

**A CONTENT ANALYSIS OF MORAL VALUES IN THE  
READING MATERIALS OF “*ENGLISH WAY*” TEXTBOOK  
FOR THE NINTH GRADE OF JUNIOR HIGH SCHOOL**

**A Thesis**

**Submitted as a Partial Fulfillment of the Requirements for S1-  
Degree**

**By**

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## ABSTRACT

This study was aimed at exploring the moral values on English textbooks for ninth grade published by National Ministry of Education and Culture namely English Way textbook. In other words, it was about how were moral values represented in words in the reading materials within the English Way textbook for ninth grade seen from the Borba's models of moral value. The study was focused on revealing the moral values based on Borba's model within the textbooks and showing the way how the moral values on the textbooks were presented.

This was a qualitative content analysis study to reveal the moral values on the mentioned textbooks, especially the moral values respect, kindness and tolerance. The data were analyzed through documentations; read the English Way textbook, categorized moral value involved in the textbook, analyzed the moral value which focused on reading material and made a conclusion.

The results of study showed that: 1) the frequency of Borba's moral values on the textbooks was discovered the highest percentage was kindness reached percentage of (52%), the second was respect (24%), and the third was tolerance (24%). The study concluded that the English Way textbooks already contained all Borba's model of moral values, especially respect, kindness and tolerance and teachers and students positively perceived the integrations of moral values with the teaching process. However, due to the unbalance presentation of moral values in the textbooks, there should be several revisions so that the moral values are presented more equally.

**Keywords:** *Moral Value, English Textbook, Qualitative Study*

## DECLARATION

I hereby declare that this thesis entitled, “A Content Analysis of Moral Values in the Reading Materials of “*English Way*” Textbook for the Ninth Grade of Junior High School” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, June 2021

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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

Meaning : Read! In the name of your Lord, who created.  
(QS. Al-Alaq:1)<sup>1</sup>



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<sup>1</sup> Departemen Agama RI. Al- Quran Tajwid Dan Terjemahnya. PT Syamil Cipta Media. 2006 P.71

## DEDICATION

1. My Greatest heroes in my life, My beloved Parents Mr. Nasib and Mrs. Saminem., who always pray for me, give the support and motivation.
2. My beloved parent, (mamak) Suti.
3. My Brothers, Kris Yuwantoro, Aji Kurniadi.
4. My sisters, Sindi Wahyuningsih and Vidia Ningrum.
5. My almamater State Islamic University Raden Intan Lampung.



## CURRICULUM VITAE

The researcher's name is Bagus Prasetyo. His nickname is Bagus/Tyo. He was born in Wates, Way Ratai, February 8<sup>th</sup>, 1997. He is the third child of Mr. Nasib and Mrs. Saminem. He began his study at SDN 1 Wates Way Ratai and graduated in 2010. After that, he continued his study at SMP 2 Padang Cermin and graduated in 2012. After he finished from junior high school, continued his study at SMA 2 Padang Cermin and graduated in 2015. Then, he continued his study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.





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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, June 2021

Bagus Prasetyo

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

A rapid communication needs to concern students to have a good skill in communication. The students need to use good language in order to get a good communication. As Amberg and Deborah stated that language is foremost a means of communication, and it almost always takes place within some sort of social context. When we use language, we communicate our individual thoughts as well as the cultural beliefs and practices of the communities of which we are a part: our family, social groups, and other associations.<sup>1</sup> Formal education is one the place in which they can gather or even increase their communication skills. This communication skills primary is in English Language. English Language is the global language for communication.

English is considered something called the lingua franca, the world major language. This basically means that the language of English is something that is basically an international language of people not speaking a mother tongue. So, it is not uncommon around the world for people to speak English if they want to communicate with someone not from their country.

In Indonesia, English as a foreign language is not only used as a means of communication and maintaining relationship within other nations but also as subject learned at school. The Ministry of Education and Culture in Indonesia has decided that education in Indonesia must apply the 2013 curriculum. Developing the previous curriculum, the 2013 curriculum is a further step of competency. Wardhani stated that the aim of 2013 curriculum is to create generations

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<sup>1</sup> Julie S Amberg and Vause J Deborah , *American English: History, Structure, and Usage*, (Cambridge: University Press, 2012),p.1

become intellectual generations who possess noble characters, independent, democratic, and responsible.<sup>2</sup> It means that the education in Indonesia must follow the 2013 curriculum as standard competency in teaching-learning.

Wibowo described that nowadays the characteristic of the 2013 curriculum is a type of character education which consists of *religious, moral, social and legal value*.<sup>3</sup> In this case, the researcher will only analyze one of them. That is moral value. Nawawi defined moral is a custom or habit carried out by someone to their environment. It is an ethics of life that are carried out to maintain social order in society.<sup>4</sup> It means that moral value is a value of someone that could make he/she is having good interaction in his/her society.

A good moral value is a value associated with the suitability of the expectation and goals of human life in carrying out it can be viewed from the social rules of society. It could help someone to decide what's wrong and good. To realize good morals this can be done through education. Istiqomah stated that education is a conscious and planned effort to create learning atmosphere and learning process so that the students actively develop their potential to have good personality.<sup>5</sup> It means that for having good moral value, it can be found in education. In this case, the education field is a school. The moral value must be available on the materials which would be taught by teacher. These material could be found in a textbook.

