of patriotism, love of peace and social awareness found in reading text was 7.14 %. . The percentage of appreciation was 9.52% , and responsible was 11.90%.

2. Furthermore, this research also studies the techniques of integrating characters in the texts of English Textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X*. Techniques of integrating characters that are found in the texts consist of two techniques, namely explicitly with 42.85% and mostly by implicitly technique with 57.15%.

B. Suggestions

By considering the conclusion mentioned above, the writer formulized some suggestions as follows:

1. For teachers who use English textbooks: They are expected to be more selective in choosing books or instructional materials and activities that already exist in the textbook for the application in the classroom. Teachers should be able to raise or deliver characters of character education in the material or activity explicitly. Teachers can apply contextual and cooperative learning so that these characters can be integrated optimally.

2. For other researchers who want to conduct relevant research: This research is only focused on analysing the texts of one English textbook of Curriculum 2013. It will be better if other researchers who want to conduct relevant research can analyse other textbooks for the same or different grades and also analyze the implementation of the characters in the teaching learning process. They can make this study as additional information or reference.