"Strengthening the Capacity of Research and Practices on English Linguistics, Literature, and Education"
Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education
The 4th ELITE 2016
International Conference
Faculty of Educational Sciences
Syarif Hidayatullah State Islamic University of Jakarta

“Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education”

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Assalamu’alaikum Warahmatullah Wabarakatuh

Dear participants,

It is with pleasure that we present the full papers and abstracts of the 4th Elite International Conference. This fourth annual conference, entitled “Strengthening the Capacity of Research and Practices on English Linguistics, Literature and Education” is hosted by Faculty of Education and Teacher training, State Islamic University (UIN) Syarif Hidayatullah Jakarta at Auditorium Harun Nasution From 18-19 October 2016.

In order to make the information and ideas presented at the conference promptly and widely available, participants in the conference were invited to submit written papers based on their presentations for printed proceeding publication. Each paper submitted for consideration was peer-reviewed by team of scholars who were asked to provide a scholarly judgement on the paper’s suitability for publication. Owing to the fact that published conference papers should be a direct reflection of the presentation and subsequent at the conference, papers were either accepted or rejected in the form which they were submitted; there was no process of revision in response to comments by the team. A total of approximately 100 papers were accepted for publication under these procedures. Each paper represents a substantial contribution to the advancement of education, ranging from philosophical and conceptual ideas to practical and pragmatical issues on English education.

The committee of the conference would like to especially thank to the rector and vice rectors, and the dean and vice deans for their support and also to acknowledge the contribution made by all the participants. Without all the supports and contribution, this conference would have been far too great to be successful.

Enjoy reading these proceedings and we hope that they the contributors contribute further to the advancement of ideas around work of English linguistics, literature and education.

Wassalamu’alaikum Warahmatullah Wabarakatuh
WELCOMING ADDRESS FROM THE DEAN

Assalamu’alaikum Warahmatullah Wabarakatuh

Dear participants,
I am pleased to welcome you all: invited speakers, presenters and participants of the 4th International ELITE conference. Welcome to this wonderful campus, and welcome to Jakarta, precisely to Ciputat, for those coming from other cities and also from abroad. I hope you enjoy your visit while presenting your papers at the conference.

The special part of this conference lies on the theme and the organization of the conference. Concerning the theme, we emphasize the importance of research and the share of best practices in English Linguistics, Literature, and Education. We expect that this conference will enable us to improve not only our teaching approaches but also our research capacity so that we can deliver research-based teaching and learning processes. Moreover, the teaching of English linguistics, literature and education, especially in the context of Islamic universities, both in majority and minority situations, has a lot of interesting issues to discuss, ranging from philosophical and conceptual ideas to practical and technical issues.

Concerning the organization, this conference is special because not only the Faculty of Educational Sciences and the Department of English Education but also ELITE Association is involved in organizing this great conference. ELITE is the Association of English Linguistics, Literature and Education lecturers of all Islamic Universities under the Ministry of Religious Affairs. ELITE is right now a four-year baby which needs support from various parties to grow healthily.

As the Dean of the Faculty of Educational Sciences of Syarif Hidayatullah State Islamic University (or better known as UIN Jakarta), I would like to thank our invited speakers: Prof. John Macalister, Prof. Adrian Rodgers, Dr. Atiq Susilo, Prof. Jamaluddin Idris, Mr. Indra Charismiadji, Dr. Agus Indarjo, Dr. Didin Wahidin, and Dr. Jillian S. Haeseler.

I would also like to thank all presenters and participants, whom I am sure will share their invaluable thoughts, research findings, and experience and make the discussion in this conference rich. My deepest thanks also go the committee who has worked very hard to make this international conference possible. Finally, I hope this conference will produce significant contribution to advancement of knowledge in the field of English and strengthen our collaboration. I wish all of you enjoy the conference.