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<sup>2</sup> Indah Surya Wardhani, *Jarak Idealisme Kurikulum dan Realitas*, (Semarang: Kompas, May 4<sup>th</sup> 2013), p.12

<sup>3</sup> Mungin E Wibowo, *Etika dan Moral dalam Pembelajaran*, (Jakarta:PAU-PPAI Universitas Terbuka,2001),p.133

<sup>4</sup> Nawawi, *Pentingnya Pendidikan Moral bagi Generasi Penerus*, (Bandung: Universitas Pendidikan Indonesia, 2010),p.2

<sup>5</sup> Lilik Istiqomah, *Representation of Moral Values in the Reading Materials in Indonesian Contextual English Textbooks for Senior High School*, Surakarta, A Students' Journal on 2019, Accessed on July, 14<sup>th</sup> 2020 at 6:56am.

Pingel said that “Textbook is a resources, it can be printed or soft file forms, schoolbooks’s however, are constructed as educational tools”.<sup>6</sup> It means that textbooks are the printed or soft file resources that used as educational tools. Materials arrange in many tools textbook is created as a tool of learning. Williams added that “The textbook is a tool, and the teacher must know not only how to use it, but how useful, it can be.”<sup>7</sup> From this theory it is clear that there is deep relation between a teacher and textbook. Teacher must deliver the materials in the book clearly based on the standard education.

Furthermore, William explained that textbook as a tool is expected to be usefull sources in guidance teaching. The primary purpose of textbook is to transfer knowledge, values, attitudes, skill and behavior that are a constant.<sup>8</sup> It means that the main purpose of a textbook is to make learners have knowledge, understand the values, having good attitudes, skill and behavior.

It is necessary to build a culture that can accelerate the realization between moral values and textbook containing of expected character education. Helendra argued that culture can be established and developed by anyone, anywhere and any media like materials of textbook.<sup>9</sup> It means that textbook contains of materials that has value. The value can be taught by the teacher in the right way.

There are many writers who analyzed about the English textbook. The previous studies related to the analysis of moral value in English textbook. The first study was conducted by Prasetya entitled “Analysis of Moral Values of

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<sup>6</sup> Falk Pingel, *UNESCO Guidebook on Textbook Research and Textbook Revision*, (Braunschweig: Unesco Sector, 2010),p.46

<sup>7</sup> David Williams, *Developing Criteria Strategy for Textbooks and Learning Materials*, (France: The United Nations Scientific and Cultural Education, 2005), p.1

<sup>8</sup>*Ibid.*

<sup>9</sup> Helendra, *The Moral Values on English Textbook*, (Jakarta: UIN Syarif Hidayatullah, 2017),p.6

Ninth Grade Students' Reading Texts". The result of this study were: the moral values contained are patience brings happiness at the end, do not easily believe in the news that we do not know the truth about it, do not be stingy and arrogant.<sup>10</sup>

The second previous study had done by Setiawan entitled "Moral Values in Narrative Texts of English Textbooks for Senior High School Students Published by the Ministry of Education and Culture". This study aimed to reveal the moral values in the narrative texts of English textbook. It was used content analysis design.<sup>11</sup>

The third previous study conducted by Helendra entitled "The Moral Values on English Textbook". This was a content analysis study to reveal the moral values on the textbook. The focus of study were on content value of self-control, kindness, respect, conscience, empathy, tolerance and fairness.<sup>12</sup>

Based on the previous studies above, it can be simply explained that the first study was about analyzing the textbook focused on reading text of folktales only. While the second previous study aimed at analyzing the content of textbook which focused on narrative texts. Meanwhile, the last previous study aimed at exploring all of moral values in a textbook which consisted of self-control, kindness, respect, conscience, empathy, tolerance and fairness.

They are getting differences to this research, because this research is more specific to analyze the content of

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<sup>10</sup> Yuri Prasetya, *Analysis of Moral Values of Ninth Grade Students' Reading Texts*, (Pontianak: A students' Paper Published Online, 2018), Accessed on July, 16<sup>th</sup> 2020 at 9:12pm from <http://jurnal.untan.ac.id>

<sup>11</sup> Iwan Setiawan, *Moral Values in Narrative Texts of English Textbooks for Senior High School Students Published by the Ministry of Education and Culture*, (Jakarta: IJEE Indonesian Journal of English Education, 2017), Accessed on July, 16<sup>th</sup> 2020 at 8:53pm from <http://journal.uinjkt.ac.id/index.php/ijee>

<sup>12</sup> Helendra, *The Moral Values on English Textbook*, (Jakarta: A Students' Paper Published Online, 2017), Accessed on July, 16<sup>th</sup> 2020 at 9:02pm from <http://helendra-FITK.pdf>

textbook itself, especially in reading materials, especially in functional text. The novelty of this research is to analyze the content of reading material of functional text, narrative and report text such as congratulation card, the story of beauty and the beast, magic candle, rawa pening lake, earthquakes, etc that are written in the English Way textbook. It aims to find out whether or not the content of reading consists of moral values such as respect, kindness and tolerance.

