

The Exploration of Character Values in Pictorial Storybooks as an Alternative English Reading Book Material for Elementary School Students

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1. Abstract

Literature could be used to instill the characters of students from an early age. On the other hand, there has not been sufficient research on character values in English literature for the elementary education level. Therefore, the purpose of this study is to describe the character value in pictorial storybooks as alternative English reading books for elementary school students. This research used descriptive qualitative methods so the data gathered are in the form of words, phrases, and sentences. The researcher used five pictorial storybooks entitled "Art for All", "The Happiness Project", "Rebecca, The Maasai Change maker", "To Clean a Creek", and "Project Moo" as data sources. The data was analyzed by employing an interactive analysis model consisting of data condensation, data displaying, and data conclusion/verification. The results showed that there are 11 character values, including tolerance, hard work, creativity, independence, curiosity, achievement appreciation, friendly/communicative, peaceable, fond of reading, environment and social care. The implication of this research is the presence of opportunity for teachers to utilize those five storybooks as additional reading materials for students as a means to instill the character. For other researchers, they could explore the characteristic values in different theme literature works in English language.

Keywords: *character building, pictorial storybooks, English, elementary school*

2. Introduction

The use of English is increasingly widespread in the globalization era. It is undeniable that English carries different cultural elements from the native cultures of Indonesia. In this case, strengthening national identity needs to be improved in various sectors, including education. Integration of character building in learning becomes one of efforts to form the students according to their national identity. Therefore, government needs to formulate 18 characters which need to be instilled through education, including religion, honesty, tolerance, discipline, hard work, creativity, independence, democratic, curiosity, spirit of nationality, love of the motherland, appreciation achievement, friendly/communicative, peaceable, fond of reading, environment care, social care, and responsibility (National Ministry of Education, 2010).

The efforts to instill character and moral values for students are advisable started at the elementary education level (Sze, 2014). This could be supported by the use of learning materials which has character values so the teaching practices could be optimized (Agboola&Tsai, 2008). On the other hand, there are several obstacles in using elementary school teaching materials to integrate character values, including in learning English.

The first obstacle was revealed by Ling (2015) which showed that most of the teachers focused on English grammar mastery by the students and taught it explicitly. Teachers even lack communication skills, both oral and written. Another obstacle is giving synonyms of new vocabularies that the students need to memorize it. Nonetheless, it is considered less stimulating for vocabulary mastery (Poole, 2005) because students do not understand the synonym based on built context. In addition, teachers also tend to provide materials in the

form of plenty exercises. It is doubted that this does not suit the needs of the students (Graves in Anjaneyulu, 2014).

In general, the obstacle in integrating the character values in learning English at elementary school is due to the tendency of the teachers which focus on linguistics aspects. One of the alternative solutions is literature usage in language learning. To date, both are considered not related so they are studied separately. In fact, literature has relevant values to the life of the students to support character building (Edgington, 2002), including tolerance for cultural diversity (Pattanik in Tarman&Tarman, 2011) and its cultural reflection through various perspectives (Hefflin& Barksdale – Ladd in Iwai, 2013).

The utilization of elementary school teaching materials to integrate the characters becomes the background of a number of previous studies. Those researches are about analyzing the character values in elementary school textbooks. The results of the research showed that there were 13 character values in 5 short stories in theme 8 class IV student book (Apfani&Ardiansyah, 2021); 14 character values in short stories theme 7 class IV 2013 curriculum thematic books (Khotimah, Ngazizah&Ratnaningsih, 2022); 8 character values class I 2013 curriculum thematic book (Sobri, Nursaptini, Novitasari, Widodo &Anar, 2020); 7 character values in theme 8 class III students book (Jendriadi, Fitri, Apfani, Rahmi Anwar, Oktavia, Ismira&Taufik, 2021); and 4 character values in class IV students book (Jamaludin, Awiria, Sudrajat&Prawira, 2021).

Those research aimed to describe the character values in Indonesian language short stories in elementary school textbooks. Exploration of character values in English text is shown in other research. The results of those research showed that there were 16 character values in class I junior high school English textbooks (Hirdayu, Anwar &Hidayat, 2022); there

are 17 character values in class III senior/vocational high school English textbooks (Wardani, Tasnim&Eko, 2019). 12 character values in English textbooks for grade I junior high school (Samsu, Andi, Sadapotto, Hanafi, Burhari, Nadirah, Hermansyah&Rahmayanti, 2022); there are 14 character values in English textbook for grade II senior high school students (Sari, Muhayyang&Korompot, 2022); and 18 character values in English textbook for grade I junior high school students (Aminingsi, 2021).

