

MORAL VALUES IN ENGLISH TEXTBOOK

"WHEN ENGLISH RINGS A BELL"

THESIS



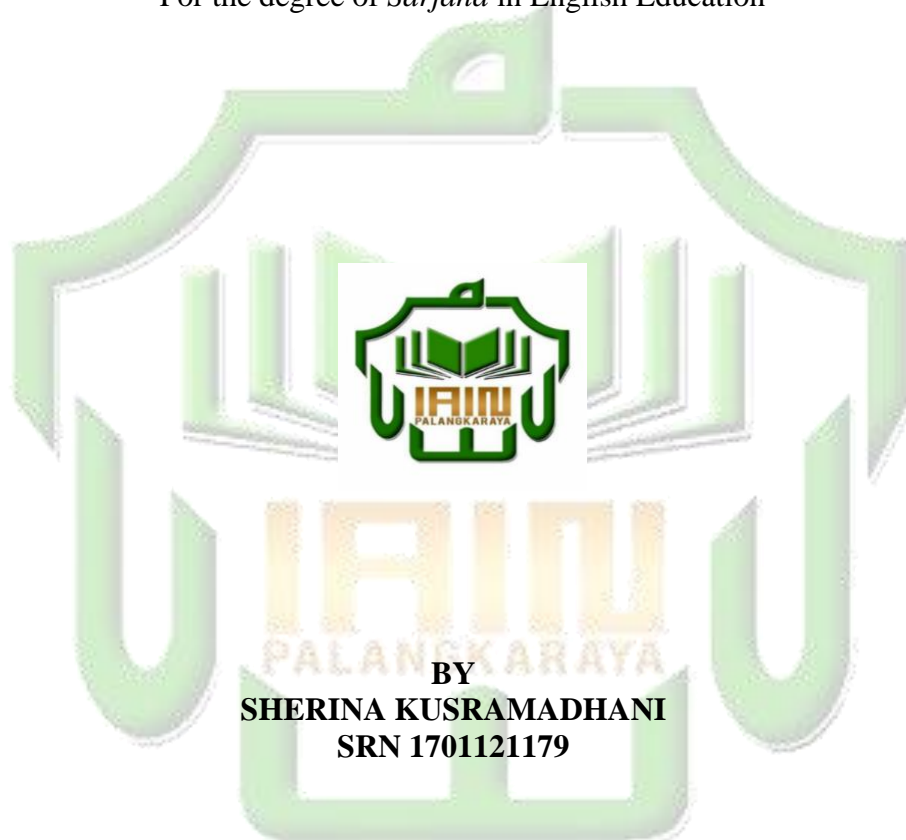
**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
CE 2021 /1443 AH**

MORAL VALUES IN ENGLISH TEXTBOOK

"WHEN ENGLISH RINGS A BELL"

THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
For the degree of *Sarjana* in English Education



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
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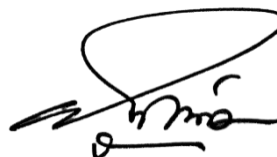
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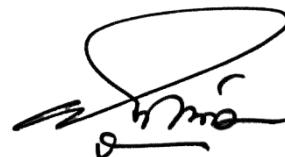


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Raya Demikian atas perhatiannya di ucapkan terima kasih.

Wassalammu'alaikum Wr. Wb

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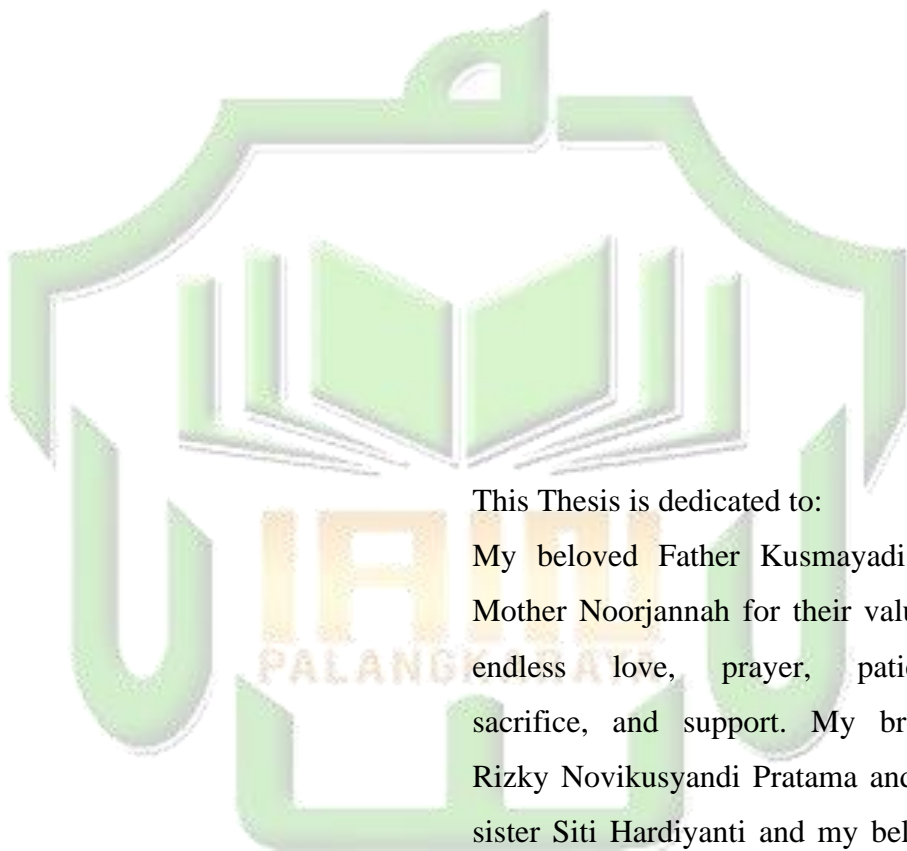


MOTTO AND DEDICATION

“Rasullah SAW said: Whoever takes the path to obtain knowledge,

Allah SWT will make it easier for him the path to heaven”

Hadits by Muslim



This Thesis is dedicated to:

My beloved Father Kusmayadi and Mother Noorjannah for their valuable endless love, prayer, patience, sacrifice, and support. My brother Rizky Novikusyandi Pratama and My sister Siti Hardiyanti and my beloved nephew Muhammad Hafiz and My Beloved Niece Alike Mysha and all of my family.

DECLARATION OF AUTHORSHIP

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In the name of Allah

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3. If at later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 18 October 2021
Youth Faith fully



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ABSTRACT

Kusramadhani, Sherina. (2021). Moral values in English textbook “When English Rings a Bell”. Thesis, Departement of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Rahmadi Nirwanto, M.Pd. (II) Hesty Widiastuty, M.Pd.

Key words: *Moral values, English textbook, critical discourse analysis*

Character education decided by the government were 18 recommended values included in every book, mainly English textbooks. It aimed to know about moral values in the textbook. By selecting and analyzing the material in a textbook, the teacher was supposed to teach about moral values as character education for children early.

This study attempts to examined the moral values which appeared in the English textbook "When English Rings a Bell" for seventh of Junior high school or equivalent based on the curriculum and presidential decree to teach character education to students, which included 18 moral values and to describe the moral values represented in the practice of conversational texts.

It was designed as content analysis in the form of descriptive qualitative research. The data of this study were reading materials collected from the English textbook “When English Rings a Bell” for seventh of Junior high school published by the Ministry of Education and Culture. The instrument used to collect the data was a textbook.

After the analysis, the result of this study showed that the English textbook “When English Rings a Bell” for seventh of Junior high school Published by the Ministry of Education and Culture. The textbook was found the moral values were (1) The most apparently of moral values found in the English textbook "When English Rings a Bell" were social awareness, curiosity, and responsibility, and (2) Moral values in English textbook was found in the conversation text through implicitly in the form of a moral message conveyed by the writer. The researcher concludes that the textbook writer greater emphasis on moral values in the textbook. Then, the textbook was contained the moral values based on the presidential decree about character education. The textbook was quite good, but it can be improved.

ABSTRAK

Kusramadhani, Sherina (2021). Nilai-nilai moral pada buku Bahasa Inggris “When English Rings a Bell”. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Palangka Raya, Dosen Pembimbing: (I) Rahmadi Nirwanto, M.Pd. (II) Hesty Widiastuty, M.Pd.

Kata Kunci: *Nilai-nilai moral, buku pelajaran bahasa Inggris, analisis wacana kritis*

Pendidikan karakter yang diputuskan oleh pemerintah adalah 18 nilai-nilai moral yang direkomendasikan dan dimasukkan dalam setiap buku, terutama buku teks bahasa Inggris. Hal ini bertujuan untuk mengetahui tentang nilai-nilai moral dalam buku teks. Dengan memilih dan menganalisis materi dalam buku teks, guru seharusnya mengajarkan tentang nilai-nilai moral sebagai pendidikan karakter bagi anak sejak usia dini.

Penelitian ini mencoba mengkaji nilai-nilai moral yang terdapat dalam buku teks bahasa Inggris “When English Rings a Bell” untuk siswa kelas VII SMP atau sederajat berdasarkan kurikulum dan keputusan presiden untuk mengajarkan pendidikan karakter kepada siswa, yang meliputi 18 nilai moral dan untuk mendeskripsikan nilai-nilai moral yang direpresentasikan dalam teks percakapan.

Penelitian ini dirancang sebagai analisis isi dalam bentuk kualitatif deskriptif. Data penelitian ini adalah bahan bacaan yang dikumpulkan dari buku teks bahasa Inggris “When English Rings a Bell” untuk siswa kelas VII SMP. Instrumen yang digunakan untuk mengumpulkan data adalah buku teks.

Setelah dilakukan analisis, hasil penelitian ini menunjukkan bahwa buku teks bahasa Inggris “When English Rings a Bell” untuk siswa kelas VII SMP yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan. Dalam buku teks ditemukan nilai-nilai moral yaitu (1) Nilai-nilai moral yang paling jelas ditemukan dalam buku teks bahasa Inggris “When English Rings a Bell” adalah kesadaran sosial, rasa ingin tahu, dan tanggung jawab, dan (2) Nilai-nilai moral dalam buku teks bahasa Inggris ditemukan dalam teks percakapan secara implisit berupa pesan moral yang disampaikan oleh penulis. Peneliti menyimpulkan bahwa penulis buku pelajaran lebih menekankan pada nilai-nilai moral dalam buku pelajaran. Kemudian, buku teks tersebut memuat nilai-nilai moral berdasarkan peraturan presiden tentang pendidikan karakter tersebut. Buku pelajaran sudah cukup baik, tetapi dapat ditingkatkan.

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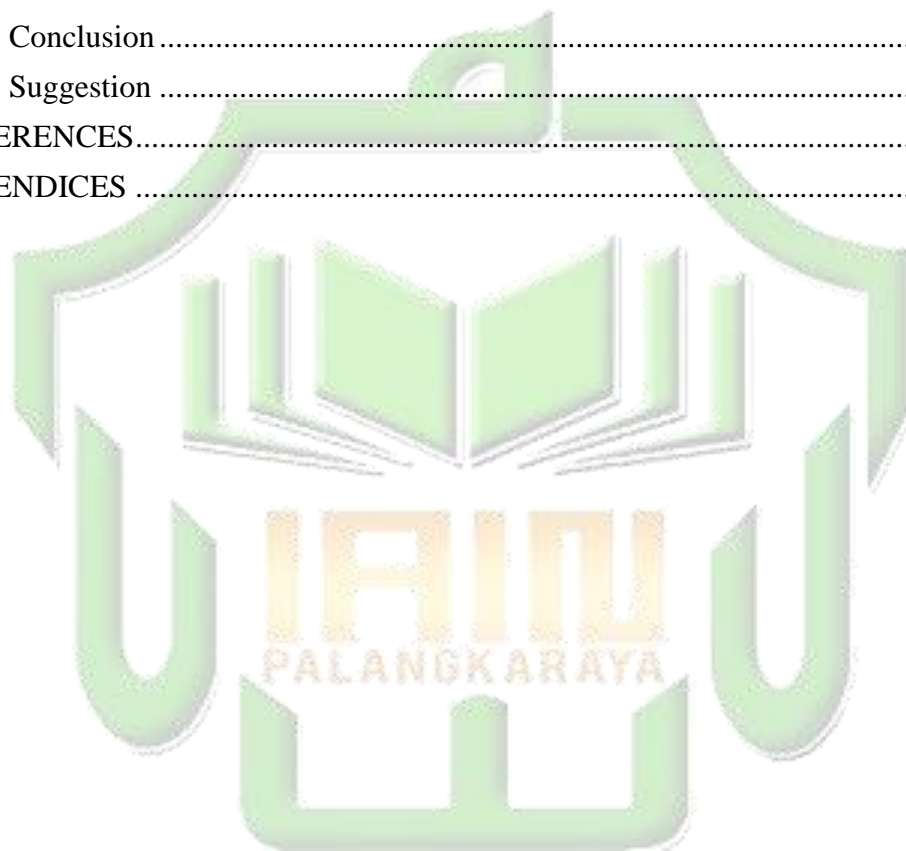


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CHAPTER I

INTRODUCTION

This section describes the background and the problem of the study, objectives, significance, scope, limitation, and the definition of the key terms.

A. Background of Study

Practical textbook for instructors and students to aid in the teaching and learning process. As a result, creating teaching materials for each session will take little time. Furthermore, in Richards (2014, p. 19) Tomlisons said that the global reach of English teaching would likely not be sustained without the assistance of the many various types of textbooks and ancillaries accessible to English instructors. It indicates that for many disciplines, the book is a necessary part of the learning process.

The main components of the curriculum in Indonesia's educational system are textbooks. The textbook consists of content, method, and procedures for the classroom's teaching and learning process. Based on the curriculum KI (*Kompetensi Inti*), the student is given an education character. Especially for the textbook that will help the teachers in the process of teaching and learning. The syllabus part of KD (*Kompetensi Dasar*) explains that for students to show their character, it means to manage the attitude such as honest, respectful, disciplined, confident, and responsible.

Character education is essential to be learned by students. The government published the 2013 curriculum and listed character education in each learning

process, especially for school books studied by students. The attitudes and character traits that English learners are intended to learn and impart are clearly stated in the curriculum. (Widodo, 2018, p. 2)

The textbooks as a media that supported the students in the learning process. Teachers are required to deliver material creatively and following the standard book published by the government. Textbooks for ESL students are educational artifacts that must be scrutinized for the ideological, political, social, and cultural influences that shape them. (Widodo et al., 2018, p. 11). The English textbook "Bahasa Inggris: When English Rings a Bell," written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah and published by the Ministry of Education and Culture of Indonesia, is used in Indonesian educational institutions based on the Ministry of Education and Culture's curriculum.

On the 2013 curriculum, it is also recommended to study education character, giving the students moral values in the social and natural environment within reach of association and its existence. The textbooks in many schools serve as the major source of information for the curriculum (Richards in Ricahrds, 2014, p. 19). Because there are so many textbooks available, teachers must choose one that is suited for the students' requirements.

Many textbooks available make teachers have to be more thorough and critical to assess the textbook based on the skill and needs of students. Previous research has considered moral values or character education to be an important element in the curriculum for English textbooks (Widodo, 2018, p 136). This statement explains that moral values are crucial things in education, especially to

form student character. One of the educational aims is to develop character or moral principles. (Lovat, 2017, p. 89). The formation of early education character is one of the aims of the teaching and learning process.

Because the textbook "When English Rings a Bell" is bookly recommended by National Education Standards (BSNP) and published by the Ministry of Education and Culture based on the 2013 Curriculum, the researcher chose it as an object in this study for the seventh grade of Junior High School. The researcher next examines the findings in order to determine the moral values in English textbook "When English Rings A Bells". People require recommendations in order to select a high-quality English textbook. One of the specialists that contributes to the creation of the curriculum chooses a compatible English textbook in process teaching and learning. So, the existence of this study can provide information for other researchers in choosing English textbooks well.

B. Research Problem

There are research problem in this study:

1. What moral values appear in the English textbook "When English Rings a Bell"?
2. How are moral values represented in the conversation practice?

C. The objective of the study

Based on the research problem, the objective of the study are as follows:

1. To investigate the moral values of the English textbook "When English Rings a Bell".

2. To describe and explain How moral values are represented in the conversation practice.

D. Scope and Limitation

This study focuses on analyzing the textbook from the perspective of moral values, which are very important for building character education. The English textbook "When English Rings a Bells" for the seventh grade of Junior High School based on the grand character education guidelines endorse 18 values, such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, patriotism, nationalism, appreciativeness, friendliness, peace making, love to read, environmental awareness, social awareness, and responsibility. This study aims to discover "When English Rings A Bell" was a textbook that suited for the curriculum and of great quality for students to utilize.