In line to the topic analysis of this research, Borba described that there are seven ways in moral value which aim to grow good and right character for students. They are: 1) empathy, 2) conscience, 3) self-control, 4) respect, 5) kindness, 6) tolerance, 7) fairness. These help students navigate through the ethical challenges and pressures that students will inevitably face throughout life.<sup>13</sup>

This research was focused on three moral values, namely *respect*, *kindness*, and *tolerance*. Because these are more related to the environment also easy to follow and understand by the students. Referring to the focus of analysis, the values are related to the reading material because in reading the students could see and read how something delivers in good way and through reading conversational text they will understand how to be polite, and be more kind to others.

The analysis of moral values in the “English Way” textbook for ninth grade by using Borba’s model of moral values by focusing on three values; *respect*, *kindness* and *tolerance*. These have been chosen because based on the statement from The Vice Minister of Education, Kasim in Sari stated that the ministry of education and culture is launched the new curriculum which is focusing on the attitude

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<sup>13</sup> Michele Borba, *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to do the Right Thing*, (San Fransisco: Jossey-Bass, 2001),p.6



competition and it has been launched since 2013.<sup>14</sup> It means that the curriculum has been launched since 2013, this focuses on enriching students' attitude and goodness. That is why the students' attitude is also needed in the education field, so it is not only about their knowledge but also their attitude (how to treat others and be good, have tolerance and respect to the others).

The moral value are divided into three; *respect*, *kindness* and *tolerance*. The first moral value is respect. Borba defined that *Respect* is showing value to others by treating them in courteous and considerate way. It means to encourage children to treat others with consideration. The second is *kindness*, it is demonstrating concern about the welfare and feelings to others. It means that this value helps show his/her concern about the welfare and feeling to others.. The last is *tolerance*, it is about giving tolerance to the dignity and rights of all people, even those whose beliefs and behaviors differ from our own. It means that by learning this, the students are able to appreciate different qualities in others, stay open to new perspectives and beliefs, also respect the differences of race, gender, appearance, culture, beliefs, abilities, etc.<sup>15</sup>

This research is conducted because the importance and the usage of moral values in the education field, so that the textbook should be analyzed in order to make it sure that it is true the textbook that wants to be applied by the teacher consists of some moral values to guide students to have good manners. It is appropriate with the current curriculum that the type of education in Indonesia is character.

The focuses of this research are about respect, kindness and tolerance. It is also supported by Suparno that the relation between attitude to the education in form of some

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<sup>14</sup> Nurlaela Sari, *The Importance of Teaching Moral Values to the Students*, (Indonesia University of Education: Journal of English and Education, 2013 Volume 1 Number 1),p.158

<sup>15</sup> Michele Borba, *Op Cit*, p.19

attitude indicators that must be achieved by the students in learning process. They are: being honest, helping each other, responsible, social interaction, aware to the environment and manners.<sup>16</sup> It is clear that in learning, the students also need to build their good attitude such as respect, kindness and tolerance. Respect means the students need to know how to talk and to show good behavior when they are talking or meeting with others. In other words, the students must know who they are talking to. Kindness is similar to respect but it is deeper. It means how to treat the others in a good way, not only knowing who they are taking to but also must know how to treat others. Meanwhile, tolerance can be defined as social interaction among others. The students need to give tolerance without differentiate the gender, skin, religion, etc. Those three moral values are important to be taught in order to gain the goal of learning in the application of the new curriculum.

The analysis of moral value in the textbook is important because it is the factor that makes up the good or bad character are what habit we do, we see, and we hear. Related to the previous explanations, so that this research entitled "A Content Analysis of Moral Values in the Reading Materials of "English Way" Textbook for the Ninth Grade of Junior High School".

## **B. Identification of the Problem**

The identification of problems were as follows:

1. Attitude is needed in education field because character is the type of education system in Indonesia.
2. The students' good behavior need to be improved by exploring stories in reading material of textbook. The

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<sup>16</sup> Paul Suparno, *Reformasi Pendidikan Sebuah Rekomendasi*, (Yogyakarta: Kanisius, 2002),p.63

students will know some moral values by reading some stories.

3. The moral values in the textbook are having less attention rather than the material.

### **C. Limitation of the Problem**

The analysis of textbook focuses on reading material only. This has been chosen because generally the reading material consists of some daily situations which could make students learn how to respect, kind, and tolerance which can form good quality of human being in anywhere and anytime. In reading material, there must be a passage or an illustration of some cases. It helps students to learn some moral values from the sentences mentioned or illustration that illustrated in the textbook. The reading material in English Way textbook was analyzed by following the theory of Moral Value states by Borba, especially in moral value of respect, kindness, and tolerance.

### **D. Formulation of the problem**

After getting the identification and limitation of the problem, below the formulation of the problem:

1. How are moral values represented in words in the reading materials within the English Way textbook for ninth grade seen from the Borba's models of moral value?

### **E. Objective of the research**

The objective of this research was as follows:

1. To know and analyze how are moral values represented in words in the reading materials within the English Way textbook for ninth grade seen from the Borba's models of moral value.