Wassalamu’alaikum Warahmatullah Wabarakatuh
WELCOMING ADDRESS FROM THE CHAIR ELITE

Assalamu’alaikum Warahmatullah Wabarakatuh

Dear participants,

On behalf of ELITE, the association of English Linguistics, Literature and Education lecturers, I would like to devote a warm welcome to all of our distinguished guests, honourable government officials, outstanding keynote speakers, ELITE delegates all over Indonesia, great presenters around the world and noble participants to this fourth ELITE International Conference 2016.

Having this conference run smoothly, the most sincere gratitude should go to Prof. Kamarudin Amin, the Director General of Islamic Education under the Ministry of Religion Affairs, for his total support to our association, ELITE, which has achieved a tremendous success in collaborating all of English lecturers from Islamic institutions in Indonesia. Since this academic program is also closely related to the Ministry of Research, Technology and Higher Education as our mutual partner in boosting the national education quality, the incomparable gratitude will be devoted to Dr. Didin Wahidin as the Director of the Department of Education and Student Affairs and Dr. Agus Indarjo, the Secretary General of Directorate General of Higher Education, Science and Technology for their brilliant academic guidance in supporting our academic programs.

Starting on a noble goal, that is to give contribution to developing the English Education in this country and global world, I would like to express the highest level of gratitude to Mr. William S. Little on behalf of Regional English Language Office (RELO) for his enthusiasm in showering us with his tremendous help, in which one of them, to make a great English language specialist, Dr. Jillian Haeseler, present in this conference. Besides, this conference becomes more eminent because of the presence of many researchers of excellent worth such as Prof. John, Adrian Rogers, Dr. Atiq Susilo, Prof. Jamalludin Idris, Dr. Indra Charismiadji and other undefeatable presenters who will share their quality academic perspectives.

Since this conference is the accumulation of enormous efforts from many people, I would also like to express my deepest gratitude to Prof. Dede Rosyada on behalf of Syarif Hidayatullah State Islamic University, Jakarta, as the host for this year conference, for the endless endeavour to make this conference run successfully.

Distinguished guests, I would like to end by expressing my sincere wishes the utmost rewarding conference and looking forward to your suggestions since I believe that the discussions being shared in this conference will greatly contribute to our global effort to develop a quality English language teaching as a password to get an important role in this global world. Thank you for making this dream come true.

Wassalamu’alaikum Warahmatullah Wabarakatuh
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Humanistic Values In English Textbooks For Junior High School
Sri Arfani And Alek

The Efforts To Civilize English Literacy Through Local Wisdom Of Batak In State Islamic University Of North Sumatra
Tien Rafida
Abstract: English textbooks for junior high school have been scrutinized by many researchers in many aspects. However, the humanistic values is one aspect that has not been investigated as thoroughly. Humanistic value investigation is a valid and important aspect to be investigated. The purpose of this study was to evaluate and describe traits that represent humanistic values contained in some of the EFL textbooks for junior high schools. The method of this study was descriptive content analysis. Data was collected was pursued based on unit analysis, identification, coding, and classification. The procedure of data analysis and interpretation adapted pattern made by Phyllip Myring. Finding shows that: 1) Humanistic values in the themes of learning in EFL textbooks of junior High school: (a) optimistic value and freedom has the same number are 45%, (b) freedom value is 21%, (c) social value equation respectively 20%.2) Humanistic values in language skills in EFL textbooks of junior High school: a) freedom values 41%, b) Social 25%, and c) Optimistic 24%. Based on the result above, the conclusion that humanistic values in textbooks for junior high school consists of five, namely freedom, equation, brotherhood, optimistic and social values. Referring to these respects, it can suggested that investigation about humanistic values in EFL textbook is mostly needed and should be done continuously in order to reveal any values which are useful for the students and the teacher in fostering their awareness of the textbooks’ content.

Keywords: English school textbook; humanistic values.

Introduction

English as a foreign language in Indonesia, is being taught in primary school as a local content subject so that children can recognize and practice English early. In high schools, both junior and senior high school students; English is a compulsory subject to master. This subject is also one of the subjects given in the final examination.