E. Significance of the Study

Theoretically, this study gives information above the English textbook to reference the following researchers who want to do the same research.

Practically, the result of this study above analyses the moral values in the English textbook "When English Rings A Bells" is expected to give a reference and several advantages to select a suitable English textbook. First, for English teachers, this study's results will assisting instructors in selecting relevant texts for adaptation and use in the teaching-learning process. The researcher hopes that this study will serve as a guide to selecting an appropriate English textbook. Second, for students, this study will tell students to understand that education character is one of the

essential things that must be added in the textbook. Third, for other researchers, this study is a reference for those who need research above moral values in English textbooks.

F. Definition of Key Terms

The definitions are given to make readers have the same understanding or perception for some terms used in this study. They are as follows:

1. An English Textbook is a textbook used by teachers and students to aid in the teaching-learning process in accordance with the recommended curriculum. The researcher bases her findings on the seventh-grade textbook "When English Rings a Bell," written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah and published by Kemendikbud in 2017.
2. Moral values are character-building in the education system. Moral values can provide knowledge of how to behave politely and distinguish between good and bad attitudes. Moral value is related to human habits or behaviors towards the surrounding community or environment. In this study, the researcher analyses the above moral values as the character building in the textbook.
3. The textbook analysis is a research technique to analyze the textbook, including the structure, focus, and particular learning assists. The features of textbook analysis can be identified and detect the effectiveness of textbooks appropriate with the standards. The researcher focuses on the textbook's content in this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This section will be discussed: (a) Previous studies, (b) moral value, (c) textbook, (d) English textbook.

A. Previous Studies

The researchers also conducted a similar research topic with this research.

First, Sulistiyo et al. (2020). They were focused on "Infusing moral content into primary school English textbooks: A critical discourse analysis". This study aimed to validate if English for Young Learners (EYL) textbooks convey certain moral values. This article was used critical discourse analysis (CDA) to look at how moral content is incorporated into EYL textbooks through dialogue. This investigation is classified as a content analysis. The data was obtained through the textbook writers used of vocabulary choices, visual representation, and selected texts to reflect their attitudinal discourse. The findings revealed that the textbook aims to better comprehend value representations in a variety of social situations, including a school canteen, school, and home. The authors of the textbooks placed a stronger focus on three values: helping others, being courteous, and caring. The textbook writers want to instill these values in young learners or pupils because such values are the basis for interacting with others in real-life contexts. Such values may be a social sign of humanity or civilized culture. The researcher manages for the textbooks to draw on our empirical evidence, both curriculum, and to be fully aware of moral values and

moral sensitivity, to present balanced moral values in language textbooks. The similarity of this study is using critical discourse analysis. The difference in this study is using a textbook primary school English textbook.

Second, Widodo (2018). Focused on "A critical Micro-Semiotic Analysis of Values Depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Textbook". This critical micro-semiotic discourse study investigates how values are represented in one Indonesian Ministry of National Education-approved secondary school English textbook, which uses a variety of lexico-grammatical and discursive resources. This research categorized as critical analysis means content analysis. The critical analysis indicated that the textbook's visual artifacts and verbal texts of various genres reflect a wide range of values that both instructors and students should be aware of. The result showed that the textbook includes character development is included in the textbook, with the goal of exposing pupils to a variety of moral values. Visual and textual language, as well as multimodal texts, are used to convey these principles. Visual artifacts appear to be regarded value-free texts, according to the critical micro-semiotic textual analysis. The similarity of this study is that finding moral education means character education in an English textbook. The difference in this study is the researcher using a micro-semiotic for the research.

Third, Laura Puccino (2019). Focused on "Influence of Character Education on Student Character Growth: A Program Evaluation". The purpose of this study is to shed new light on the effectiveness of a character education program on student character development. This study is a program evaluation that takes a pragmatic

approach. The result is the school's goals for its character education program to improve school climate and develop character strengths in students to help them succeed in academic and personal lives. The findings indicated the significance of teacher or student relationships on school climate and program implementation. The similarity of this study is analyzed about character education. The difference of this study is using a pragmatic approach.

Fourth, William Dezheng Feng (2017). Focused on "Infusing Moral Education into English Language Teaching: An Ontogenic Analysis of Social Values in EFL Textbooks in Hong Kong". The purpose of this study is to investigate in a Hong Kong English as a Foreign Language textbook, the depiction of social values and their ontogenetic development. This study was a critical analysis to analyzed the data. This research examined social values move from the personal domain (e.g., excellent cleanliness and a healthy lifestyle), via the interpersonal environment (e.g., courtesy and respect), to the altruistic care for all humanity, according to 19 textbooks from primary 1 to secondary 4-6. This study also showed that textbooks were more concerned with the didactic teaching of good citizens than with the development of critical thinking skills in students. The findings and analytical approach can be employed in English language teaching for explicit instruction and critical study of social values. The similarity of this study is using secondary English textbooks as the subject. The differences from this study are about ontogenetic development and using social semiotic to approach it.

Last, Budi Setyono et al. (2018). This research studied "The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-

Endorsed EFL textbook: A Critical Discourse Analysis". The purpose of this study was investigated at the multicultural ideals that are portrayed in an EFL textbook for senior high school students. To analyzed the data, this study used a critical discourse analysis. The result of this study findings revealed that the textbook contains four themes of multicultural values: (1) respect for the cultures of different ethnic and religious groups, (2) respect for indigenous people's cultures, (3) conflict avoidance and peace with all forms of life and nature, and (4) appreciation of creative cultural products. The consequences of this textual analysis imply that, as English becomes more important as a global lingua franca, multicultural content from outer and expanding circle nations should be included in ELT textbooks. As a result, English teachers should employ multimodal teaching to creatively teach multicultural features. The similarity of this study is using critical discourse analysis and research about values in the English textbook. The difference from this study is research about multicultural values and intercultural communication.

B. The Moral Values

Moral values in a person as moral identity to someone. This is related to life in society by trying to speak in accordance with applicable norms and this makes a person bound to these norms so that they develop into moral values and become an obligation for someone who lives in the wider community. Moral values as social norms may shape someone's thinking, feeling and behaviour (Widodo, 2018). Moral values in education same as character education. The character education policy has challenged school teachers to incorporate moral values in the grand character education of Indonesian guidelines into school subjects (Qoyyimah, 2016,

p. 129). In other words, school teachers teach not merely subject content but also moral values (Qoyyimah, 2016, p. 132)

Moral values are a polite attitude to respect each other of society. Such as communicating with parents or other people with different socio-economic and cultural backgrounds. Such a way that it views morality and culture as mutually complementing entities (Widodo et al., 2018, p. 5). Education in Indonesia must have moral values that are included in the textbook. Teachers believed that clearly teaching principles and building empathy in students resulted in more responsible, focused, and cooperative classrooms, as well as pupils who were better prepared to achieve higher learning and social results (Lovat et al., 2017, p. 15).

The researcher using terms of character education and values education. Both of them also deal with moral values. The terms 'moral' is the 'quality education' that generally aspect with the concept of worldviews and values on an English language curriculum (Xiong, 2012, p. 3). Moral values have strength in the education system. It makes the students' knowledge about honesty and fault in particular of behavior moral. Moral values at the preschool level requires the formation of a list of positive moral ideals and appropriate conduct for children (Chan, 2019, p. 11). Building a good character requires several important factors, especially for moral values, and moral emotion is thus crucial as indirect causes in the explanation of rules (Svensson, 2016, p. 4).

Based on Hadjar, these directed impacts might be influenced by the importance of education in the family and peer groups. It has a beneficial impact on parental and student motivation and educational investments (2018, p. 3). It

explained that the value of education is one of the essential things and positively affects students.

In other words, all schools have a goal above moral value to build educational character for students. According to Mambu, all moral values as character educational disciplines, including English, should include explicit moral teaching (2015, p. 184). In Indonesia, education has been implemented above character education by the government since 2011 that are 18 values, such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, patriotism, nationalism, appreciativeness, friendliness, peace making, love to read, environmental awareness, social awareness, and responsibility. These values are based on the adjustment Perpres number 87 years 2017 in strengthening character education for Indonesian students as follows:

1. Religiosity

Religiosity is defined in the fact that human beings believe in God. People have faith and belief in God in accordance with the teachings of the religion that he professes. According to Dahl, K. (2019, p. 265), That religion was a content that included the process of surrounding community or group towards values, religious norms, habits, beliefs, and an adaptation.

2. Honesty

Honesty is defined as an attitude or a statement based on facts or true story that happened. According to Garces, M. (2012, p. 2), "Honesty with the real is the virtue". This statement showed that honesty is a fact or the real as a virtue.

3. Tolerance

Tolerance is defined as almost the same as caring and understanding a person's situation or condition or behaviour. Tolerance is identical behavior includes patience from someone situation (Sahin, C. 2015, p. 600). This statement showed that tolerance for someone that looked at the situation and confront someone patiently.

4. Discipline

Discipline is an attitude that emphasizes punctuality or the behavior of doing things according to rules, and in other respects. Discipline is a behavior that occurs to the end or a result or purpose derived from the event (Naum, 2018, p. 108).

5. Hard work

Hard work is a trait or behavior that is described in a process of action. In a situation where a mother is the only hope to overcome all the problems regarding her household, a mother is described as happy, satisfied and hardworking like setting an example of how she managed to single-handedly renovate her house as well as pay for everything (Expressen in Bergnehr, 2020, p. 8).

6. Creativity

According to Thompson (2017, p. 2), Creativity as an aesthetic and relational process of shared imagining, thus proposing shared images as the basis of creativity. This statement expression that creativity is a imagining from person to be a process in aesthetic and show an unique images.

7. Independence

According to Jackson, C. (2014, p. 257), Defined independence relates to behavioural qualities as well as structural arrangements. This statement explained that independence is a behavior of someone who does something based on a structural or organized arrangement.

8. Democracy

Democracy is related to non-hierarchical and non-centralized, aiming to prioritize equality of rights and obligations in the treatment of citizens (Ariely, 2013, p. 749). This statement explained clearly that democracy is the concept in life, it gives priority to agreement of heel and duty toward life in society.

9. Curiosity

Curiosity is a way of thinking, attitudes and behaviors that reflect curiosity and curiosity about all things seen, heard, and studied in more depth (Ryan, A. et al, 2017, p. 29). Curiosity is a moral value that needs to be developed in students. This explained that curiosity is a moral value that required deeper in learning of something.

10. Patriotism

According to Wibowo (2013, p. 43), Patriotism defined as way of thinking, acting, and insightful prioritizing the interests of the nation and state above self-interest and group. This statement explained that the moral value patriotism is love for the homeland or nation.

11. Nationalism

According to Laine (2017, p. 223), nationalism defined as “a political movement or a great day of the country and justifies that fact with a nationalism argument”. The statement is an expression or warning that is always celebrated to commemorate historic days.

12. Appreciativeness

This moral value emphasizes more to push himself in do something useful in community, and disposed to acknowledge the presence from others, as well as respect or appreciate the success that has been achieved others (Sutomo, W & Vetty M, 2019, p. 112). This proves that appreciativeness is like respect for someone’s achievements, but appreciativeness is shown by giving a gift.

13. Friendliness

Moral value friendliness is an action that characterized by a sense of pleasure to talk, socialize, and cooperate with others (Hasan in Hanum et al, 2019, p. 148). It classified friendliness is a value that shows a person’s actions and attitudes.

14. Peace making

Peace making is an attitude that makes others feel happy and safe in his presence (Halim A. et al, 2019).

15. Love to read

Love to read is an attempt to shape the character of students accustomed to read books and improve reading skills (Rona F. F. et al, 2021, p. 53)

16. Enviromental awareness

Enviromental awareness is a attitude that a person has who seeks to improve and manage the environment correctly (Purwanti D, 2017, p. 16)

17. Social Awareness

Social awareness is an action that cares about the surrounding social environment, it makes the students always motivated to help others when someone needed (Ryan, A. et al, 2017, p. 29). Social awareness is an attitude that someone always give a help for society.

18. Responsibility

According to Gunawan (2012, p. 33), Responsibility is the attitude and behavior of a person to carry out taks and his duties as he ought to be, to himself, society, environment (nature, social, and culture), country, and God.

C. Textbook

1. Definition of Textbook

Teaching and learning textbooks are very needed, especially for teachers and students in the school. However, several experts defined the textbook as one important thing to use in the process of teaching and learning, particularly for school and private institutes. If the instructor has a textbook in the classroom, it will aid them in delivering the material. Similar to the statement above (Mudzakir, 2014, p 11) a textbook was to be supplemented by student work. Textbooks, as he noted in his journal, are frequently utilized by

educational institutions or schools and are typically given with exercise and instructional materials.

Bojanic and Topalov (2016, p. 138) state that textbooks are without a doubt the most often utilized teaching resources in foreign language classrooms. According to Bojanic et al., the textbook is a critical component in the teaching-learning process. The teacher needed the textbook to teach, and the student is needed to learn. For the instructional purpose, the textbook was a lesson book in a certain field of study, a regular book authored by specialists in that subject, supplemented by appropriate instructional media that users in schools or colleges could comprehend. Mention that textbook was a book that taught a particular subject which is used primarily in schools and colleges, its goal was to provide learners with the essential knowledge, language skills, and information about English-speaking nations, as well as to prepare them for interactions with individuals from other countries and cultures. As a result, it's critical that textbooks incorporate key components of language and culture and were tailored to students' requirements, cultural backgrounds, and linguistic abilities.

Every teacher and student must be having a copy of the textbook. The definition brings the idea that a textbook is a must-have item in the classroom, and the materials in the textbook should be followed systematically as the basis of the course. Moreover, this definition of the textbook shows that teachers may not use their classroom program since they must use the textbook as their basis for teaching, and the supplemented materials may support the teaching and

learning activity. Since textbooks are used as the basis for a language course, teachers may not take them for granted. That textbook is the operationalized school curriculum covering the entire school curriculum (Ivic et al., 2013, p. 30).

From a framework aspect, a textbook should give a defined framework in which teachers and students both know where they are headed and what will happen next, allowing for a sense of order and progress. Since textbooks should be followed systematically, textbooks serve as a syllabus in which a carefully planned and balanced selection of a language content is covered. Furthermore, textbooks contained the texts and learning activities that were likely to be suitable for the majority of the students in the class.

2. Criteria of Good Textbook

A quality textbook is essential for teachers and students. The textbook must be appropriate for the teacher and students needed. It has been ideal for using a textbook to educate and learn. The criteria were assisted the assessor in creating a textbook instrument for assessing the issues under consideration. For a specific teaching subject, the national department of education applied general criteria based on national curriculum policy. These requirements include adequate coverage of the subject's topic knowledge, clear and relevant explanations of ideas, clear and relevant illustrations or drawings, and assessment inclusion (Makgato et al., 2013, p. 34). BSNP proposed a good textbook is a book that, minimum refers to the targets to be achieved learners, is the standard of competence (SK and KD in 2013).

In general, there are four aspects that need to be considered in assessing textbooks: curriculum, students, teachers, and institutional aspects. These four aspects need to be considered because these aspects are involved in the implementation of textbooks used for the teaching-learning process. Also, paying attention to these four aspects will maximize the contribution of textbooks in the instructional system.

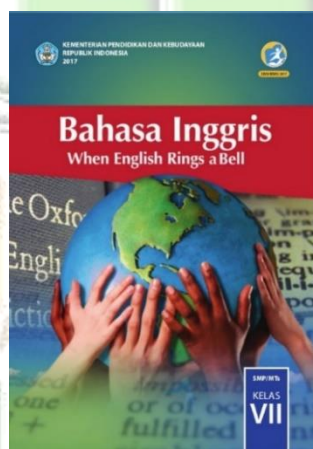
D. English Textbook "*When English Rings A Bell*"

Also, to make students can achieve the materials, they need a textbook that has good quality. In order to choose a good textbook, there are some considerations that the teacher should take. The textbook that will be an object of this study was an English textbook for the seventh-grade junior high school student "*When English Rings a Bell*". This book was a new revision English textbook published by the Ministry of Education and Culture of Indonesia to implement a newly designed curriculum, 2013.

This book was also written by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. The book "*When English Rings a Bell*" for the seventh graders of Junior High School has 183 pages, it is divided into eight chapters. Chapter I is "*Good Morning. How are you?*", chapter II is "*It is me!*", chapter III is "*What Time is it?*", chapter IV is "*This is my world*", chapter V is "*It is a beautiful day*", chapter VI "*We love what we do*", chapter VII is "*I am proud of Indonesia*", and chapter VIII "*That is what friends are supposed to do*".

This textbook was compiling to increase the ability of the English language for students. The presentation used the approach consist of text, oral, and write. This textbook turned to the English language into communicating, thinking, and understanding for the student. The content appropriately matches the Indonesian culture. They are related to the social life of the majority of Indonesian students.