## **F. Significance of the research**

### **1. Theoretically**

The theory in this study can be used to help teacher in guiding and teaching students to behave morally. It also can help the English teacher to know the kind of moral values which should be available on the textbook, especially in reading materials.

### **2. Practically**

- a. This research can be used by the teacher in increasing the students' good behavior, especially in teaching reading material. In reading material, there are some texts which could make the students enrich their moral values about how to respect others, to be kind and tolerance. For example by reading narrative text, the students will know the value of story and can decide which way of treating people are good or bad also they could learn how help and respect another.
- b. This research can be used to tell the English teacher that the teaching and learning should be focused about how to increase the good character of students, so it would not only on the ability to get education knowledge.
- c. This research could be as information for readers and indirectly it could affect their behavior to be kind, respect and tolerance to the others in real life.

## **G. Scope of the Research**

The scope of this research consists of subject, object, and time. They can be described as follows:

### **1. Subject of the Research**

The subject of this research was the English Way textbook that consists of ten chapters. Each chapter has its own purpose to develop student's skill.

2. Object of the Research

The object of this research was the reading material.

3. Time of the Research

This research was conducted in academic year of 2020/2021.





## CHAPTER II

### THEORETICAL REVIEW

Talking about moral value, there are two important words that should be noticed. They are moral and value. In general definition, moral is the human's positive behavior. It is about how to treat the other people as good as they want to be treated. For example, throwing the trash in its place, respecting parents, respecting the other's statement, etc. While value means such a tool for people to decide and know the right or bad things. It is about the valuable things in life, its including how someone acts, reacts, gives, takes, hopes, etc.

#### **A. Moral Values**

As previous explanation that moral is someone's acts in goodness way to the others, while value is a person's mind about how to be valuable in any situation of life. In this section, those two words are combined and resulting the definition that moral value is a consideration whether the wrong or the right of an action we are thinking of doing is beneficial or harmful to ourselves or to the other people that may be involved. If we consider it harmful or bad, then we would not do it.

Ruso defined moral value is about concerning what is good or right in human's relationships each other. A key to understanding morality is to be specific about definition of good or bad. When someone's speaks of people as being moral, he/she usually mean that they are good people, and when he/she speaks of them as being immoral or unethical, it means that they are bad people.<sup>17</sup> It means that in learning moral value, someone must be understood about how being good or bad because after all its about these two things.

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<sup>17</sup> Ruso, *Op, Cit*, p253

Vasile stated that the moral value is the foreshadowing of what should be the man from what he is, and changing human interiority by the force of attraction or value of debt is accompanied by documentary rigor and progressive efforts aimed at mitigating the distance between real and ideal, between individual performance and expectations. In this regard, we observe that standardization is an essential component of any social action. It consists in specifying those rules that satisfy the need of organization, command, control and management of operations that can be achieved certain goals, and warned at the same time, on factors and actions that can be sources of disturbances, failures and undesirable situations. Rules to regulate the capacity of individual and group actions are based on values, ideals and collective criteria.<sup>18</sup> It means that the moral value is something that must be achieved by everyone. People who has a moral value will be more valuable in other's eyes and perspective.

Reffering to the explanation above, the researcher concludes that moral value is related with human personality, but beside moral value we also automatically can say other values. Moral value makes people wrong or not, because he/she has responsibility. Especially moral value is related with human personality of responsibility. Moral value just can be real in action wholly if it became responsibility of the involved person.

### **1. The Characteristic of Moral Value**

Bertens described that there are four characteristic of moral value. There are as following<sup>19</sup>:

- a. Moral value is related with responsibility

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<sup>18</sup> Macoviciuc Vasile, *Moral Values and Faith*, Euromentor Journal Studies about Education, Volume.2 No.1, 2011, Retrieved on July, 22<sup>nd</sup> 2020 at 12:41pm from <https://www.ceeol.com/search/article-detail?id=272155>

<sup>19</sup> Kees Bertens, *Etika*, (Jakarta: PT Gramedia Pustaka Utama, 2004),p.143

Moral value is related with human personality. It is about how people responsible with their actions.

b. Moral value is related with pure heart.

All values need to make it real. Because it has persuasive power, it should be practice. For example, aesthetic value, it should be practiced, play music composition or others. After that the result of it, painting want to be showed, and music want to be listened. To make moral value to be real, it can be appealed from pure heart. One of special characteristics of moral values is this value will effect voice of pure heart to blame us if oppose moral value and praise us if make moral value.

c. Obligation

Moral value obligates us absolutely and it can't be compromised. Other values need to be real and admitted, for example, aesthetic value. Educative and cultural person will admit and enjoying aesthetic value. But indifferent people can't we blame. Moral value obligates us as such, without requirement. For example, honesty orders us to return thing that borrowed, like or not, because moral value contains an imperative category. In other value for example, if badminton player want to be champion, he/she must try hard.

d. Formality

Moral value is not stand-alone without other value. Although moral value is top value that we must appreciate, but it is not in top without other value. Moral values did not separate with other values. For example, a seller applies moral values all at once with apply economic values. Moral values are nothing without other values. It is form of formality.