The studies of previous research indicated that there has been no research on the analysis of character values in English textbooks for elementary education level as supplementary reading materials. Reading activities are regarded have benefits to support careers, satisfy academic demand, and entertain students (Harmer, 1998). In addition, reading is needed to support listening and speaking skills because it opens the chance to predict the content, listen and discuss the content of the text (Harmer, 2007) as well as the needed language model to develop the writing skills (Harmer, 1998).

Based on this background, this research aims to describe the character values exist in five pictorial storybooks written in English. The selection of pictorial storybooks is supported by a number of benefits, such as increasing the motivation of the students to read, visualizing literacy skills, training the students to comprehend the stories from various perspectives (Oktarina, Hari &Ambarwati, 2020), helping the students to understand new vocabularies (Rahman & Chiu, 2022), and increasing English vocabulary mastery (SusilowatiIfadah&Mulyadi, 2019). This research is hoped could be used as an alternative supplementary reading materials for elementary students to practice language skills and character cultivation.

3. Methods

3.1. Participants and context

This research used a descriptive qualitative method so the gathered data is in the form of words, pictures, and not numbers (Moleong, 2005). Data in this research are in the form of words, phrases, and sentences.

3.2. Material

The researcher used five pictorial storybooks as the object of the research. The storybooks were written by Olivia Wood and produced in partnership with Ashoka and Worldreader. The five pictorial storybooks have purpose to inspire the children could be agents of change and full of character values. The intended pictorial storybooks entitled "Art for All", "The Happiness Project", "Rebecca, The Maasai Change maker", "To Clean a Creek", and "Project Moo".

3.3. Data Collection and analysis

The obtained data is then analyzed by employing an interactive analysis model which consists of data condensation, data presentation and data conclusion/verification (Miles, Huberman & Saldana, 2014). In data presentation, it is used abbreviations of the book titles, for example, "Art for All" is abbreviated as "AfA" and followed by the page where the quote is found.

3.4. Limitations to the Study

Nonetheless, the results of this study have not described the impact of character values

on broader scope. Further research is expected to explore the perception of students and English teachers as the impact of found character values.

4. Results and Discussion

a. Results

1) Story Synopsis

a) Art for All

Amira has concerns about refugees in Egypt who find it difficult to adapt to their new environment. She asked many questions about refugees to her teachers and classmates who come from Syria. Coincidentally, she has skills in art. Then, she sets up art classes for refugee children and native Egyptians to blend in. They show each other their arts and local cultures from their regions. With ideas from Amira, the refugees feel loved and accepted in their new environment.

b) The Happiness Project

Apoorvi feels sad because her beloved sister, Riya, is suddenly depressed. She becomes rarely talks, laughs, looks gloomy, and often be aloof. She always gets support of her father, mother, younger siblings and counselors at her school. Finally, she could recover from her depression. Then, Apoorvi initiates to help children who have mental health issues and do not have counselors at their schools. She and Miss Anika, her school counselor, conduct a survey intended for students from other schools. It turns out that there are not a few of them have mental health issues. Finally, teachers realize this and start to provide understanding and guidance on mental health at the end of school hours.

c) Rebecca, The Maasai Change maker

Rebecca is a child who comes from Kenya. She is worried about climate change in her neighborhood because it causes poor harvest yields and the death of livestock. Rebecca tries to change the situation by gathering information on climate change through her teachers and books at the school library. Rebecca invites her classmates and the Maasai community to save the environment. Then, they move to plant trees in their yards.

d) To Clean a Creek

This story tells about Rhenan who has concern about the condition of the Araguaia River, in Brazil. The river is very dirty because it is full of garbage so it threatens the sustainability of the ecosystem in it. He finally invites adults around him to clean the river to save the ecosystem.

e) Project Moo

Ara, a child from Indonesia is visiting two cattle farms with her parents. The conditions of both cattle farms are different. The first cattle farm is very clean and the cows there produce a lot of milk. It is contrary to the second cattle farm which is dirty, stink, and full of flies. The produced milk is also few. Then, Ara asks the first breeder to teach good farming to the second breeder. Ara hosts an event to unite the first and second breeders. Finally, the second breeder can produce a lot of milk.

b. Character Values in Pictorial Storybooks

Based on the results of the exploration of pictorial storybook entitled "Art for All", "The Happiness Project", "Rebecca, The Maasai Change maker", "To Clean a Creek", and "Project Moo" it was found that there are 11 character values, and those are tolerance, hard work, creativity, independence, curiosity, achievement appreciation,

friendly/communicative, peaceable, fond of reading, environmental care, and social care. Those character values are presented in the table below.