The pictures appointed the different of Indonesia. It was contained pictures for visual-type learners. The four basic language abilities were covered in each chapter of this book: reading, listening, writing, and speaking. The book has goals for the student to attain competence based on curriculum, 2013.



The figure of 2.1 Cover of "When English Rings a Bell" English textbook for the seventh grade of Junior High School

CHAPTER III

RESEARCH METHOD

This chapter accommodates several parts. It covers: (a) research design, (b) subject of the study, (c) source of data, (d) research instrument, (e) data collection procedure, (f) data analysis procedure.

A. Research Design

The design of this study was used qualitative research. Qualitative methods rely on text and image data, have unique data analysis steps, and draw on diverse design (Cresswell, 2014, p. 184). The data analyzed in this study was processed from certain specific things in general and then made meaningful interpretations of the data. The final part of the data analysis was organized flexibly.

According to Ary et al. (2010, p. 684), the research qualitative takes a non-hypothetical method to studying phenomena in their natural environment. The richness of meaning, as well as people's subjective experiences and meaning-making processes, are valued in qualitative research. (Leavy, 2017, p. 124). The meanings individuals attribute to their lives-to activities, events, circumstances, people, and objects-was one way to gaining a thorough knowledge of a topic. These techniques were based on inductive data in terms of methodology.

The design of this study was categorized into content analyzes research. Based on Ary et al. (2010, p. 29), The purpose of content analysis was to identify people behavior by studying and constructing the objects. Through, recorded, textbooks, receipts, videos, recordings, journals, topics, reports, and other

documents could be used. The researcher generally starts with a topic that he or she feels can be answered best by examining forms.

According to Markel in Neuendorf (2017, p. 19), content analysis has been applied to many inquiries. It has been used to investigate naturally occurring language. It was the same with the researcher that examined the textbook to find moral values. The data were commonly thought of as representing observations and readings. The researcher focused on defining and reading the book to establish moral values and made the result with it. Critical theory scholarly approached to using reflective assessment and critique of social and cultural structures through applying theory and knowledge from the social sciences and the humanities (Drisko, J. W. & Tina, 2016, p. 82).

The researcher examined the textbook in this study. It utilized the textbook "When English Rings a Bell" for the seventh grade of Junior High School.

B. The Subject of the Study

This research will be conducted in the textbook was published by the Indonesian Ministry of Education and Culture. It was used English textbook for seventh grade of Junior High School "When English Rings a Bell". There were eight chapters in this textbook. There was divided into two semesters for the first and second semester. In each branch has different topic material. It also has four skills: listening, reading, writing, and speaking to train the students. The against of the textbook can be seen as follows the analysis by reading and investigate the book to found the moral values, and the researcher made the result.

3.1 The titles of each chapter in "When English Rings a Bell," an English textbook for junior high school students in the seventh grade.

No.	The Textbook " <i>Bahasa Inggris: When English Rings A Bell</i> "	
1.	Chapter I	" Good morning. How are you?"
2.	Chapter II	"It is me!"
3.	Chapter III	"What Time is it?"
4.	Chapter IV	"This is my world."
5.	Chapter V	"It is a beautiful day."
6.	Chapter VI	"We love what we do."
7.	Chapter VII	"I am proud of Indonesia."
8.	Chapter VIII	"That is what friends are supposed to do."

Following the table above were some of the different topics learned by students.

C. Source of Data

The data was collected from the textbooks used as the basis by the curriculum, 2013. In this study, the researcher was selected the English textbook "When English Rings a Bell" for grade seventh from the Indonesian Ministry of Education and Culture. This textbook was divided into several sections. The researcher only focused on one book and investigated moral values.

The researcher was gathered from "When English Rings a Bell," an English textbook for seventh-grade Junior High School students written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah and published in 2017. It included eight chapters and 202 pages.

D. Research Instrument

The data was collected using an instrument. The instrument in this study was an English textbook. The textbook as an instrument in this study refers to the researcher investigating moral values. The researcher made an assessment sheet by the table. This table in this study has 18 moral values that are referred to inspect the textbook.

In this study, the calculation of the result, it used only for a mapping. The data was calculated by dividing the total number of criteria that were satisfied, which is the frequency, by the total number of criteria that were met. Then, it was multiplied by 100% to have the total percentage of the requirements above moral values.

E. Data Collection Procedures

This research was library research to observe the aims and the nature of the problem in this research. As source of the data, the researcher has been attempted to collect data by the library. It was appropriate as the goals of the researcher's study.

In this study, the researcher used some procedures to collect the data:

1. The criteria for the textbook was established by the researcher.
2. The researcher established the English textbook level, which was used by junior high schools.
3. The researcher read the textbook in general.
4. The researcher investigated the moral values in the textbook.

5. The data was collected and analyzed by the researcher.

F. Data Analysis Procedures

Based on the grand character education guidelines, the above education character must be required to be in the EYL textbook. The researcher classified the substance of each paragraph in this study.

The data analysis has been three activity streams running concurrently: (1) data condensation, (2) data display, and (3) conclusion drawing/verification. As the data progresses through the book, we will go more deeply into each of these elements. (Miles et al., 2014, p. 31).

In this study, the researcher used some procedures to collect the data:

6. The criteria for the textbook was established by the researcher.
7. The researcher established the English textbook level, which was used by junior high schools.
8. The researcher read the textbook in general.
9. The researcher investigated the moral values in the textbook.
10. The data was collected and analyzed by the researcher.

1. Data Condensation

According to Miles et al., "Choosing, focusing, simplifying, abstracting, and transforming was a process to known as data condensation." (2014, p. 31).

The researcher read the general textbook and determined the criteria. For attempt to link the content with the moral values criteria. The focused on

investigating the English textbook's moral values and making the result by critical discourse analysis.

2. Data Display

According to Miles et al., " A display is an organized, compressed assembly of information that allows conclusion drawing and action Looking at what's on show helps us comprehend what's going on and then do something about it, either by furthering our analysis or taking action based on what we've learned." (2014, p. 31). The researcher connected the content with the moral values criteria and showed the moral value.

3. Drawing and Verifying Conclusions

The qualitative analysis interpreted by patterns, explanations, casual flows, and propositions were intended from the outset of data gathering. The competent researcher approached these results with caution, retaining an open mind and a healthy dose of scepticism, yet the conclusions are still hazy at first, before becoming more specific and grounded (Miles et al., 2014, p. 31). The researcher focused on investigating the moral values in the English textbook using critical analysis. According to Miles et al, "as the analysis progresses, the conclusions are also validated." (2014, p. 31). The conclusion was verified by the analysis of the textbook and answer the problem statements.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter accommodates several parts. It covers: (a) Data presentation, (b) Research findings, and (c) Discussion.

A. Data Presentation

In this part, the researcher has been collected the data. This part presented the data collected from some text by English textbook “When English Rings A Bells” for seventh grade published by the Ministry of Education and Culture.

4.1 The topics in “When English Rings a Bell” English Textbook for the seventh grade of Junior High School

The Textbook " <i>Bahasa Inggris: When English Rings A Bell</i> "	
Chapter I	" Good Morning. How are you?"
Chapter II	"It is me!"
Chapter III	"What Time is it?"
Chapter IV	"This is my world."
Chapter V	"It is a beautiful day."
Chapter VI	"We love what we do."
Chapter VII	"I am proud of Indonesia."
Chapter VIII	"That is what friends are supposed to do."

This textbook has eight-chapter with four skills listening, writing, reading, and speaking. They were different title and topics. In each chapter displayed some cases. There were the shown from each chapter:

1. Chapter 1 “Good Morning, How Are You?”



The figure of 4. 1 chapter 1

This chapter has four topics learned by the student. They were “to greet”, “to take leave”, “to say thank you”, and “to say sorry”. This chapter gave several topics and tasks that were learned by the student. They were presenting the topics with pictures and dialogue. The topics displayed with the conversation between students and teachers. It was the example picture about the “to greet” topic:



Figure 4. 2 chapter 1 “Good Morning, How Are You?”

There was not only between student and teacher, but also between parents, friends, neighbors, and others.

2. Chapter 2 “This is me!”

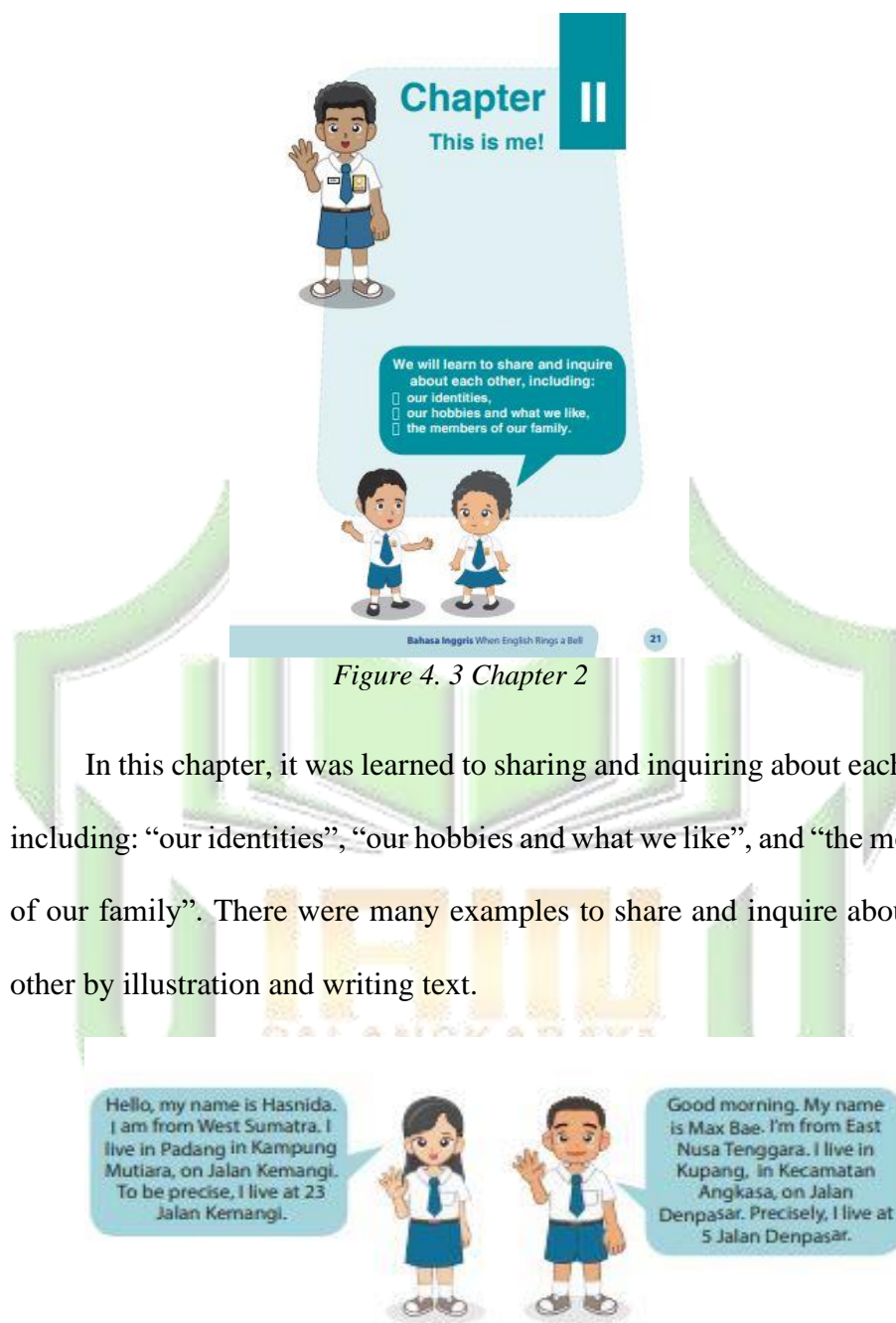


Figure 4. 4 Chapter 2 “This is me!”

It was an example of the “our identities” topic. It was described with the illustration of students and explained by paragraph.

3. Chapter 3 “What Time Is It?”

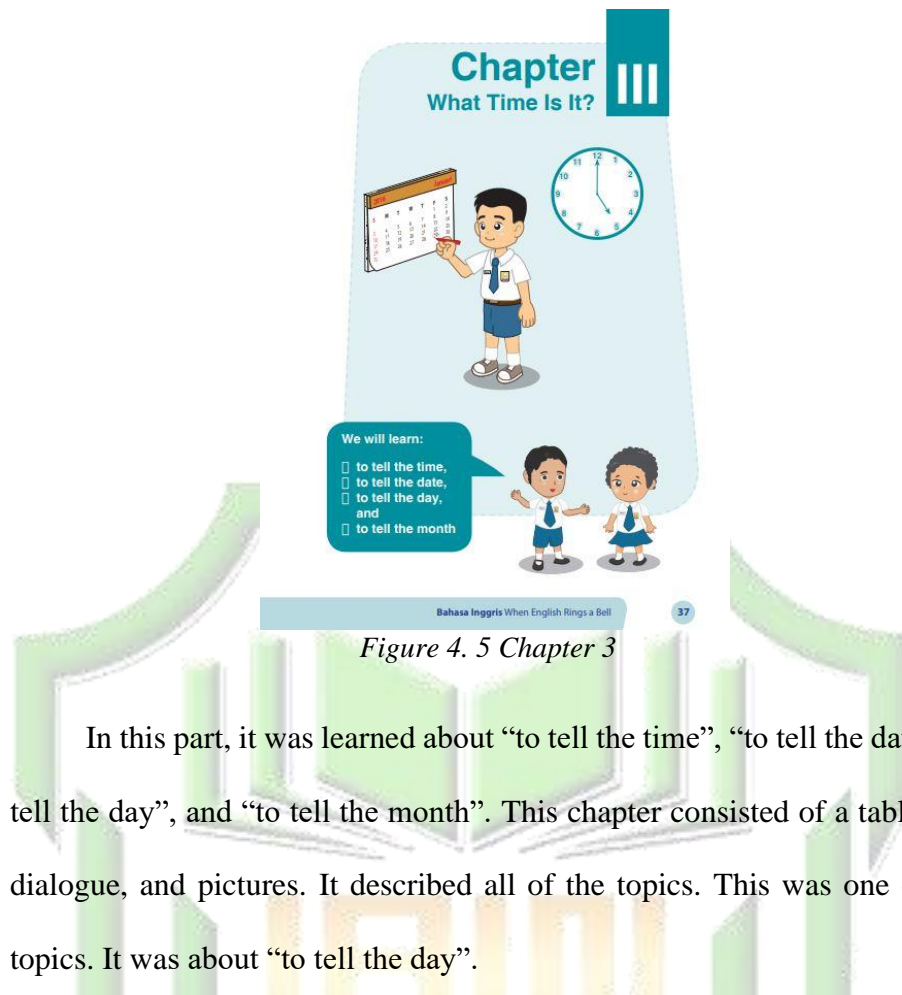


Figure 4. 5 Chapter 3

In this part, it was learned about “to tell the time”, “to tell the date”, “to tell the day”, and “to tell the month”. This chapter consisted of a table, text, dialogue, and pictures. It described all of the topics. This was one of four topics. It was about “to tell the day”.



Figure 4. 6 Chapter 3 “What Time Is It?”

4. Chapter 4 “This Is My World”

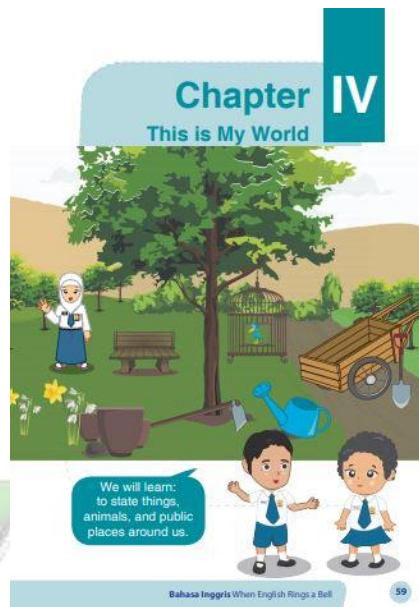


Figure 4. 7 Chapter 4

This chapter learned about “to state things, animals, and public places around us”. They consisted of some pictures and tables. This chapter was presenting about to know many things around us.



Figure 4. 8 Chapter 4 “This Is My World”

5. Chapter 5 “It’s a Beautiful Day”



Figure 4. 9 Chapter 5

This chapter has “It’s a Beautiful Day” as the title. The students learned to “Ask for and give information related to the qualities of people, animals, and things, in order to identify, to criticize or to praise them”. This chapter presented the topics in dialogue and pictures of students that used uniforms.