Globalization has many Indonesians worried about their society and the possibility of forgetting our nation character. Indonesia has many social problems. For example
immoral case such as killing, raping, free sex, abortion, drug, even criminal act that is done by teenagers. As the fifth biggest population in the world, Indonesia needs great number of human resources with good quality to main support in positive nation building.

Textbooks, are one of many materials which are frequently used in teaching learning processes. It is one knowledge source which should be the easiest to obtain and used as one of the many aids to assist the students in acquiring clear concepts of subject matter.

Used in schools throughout Indonesia, the textbook is expected to promote humanistic values to students. The writers of the book have the opportunity to promote them since schools are the best place to learn academic and humanistic values. As the example, Indonesia is very rich in customs, so promoting local wisdom is potentially to make. The students can learn humanistic values from the appearance of folklore, for instance. The questions and instruction given by the textbook can lead the students' and examine their point of view to respond certain stories. Other sources to promote humanistic values in the textbook can be found in dialogs, monolog, written exercises, or even instructions. For instance, the textbook involves a topic about showing sympathy. The given situation which requires expressing sympathy can be observed in terms of how the students can express their feeling when they face certain situations. The provided expressions in the textbook will influence the students’ characters when they face the similar situation in their real life. Whether the provided feeling is positive or not also affects the students' character development.

According to (Buckingham 1958: 15—23) that “text book is a learning tool that is commonly used in schools and higher education to support a teaching learning process." Halliday says that language is able to influence people by means of wordings (2004). The choice of words to form meaningful written utterances in the textbook clearly reflects the writers' attention to certain issues, which issues are paid attention most and which are not. Language can influence people, so the chosen wordings in the textbook can influence the readers, particularly students, on how to give attitudes towards the issues presented in the textbook.

Eyre state that (1995)“ by values we mean the standards of our actions and the attitudes of our hearts and minds that shape who we are, how we live, the choices we make, and how we treat other people” Nagarazan states (2006)“A value is defined as a principle that promotes well-being or prevents harm.” Another definitionis: Values are our guidelines for our success—our paradigm about what is acceptable.”
According to Marrion Williams and Robert L. Burden (1997) "Humanistic approaches emphasize the importance of the inner world of learner and place the individuals Thoughts, feelings and emotions at the forefront of all human development. Samani and haryanto (2011) said " humanistic values or humanity ( humanity ) is a quality that shows how to behave as a human by always being a good act and well behave.

According to Carlos Lamont (1997) “Humanism thus derives the goals of life from human need and interest rather than from theological or ideology abstractions, and asserts that humanity must take responsibility for its own destiny” Humanistic values aspect

**Freedom Values**

According to Franklin Delano Roosevelt, the 23rd president of America in Paolo Freire (state that Freedom consist of four namely: 1) Freedom of speech, (2) freedom of religion, 3) freedom from want and (4) freedom from fear. Russel (1995) said "The nature and conditions of human freedom and moral responsibility are matters of perennial philosophical importance and controversy.”

Detmer (1988) said …"freedom is both starting point and ultimate goal. his arguments for the freedom of consciousness,…“

**Equation Values**

Steven Frederik Harkamp (1993) states that” It reminds us that equation is one ideal among others and that, although equation diverges from fraternity and liberty, it is linked up with them. Equation and liberty just as fraternity arose as ideals in an era in which the idea of a strict hierarchical society in which everything had its own divinely ordered place in one common world was declining.” Tilaar said (2006) “ man becomes human only in community with other human beings"

**Brotherhood Values**

According to Lickona (2013)” when people love good, they take pleasure in doing good”.

Richard Eyre (1995) said “Respect for life, for property, for parents, for elder, for nature and for the beliefs and right of the others; courtesy, politeness and manner; self-respect and the avoidance of self-criticism.

**Optimistic Values**

According to Goleman (1996) Optimistic is an attempt of self-defense on a person so, they do not like of ignorance, despair , and depression when facing a problem.
Lopez dan Synder dalam Ghufron dan Risnawati (2010) said optimistic is an expectation that there are individuals that everything will work towards goodness.