From these characteristics of moral value, it can be concluded that moral value related with responsibility, pure heart, obligation and formality. We as human being must be responsible for what we will do and what we have done whether it is good or bad. It related to our heart that no one can tell and describe what our behavior really is.

## 2. Borba's Model of Moral Value

The researcher specifies the analysis based on Borba's model of moral values. The moral values stated by Borba are as follows:

### 1) Empathy

It is identifying with and feeling other people's concern. It means that the core moral emotion allows your child to understand how other people feel. This is the virtue that help him become more sensitive to the needs and feelings of other, be more likely to help those who are hurt or troubled, and treat other more compassionately. It is also the powerful moral emotion that urges your child to do what is right because he can recognize the impact of emotional pain on others, stopping him from acting cruelly.

### 2) Conscience

It is knowing the right and decent way to act and acting that way. It means that a strong inner voice that helps your child decide right from wrong and stay on the moral path, zapping her with a dose of guilt whenever she deviates this inner voice. This virtue fortifies your child against forces countering goodness and enables her to act right even in the face of temptation, it is the cornerstone for the development of the crucial virtues of honesty, responsibility, and integrity.

### 3) Self-control

It is regulating your thought and actions so that you stop any pressures from within or without and act the way you know and feel is right. It means that this value helps children restrain his impulses and think before he acts so that he behaves right and is less likely to make rash choices with potentially dangerous outcomes. This is the moral that helps your child become self-reliant because he knows he can control his actions. It is also the virtue that motivates generosity and kindness because it helps your child put aside what give him immediate satisfaction and stirs his conscience to do something for someone else instead to stimulate awareness of the needs of others.

### 4) Respect

It is showing you value others by treating them in a courteous and considerate way. It means to encourage children to treat others with consideration because she regards them as worthy. This is the virtue that leads your child to treat others the way he would like to be treated, and so lays the foundation to preventing violence, injustice, and hatred. When your children make respect a part of her daily living, she will be more likely to care about the rights and feelings of others. As a result from this moral, she will show greater respect for herself, too.

### 5) Kindness

It is demonstrating concern about the welfare and feelings of others. It means that this value helps children show his concern about the welfare and feeling of others. By developing this virtue, your child will become less selfish and more compassionate, and he will understand that treating



others kindly is simply the right thing to do. When your children achieves kindness, he will think more about the needs of others, show concern, offer to help those in need, and stick up for those who are hurt or troubled.

6) Tolerance

It is respecting the dignity and rights of all persons, even those whose beliefs and behaviors differ from our own. It means that by this value children are able to appreciate different qualities in others, stay open to new perspectives and beliefs, and respect others regardless of differences in race, gender, appearance, culture, beliefs, abilities, or sexual orientation, etc. By doing tolerance, he/she will treat others with kindness and understanding, and stand up against hatred, violence, hostility, cruelty, bigotry, and respect people based on his/her character, dignity and rights.

7) Fairness

It is choosing to be open minded and to act in a just and fair way. This value guides children to treat others in a righteous, impartial and fair way so that he/she will be more likely to play by the rules, and take turn and share, and listen openly to all sides before judging. Because this virtue increases your children's moral sensitivity, he will have the courage to stick up for those treated unfairly and demand that all people regardless of race, culture, economic status, ability, or creed to be regarded equally.<sup>20</sup>

Based on the model of analyzing moral value above, there are seven kinds of moral values such as: empathy, conscience, self-control, respect, kindness,

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<sup>20</sup> Michele Borba, *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing*, (San Francisco: Jossey-Bass, 2001), p.6

tolerance and fairness. In this research, the focus of moral value would be just on respect, kindness and tolerance. It means that the researcher would not analyze all of the model of moral values as stated in a theory above. The reason to choose the three models of moral value has been explained on previous chapter.

### 3. Moral Values in Teaching Learning

Moral values can be taught by a teacher in the process of teaching and learning in the school. The teacher may teach students about how to be good to the others, how to respect, humble, how to have tolerance, etc. As we know that school is one of institute that hoped could guide the students to be better both in knowledge and also in behavior.

Veugelers said that the teacher as a moral agent. They includes redefining the teacher-student relationship, examining the personal beliefs and philosophies of students, recontextualizing course methods and content knowledge, and ensuring authentic field experience and student activities.<sup>21</sup> It means that the teacher has responsibility to guide students to behave well. The school is one of place where the students get new knowledge and new experience. That is why the teacher is hoped to teach students to increase their goodness.

It supported by Talts that teachers are responsible for creating and maintaining a respectful classroom environment for children. Teaching must involve not only the development of the intellect, but also development of the emotional and spiritual domains of the individual. While the intellect concerns the mind, emotion and spirit

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<sup>21</sup> Wiel Veugelers, *Moral Values in Teacher Education*, Paper Presented at the 1<sup>st</sup> Symposium on Moral and Democratic Education, August 2008,p.3, Retrieved on July, 22<sup>nd</sup> 2020 at 1:25pm from [www.eled.uowm.gr/sig13/fulltexts/paper15.pdf](http://www.eled.uowm.gr/sig13/fulltexts/paper15.pdf)

fall in the domain of the heart. Therefore, teacher must not only teach to the mind, but also touch the heart of the students. The question is not whether teachers display values in education, but rather which values they display, and how the teachers work with values in their teaching. At last, values are embedded in educational practices, in curriculum materials and in discourses in school.<sup>22</sup> It is clear that teacher is responsible to create students' mind to be better and to increase students' good mind toward everything in life.