Figure 4. 10 Chapter 5 “It’s a Beautiful Day”

6. Chapter 6 “We Love What We Do”

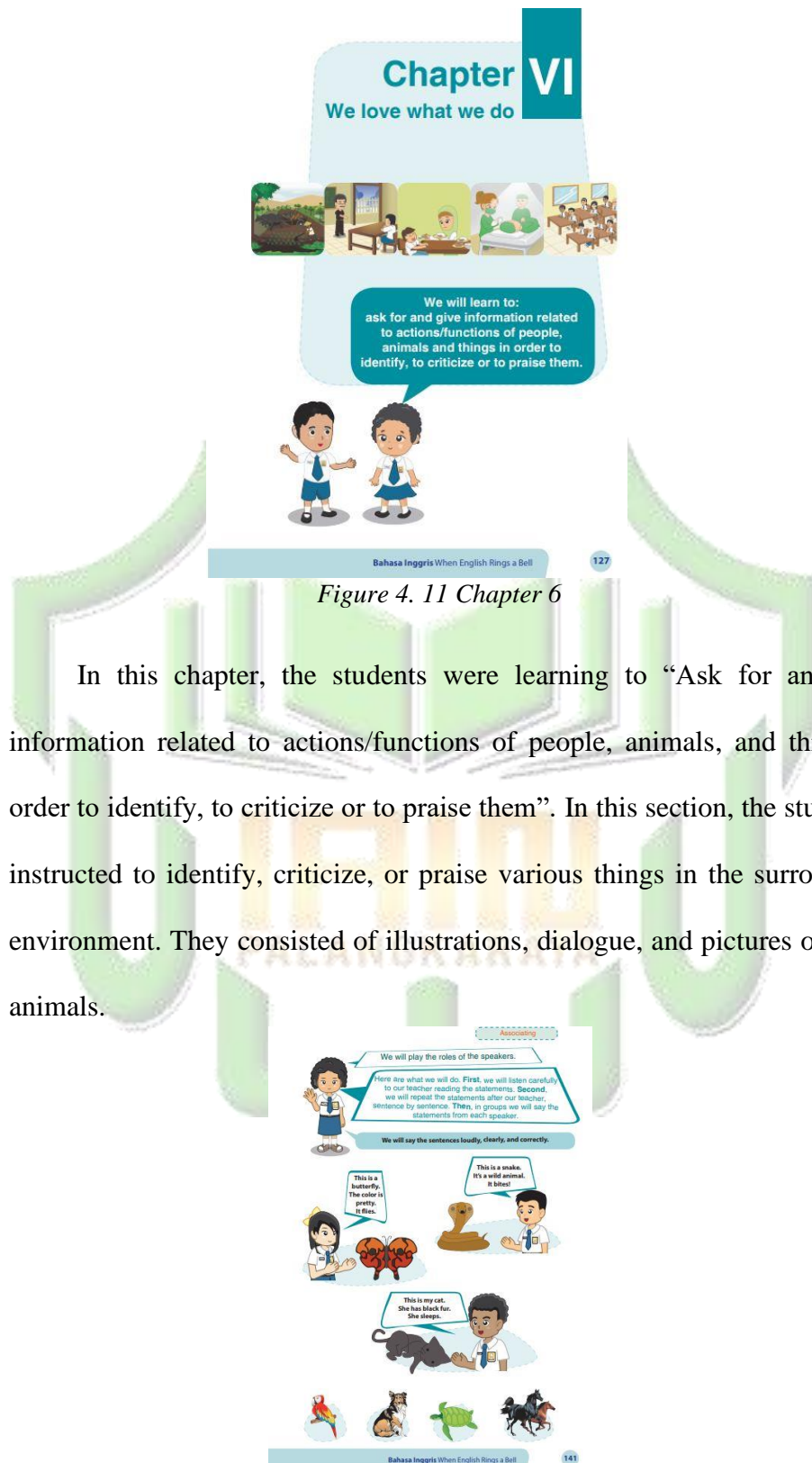


Figure 4. 11 Chapter 6

In this chapter, the students were learning to “Ask for and give information related to actions/functions of people, animals, and things in order to identify, to criticize or to praise them”. In this section, the student is instructed to identify, criticize, or praise various things in the surrounding environment. They consisted of illustrations, dialogue, and pictures of some animals.



Figure 4. 12 Chapter 6 “We Love What We do”

7. Chapter 7 “I’m Proud of Indonesia”



Figure 4. 13 Chapter 7

This chapter has “I’m Proud of Indonesia” as the title. In this section, they were four topics that will learn by students. It was learning to describe people, animals, and things in order to: “to make them stand out”, “to show my pride in them”, “to promote them”, “to criticize them”. The first section, it was explaining Indonesian schools. Next, it was identifying and describing Indonesia's country.

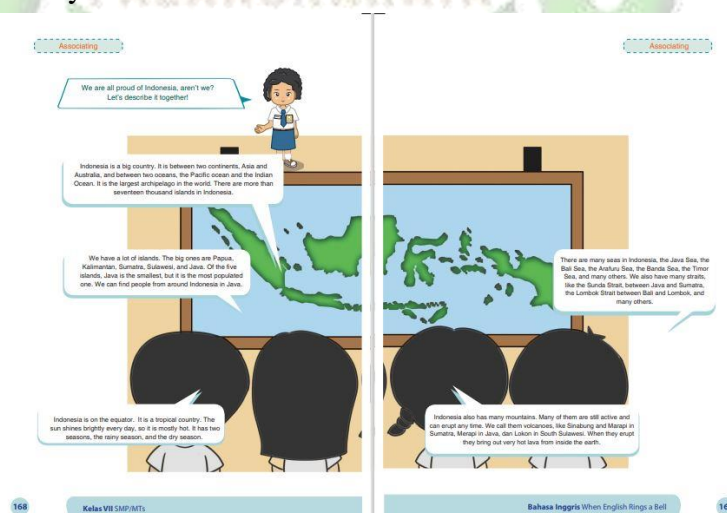


Figure 4. 14 Chapter 7 “I’m Proud of Indonesia”

8. Chapter 8 “That’s what friends are supposed to do”

Chapter VIII
That's what friends are supposed to do

Here, we will learn to get the message of a song.

Figure 4.15 Chapter 8

In this chapter only has one topic that will learn by the student. It was “We learn to get the message of a song”. This section was to identifying the message from the song and discussed the meaning of that song.

Observing and asking questions

Count On Me 🎵
By: Bruno Mars

[Verse 1:]
Oh uh-huh
If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, ooooohh yeah, yeah

[Verse 2:]
If you're tossin' and you're turnin'
And you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you

Oooh
We find out what we're made of
When we are called to help our friends in need

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Figure 4.16 Chapter 8 “That’s what friends are supposed to do”

B. Research Finding

This part showed the data analysis collected and found by the researcher in the English Textbook for seventh grade. According to Bonjanic and Topalov (2016, p. 138), the textbook is a critical component in the teaching-learning process. This statement mention that textbook was important and have to exist for teaching-learning activities. The researcher has been presented the characteristic of the English textbook “When English Rings a Bell” for the seventh grade of Junior High School to found the moral values in this textbook. The researcher investigated the moral values based on the grand character education guidelines. It has eighteen moral values as character education set by the Indonesian presidential regulation number 87 in 2017 about strengthening character education. This section consisted of the findings displayed by the researcher. It was looking for analyzed the data analysis that found in the English textbook “When English Rings A Bells” for the seventh grade of Junior high school edition to presented one to eighteen moral values. The data has been shown in table 4. 2, which gave eighteen moral values in every chapter found by the researcher. It has been found in frequency and percentage, even though this table is only as mapping data that the researcher has found. The analysis related to several findings that match the value that has been obtained, as seen in the following table. 4. 2

Table 4. 2 The words portraying moral values in the English textbook “Bahasa Inggris: When English Rings A Bell” for Seventh grade of Junior high School

The Textbook " <i>Bahasa Inggris: When English Rings A Bell</i> "																			
No	Moral Values	Chapter																Total Frequency	Total Percentage (%)
		I		II		III		IV		V		VI		VII		VIII			
		<i>"Good Morning. How are you?"</i>		<i>"It is Me!"</i>		<i>"What Time is it?"</i>		<i>"This is my world</i>		<i>"It is a beautiful day."</i>		<i>"We love what we do."</i>		<i>"I am proud of Indonesia."</i>		<i>"That is what friends are supposed to do".</i>			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%		
1	Religiosity	0	0%	0	0%	1	72%	0	0%	0	0%	0	0%	0	1%	0	0%	1	1%
2	Honesty	0	0%	0	0%	0	0%	0	0%	1	4%	0	0%	16	43%	0	0%	16	11%
3	Tolerance	3	7%	0	0%	0	0%	0	0%	1	4%	0	0%	0	1%	0	0%	4	3%
4	Discipline	0	0%	0	0%	4	29%	0	0%	1	4%	2	17%	2	5%	0	0%	9	6%
5	Hard work	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	1	3%	0	0%	2	1%
6	Creativity	0	0%	0	0%	0	0%	0	0%	0	0%	2	17%	1	3%	0	0%	3	2%
7	Independence	0	0%	0	0%	3	22%	0	0%	0	0%	1	7%	0	1%	0	0%	4	3%
8	Democracy	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
9	Curiosity	2	5%	2	100%	2	14%	8	80%	9	33%	2	17%	4	11%	0	0%	29	20%
10	Patriotism	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
11	Nationalism	0	0%	0	0%	1	7%	0	0%	0	0%	0	0%	1	3%	0	0%	2	1%
12	Appreciativeness	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	1%	0	0%	1	1%
13	Friendliness	0	0%	0	0%	1	7%	1	10%	6	22%	1	7%	6	16%	0	0%	15	10%
14	Peace making	0	0%	0	0%	1	7%	1	10%	2	7%	0	0%	1	3%	0	0%	5	4%
15	Love to read	0	0%	0	0%	1	7%	0	0%	0	0%	1	7%	0	1%	0	0%	2	1%
16	Environmental awareness	0	0%	0	0%	0	0%	0	0%	3	11%	1	7%	2	5%	0	0%	6	4%
17	Social awareness	30	75%	0	0%	0	0%	0	0%	4	15%	1	7%	2	5%	1	50%	38	26%
18	Responsibility	4	10%	0	0%	0	0%	0	0%	1	4%	1	7%	1	3%	1	50%	8	6%
	Total	40	100%	2	100%	14	100%	10	100%	27	100%	12	100%	37	100%	2	100%	145	100%

According to table 4.2 showed the data analysis from one to eighteen in eight chapters in the English textbook “When English Rings A Bells” for the seventh grade of Junior High School published by The Ministry of Education and Culture. The table was displayed by frequency and percentage. According to Widodo et al (2018, p. 5) Moral values become one of balance in culture and become a complementary existence in everyone. This statement showed that every human has moral values and is presented through a textbook to teach the children about moral values.

Based on table 4.2 indicated the result of the frequency analysis in the English textbook “When English Rings a Bells” for the seventh grade of Junior high school in each chapter. The table 4.2 showed the frequently that appeared the most and corresponded to the moral values in the English textbook for the seventh grade of Junior high school by each chapter. in chapter one, the most frequently is social awareness (75%), whereas for the other moral values were responsibility (10%), tolerance (7%), curiosity (5%), and appreciativeness (3%). Chapter two, for the most frequently is curiosity (100%). Chapter three, for the most frequently is discipline (29%), while the other moral values were independence (22%), curiosity (14%), religiosity (7%), nationalism (7%), peace making (7%), and love to read (7%). Chapter four, for the most frequently is curiosity (80%), while the other is friendliness (7%) and peace making (7%). In chapter five, it was the same moral value as the chapter fourth, the most frequently was curiosity (33%). In comparison, the other moral values were friendliness (22%), social awareness (15%), environmental awareness (11%), peace making (7%), responsibility (4%),

discipline (4%), and tolerance (4%). In chapter six, it was two moral values as the most frequently, there were creativity (17%) and curiosity (17%). Whereas the others, they have the same frequency. They were independent (7%), friendliness (7%), love to read (7%), environmental awareness (7%), social awareness (7%), and responsibility (7%). Chapter seven, for the most frequently is honesty (43%), while the other is friendliness (16%), curiosity (11%), discipline (5%), environmental awareness (5%), social awareness (5%), responsibility (3%), hard work (3%), creativity (3%), nationalism (3%), and peace making (3%). Chapter eight, it has two moral values with the same frequency, they are social awareness (50%) and responsibility (50%).

The table also showed the total frequencies of the word presented in every chapter of moral values in the English textbook for the seventh grade of Junior high school. The total frequency of 18 moral values that appeared from each chapter in the English textbook “When English Rings a Bells” are social awareness (26%), curiosity (20%), honesty (11%), friendliness (10%), discipline (6%), responsibility (6%), environmental awareness (4%), peace making (4%), tolerance (3%), independence (3%), creativity (2%), hard work (1%), nationalism (1%), love to read (1%), appreciativeness (1%), religiosity (1%), democracy (0%), patriotism (0%).

The data showed the total frequencies from chapter one until chapter eight from the least to the most apparent in the English textbook “When English Rings A Bells”. The results of the data also showed the most frequently moral values that appeared in this English textbook are social awareness (26%), curiosity (20%),

responsibility (6%). These three words the most apparent in the particular chapter of the English textbook and they related to the eighteen moral values in the table.

C. Discussion

According to table 4.1 as research findings showed that all of the moral values that have been found by the researcher. This part discussed the result of the study analyzed and found from the English textbook “When English Rings a Bell” for the seventh grade of Junior High School. This book was a new revision English textbook published by the Ministry of Education and Culture of Indonesia to implement a newly designed curriculum, 2013. The aimed of the discussion focused on analyzed and found the moral values in the textbook. The researcher discussion the moral values by narrative analysis in each chapter.

a. Chapter One "Good Morning. How are you?"

This chapter has a frequency that uses words related to moral values are responsibility (10%), tolerance (7%), curiosity (5%), appreciativeness (3%), social awareness (75%). The frequency the most displayed in this chapter when sorted are social awareness, responsibility, tolerance, curiosity, and appreciativeness. First, social awareness is the moral value found in this chapter as much as 75%. The researcher explained by narrative analysis to interpret the text's content that represents the moral value of social awareness. The researcher attended several sample texts of chapter one, which shows social awareness as a moral value.



Figure 4. 17 and Figure 4. 18 Examples of Moral Value Social Awareness

The researcher found moral value in the image and dialogues that the author intended to convey the implied moral message. The first image was a situation where a father arriving from his work and his son welcomed his father with a greeting and asking about his condition. It was a behavior that should exist in humans to care for each other, especially the family. In the dialogue, his son said, “good evening, Dad. How are you?” this dialogue has a meaning. It was to know how his father's condition. The father said, “Good evening, Beni. Yes, I’m very tired. I want to take a bath and then have dinner”. It was clarifying that his father was in a state of exhaustion after work. The expression has a moral value that is social awareness.

In contrast, the following image has a slight difference. In image two was about a friend of the same age. They also greeted and asked their feelings. The textbook author may convey a moral message to each student by showing social care among human beings. It was referring to show students care and concern in their life. According to Brand, Don (2012, p. 378), individual welfare for the community in health and social awareness will lead to the welfare of individuals

complementary and an important commitment in health and social life. The dialogue taught the students to have attitude social awareness. It implied that students should show his care to their parents, friends, teacher, and other.

Second, responsibility is the moral value found by the researcher. Responsibility has 10% in this chapter. The researcher explained analysis in the narrative to interpret the text's content that represented the moral value of responsibility. The researcher attended several sample texts of chapter one, showing the above responsibility as a moral value.