**Social Values**

According to raven (1997) that” social values are set of society attitude considered as a truth and it is become the standard for people to act in order to achieve democratic and harmonious life” Young said in Zubaedi (2014) that “The social values are assumptions that abstract and often not aware of what is right and what is important”. Some similar studies have been conducted by Jolanda Hulda Debora Pilongo (2013) on Humanistic values in the poem Anthology “Tebaran mega” by Sultan Takdir Aliljahbana; an analysis on structural Genetic Approach, From the Analysis, it found that the theme of all the poems is life “whereas the feelings expressed sadness and condolences. The tone of all the poems was the realization that everything in the world is the creator’s property. While humanistic values conveyed by these poems are: the total meaning, the author’s world, the structure of text, and the social structure. Implication of this research, that the anthology of poems “Tebaran Mega” is recommended as the instructional material to learn about human being and humanism values in literature subject, it teaches the students to appreciate human being and human values.

Another research on content analysis is Muhammad Sidiq (2010) who examined Humanism in Lyrics of Iwan Fals’s song: a Critical Discourse Analysis. From that Analysis, he found that the analysis of the textual and intertextual aspect revealed that in expressing humanitarian messages, iwan fals employed unique dictation and style, and presented social critics as the dominant theme of this songs. The analysis of the discursive practice revealed patterns of productions distributions, and consumptions of his songs as textual discourse circulated in other of discourse between musical industry and society. Sometimes he represented himself with the marginal class society, coming face to face with the government to voice justice, equation, freedom and prosperity which he believed to be ways to happiness. Another humanity messages represented in the lyrics’ is good relationship between human beings, between human being and the god, and between human beings and the nature.

The results show the values of conducting research on song lyrics for this dissertation, particular those containing good moral messages, for they may contribute to, among others, the development of early childhood education.
Methodology

The objective of this research was to obtain a deep understanding of humanistic values in the themes of learning, and Language skills in English school textbooks of junior High schools south of Jakarta. This research use descriptive method and the analysis of data was content analysis. The data were taken from Two English textbooks for VII, VIII, and IX namely *Scaffolding* by Joko priyana, Riandi, dan Anita P. Mumpuni, and *English in Focus* by Artono Wardiman, Masduki B. DJahur, dan M. Sukirman Djasma. The book was published by Pusat Perbukuan Departemen Pendidikan Nasional in 2008. To initiate the analysis, the clauses in the books are broken down into those containing humanistic values. From the observation, there are four values mentioned: Freedom, equality, brotherhood, and Optimism, that are social humanistic values. Data was collected through perusing based on unit analysis, identification, coding, and classification. Using The procedure of data analysis and interpretation adapted pattern made by Phyllip Myring.

Results And Discussion

Humanistic Values Found in the Textbook; There are four domains of humanistic values found in the English textbooks for junior High school. The values represent Freedom, equality, brotherhood, and optimism. To summarize the appearance of the four values, clauses in the textbook covering them are counted and grouped so that it can be concluded whether or not the textbook presents equal domains and promotes humanistic values proportionately. In the textbook, the appearance of those three domains can be summarized in the Table 1 below.

<table>
<thead>
<tr>
<th>Text</th>
<th>Economic</th>
<th>Education</th>
<th>Health</th>
<th>Culture</th>
<th>Social</th>
<th>Divinity</th>
</tr>
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<tbody>
<tr>
<td>Monolog</td>
<td>21</td>
<td>12</td>
<td>12</td>
<td>11</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Dialog</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Exercise</td>
<td>7</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>19</td>
<td>26</td>
<td>21</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 1. Humanistic Values in the themes of learning in the Textbook
Humanistic Values in the themes of learning in the Textbook

From the observation, there are 132 clauses which contain humanistic values. Those clauses are found in various forms, including the monolog, dialog, and exercises. From the table above it can be found that the value of humanism are dominated in English textbooks of junior high school they are: monolog. For monologue data based on the six themes to 52% or 68., the second dominated followed by dialogue data as much as 26% or 35., the third is exercise data to 22% or 29. The following is the amount of data can be seen based on the type of text presented in Graph 1 below.