Table 1. Character Values in Pictorial Storybooks

No	Character Values	Titles of Pictorial Storybooks				
		Art for All	The Happiness Project	Rebecca, The Maasai Changemaker	To Clean a Creek	Project Moo
1	Tolerance	page 7				
2	Hard work		page 11	page 3		page 3
3	Creativity	page 10 page 12				
4	Independence		page 16		page 7	
5	Curiosity	page 4 page 7 page 8		page 5		page 4
6	Achievement Appreciation	page 15	page 15	page 12	page 10	page 10
7	Friendly/ Communicative	page 12 page 13				
8	Peaceable	page 8 page 15				
9	Fond of reading			page 6		
10	Environmental care			page 7 page 9 page 10 page 11 page 12	page 5 page 7 page 8 page 9	
11	Social care	page 11	page 6 page 7 page 11 page 14			page 7

1) Tolerance

The character value of tolerance is in the storybook entitled "Art for All". This is shown in the following quote.

Rama loved to sing and dance with her friends in Syria. Amira listens while Rama talks about her family's culture and traditions (AfA, p.7).

Amira, who is a native Egyptian, shows her tolerance toward Rama, a refugee from Syria. She appreciates Rama's culture which is different from hers.

2) Hard Work

The hard-working character is shown through the attitude of Rebecca, Apoorvi, and Ara in leading their own life. Following is the quote which shows the character.

Apoorvi is determined to try to do something to help, even if it will be very difficult (THP, p.11).

Rebecca goes to school and helps her family care for the animals when she is home (RTMC, p.3).

When Ara turned ten years old, she asked her parents if they could buy a cow. Her Ibu1 said, "Ara, it will take a lot of work to keep a cow." And her Ayah said, "You'll need to clean it and milk it every day." Ara promised that she would (PM, p.3).

The character value of hard-working is shown by Apoorvi with her determination to help children with mental health issues although according to her school counselor, it is difficult to be done. Rebecca and Ara show hard-working attitudes in caring for animals. Rebecca always does this once she returns from school, while Ara, who does not have it yet, she has determined to take care of the cows she will have in the future.

3) Creativity

The creative character in the "Art for All" storybook describes children who love arts and do positive activities together. It is shown in the following quote.

Amira loves painting and drawing. Her walls at home are full of artwork with bright colors and shapes. Like her friend Rama, Amira loves all forms of art, like singing, dancing, and performing (AfA, p.10).

Rama goes first, performing a dance from her childhood. One by one, everyone begins to open up and share unique about themselves. Afterwards, they draw and paint together (AfA, p. 12).

Amira is a kid who loves art. She often sings, dances and draws. Other refugee children also show the same thing, they show their dances and other unique things which are the distinctive culture of their motherland.

4) Independence

The independence is shown in the attitude performed by Apoorvi and Rhenan in the following quote.

"But there's still more to do." Apoorvi thinks to herself. "When I grow up, I want to be a counselor. Then I can keep helping, and making change." (THP, p. 16).

The next day, Rhenan goes to the police department. And then he goes to the Mayor's office. He visits other schools, and offices, and businesses. Soon he has a very big group of people who like his idea! (TCaC, p.7).

Apoorvi has a strong desire to be a counselor. By doing so, she does not need to depend on other people to help her, instead, she will help other people who have mental health issues. Rhenan also shows independent attitude when he tries to gather masses to clean up the river together.

5) Curiosity

Through the life of Amira, Rebecca and Ara, it can be understood that both three children have high curiosity about issues around them. It is illustrated in the quote below.

Around the city, Amira sees lots of refugees. They are often on the streets and need help. At school, Amira asks about the refugees (AfA, p. 4).

One day after school, Amira asks Rama about her experience (AfA, p. 7).

At home, she asks her mother about their lives (AfA, p. 8).

At school, Rebecca asks her teacher why there has been so little rain this year (RTMC, p. 5).

"If we are going to buy a cow, we need to learn about cows from farmers." (PM, p. 4).