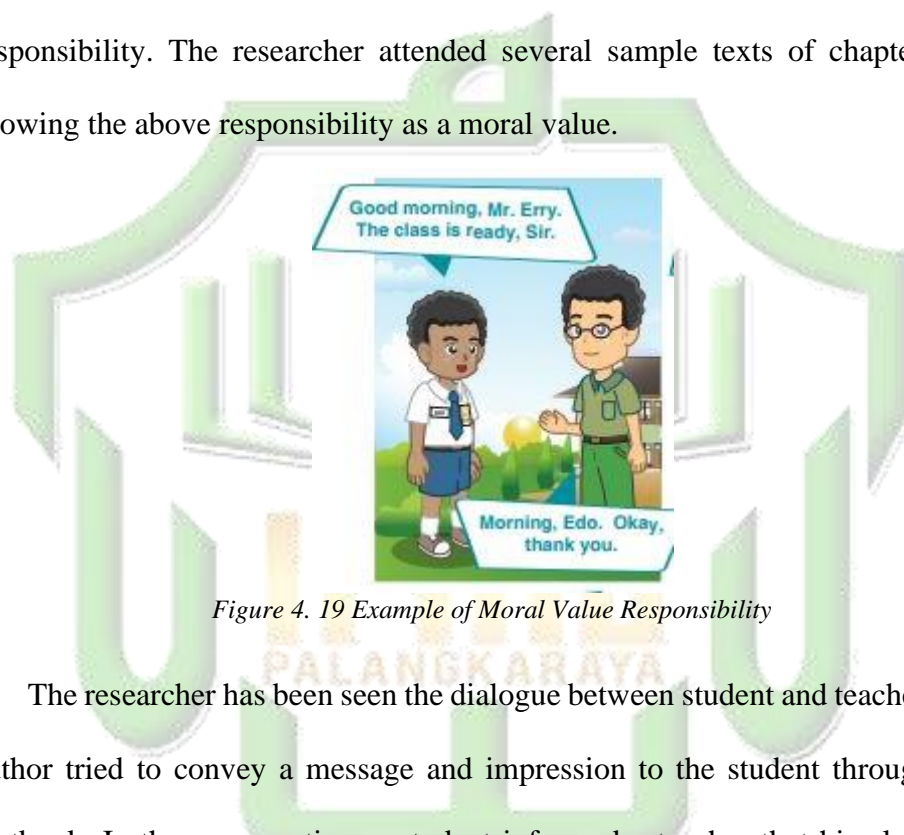


Figure 4. 19 Example of Moral Value Responsibility

The researcher has been seen the dialogue between student and teacher. The author tried to convey a message and impression to the student through this textbook. In the conversation, a student informed a teacher that his class was ready to take lessons from the teacher. The students said, “Good morning, Mr. Erry. The class is ready, sir” this sentence indicated that the student has a sense of responsibility as a student to remind his teacher that the class is ready to receive lessons. The teacher said, “Morning, Edo. Okay, thank you” In this situation, the teacher showed gratitude and will soon come to class to start the

lesson. According to Bergen, Jen Peter (2017, p. 2) The nature of responsibility and innovation has a compatible character and provides an additional moral foundation. The author made the allegation that all students should have a sense of responsibility towards their obligation. The definition of responsibility was an essential moral value and needed to be taught at an early age.

Third, tolerance is one of eighteen moral values in that table. Tolerance has 7% in this chapter that found by the researcher. The researcher has been taking a sample about tolerance.

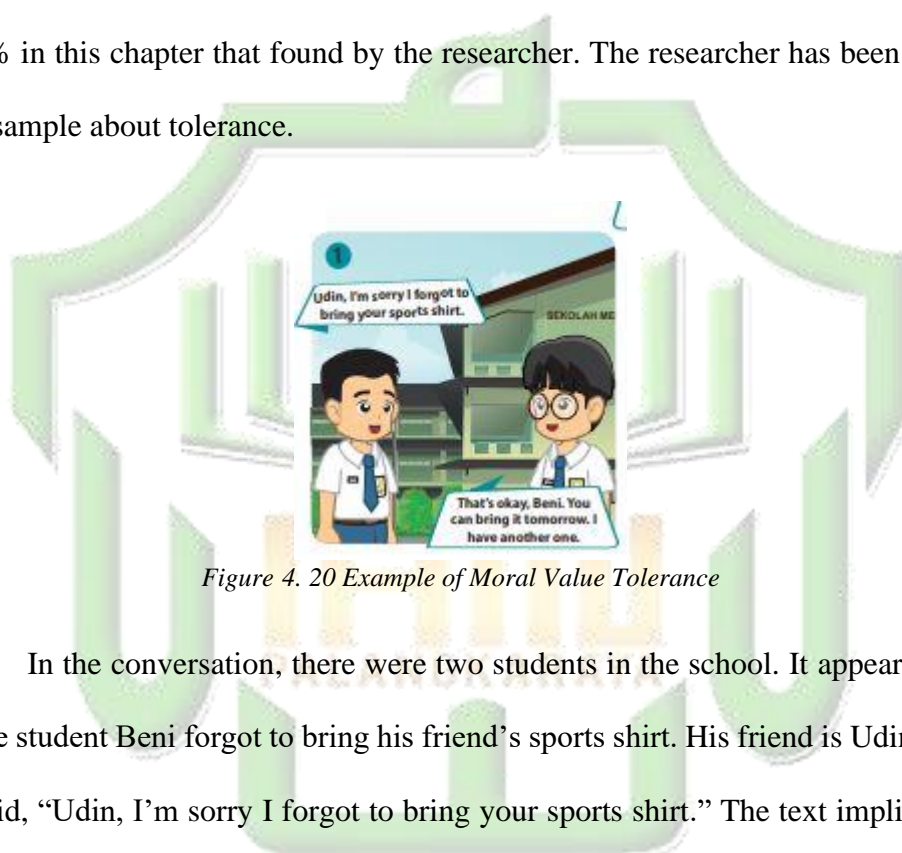


Figure 4. 20 Example of Moral Value Tolerance

In the conversation, there were two students in the school. It appeared that the student Beni forgot to bring his friend's sports shirt. His friend is Udin. Beni said, "Udin, I'm sorry I forgot to bring your sports shirt." The text implied that explained that the student named Beni forgot to bring sports clothes belonging to Udin. Then, Udin said, "That's okay, Beni. You can bring it tomorrow. I have another one" this text explained that Udin was understood the behavior of Beni, who forgot to bring his sports shirt. There was a sense of moral value in the conversation. It is tolerance. Udin's attitude to Beni was forgiven about his mistook when he forgot to bought Udin sports clothes, it was a form of moral

value that is tolerance, and Udin gave the opportunity for Beni to returned in next day.

The author sought to convey the moral message contained in the situation that occurred in Udin and Beni. The author described Udin's attitude as a good attitude that must be in every student. There was a moral value that students could understand in thus, a situation is a tolerance. According to Aubakirova in Sahin, Cavus (2015, p. 600), tolerance to identical behavior includes patience in dealing with the situation. This statement explained tolerance same with patience from someone. The author wrote and described the attitude of tolerance through a response from Udin to Beni.

Fourth, curiosity includes a moral value that the student must learn. Curiosity has 5% in chapter one of this textbook. There was some sample of curiosity as a moral value.



Figure 4. 21 Example of Moral Value Curiosity

In this picture and conversation, the researcher read the dialogue one by one and found a moral value. In the dialogue, there was a student named Siti and a female teacher called mom. The conversation described Siti's condition as not good. Mom said, "How are you, Siti?", the teacher asked how Siti's condition.

Siti said, “I’m not feeling well, Mom.” Siti was responding with an answer that looked bad. Siti was in poor health to follow the lessons. The teacher understood that Siti was not feeling well. The teacher was worried and asked more about her pain details and advised her to rest. In this conversation, the teacher showed curiosity in the student.

The author has implied that there is a moral value in curiosity towards the student’s condition. In this situation, the author described a caring teacher and curious about what her students felt. This has been demonstrated the moral value of curiosity that should exist in the student. It was needed to be learned by students. Curiosity is described in this form and could be shown in the lesson that is curiosity how to care for plants or curiosity how to solve math problems.

Fifth, moral value appreciativeness in this chapter has 3%. The researcher analyzed and found several conversations that contained appreciativeness.



Figure 4. 22 Example of Moral Value Appreciativeness

In this conversation, the researcher seen a student named Lina and a teacher named Mrs. Rita was talking about a gift. Lina said, “Mrs. Rita, thank you very much for the gift. I like it very much.” In this dialogue, Lina was feeling happy

and grateful to Mrs. Rita for the gift. Mrs. Rita said, “Good on you Lina. I’m happy you like it.” The response of Mrs. Rita showed that her happy to hear what Lina felt. After reading and analyzing several texts in chapter one, the researcher saw that Lina was a student who performed well in the lesson. Because Lina has been a good and accomplished student, Mrs. Rita gave an appreciation to Lina that is a gift.

The author described this situation in the school environment. The author also pointed out that the conversation has an implied message about the appreciativeness of someone who has reigned for the school. In Indonesia, it was a habit to appreciate people who contributed to the nation and country. Similarly, what happened to the student named Lina. She has been a good and accomplished student for her school.

b. Chapter Two “This is Me!”

This chapter has a frequency and percentage of moral value. The researcher found one moral value it is curiosity. It consisted of two and the percentage of each other 50%. The researcher has been analyzed and showed the sample text.



Figure 4. 23 Example of Moral Value Curiosity

At this moment, the teacher and a student were making a conversation. As a teacher, she should know about her student's appearance. The purpose was for

the teacher to know the condition, situation, and attitude of each student and took an approach to understand the student's behavior and be able to educate in a good and correct way. In this conversation, the teacher gave several questions, and the students answered them. This situation showed the curiosity of the teacher to know the appearance of her student. The author presented the impression that moral value is curiosity in the conversation.

c. Chapter 3 “What Time is it?”

This chapter has several moral values. There were religiosity, discipline, independence, curiosity, nationalism, friendliness, peace-making, love to read. In each moral value, have the frequency. Discipline (29%), independence (22%), curiosity (14%), religiosity (7%), nationalism (7%), friendliness (7%), peace making (7%), love to read (7%).

First, discipline has the most frequency than others in this chapter. The researcher found several texts concerned with discipline as a moral value. The researcher showed a sample text about discipline.

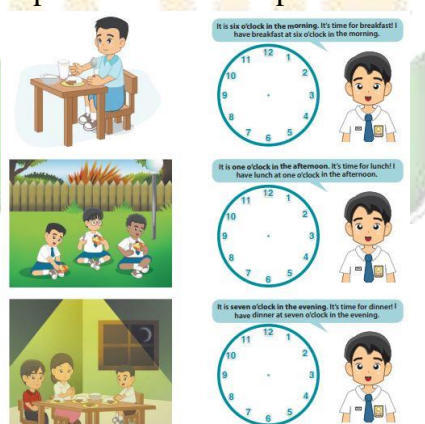


Figure 4. 24 Example of Moral Value Discipline

In this situation, the researcher analyzed the text. The picture and text explained the child did the activities. In each image and text showed a

disciplined attitude in arranged time. It was at mealtime “It is six o’clock in the morning. It’s time for breakfast”. The text has been shown that the meal time has already arrived and the child must eat at that hour. The attitude from the child was disciplined about the time when he should eat breakfast, lunch, and dinner without passing it.

In this condition, the author implied a moral value. It was to discipline about time, especially eating because having a meal was necessary for the child to grow well. According to Naum, Magdalena (2018, p. 108), discipline is a behavior that occurs to the end or a result or purpose derived from the event. Its primary purpose is to organize, shape, and manage the possibility of becoming a personal example. It explained discipline should be an example for every human, and discipline was important in life.

Second, Independence has 22% in this chapter. The researcher found several texts to showed about independence as a moral value.

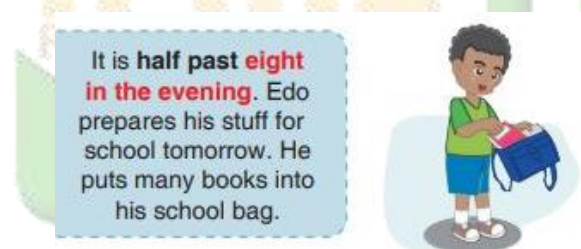


Figure 4. 25 Example of Moral Value Independence

The text indicated that moral value is independence. It explained that the child did the activity. Before he went to sleep, he was preparing his stuff for the next day. It was good behavior to taught the children to be independent for taking

care of their own what needed or independent in preparing what they needed for school.

Third, curiosity has 14% in this chapter. The researcher found two texts it shown curiosity.

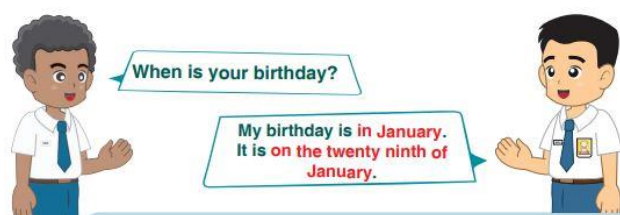


Figure 4. 26 Example of Moral Value Curiosity

The short conversation showed that the researcher found a moral value. It was curiosity. “When is your birthday?” this text intended to know about his friend's birthday. In the short conversation, the author implied moral values so that students could be more sensitive to their environment.

Fourth, the researcher analyzed and found nationalism with 7% in this chapter. There was one sample text that found it.



Figure 4. 27 Example of Moral Value Nationalism

This image showed two students during a short conversation about a national day. The first student asked, “When do we celebrate Kartini Day?” this text showed curiosity. It meant nationalism to commemorate the big days in

Indonesia. The second student answered, “Kartini Day is in April. It is on the twenty-first of April.” This answer showed that the student remembered what a big day in Indonesia was. It was Kartini Day. According to Laine, Veera (2017, p. 223), nationalism is defined as “a political movement or a great day of the country and justifies that fact with a nationalist argument”. It explained that it was celebrated and obligated what was great days as a form of nationalism attitude and as the people of Indonesia. The conversation has a moral value that was implicated, namely nationalism. The author made this short conversation for the student to always remembering big days in Indonesia. This book also described the big days using a table, therefore easy for students to remember it.

Fifth, the friendliness found in this part of the text showed about this moral value.



Figure 4. 28 Example of Moral Value Friendliness

This situation showed a lovely family having dinner together. The researcher found a moral value from the text. The acts of *Edo and his family have dinner together. His father cooks a delicious roasted chicken.* This action presented a moral value of friendliness in the family. This was a positive attitude and an excellent example for children in their families.

Sixth, peace making as a moral value is one of the moral values that must exist in every student. This moral value has 7% in this chapter.

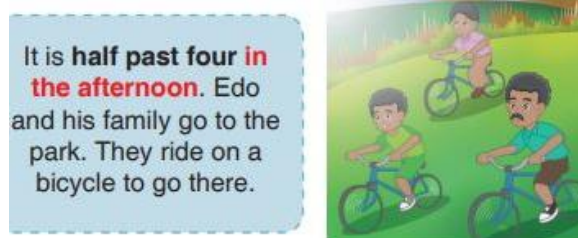


Figure 4. 29 Example of Moral Value Peace making

This text told an activity about a family. They went out to ride the bicycle together. This situation showed this family has a nice relationship between parent and son. The researcher has been analyzed and found peace making in this text. The text that the author wrote has an implied moral value. It was nice to keep a good relationship and do a free time with family. It made the relationship in a family better and brought love to peace.

Seventh, religiosity was a moral value that must be taught to the student. It consisted 7% in this part.

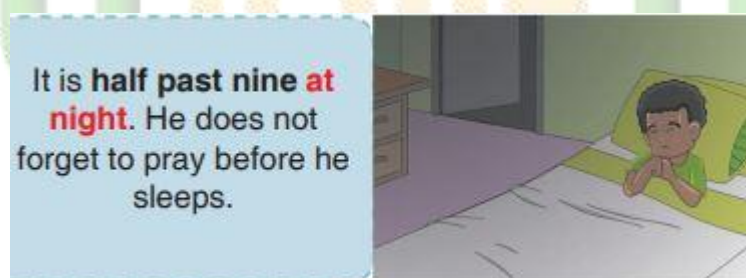


Figure 4. 30 Example of Moral Value Religiosity

This image displayed a child praying. The picture showed what a child did before he went to sleep. The text said *he does not forget to pray before he sleeps*. This text illustrated good behavior that must be presented to everyone. It presented a moral value that is religiosity as a religious people was supposed to

intend and always remember God. According to Dahl, Karolina (2019, p. 265), That religion was a context that included the process of the surrounding community or group towards values, religious norms, habits, beliefs, and an adaptation. The author conveyed to students through this book to always remembering and praying to God.

Eighth, in this part, the researcher found a moral value about love to read. It has 7% of the text.



Figure 4. 31 Example of Moral Value Love to Read

The image showed three children going to the library. At leisure during the day, they went to the library to read some books *they love reading books*. This text illustrated that were three children took time and loved to read books. The author gave an example of a text. There was a moral message that was found in reading books. This book was practical to expand the science of the students.

d. Chapter 4 “This is my World”

This chapter has three moral values. The researcher found it. Curiosity has eight frequencies and 80% as a percentage, peace making has one frequency and 10% as a percentage, and friendliness has one frequency also 10% as a percentage, it seems with peace making.

First, the researcher found several sample texts about curiosity.

Father : Do you see this building on the left?
 Son : Yes. What is this building?
 Father : This is a bank.
 Son : I see. This building on the left is a bank.

Son : What about that building next to the bank?
 Father : That is a post office.
 Son : I see. That building next to the bank is a post office.
 Father : Right. The bank and the post office are next to each other.

Son : And, do you know that building on the right, across from the bank and the post office?
 Father : That building is a tax office.
 Son : I know. That building on the right is a tax office.
 Father : Remember. The tax office is across from the bank and the post office.

Son : And what about that building in front of us?
 Father : That is a hospital.
 Son : Oh yeah. That building is a hospital?
 Father : Right. That building in front of us is a hospital.