In line with this explanation, Johnson and Reiman explained that teacher interacts with students, it is vital for them to serve as role models of character or moral values. Because of teacher influential role in the lives of young people, teaching means promoting enabling attitudes, orientations, and beliefs, the kind that allow students to progress rather than regress as human beings, to grow in both intellectual and moral terms. When students enter classrooms during their field experience or student teaching practice, they become moral agents in the lives of the children in those classrooms. They need to develop an awareness of the moral significance and moral meanings of policies, practices, routines, and of the rituals of the classroom and the school.<sup>23</sup> It means that the school enables students to grow as good human and intellectual. Through the teaching and learning by the teacher, they could improve their goodness side and decrease their badness side.

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<sup>22</sup> Leida Talts, *Design for Learning and Teaching in the Context of Value Education*, A Journal of Procedia Social and Behaviour Science, 2012,p.76, Retrieved on July, 22<sup>nd</sup> 2020 at 1:31pm from <http://doi.10.1016.j.sbspro.2012.06544>

<sup>23</sup> Lisa E Johnson L & Alan J Reiman, *Beginning Teacher Disposition: Examining the Moral/Ethical Domain*, Journal Teaching and Teacher Education, 2007, Volume.22,p676, Retrieved on July, 22<sup>nd</sup> 2020 at 1:37pm from [www.examining-moral-value-journal-teaching.pdf](http://www.examining-moral-value-journal-teaching.pdf)

From the theories above, it can be concluded that teacher as a central point in the world of education with all the professional competence must be able to participate directly in the study on the education. Also, it is important to take note that a person's ability to deal with ethical/moral value is not formed all at once because there are stages of growth in physical development, the ability to think and to behave morally also develops in stages. It is important for ethics/moral to be taught throughout all levels of education. Given the fact that moral values are important for human development, education cannot fail to pay attention to them.

## **B. Reading**

### **1. Definition of Reading**

Reading is one of skills in English that important to be learned. Reading is the ability of someone to read a text both for searching information or just for pleasure. According to Linse "Reading is a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read".<sup>24</sup> It means that reading is a complex activity that involves making sense and could deliver the meaning of what being read.

Reading is usually in form of printed word eventhough nowadays online reading is also do by many readers for getting information or can be for spending time. People could read the text or passage in online or printed word. Both is necessary and require reading ability. If people do not have reading skill, they probably would be hard to get information and to understand something like a warning, caution, etc. It is about how to get the comprehension of the

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<sup>24</sup> Caroline T. Linse, *Practical English Language Teaching Young Learners*, (New York: McGraw-Hill Companies, Inc, 2005),p.69

text, getting new vocabulary, to find the information, knowledge, etc.

Patel and Jain said that “Reading is an important activity in life with which one can update someone’s knowledge It is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one’s knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture”.<sup>25</sup> It means that reading could improve someone’s knowledge. It is a pleasure activity which involves important lesson to open up reader’s mind widely.

Based on the theories above, it can be concluded that reading is an activity which could activate someone’s knowledge about how to make sense and deliver it. It is a skill that necessary to be learned since the most activities in life requires reading ability such as to understand the caution, warning, or even to follow the government rules, so that it is important for people to have reading ability in order to avoid misunderstanding and miscommunication among others.

## **2. Reading Comprehension**

Reading could be for searching some informations or for pleasure. Both of these activities still requites reading skill. In case of getting or searching information, it requires reading comprehension ability. Duke defined that comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experiences, information in the text, and the views of readers related to the text.<sup>26</sup> It means that reading comprehension is about processing the reader’s mind toward the text. It is the

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<sup>25</sup> Praveen F Patel & Praveen M Jain, *English Language Teaching: Methods, Tools and Techniques*. (Jaipur: Vaishali Nagar, 2008),p.113

<sup>26</sup> Narson Duke, *Comprehension Instruction for Informational Text*, (Presentation at the Annual Meeting of the Michigan Reading Association: Grand Rapids, MI, 2003),p.1

activity to combine the prior knowledge with the text that have been read, then understand the meaning of passage.

Reading comprehension is an important part activity of daily life because by reading will know what the meaning of words and also we will know how to elaborate the meaning of each sentences to paragraph. It affect to someone's thinking about how to face the world. Although reading could be just for pleasure activity to spend time or to get real knowledge towards something that matters.

Roit added that "Comprehension is the ability of readers to get meaning from text. Good readers are aware of how their reading is going and why. They know, for example, when a text is difficult to read because it contains many new ideas and when it is difficult to read because it is poorly written. They are adept at using their prior knowledge as they read to make predictions about what might happen next and to understand ideas as they encounter them".<sup>27</sup> It is clear that reading comprehension is deeper than just reading. It is about how to comprehend the content of a passage including understand the specific like vocabulary or the relation with prior knowledge.

