THE INTEGRATION OF CHARACTER EDUCATION IN TEACHING READING AT ENGLISH LANGUAGE STUDY PROGRAM

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ABSTRACT

This research aimed to describe character education integration in teaching reading at English Language Study Program of Faculty of Languages and Arts, Universitas Negeri Yogyakarta mainly on the teaching materials used in the reaching and learning process. The study focussed on describing two main things: 1) characters or virtues portrayed in the texts used to teach reading to students of the study program; and 2) the way these characters are represented in those texts.
This research used the qualitative method and used humans as the main instrument with the help of documentation guidance. The data were in the form of English texts and analyzed using descriptive qualitative analysis method, particularly the one proposed by Miles, Huberman, and Saldana (2014) covering the steps of data condensation, data display, dan drawing and verifying conclusion.
The critical analysis of 86 texts used as teaching materials of teaching reading revealed two things. First, there are 10 values together with their sub values represented in those texts covering *Wisdom, Justice, Fortitude, Self-Control, Love, Positive Attitude, Hard Work*, *Integrity*, *Gratitude*, and *Humility*. Second, these ten main values together with the sub values are not explicitly stated in those texts but rather implicitly stated in the content of each text.

Kata Kunci: *characters, representation, English Language, reading*