Son : And, that building next to the tax office?
 Father : That is a school.
 Son : I see. So, the school is next to the tax office.
 Father : Yes, it is to the right of the tax office.

Son : And, what about that building across from the school, on the corner?
 Father : That building is a police station.
 Son : I see. So, the police station is across from the school.
 Father : Right. It is on the corner, across from the hospital, too.

Figure 4. 32 Example of Moral Value Curiosity

In this situation, the first image shows a father and his son went around to the city. The second image explained their conversation. The researcher has been analyzed and found a curiosity as the moral value in this conversation. Many texts showed about curiosity, such as “What is this building?”, “What about that building next to the bank?” from this text, the son always asked his father to know what buildings they would be passing in that street. The son showed a value about curiosity. This conversation implicitly explained curiosity.

Second, the researcher found a sample text that consisted of two moral values.

<p>What A Wonderful World Louis Armstrong</p> <p>I see trees of green, red roses too. I see them bloom, for me and you. And I think to myself, what a wonderful world.</p> <p>I see skies of blue, and clouds of white. The bright blessed day, the dark sacred night. And I think to myself, What a wonderful world.</p>	<p>The colors of the rainbow, So pretty in the sky. Are also on the faces, Of people going by, I see friends shaking hands. Saying, "How do you do?" They're really saying, "I love you".</p> <p>I hear babies cry, I watch them grow, They'll learn much more, than I'll ever know. And I think to myself, What a wonderful world.</p> <p>Yes, I think to myself, What a wonderful world.</p>
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Figure 4. 33 Example of Moral Values Peace making and Friendliness

The lyrics have two moral values in them. The songs explained a wonderful world. The world we live in was terrific with many characteristics of humans, beautiful plans, and a pretty sky. The lyrics said, “I see trees of green, red roses too. I see them bloom for you and me. And I think to myself, what a wonderful world.” This lyric indicated that there was an element of moral value in peace making. It explained a beautiful plan that the singer had seen and made his world wonderful. “I see friends shaking hands, Saying, “How do you do?” They’re saying, “I love you”. This lyric explained the attitude of humans. It showed friendliness as a moral value in it.

e. Chapter 5 “It’s a Beautiful Day”

The researcher found several moral values in this chapter. In each chapter has various moral values and different frequencies. The researcher found curiosity (33%), friendliness (22%), social awareness (15%), environmental awareness (7%), discipline (4%), tolerance (7%), and responsibility (7%).

First, curiosity in this chapter has most found by the researcher. It included nine as frequency and 33% as percentage in this chapter. This was a sample text of curiosity from this chapter.

Situation 1

Lisa : Dayu, do you have any pets?
 Dayu : Yes, I do. I have two cats.
 Lisa : I love cats! *What do they look like?*
 Dayu : They're very **little**. They're babies, very **cute** ones. They have grey fur, **big** eyes, and each of them has a **pink** nose.
 Lisa : Wow! I can imagine how cute they are.

Figure 4. 34 Example of Moral Value Curiosity

This text indicated two children with a conversation. It could be sawed in this situation Lisa and Dayu have been talked about the pet. Lisa said, “Dayu, do you have any pets?”, “I love cats! What do they look like?” this question showed that Lisa wanted to know about Dayu's pets. The researcher found curiosity as a moral value in this conversation. The following text was when Dayu answered the question from Lisa and talked to her about his pets. The author implied a moral value in this short conversation. It is curiosity.

Second, friendliness has six as frequency and 22% as percentage in this chapter. This was a sample text from friendliness as a moral value.



Figure 4. 35 Example of Moral Value Friendliness

This image showed two students accidentally encountered. The first student kindly praised the second student's car and the second student replied kindly and said, “Thank you” She also explained her vehicle. In this part, the author illustrated the students to be friendliness and respectful to each other. This act made people happy and appeared a positive vibe.

Third, social awareness has four as frequency and 15% as percentage in this chapter. This was a sample text about social awareness in this chapter.

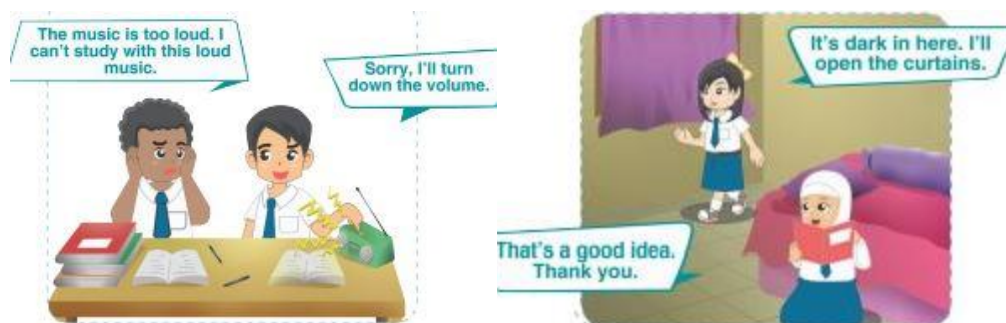


Figure 4. 36 and Figure 4. 37 Examples of Moral Value Social Awareness

This two image was the same condition. It was about the study. This situation indicated that their study had been disturbed by something. A moral value shown in both images is social awareness for their friend who was studying. There was a slight difference between the situation in the first and second images. The first image looked too disturbed because the place was noisy. At the same time, the second image was upset because the place was dark. The author may want to convey the moral value of social awareness to the student, especially when his friend struggled to learn.

Third, environmental awareness has three frequencies and 11% percentage in this chapter.

Siti : This park is shady and the flowers are colourful. I like this park.
 Lina : I do, too. This is a wonderful park.
 Edo : Look! There are butterflies.
 Dayu : They're pretty.
 Beni : There are garbage cans, too. We can keep this park clean.
 Udin : I like studying here. The weather is nice. The park is beautiful.
 And, it's a beautiful day!

Figure 4. 38 Example of Moral Value Environmental Awareness

This conversation was about how children who were studying in the park keep it clean. Beni said, “There are garbage cans, too. We can keep this park clean” from this text, the author inserted a message in the implicitly way. When they use a place to learn, they should keep it clean before or after using it. It was caring for the environment that was a moral behaviour that must exist in every child. This moral value taught children always to give attention to environmental hygiene.

Fourth, the researcher also found responsibility in this chapter. It has one frequency and 4% percentage.



Figure 4. 39 Example of Moral Value Responsibility

This situation showed a student who helped his teacher to buy the books for the class and two friends were looking at the incident. The student named Edo showed that he was the student with responsibility for helping a teacher. The author explained this situation as implied to make students aware and also, it was a sense toward responsibility in various things.

Fifth, tolerance in this chapter has one with 4% percentage. It was a sample text.

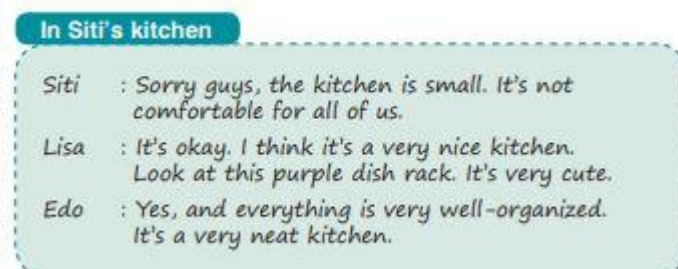


Figure 4. 40 Example of Moral Value Tolerance

This condition appeared a tolerance between friends. It began with Siti apologizing because the kitchen in her house was so narrow and she got a good response from her friends that Siti's house looked unique. The author was conveying the implied that fellow friends should have a tolerant nature and respect for each other.

Sixth, discipline has the same frequency and percentage as tolerance and responsibility in this chapter.

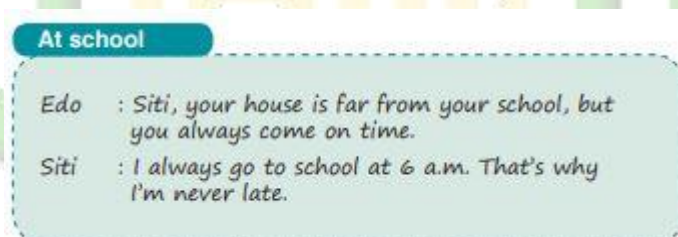


Figure 4. 41 Example of Moral Value Discipline

This short conversation was a meaning in moral value. It was discipline. Siti said, "I always go to school at 6 a. m. That's why I'm never late" through this text, the author gave an example to students to always came on time to the school as Siti did as a good student.

f. Chapter 6 “We Love What We Do”

In this chapter, the researcher has been found several texts consist of two or more moral values. This chapter contained curiosity, creativity, independence, discipline, hard work, love to read, social awareness, environmental awareness, and responsibility.

First, it was a sample text that contained two moral values. They were curiosity and creativity.

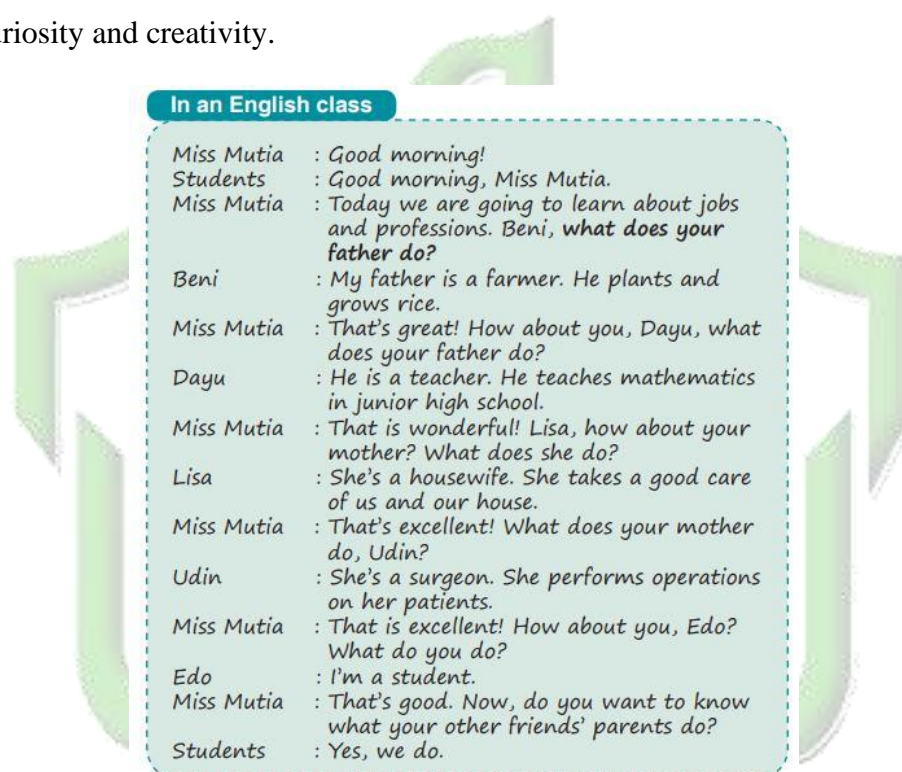


Figure 4. 42 Example of Moral Values Curiosity and Creativity

This conversation showed how the teacher was taught her students about jobs. It started with asking students one by one and praising their father's work. From that mien, the teacher has conducted her students to learn about the job. It showed a moral value that was creative. In that way, the teacher asked her students about their parents' careers, which raised their curiosity and made them interested in knowing what their parents owned.

Second, this text has four moral values. There were responsibility, discipline, social awareness, and environmental awareness.



Figure 4. 43 Example of Moral Values Responsibility, Discipline, Social Awareness, and Environmental Awareness

This conversation has several situations in the classroom. The researcher found several moral values in it. Siti said, “Yes, I do. I always come to school early.” This text implied a moral value about discipline because she always came early to school. In the following text, they were talking about clean the classroom. This condition indicated that Beni was doing his job, namely, scheduled to clean the classroom. There was a moral value that was a sense of responsibility. Siti was looked at and asked where is his partner and Beni answered his partner was coming late. Then, Siti helped Beni to clean the classroom together. This situation showed some moral values. They were social awareness and environmental awareness.

Third, this sample text has two moral values. They were independence and hard work.

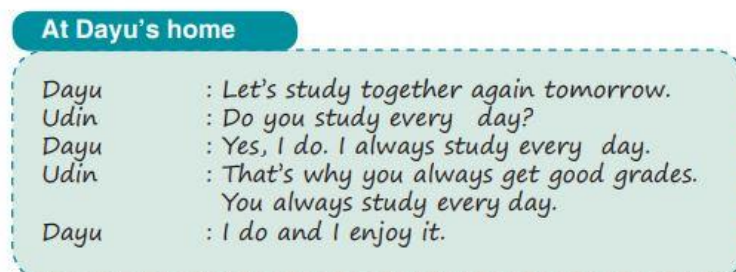


Figure 4. 44 Example of Moral Values Independence and Hard work

This short conversation showed two students that wanted to study together. The expression of Udin said, "That's why you always get good grades. You always study every day." From this text, the researcher had been analyzed and found two moral values. There were discipline and hard work. Because of the effort and perseverance of a student named Dayu to learn every day, he got a good grade in school.

Fourth, this sample text has one moral value. It was love to read and it has one frequency and 7% percentage in this chapter.

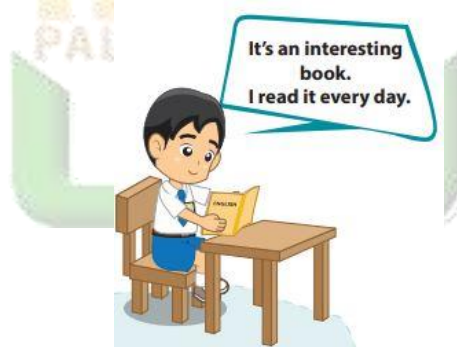


Figure 4. 45 Example of Moral Value Love to Read

This image showed a student reading. It was implied to a student always to read a book because reading books was the window to the world and add to science.

A. Chapter 7 “I’m Proud of Indonesia”

This chapter has many moral values analyzed by the researcher. They were honesty, friendliness, curiosity, hard work, peace making, discipline, environmental awareness, social awareness, responsibility, creativity, and nationalism.

First, honesty was one of the moral values. It has 16 frequencies and 43% percentage. It was a sample text of honesty.

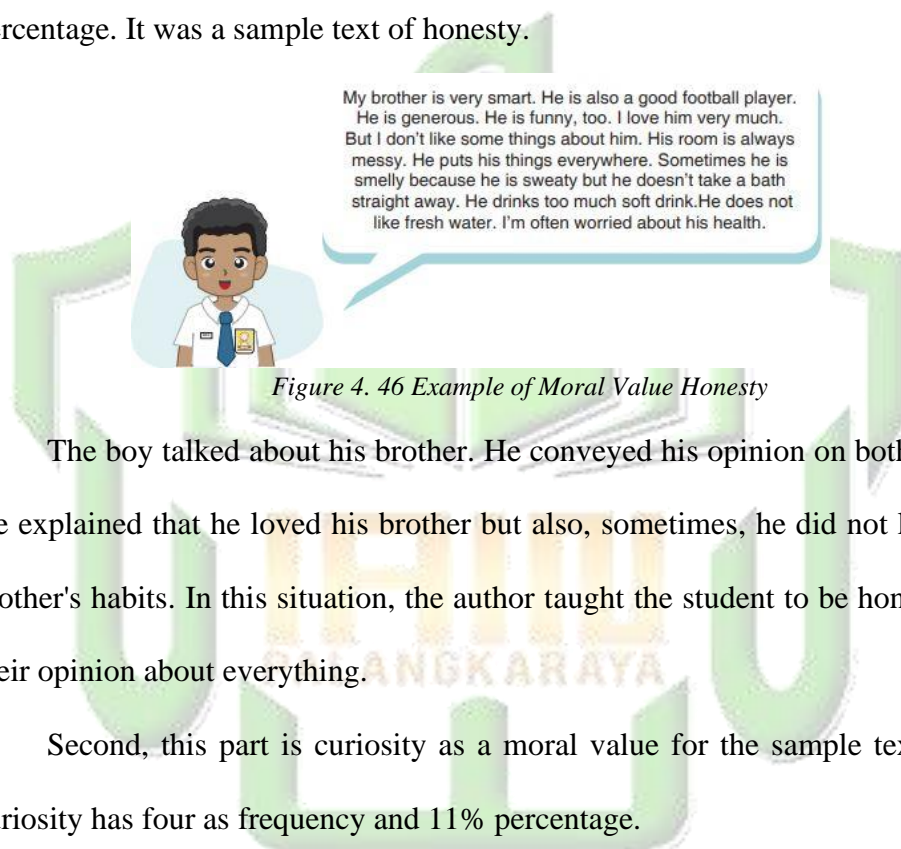


Figure 4.46 Example of Moral Value Honesty

The boy talked about his brother. He conveyed his opinion on both sides. He explained that he loved his brother but also, sometimes, he did not like his brother's habits. In this situation, the author taught the student to be honest in their opinion about everything.