Based on the explanation above, it can be concluded that reading comprehension is a process of interaction between the readers and the text which includes a process of understanding, evaluating, and utilizing of information to get an idea or meaning from a written text. Understand it according to experiential background or prior knowledge, and interpreting it in relation to their own needs and purposes to extract the required information from a written text by finding word meaning from context, finding detailed information, finding reference, determining main idea, and determining implied information.

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<sup>27</sup> Marsha L Roit, *Effective Teaching Strategies for Improving Reading Comprehension in K-3 Students*, (New York: McGraw Hill Education, 2005), p.2

### 3. Types of Reading

There are several types of reading. Patel and Jain specified the types of reading are intensive reading, extensive reading, aloud reading, and silent reading, they can be described as follows:

#### 1. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. The material selected should be parallel the type of material the advanced student would enjoy the native language: short stories, novels, plays, poems, etc. Intensive reading material will be the basis for classroom activity. Intensive reading is text reading or passage reading. In this reading, the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information.

#### 2. Extensive reading

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. Extensive reading assignments may direct students to articles of current interest in foreign language magazines, or newspapers. Extensive reading is reading for pleasure.

#### 3. Reading Aloud

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base



of words pronunciation. If it is not cared, it will be vary difficult at secondary level.

#### 4. Silent reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.<sup>28</sup>

Based on the explanation above, the writer concludes that there are 4 types of reading. Each types have their own characteristics and advantages. The teacher could apply all of the reading types based on the situation in the classroom. For example if the teacher wants students to reading for fun or pleasure, then the material of reading is extensive reading. Furthermore, if the teacher wants the students to acquire a lot of information, then the material is about silent reading and so on.

#### 4. Components of Teaching Reading

Learning in reading is one of the most important skill the learners can learn. When the learners take their first steps in their learning to read journey, it is important to keep in mind the essential components of reading that every learner needs in order to mastery in reading. Maharaj descibed thatthere are five components of teaching reading as follows:

##### 1. Phonemic Awareness

Phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words. Before children learn to read print, they need to become aware of

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<sup>28</sup>Praveen F Patel &Praveen M Jain, *Op, Cit*.p.117-123

how sounds in words work. They need to understand that words are made up of speech sounds or phonemes.

## 2. Word Recognition

Word recognition refers to the skills that readers need in order to read unknown words. The two main elements involved in word recognition are phonics and words.

## 3. Comprehension

As a teacher of reading, you need to keep a close check on whether learners are simply “barking at print” or whether they are really understanding and interpreting what they are reading. Comprehension (understanding) has to be developed from the very start. It cannot be left until the learners are able to break words down into their components or until they can read a certain number of sight words.

## 4. Vocabulary

To develop as readers, learners need to have knowledge and understanding of a wide range of words. Some vocabulary can be learned incidentally from the context of the text that the learners is reading, but there is also a need to teach vocabulary in a planned, deliberate way.

## 5. Fluency

Fluency in reading means the ability to reads text smoothly, accurately and with understanding. Fluency is a key indicator of comprehension. If the learners are reading just one word at a time, without fluency, it probably means that they also have problems in understanding the text.<sup>29</sup>

Based on the components above, it means that when teachers teach reading they must pay attention to the components in reading. Because these components are very

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<sup>29</sup>Maharaj, *Teaching Reading in the Early Grades*,(Department of Education: South Africa, 2008),p.11-17

important to know in increase reading skill. Besides, the components of reading help teacher to identify whats specific plan for appropriate teaching in the classroom.

## **5. Principles of Teaching Reading**

Nunan clarified that there are some principles of teaching reading, as follows:

### **1. Exploit the reader's background knowledge.**

Background knowledge includes all of the experiences that a reader brings to a text. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on.

### **2. Build a strong vocabulary base**

It can decided that basic vocabulary should be explicitly taught and L2 readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

### **3. Teach for comprehension**

Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making the necessary adjustments when meaning is not obtained. In order to teach for comprehension, it is my belief that readers must monitor their comprehension processes and be able to discuss with the teacher and/or fellow readers what strategies they use to comprehend.

### **4. Work on increasing reading rate**

One great difficulty in the second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, in our efforts to assist students in increasing their reading rate, teachers

over emphasize accuracy which impedes fluency. The teacher must work towards finding a balance between assisting students to improve their reading rate and developing reading comprehension skills. It is very important to understand that the focus is not to develop speed readers, but fluent readers.

5. Teach reading strategies

Strategies are not a single event, but rather a creative sequence of events that learners actively use. To achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading.

6. Encourage readers to transform strategies into skills

Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in strategic reading.

7. Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should be included in the reading classroom.

8. Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. Integrating the key principles discussed above can lead to more effective reading instruction in the second language classroom.<sup>30</sup>

From the explanation above, it can be concluded that A teacher should decide the best plan for reading activities

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<sup>30</sup> David Nunan, *Op,Cit*, p.74-78

including how to motivate students by using interesting lesson, using good language while teaching, and encourage students' laziness in reading. Therefore, the students could achieve the goal of learning. Because the effectiveness of teaching measured by the goal that achieved by the students.