Amira sees many refugees who live miserably on the street. She moves to help them by finding out first to her teachers, her friends who are also refugees or their mothers. She also asks her teachers about climate change. So does Ara who wants to have cows but first asks the breeders.

6) Achievement Appreciation

Value to appreciate any achievement is reflected in the five storybooks. All those who have experienced helps from Amira, Apoorvi, Rebecca, Rhenan and Ara thank those children.

... "Thank you so much for holding this workshop," they say (AfA, p.15).

"I think what you're doing is so important," he says. "I have seen a change in how my teachers support students (THP, p. 15).

"The Principal says, "But we would like to thank Rebecca especially, for helping us learn and make a change..." (RTMC, p. 12).

"We wouldn't have done it without you," they say to Rhenan. "Thank you for inspiring us to create change! (TCaC, p.10).

"Thank you so much for helping us learn," the farmer said. "We want to keep meeting other farmers, and sharing tips." (PM, p.10).

Amira receives thanks from refugee families after seeing their children perform in art performances and feel accepted in their new environment. Apoorvi also gets appreciation from a student named Ishaan who notices that the mental health survey gives benefits to

him and his friends. The school principal also thanks Rebecca for motivating the Maasai community to clean up the river to save the ecosystem. The cattle breeders appreciate Ara's efforts to hold a meeting to share knowledge on how to raise cattle properly.

7) Friendly / Communicative

A friendly/communicative attitude is shown by Amira to the refugees in Egypt in the art class she initiates. Following is a quote that shows it.

At first, everyone is quiet. Amira invites everyone to introduce themselves and share something special about their hometown (AfA, p.12).

The next art class is more lively. Everyone is talking to each other, and sharing their stories and cultures through pictures, song, dance, and theater. Amira watches and listens to them (AfA, p.13).

Embrace refugee children to show the cultures of their respective regions is not an easy thing for Amira. At first, the children look shy and reluctant to share their stories. Amira supports them to share their stories through pictures, songs, dances and drama.

8) Peaceable

The peaceable character is reflected in the concern of Amira for the refugees. It is illustrated in the following quote.

Because of language and cultural differences, sometimes refugees are bullied and made to not feel welcome. "They've already had such a hard time, we should all show them kindness and love!" she tells her mother (AfA, p.8).

"I can't wait for everyone to feel welcomed to Alexandria, and Egypt," Amira shares (AfA, p.15).

The life of refugees in their new residence is not easy for them. The cultural and language differences cause them to feel less accepted, even bullied. Amira feels sorry for

this. She wants to show the kindness and love for the refugees so Egypt, especially Alexandria becomes a comfortable place for them.

9) Fond of reading

In an effort to save the environment, Rebecca not only asks the people around her but also tries to gain knowledge by reading books in the library.

At the school library, Rebecca searches for information about rain. What she learns is difficult. The whole world is getting hotter, and there is less rain. She learns a new term: "Climate Change." (RTMC, p. 6).

At first, Rebecca feels worried about little rainfall. She seeks to find out the cause and effect of that matter. After reading books, she finally understands what happens in her environment is climate change.

10) Environment Care

Rebecca shows her care for the environment and it is shown through discussion with her teacher on the issues of climate change. Her teacher provides alternative solution by planting trees. The result of the discussion is divided by Rebecca by asking her teacher to explain it to her friends. Subsequently, she asks them to explain to their respective parents.

Rebecca decides to talk to her teacher about what she has learned. "It is a big problem for the earth," her teacher explains. "But there are some things we can do to help, like planting trees to make nature stronger." (RTMC, p. 7)

The next day Rebecca asks her teacher to give a lesson about the world's changing weather, and the damage humans are doing to nature. At the end of the class, Rebecca stands up. She asks everyone in her class to go home, and teach their parents about what they have learned. (RTMC, p. 9)

The real action of environmental concern can be seen from the Maasai community which write a letter to the President of Kenya. The letter is signed by all the members of

the community, including Rebecca. They expect that government will make policies on the prohibition of natural destruction. Furthermore, they are agreed to plant trees in their own yard to overcome negative impacts of climate change.

... "Let's write a letter to the President of Kenya," one Elder says. "He needs to know that we cannot live with no rain. Then maybe he will make changes to our laws to stop harming nature." (RTMC, p. 10).

Rebecca takes the letter and shares it with her classmates. They each ask their families to sign their name at the bottom to show their support (RTMC, p. 11).