Second, this part is curiosity as a moral value for the sample text. The curiosity has four as frequency and 11% percentage.

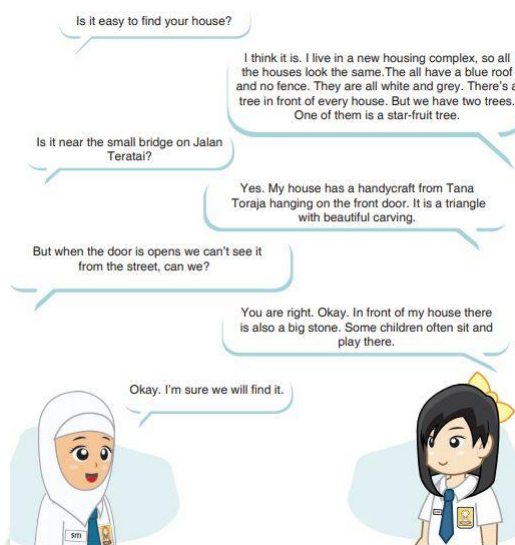


Figure 4. 47 Example of Moral Value Curiosity

This conversation showed two students. The first student that wore a hijab was wanted to visit her friend. She was curious and afraid that she would be lost. Then, she asked her friend to know more specifics about her friend's house and explained more specifically. In this situation, the author taught to grow the value of curiosity toward something important, especially for something important.

Third, this sample text has nationalism as a moral value.

I'm proud of Indonesia

Indonesia is a big country. It is between two continents, Asia and Australia, and between two oceans, the Pacific ocean and the Indian Ocean. It is the largest archipelago in the world. There are more than 17 thousand islands in Indonesia.

There are many seas in Indonesia, the Java Sea, the Bali Sea, the Arafuru Sea, the Banda Sea, the Timor Sea, and many others. We also have many straits, like the Sunda Strait, between Java and Sumatra, the Bali Strait between Bali and Lombok, and many others.

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatera, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia.

Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Marapi in Sumatra, Merapi in Java, and Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

Indonesia is on the equator. It is a tropical country. The sun shines brightly everyday, so it is mostly hot. It has two seasons, the rainy season, and the dry season.

The land is very fertile. Farmers grow many kinds of vegetables and fruits. They also grow coconuts. Indonesian people eat a lot of vegetables like spinach, carrots, long beans, egg plants, cabbages, cucumbers, tomatoes, onions, garlic, chillies, , kangkung and many others.

We also grow many kinds of fruit. We call them local fruits, like guavas, bananas, rambutans, durians, mangosteens, soursops, papayas, pineapples, and salak. Some people call it a snake fruit. They are all very nice, sweet, and juicy. We eat them fresh. We also make delicious juice of them. We also dry many kinds of fruit to make crackers.

Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, tumeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Many kinds of fish, big and small, live in the Indonesian seas. Most of us eat fish with our meals. We also eat shrimp and different kinds of shellfish. But we don't eat big fish, like dolphins and sharks. We protect them. We also protect our turtles.

Indonesia also raise different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat. Our milk is usually from cows. Of course we also have chickens. They give us meat and eggs.

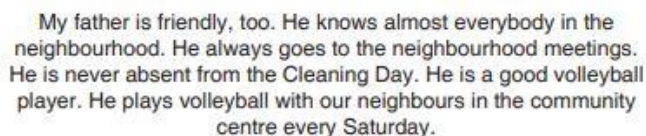
Class VIII B, SMP Muda Berkarya, Bandung
January 2014

Figure 4. 48 Example of Moral Value Nationalism

This text described the diversity of the Indonesian state. The text said that the students were proud to live in Indonesia, which had a lot of uniqueness and

natural wealth as well. The author taught me always to be grateful and proud of Indonesia because Indonesia was unique with its culture and incredible nature.

Fourth, this test consisted of several moral values. They were honesty, friendliness, environmental awareness, and discipline.

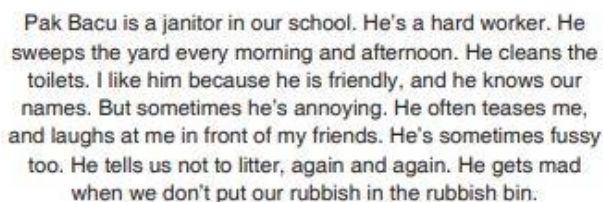


My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.

Figure 4. 49 Example of Moral Values Honesty, Friendliness, Environmental Awareness, and Discipline

This image indicated a child who was talking about her father. It could be sawed in the text whatever her father did. The activities were *goes to the neighbourhood meetings, never being absent from the Cleaning Day, plays volleyball with our neighbours in the community centre every Saturday*. This text showed that her father was a friendly person to their neighbour, her father never absent from the Cleaning Day, it showed moral values discipline and environmental awareness, and honesty because this story basically from the daughter of that father. The author taught friendliness for the neighbour and to get along nicely in the community.

Fifth, this sample text told about a worker as the person who is hard work at the school.



Pak Bacu is a janitor in our school. He's a hard worker. He sweeps the yard every morning and afternoon. He cleans the toilets. I like him because he is friendly, and he knows our names. But sometimes he's annoying. He often teases me, and laughs at me in front of my friends. He's sometimes fussy too. He tells us not to litter, again and again. He gets mad when we don't put our rubbish in the rubbish bin.

Figure 4. 50 Example of Moral Value Hard work

This showed Pak Bacu as a janitor in the school. This text explained that Pak Bacu was a hard worker because he swept the yard, cleaned the toilets, and was also responsible for his jobs. The students loved Pak Bacu. Still, sometimes the students did not like his attitude when he rejected or got mad about the rubbish. This was showed that someone has many habits, positive or negative.

Sixth, the text presented creativity as a moral value.

Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, turmeric, galanga, lemon grass, bay leave, and so on. We use them to cook very spicy Indonesian foods. People also make nice healthy drinks from them. They are useful for our health.

Figure 4. 51 Example of Moral Value Creativity

This text said that Indonesia was a country that had abundant nature. As a people from Indonesia, we should be thinking and acting creatively in utilizing natural wealth. It was processing into various things such as medicine, drinks, nutritious foods, and vitamins. The author taught me to think and be creative in processing things to be more helpful.

h. Chapter 8 “That’s What Friends are Supposed to Do”

This chapter is indicated by a song that was taught the children to be social awareness and responsibility for their friends.

Count On Me By: Bruno Mars

[Verse 1:]
Oh uh-huh
If you ever find yourself stuck in the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the dark and you can't see
I'll be the light to guide you

We find out what we're made of
When we are called to help our friends in need

[Chorus:]
You can count on me like 1, 2, 3
I'll be there
And I know when I need it
I can count on you like 4, 3, 2
And you'll be there
'Cause that's what friends are supposed to do, oh yeah
Ooooooh, ooooohh yeah, yeah

[Verse 2:]
If you're tossin' and you're turnin'
And you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much you really mean to me
Every day I will remind you

Oooh
We find out what we're made of
When we are called to help our friends in need

[Chorus:]
 You can count on me like 1, 2, 3
 I'll be there
 And I know when I need it
 I can count on you like 4, 3, 2
 And you'll be there
 'Cause that's what friends are supposed to do, oh yeah
 Ooooooh, oooohhh yeah, yeah

You'll always have my shoulder when you cry
 I'll never let go, never say goodbye
 You know...

[Chorus:]
 You can count on me like 1, 2, 3
 I'll be there
 And I know when I need it
 I can count on you like 4, 3, 2
 And you'll be there
 'Cause that's what friends are supposed to do, oh yeah
 Ooooooh, oooohhh

You can count on me 'cause I can count on you

Figure 4. 52 Example of Moral Values Social Awareness and Responsibility

The lyrics of this song have a sense. This song conveyed the meaning of how to be a good friend. The lyrics mentioned that *cause that's what friends are supposed to do*. It was clarifying what to do as a friend, helping and caring for each other. It was called a true friendship. Through this song, the author tried to convey the song's meaning implicitly, namely the sense of responsibility as a friend. There were sharing, always together and helping each other. This song also taught students to care for each other and that is what a friend should do to others.

Based on the result of the analysis, the researcher found several aspects regarding moral values in the English textbook “When English Rings A Bell” for Junior high school grade seventh following presidential regulation number 87 of 2017 on strengthening character education. The finding of this research was interpreted according to Xiong (2012), the terms ‘moral’ is the ‘quality education’ that generally aspect with the concept of worldviews and values on

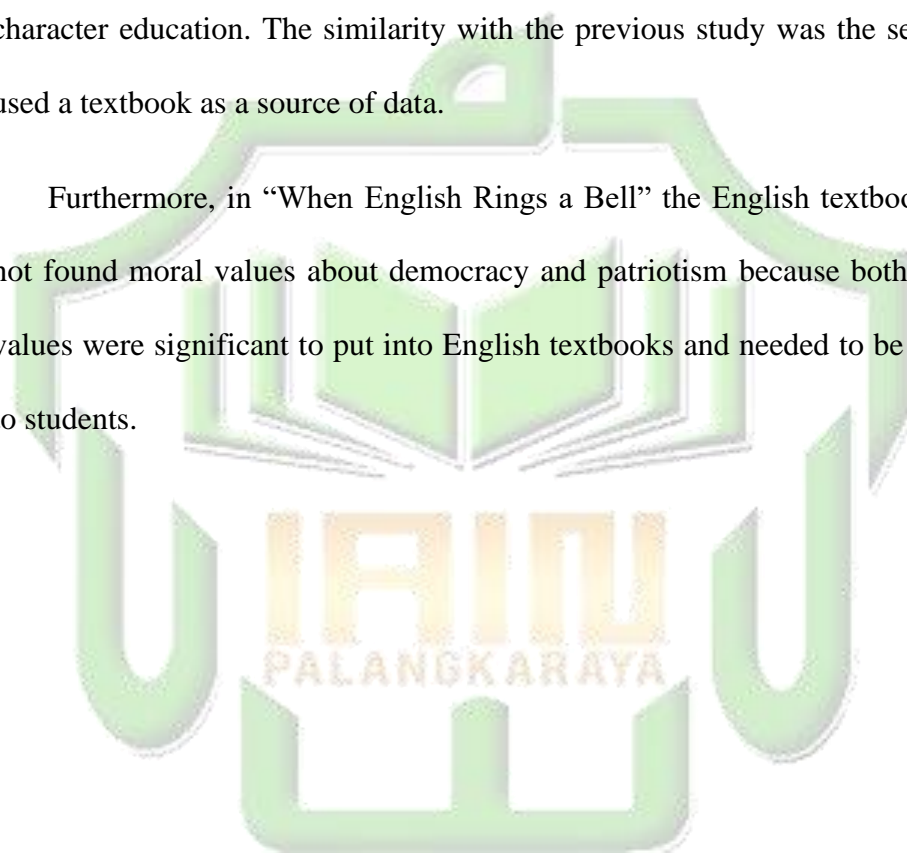
an English language curriculum. Qoyyimah (2016) stated that school teachers teach not merely subject content but also moral values.

Based on the theory, this research was a form of a thorough researcher in finding and analyzing data as critically as in the English textbook. Additionally, the researcher also compared the research findings with the previous studies.

Diversifying than the previous study, first Sulistiyo et al. (2020) found that the textbook emphasised three central values: helping others, behaving politely, and caring are predominantly depicted in the textbooks through verbal and non-verbal texts. Second, Widodo (2018) found that the textbook has presented how values are discursively portrayed. The textbook analysis did not focus on learning activities. There is no explicit value-integrated English instruction. No instructional prompts engage students in value-based English learning activities or tasks to analyse value-imbued texts. Third, Laura Puccino (2019) focused on evaluating the implementation of character education and school climate on student character growth. Fourth, William Dezheng Feng (2017) focused on multimodal social values and ontogenetic development of social values in the EFL book. The last is Budi Setyono et al (2018), which focused on examined multicultural values as portrayed in the officially endorsed English textbook and the values that might contribute to intercultural competence for students. So, research conducted by the researcher is different from previous studies conducted by other researchers.

Finally, the researcher can be provided with an overview of the conclusion by analysing the English textbook “When English Rings a Bell” for Junior high school grade seventh. The researcher found sixteen of eighteen values from this textbook. So, in English textbook “When English Rings a Bell” was published by the Ministry of Education and Culture that have moral values based on the Indonesian presidential regulation number 87 in 2017 about strengthening character education. The similarity with the previous study was the searcher used a textbook as a source of data.

Furthermore, in “When English Rings a Bell” the English textbook was not found moral values about democracy and patriotism because both moral values were significant to put into English textbooks and needed to be taught to students.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is the last part of this thesis to presented the conclusion and suggestion. The previous study was succeeded and the research and the researcher attempted to give several important suggestions. These recommendations were critical for everyone, especially writers and instructors, when selecting an English textbook for use in the classroom.

A. Conclusion

This research analyzed the English textbook “When English Rings a Bell” for the seventh grade of Junior High School students published by The Ministry of Education and Culture using a critical analysis as a content analysis method. Based on the result of this study that they found and analyzed to answer the research problem, there were two parts of the answer that the researcher had to explain. First, the moral values were appeared in “When English Rings a Bell” the English textbook. Second, it was about the moral values represented in the conversation practice. Based on the results gained from the evaluation process, the conclusions were explained as follows:

1. The moral values appeared in “When English Rings a Bell” English Textbook.

The results of the study revealed that the English textbook "When English Rings a Bell" for Junior High School VII appeared. The data showed the moral value in every chapter in the English textbook. Based on the findings, the most prominent moral ideals in the English textbook "When English Rings a Bell" for

the seventh grade of Junior high school, there were social awareness (26%), curiosity (20%), and responsibility (6%). The textbook appeared of the moral values and related to the one of eighteen moral values based on the 2017 Indonesian presidential regulation number 87 about strengthening on character education.

2. The moral values represented in the conversation practice of the English textbook “When English Rings a Bell”

The results of the investigation revealed that the moral values in conversation practice were for pupils in seventh Junior High School, the English textbook "When English Rings a Bell" was depicted. Every chapter has distinct moral values, according to the statistics. Moral values were expressed in the form of a conversational text or a paragraph, and were supplemented with photographs to exemplify pupils, such as the one discovered on page 12 by the researcher.

B. Suggestion

Based on the finding of the study presented before, The researcher believes that the findings of this study will be useful to readers. The suggestions were to be beneficial for the author, teachers, and next researchers. The suggestion was to make English textbooks of higher quality in the future.

1. For Author of English textbook

Suggestions for the English textbook's writers should insert the moral values in each conversation and written text that is also accompanied by images to illustrate moral values. Because it will make students easy to understand and make sure to practice it.

2. For English Students of Junior High School

The findings implied that the textbook was contained moral values as character education for students. The students can use this textbook to learning. Students could find other sources of material. It could help them to understand quickly.

3. For English teacher of Junior High School

The researcher recommended the English textbook "When English Rings a Bells" be used in the seventh grade of Junior High School's teaching and learning process. Because the Indonesian Ministry of Education and Culture recommended and published this textbook, and it is consistent with the 2013 curriculum. In addition, teachers might supplement primary sources with additional resources to compensate for the shortcomings of "When English Rings a Bells" as English textbook.

4. The Next Researcher

Suggestions for the next researchers that will be using this research as reference. It was not complete enough to cover relevant of eighteen moral values by the grand character education guideliness in "When English Rings a Bells," an English textbook. As a result, the researcher wishes for the future generation of researchers, to detect the moral values in another manner and different instruments to develop the result of the research.

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APPENDICES



SALINAN

PRESIDEN
REPUBLIK INDONESIA

PERATURAN PRESIDEN REPUBLIK INDONESIA

NOMOR 87 TAHUN 2017

TENTANG

PENGUATAN PENDIDIKAN KARAKTER

DENGAN RAHMAT TUHAN YANG MAHA ESA

PRESIDEN REPUBLIK INDONESIA,

- Menimbang :
- a. bahwa Indonesia sebagai bangsa yang berbudaya merupakan negara yang menjunjung tinggi akhlak mulia, nilai-nilai luhur, kearifan, dan budi pekerti;
 - b. bahwa dalam rangka mewujudkan bangsa yang berbudaya melalui penguatan nilai-nilai religius, jujur, toleran, disiplin, bekerja keras, kreatif, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, komunikatif, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, dan bertanggung jawab, perlu penguatan pendidikan karakter;
 - c. bahwa penguatan pendidikan karakter sebagaimana dimaksud dalam huruf b merupakan tanggung jawab bersama keluarga, satuan pendidikan, dan masyarakat; dan
 - d. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a, huruf b, dan huruf c perlu menetapkan Peraturan Presiden tentang Penguatan Pendidikan Karakter;

Mengingat . . .