Based on the graphs above. it can be found that the monolog data is 52 percentage, and the dialog data is 26 percentage, and the exercise is 22 percentage.

Table 2. Summary of Humanistic Values in the themes of learning in the Textbook

<table>
<thead>
<tr>
<th>No</th>
<th>Domains of humanistic values</th>
<th>Number</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Freedom</td>
<td>28</td>
<td>21%</td>
</tr>
<tr>
<td>2</td>
<td>Equation</td>
<td>8</td>
<td>6%</td>
</tr>
<tr>
<td>3</td>
<td>Brotherhood</td>
<td>11</td>
<td>8%</td>
</tr>
<tr>
<td>4</td>
<td>Optimistic</td>
<td>59</td>
<td>45%</td>
</tr>
<tr>
<td>5</td>
<td>Social</td>
<td>26</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>148</td>
<td>100%</td>
</tr>
</tbody>
</table>
Table 3. Humanistic Values aspect in the themes of learning in the Textbook

<table>
<thead>
<tr>
<th>No.</th>
<th>Humanistic Values Aspect</th>
<th>Freedom values</th>
<th>Equation values</th>
<th>Brotherhood values</th>
<th>Optimistic values</th>
<th>Social values</th>
</tr>
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<tbody>
<tr>
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<td>Religious</td>
<td>9</td>
<td></td>
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<tr>
<td>2</td>
<td>Independent</td>
<td>11</td>
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<td></td>
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</tr>
<tr>
<td>3</td>
<td>Hardworking</td>
<td>6</td>
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<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Honest</td>
<td>2</td>
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<td>Tolerance</td>
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<td>6</td>
<td>Democratic</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>7</td>
<td>Courtesy</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>8</td>
<td>Empathetic</td>
<td>6</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Friendship</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Exemplary</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Responsible</td>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Respect other</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Braveness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>
From the observation, there are 132 clauses which contain humanistic values. Those clauses are found in various forms, including the monolog, dialog, and exercises. From the table above it can be found that the five values of humanism dominated in English textbook of junior high school are: the first position is optimistic values which amounted to 45% or 59, the second dominated followed by the freedom values to 21% or 28, the third social value of 20% or 26, The fourth position is the value of brotherhood 8% or II, and the last position is the value of equation 6% or 8.

From the table above it can be shown that the values of freedom that dominates is the value of independence to 8.3% II data, for the value of equation that dominates is the value of empathy 4.5% or 6. In the values of brotherhood that dominates is the value of respect to other 3% or 4. While the value optimistic that dominates is the curiosity value of 30% or 41. The social value is dominated by the value of environmental care 12% or 16. However, from all aspects of the humanistic values that dominate the books of English lessons is the value of curiosity out amounted 30% or 41.

In conclusion, based on the result above, the first dominated by optimistic values is curiosity value to 30% or 41 data, it means that With this optimistic value intended that students always have high spirit and motivation in learning, then curiosity aims to enable students that are always working to find out more deeply something that is learned. and the second of Freedom values namely independence to 8.3% II data. It means, the students can learn independently both in class and at home. Thus, students can be strong in the face of competition in life because of their independence and the third is equation values amount of empathy to 4.5% or 6 data. It means the student must have a sense of empathy. Students are taught to have an attitude that is able to feel what others
feel, both happy and sad feelings. Thus, a sense of social concern arises from the students who built a social life in the classroom runs regularly.

Humanistic values in the language skill in English school textbooks of junior High school.

There are five domains of humanistic values which were found in the language skill in English school textbooks of junior High school.

The values are about Freedom, equality, brotherhood, optimism and social values. To summarize the appearance of the four values, clauses in the textbook covering them are counted and grouped so that it can be concluded whether or not the textbook presents equal domains and promotes humanistic values proportionately. In the textbook, the appearance of those three domains can be summarized in the following table.