In the Maasai community, everyone agrees to plant a tree outside their home. Rebecca and her Mother dig the hole together, and put the seedlings in the soil (RTMC, p. 12).

Caring attitude toward the environment is also shown by Rhenan who argues that dirty river can give negative impacts on the animal and human sustainability who live next to them. Then, she has a plan to invite people who participate in cleaning the river. She visits the police station, mayor's office, schools, and industries to work together cleaning river next week.

"It's hurting the animals in my area," he thinks. "And it's also hurting the families who live here." (TCaC, p. 5)

The next day, Rhenan goes to the police department. And then he goes to the Mayor's office. He visits other schools, and offices, and businesses. Soon he has a very big group of people who like his idea! They all decide to meet at the river the next week. (TCaC, p.7)

All the residents who are visited by Rhenan work together collecting trash scattered in the river. Once they finish, they realize that keeping environmental clean is a mutual responsibility.

Over an entire day, they all work together to clean up the trash. They pick it up off the shore of the bank and pull it out of the water (TCaC, p. 8)

Once they have finished cleaning, they all talk in a big group. "We want to stop this problem from happening again," says one woman.

The town decides to start with education. They want to teach everyone why throwing trash in the river is harmful. They also plan to help the river by planting more trees along the riverbank for birds and insects to live in. (TCaC, p.9)

What has been done by Rhenan has wider impact. The government provides education about hazards of throwing rubbish in the river. The government also plans to plant many trees on the river bank.

11) Social Care

Amira shows her social care with her determination to help the refugees so they will feel welcome in Alexandria. She visits refugee camps and organizes art classes where refugee children and native Egyptians could participate. Thus, she could help many people. Following is a quote which shows Amira's social care attitude.

The next day, Amira visits a refugee center. She wants to plan an art class, and invite all the children in her neighborhood, both from refugee families and Egyptian families. The Refugee Center thinks it's a great idea, and Amira gets several of her friends to help out (AfA, p.11).

Social care is also possessed by Apoorvi, especially regarding mental health issues. At first, she is to concern and comfort her sister, Riya, who suffers from depression. After that, she has a desire to help other children who encounter similar conditionsto her sister. Eventually, she has a volunteer group which identifies mental health and successfully helps thousands of children from different schools.

After this, Apoorvi asks her sister how she is feeling all the time. When she is sad, she tries to make her day better (THP, p.7).

"I want to help spread the word about depression to other schools. I want to help children like Riya, my sister."(THP, p. 11).

Soon there are several other students who want to help. Together with her team of student volunteers, Apoorvi takes her survey and mental health classes to seven more schools. In total, she helps over 3,000 students! (THP, p. 16)

Besides Apoorvi, the other character in "The Happiness Project" who are described as having social care are Apoorvi's father and teacher. Apoorvi's father accompanies his depressed daughter. He asks about her feeling, listens to her complaints, and helps her to get through those difficult times. A teacher figure who knows that his students suffer from depression after filling out the survey from Apoorvi, is also moved to give special assistance to them because it is a serious case.

That night at dinner, Apoorvi's father asked Riya to tell them about how she was feeling. Everyone listened to her, and tried to cheer her up. "We will love you and help you no matter what," he said (THP, p.6).

"We must support our students." One teacher says. "Mental illness can affect anyone." (THP, p. 14).

Aside from Amira and Apoorvi, Ara also has social care for cattle breeders. Following is the quote.

Together with her parents, Ara came up with a plan to help the cows and the farmers. To get started, they went back to the first farm. Ara asked if they would help other farmers by teaching them how to take care of cows. They said "Yes!" Then they drove to the second farm. "You don't have very much milk," said Ara, "but other farmers can show you how to get more." (PM, p. 7)

Ara feels apprehensive about the second cattle farm that she visits. Then, she arranges a meeting so the first breeder could share how to raise good cows with the second breeder. Ara expects that the produced milk in the second farm is as much as and as good as the first farm.

1. Discussion

In this research, there were 11 character values from 5 pictorial storybooks by Olivia Wood. The first value is tolerance. This value is reflected in the attitude of native child who respects the refugee cultures which are different from hers. Tolerance in this case does not deeply understood as an act of respecting adherents of other religions, but also being open-minded of existing differences, including ethnicity, cultures, and opinions. This value needs to be integrated into learning to foster cooperation and mutual help attitude (Usman &Widyanto, 2019). The attitude of tolerance is also beneficial for maintaining harmony so the community feels comfortable and bound to each other (Rusydiyah&Hidayati, 2015).