Observing and asking questions

See you tomorrow, guys.

See you. Take care!



See you later. Take care.

I have to rush. Bye. See you this afternoon.



Good bye Mom. See you on Sunday

Goodbye Siti, Beni. Take care. See you on Sunday.



Goodbye, Mrs. Ahmad.

Bye, Udin. Get well soon.

Bye, Udin. Wish us luck, ok?

Sure. Bye Beni, Edo. Good luck. See you next Monday.



Lina, I'm seeing grandma now. She's not feeling well. There are some cup cakes and some oranges in the fridge, for you and Dayu. Bye. See you soon.



Allright, everybody. I'll see again tomorrow morning. Good night.

Good night, Sir. See you tomorrow.



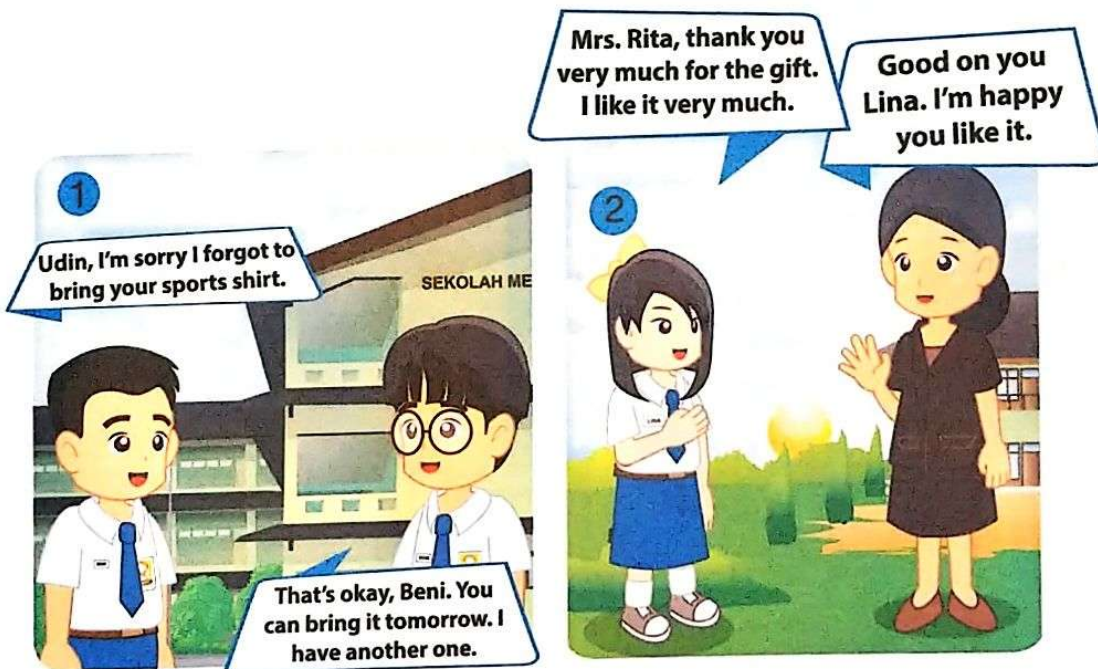
Observing and asking questions



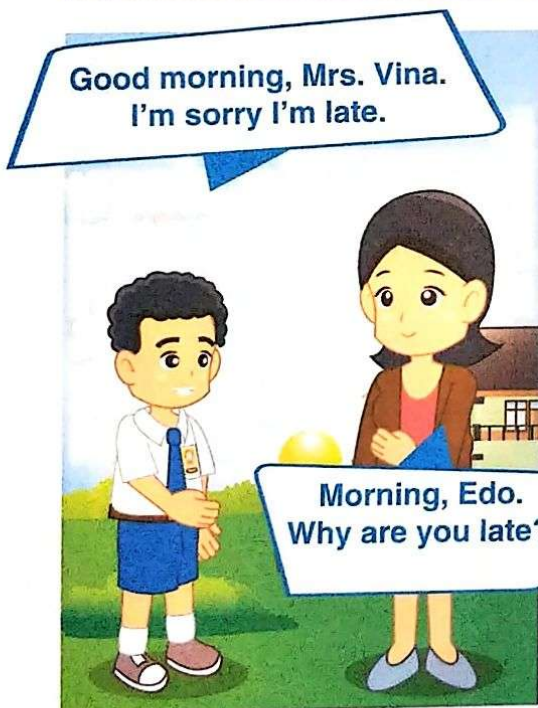
We will learn to thank and to say sorry.

Here are what we will do each time. **First**, we will hear our teacher state a situation. **Then**, we will respond with a proper statement to thank or to say sorry.

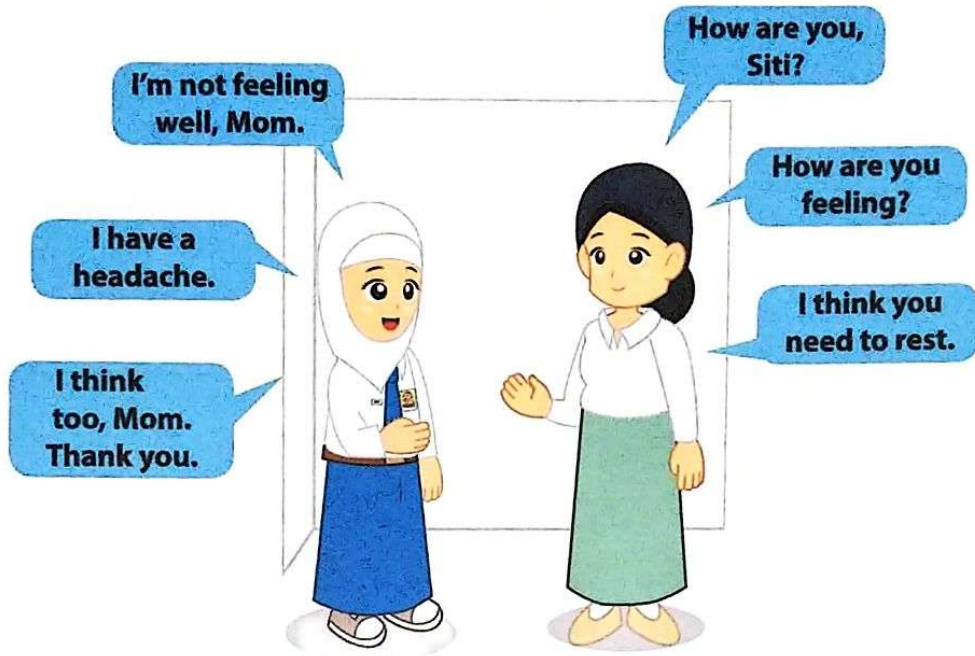
We will say the words loudly, clearly, and correctly.



Observing and asking questions



Observing and asking questions





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, 73112
Telepon/Faksimili 0536-3226356 Email : info@iain-palangkaraya.ac.id
Website : http://iain-palangkaraya.ac.id

SURAT PENETAPAN JUDUL & PEMBIMBING SKRIPSI

Nomor: B- 16 /In.22/III.1/PP.00.9/01/2021

Assalamu'alaikum Wr.Wb

Berdasarkan Nota Usul dari Ketua Jurusan Pendidikan Bahasa tentang Usulan Penetapan Judul dan Dosen Pembimbing Skripsi Mahasiswa, dengan ini Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya menunjuk:

1. Nama : Rahmadi Nirwanto, M. Pd
NIP : 19700131 200212 1 002
Pangkat/Golongan : Penata Tk. I (III/d)
Jabatan : Lektor
Sebagai : Pembimbing I

2. Nama : Hesty Widiastuty, M.Pd
NIP : 19870928 201503 2 003
Pangkat/Golongan : Penata (III/c)
Jabatan : Lektor
Sebagai : Pembimbing II

dalam penulisan skripsi:

- Nama : SHERINA KUSRAMADHANI
NIM : 1701121179
Jurusan/Jenjang : Pend. Bahasa / S1
Program Studi : Tadris Bahasa Inggris (TBI)
Judul Skripsi : AN ANALYSIS OF "WHEN ENGLISH RINGS A BELL"
TEXTBOOK BASED ON BSNP CRITERIA

Demikian surat penetapan ini disampaikan agar dilaksanakan sebagaimana mestinya.
Wassalamu'alaikum Wr.Wb.

Palangka Raya, 05 Januari 2021
a.n. Dekan
Wakil Dekan Bidang Akademik,


Dr. Nurul Wahdah, M.Pd
NIP. 19800307 200604 2 004

Tembusan:

1. Dekan Fakultas Tarbiyah & Ilmu Keguruan;
2. Ketua Program Studi Tadris Bahasa Inggris (TBI);
3. Pembimbing I & Pembimbing II;
4. Mahasiswa yang bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBİYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA**

Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpun 0536-3226356, Fax. 3222103, Email : iainpalangkaraya@icmsnag.go.id
Website : <http://iain-palangkaraya.ac.id>

**BERITA ACARA
SEMINAR PROPOSAL SKRIPSI MAHASISWA**

Pada hari ini, Senin, 05 April 2021 Pukul 09.00 - 11.00 WIB, Tim Seminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya Semester **Ganjil/Genap*** Tahun Akademik 2020/2021 telah melaksanakan seminar proposal skripsi atas nama:

Nama : SHERINA KUSRAMADHANI
Nim : 1701121179
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris
Dinyatakan : ~~LULUS/MENGULANG*~~

*Perbaikan proposal skripsi maksimal. 7...Hari, apabila waktu yang ditentukan maka proposal skripsi akan diseminarkan kembali.
Judul : MORAL VALUES IN ENGLISH TEXTBOOK "WHEN ENGLISH RINGS A BELL"

Palangka Raya, 05 April 2021

Pembimbing 1,

Rahmadi Nirwanto, M.Pd
NIP. 197001312002121000

Pembimbing 2,

Hesty Widiastuty, M.Pd
NIP. 198709282015032003

Penguji,

Dr. Imam Qalyubi, M.Hum
NIP. 197204042000031005

Moderator,

Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

Keterangan

*Coret yang tidak perlu



**INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
JURUSAN PENDIDIKAN BAHASA**

Jalan. G. Obos Komplek Islamic Center Palangka Raya, Kalimantan Tengah, 73112
Telpon 0536-3226356, Fax. 3222105, Email : ininpalangkaraya@kemenag.go.id
Website : <http://iain-palangkaraya.ac.id>

SURAT KETERANGAN

253 /In.22/III.1.B/PP.00.9/04/2021

Ketua Jurusan Pendidikan Bahasa Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palangka Raya menerangkan bahwa:

Nama : SHERINA KUSRAMADHANI
NIM : 1701121179
Jurusan : Pendidikan Bahasa
Program Studi : Tadris Bahasa Inggris

Telah melaksanakan seminar dan perbaikan proposal skripsi dengan Judul:

**MORAL VALUES IN ENGLISH TEXTBOOK 'WHEN ENGLISH
RINGS A BELL'**

Penguji Proposal : Dr. Imam Qalyubi, M.Hum
Pembimbing I : Rahmadi Nirwanto, M.Pd.
Pembimbing II : Hesty Widiastuty, M.Pd
Moderator : Akhmad Ali Mirza, M.Pd.
Hari/Tanggal : Senin, 05 April 2021

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palangka Raya, 7 April 2021
Sekretaris Jurusan Pendidikan Bahasa,

Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003

PERSETUJUAN PROPOSAL SKRIPSI

Judul : MORAL VALUES IN ENGLISH TEXTBOOK 'WHEN ENGLISH RINGS A BELL'
Nama : SHERINA KUSRAMADHANI
NIM : 1701121179
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa
Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan bahwa proposal ini telah diseminarkan dan disetujui oleh dewan penguji seminar proposal Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.

Palangka Raya, 7 April 2021

Pembimbing I,



Rahmadi Nirwanto, M.Pd
NIP. 197001312002121000

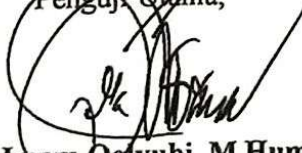
Pembimbing II,



Hesty Widiastuty, M.Pd
NIP. 198709282015032003

Disetujui oleh

Penguji Utama,



Dr. Imam Qatuyubi, M.Hum
NIP. 197204042000031005

Sekretaris Jurusan Pendidikan Bahasa,



Akhmad Ali Mirza, M.Pd.
NIP. 198406222015031003



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. G. Obos Komplek *Islamic Centre* Palangka Raya, Kalimantan Tengah, 73111
Telepon/Faksimili: (0536) 3226356 Email : info@iain-palangkaraya.ac.id
Website : <http://iain-palangkaraya.ac.id>

Nomor : B- 720 /In.22/III.1/PP.00.9/4/2021
Lampiran : 1 Eks. Proposal SKripsi
Perihal : **Mohon Izin Penelitian**

15 April 2021

Kepada Yth.
REKTOR IAIN PALANGKA RAYA
Up. **KEPALA UPT. PERPUSTAKAAN**
IAIN PALANGKA RAYA
di –
Tempat

Assalamu'alaikum Wr.Wb

Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN)
Palangka Raya dengan ini menerangkan bahwa:

Nama : SHERINA KUSRAMADHANI
NIM : 1701121179
Tempat/Tgl. Lahir : SAMPIT, 14-12-1999
Jurusan/Prodi : Pend. Bahasa / Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)
Alamat : Jl. G. Obos VII, Kos Manazil No. 9

adalah mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Palangka Raya bermaksud mengadakan penelitian pada Instansi yang Bapak/Ibu/Saudara Pimpin, dalam rangka tugas akhir pembuatan skripsi Program S-1.

Judul Penelitian : MORAL VALUES IN ENGLISH TEXTBOOK "WHEN ENGLISH RINGS A BELL"
Lokasi Penelitian : Perpustakaan IAIN Palangka Raya

Untuk itu kami mohon agar Bapak/Ibu/Sdr. dapat membantu dalam pelaksanaannya selama 2 (dua) bulan, terhitung sejak tanggal 16 April s.d. 16 Juni 2021.

Demikian, atas perhatian dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr.Wb

a.n. Dekan
Wakil Dekan Bidang Akademik,

Dr. Nurul Wahdah, M.Pd
NIP. 19800307 200604 2 004

Tembusan:
Dekan Fakultas Tarbiyah & Ilmu Keguruan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PALANGKA RAYA
UNIT PELAKSANAAN TEKNIS PERPUSTAKAAN**

Jl.G.Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 3239447,3226356 Fax.322105; Email.iain-palangkaraya@kemenag.go.id
Wibesite: <http://iain-palangkaraya.ac.id>

SURAT KETERANGAN SELESAI PENELITIAN

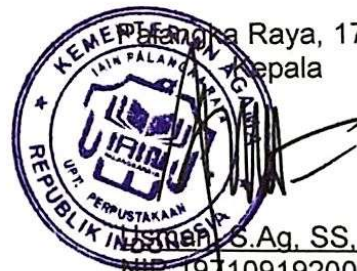
Nomor : 284/ In.22/V.I/HM.01/ VI /2021

Kepala Unit Perpustakaan IAIN Palangka Raya dengan ini menerangkan :

Nama : SHERINA KUSRAMADHANI
NIM : 1701121179
Program Studi : Tadris Bahasa Inggris (TBI)
Institusi : IAIN Palangka Raya
Judul Skripsi : MORAL VALUES IN ENGLISH TEXTBOOK "WHEN ENGLISH RINGS A BELL"

Telah selesai melaksanakan penelitian di Perpustakaan IAIN Palangka Raya terhitung sejak tanggal 16 April s/d 16 Juni 2021.

Demikian surat ini diberikan untuk digunakan sebagaimana mestinya.



Palangka Raya, 17 Juni 2021

Kepala

ISTIRAHAT S.Ag. SS, MHI

NIP. 19710919200003 1 004

CURRICULUM VITAE



1. Name : Sherina Kusramadhani
2. Place, Date of Birth : Sampit, 14 Desember 1999
3. Religion : Islam
4. Marital Status : Single
5. Address : Jl. G. Obos VII NO. 15 A Pintu no. 9
6. Email : sherinakusramadhani99@gmail.com
7. Phone : 0822-5522- 5080
8. Education Background
 - a. Elementary School : SDN 4 Mentawa Baru Hilir Ketapang
 - b. Junior High School : MTsN Kotawaringin Timur
 - c. Senior High School : MAN Kotawaringin Timur
 - d. University : IAIN PALANGKA RAYA
9. Organization Experience
 - a. Member of Scout Activity Gugus Depan 193-194 Imam Bonjol IAIN Palangka Raya Period 2014-2015.
 - b. Member of the Student Association of The Department of Language Faculty of Tarbiyah and Teacher Science IAIN Palangka Raya in 2019/2020