Table 4. Humanistic values in the language skill in English school textbooks of

<table>
<thead>
<tr>
<th>Text types</th>
<th>Humanistic Values in the Language Skill in English School Textbooks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Listening Skill</td>
<td>Speaking Skill</td>
</tr>
<tr>
<td>Monolog</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Dialog</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Exercise</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>55</td>
</tr>
</tbody>
</table>

jun. From the table above, it can be shown that the percentage of each of the number of text types. For this type of monologue text as a whole amounted to 49 data, for dialog text is 34 data, and for exercise is 79 data. So the entire data amounted to 162. The following graph depicts the percentage of each type of text:
Based on the grafik above, it can be shown that the first dominated by the exercise is 49% or 79 data, the second dominated by monolog is to 30% or 49, and the last dialog is to 21% or 34 data.

Table 5. Summary of Humanistic Values in the Textbook

<table>
<thead>
<tr>
<th>No</th>
<th>Domains of humanistic values</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Freedom</td>
<td>61</td>
<td>41%</td>
</tr>
<tr>
<td>2</td>
<td>Equation</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>3</td>
<td>Brotherhood</td>
<td>7</td>
<td>5%</td>
</tr>
<tr>
<td>4</td>
<td>Optimistic</td>
<td>35</td>
<td>24%</td>
</tr>
<tr>
<td>5</td>
<td>social</td>
<td>37</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>148</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Table 6. The accumulation of each humanistic Values

<table>
<thead>
<tr>
<th>No</th>
<th>Humanistic values aspect</th>
<th>Humanistic values</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freedom values</td>
<td>Equation values</td>
</tr>
<tr>
<td>1</td>
<td>Religious</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Independent</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>Work hard</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Honesty</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Tolerance</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Democratic</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>Courtesy</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Empathetic</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>friendship</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>Exemplary</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Responsible</td>
<td>2</td>
</tr>
</tbody>
</table>
From the result of investigation, there are 162 clauses which contain humanistic values. Those clauses are found in various forms, including the monolog, dialog, or exercises. The five domains of humanistic values in the textbook appear in different portion. Table 1 above shows that the first dominating is the Freedom values namely independent values to 41% or 45. It means, the students can learn independently both in class and at home. Thus, students can be strong in the face of competition in life because of their independence. The second position is the social value of cooperation amounted to 20.27% or 30. The social values aim to enable students to interact in the community well, and the value of cooperation so that students can work with others to achieve goals. The third dominating position is optimistic curiosity value amounted to 18.24% or 27. With this optimistic value intended that students always have high spirit and motivation in learning, then curiosity aims to enable students are always working to find out more deeply something that is learned.

The fourth dominating is a equation values that democracy 5.4% or 8, this value is intended that students be able to think and act to have the same rights and obligations of herself to others. The last position is the fraternity/ brotherhood values that is friendly, amounting to 5% or 7. The purpose of friendly value that students have the attitudes and actions like and happy to talk with others.
In summarize, Based on the graph it can be said that the values of freedom has dominated of humanistic values that appear in language skills. The second dominated is social values. Thus, language skill, the author tries to integrated freedom values and social to the students to always have a good and positive character in conducting learning activities and social life. The textbook was designed for junior high school, As a result, the textbook present the values about The positive expressions in the textbook indirectly influence the students’ point of view when they face similar situation as in the daily life, in short, the textbook is in an attempt to build positive characters to the students.

Conclusion

The Findings show that: 1) Humanistic values in the themes of learning in English school textbooks of junior High school: (a) optimistic value and freedom have the same number 45%, (b) freedom value is 21%, (c) social value equation respectively 20%. 2) Humanistic in language skills: a) freedom values 41%, b) Social 25%, and c) Optimistic 24%. Based on the result above, humanistic values in textbooks for junior high schools consists of five, namely freedom, equality, brotherhood, optimism and social values.

Suggestion

Referring to these respects, it can suggested that investigation about humanistic values in EFI textbook is mostly needed should be done continuously in order to reveal any values which are useful for the students and the teacher in fostering their awareness of the textbooks’ content.

References


Mayring, Philip. 2014. *Qualitative Content Analysis: Theoritical foundation Base Procedures and Software Solution*. Klagenfurt, Austria.