The second character value is hard work. It is shown through characters of the children who try to help others and save animals around them although it is difficult to do. Those who have hard work characters show genuine efforts to overcome various obstacles and settle it with full of responsibility (Hasan, 2010).

Creativity character could be found in the art activities of the children. They draw, sing, dance and perform drama in the art class at refugee camp. Creative children want to think and do something to create new ways or results from something they already have (Listyarti, 2013).

Fourth, independence character. The value of independence could be found in the dreams of children who do not want to depend on the help of others but instead want to help those who have mental health issues. Apart from that, being independent is also reflected in courage of the children gathering the adult community to work together to clean up the river. This is in line with what mentioned by Hanna Widjadja (in NandangBudiman, 2006) that independence refers to the presence of being confidence in self-ability to solve problems and be able to do activities on their own.

High curiosity about social issues in their community encourages the children in those storybooks to find the information by asking the teachers, mothers, and others who have experienced it firsthand. This curiosity arises because there is a desire to find the explanation and solutions of the problems so it can produce beneficial outputs or findings for others (Jannah, Fadly&Aristiawan, 2011).

The character of appreciating achievement can be seen in those five storybooks. All children who are the main characters as well as the symbol of agent of change in their community receive appreciation for what they have done to deal with social and community problems. This is in line with Narwanti's opinion (in Nurjanah, 2017) that appreciating achievement is a character that supports someone to produce something useful for community, recognizes and respects other people's success.

A friendly or communicative attitude is illustrated through the efforts to embrace the refugee children so they want to share experiences and stories from their motherland. The efforts are shown in the attitude of being willing to listen and encouraging every child to dare to speak up. Hasan (2010) explained that friendly or communicative character is an action identified by a sense of comfortable in speaking, socializing, and working together with others.

Peaceable is represented in the determination of a child who wants to create a new comfortable community for refugees. She wants to help those who are bullied and feel difficult to live in new environment. The peaceable character could make someone free from distractions which lead fighting and bullying, so they can appreciate every difference in the community, to individuals and other communities than themselves and their communities (Ramadhanti&Vinayastri, 2022).

The character who is fond of reading is found in the story of a child who seeks information on natural phenomena which occurs in her community and then finding its alternative solutions. She reads books in school library. According to Yulianti, Andriana&Suparno (2011) one of success indicators for the implementation of fond of reading characters for the students is the use of library as students learning source.

The concern for community is shown through the efforts of the children who invite others to plant trees and clean up the river. It is then moved the adult attention around them to ask the government to adopt a policy to save the environment. The attitude of environmental care is the obligation of all people to nature. Humans as social beings are also obliged to interact with nature, humans are also required to protect the nature and preserve the environment and prevent environmental damage (Samani&Hariyanto, 2013).

Social concern can be found in the story of children who help minorities, which is refugees and depressed children. Apart from that, attitude of social concern is also shown by children who are willing to help cattle breeders who have not gotten the expected results. The form of those social concerns is done to help others have a better life. The character of social care is the behavior or attitude of someone who always wants to assist others (Tabi'in, 2017).

Character values are formulated by the government to be instilled in the students through learning can be classified into five categories based on its relation to its implementation. First, character value relates to God relation; second, in its relation to oneself; third, in its relation to others; fourth, in its relation to environment; and the last is its relation to nationality (Aqib &Sujak, 2010).

There are found four characters relates to its implementation in this research. Character value relates to oneself are hard work, creativity, independence, curiosity and fond of reading. A character values relates to others are achievement appreciation, friendly/communicative, peaceable, and social concern. Character value relates to the community is environment care. A character value relates with nationality is tolerance and there is no found character value relates to God in those storybooks.

5. Conclusion

Explored character values from those five pictorial storybooks by Olivia Wood can be classified into four based on its relation to its implementation. Character values relate to oneself are such as hard work, creativity, independence, curiosity and fond of reading. Character values related with others are achievement appreciation, friendly/communicative, peaceable, and social concern. Character value related to the community is environmental care. Character value related to nationality is tolerance and there is no found character value relates to God in those storybooks.

The implication of this research is the presence of opportunity for teachers to utilize those five storybooks as supplementary reading materials for students. Thus, English learning is not only focused on linguistics form, but also aims to instill the characters of the students. This research has limitations which does not explore character values in relations to God. Therefore, other researchers could explore the character values in other themes of English literature, including religious ones.

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