### C. Textbook

Textbook is a form of published printed material most commonly used as teaching and learning media in schools or any educational institution. Instructional materials in the form of the textbook are very important for both teacher and learner. In making teaching preparation and conducting the teaching for example, a teacher needs textbook. Richard said that "The textbooks serve as the basis for much of the language input since learners receive and provide the content of the lessons, the balance of skills taught and the kinds of language practice the students take part in".<sup>31</sup> It means that without textbook, teacher will have difficulties in constructing written evaluation.

For the learner, textbook also plays an important role. The learner who do not have textbook with them during the teaching learning activities will not be able to follow the lesson well. In the other word, lack of textbook in teaching and activities can create the less success of teaching.

A textbook has many functions. Tomlinson elaborated that the textbook has many functions as follows:

#### 1) Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their

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<sup>31</sup> Jack C Richard, The Role of Textbooks in a Language Program, A Journal from <https://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>, Retrieved on June, 18<sup>th</sup> 2020 at 10:46pm, 2010,p.1

own rate and to a limited extent, according to what they are interested in studying.

## 2) Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

## 3) Tutorial Contribution

A teacher often uses the textbook to help students learn how to read better, to study, to weigh evidence, and to solve problems.

## 4) Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.<sup>32</sup>

From the explanation above, textbook is a kind of visual aid in teaching learning process. It means that the function of a textbook is actually as one of the visual aids by teachers, when they are teach and explain the teaching materials. Besides, it also helps the students in getting a better understanding of the materials given by teacher.

## 1. Textbook Analysis

Analysis is a method by which a thing is separated into parts, and those parts are give rigorous logical, detailed scrutiny, resulting. In a consistent an relatively complete account. While Textbook Analysis or textual analysis a

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<sup>32</sup> Tomlinson, *Material Development in Language Teaching*, (Cambridge: Cambridge University Press, 1998),p.27

methodology in the social sciences for studying the content of communication.

Krippendorff interpreted that “Textbook analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the context of they used. As a technique, textbook analysis involves specialized procedure. It is learnable and divorceable from the personal authority of the researcher. As a research technique also, the textbook Analysis provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tools”.<sup>33</sup> It means that an analysis of textbook is needed, in order to increase better understanding of the content and could see the goodness and weakness of a book.

This kind of techniques hopes to be reliable. Moreover, it is specify that this kind of research techniques should have a research finding in replicable one. That is why, the researcher should working at different point of view of the circumstances should get the same result when applying the same techniques to the same data. Replicability is the most important as a core pattern to find reability.

It describes qualitative methods in greater detail. With qualitative methods of textbook analysis depth presides over breadth. As such, the results tend to be richer with regard to understanding the way that information is presented in a text yet more difficult from which to make generalizations.

Researchers have long debated the respective merits of “quantitative” and “qualitative” approaches to textbook Analysis...Most writers on textbook Analysis have made quantification a component of their definition of textbook Analysis. In effect, therefore, they exclude the qualitative approach as being something other than textbook Analysis.

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<sup>33</sup>Krippendorff , *Textbook Analysis an Introduction to Its Methodology*, (Thousand Oaks, CA: Sage Publication Inc, 2004),p.6



Textbook Analysis as a research method is a systematic and objective means of describing and quantifying phenomena. It is also known as a method of analyzing documents. Schreier explained that “Describing and quantifying phenomena means a content analysis that describes the research phenomenon by creating categories, concepts, model, conceptual system, or conceptual map. The research question specifies what to analyze and what to create”.<sup>34</sup> It means that that analysis of textbook describing and quantifying phenomena would be based on the research questions, because it determines what to analyze, create or even to describe.

Textbook Analysis allows the researcher to test theoretical issues to enhance understanding of the data. Through textbook Analysis, it is possible to distil words into fewer content related categories. It is assumed that when classified into the same categories, words, phrases and the like share the same meaning.

Meanwhile, Neuendorff argued that textbook analysis is a research method for making replicable and valid inferences from data to their context, with the purpose of providing knowledge, new insights, a representation of facts and a practical guide to action. The aim is to attain a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon. Usually the purpose of those concepts or categories is to build up a model, conceptual system, conceptual map or categories.<sup>35</sup> It means that an analysis of textbook could have good outcome for example to build up content, model, knowledge, etc.

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<sup>34</sup> Margrit Schreier, *Qualitative Context Analysis in Practice*, (Thousand Oaks, CA: Sage, 2012),p.2

<sup>35</sup> Neuendorff, *The Textbook Analysis Guidebook*, (Thousand Oaks, CA: Sage Publication Inc, 2002),p.2

Based on the explanation above, the researcher concludes that textbook analysis is about analyzing the data in a printed media called book which provides new insights, increases researcher understanding of particular phenomena, or inform practical actions. This textbook Analysis could be likely a research tools.

## 2. Function of Textbook

A good textbook is very crucial for both teacher and student. For teacher, it serves as a guide for each lesson. Textbook for language learning consists of several chapter. Each chapter was discussed different types and level of language skill. Textbook not only can provide general ideas for teacher to develop activities suitable for every topic, but also give a brief view for student on what they should expect for next learning session and at the same time serve as their reference for practices.

As a resource in achieving aims and objectives that have been set in terms of learners need, Cunningsworth listed a few roles textbook can serve as in ELT;

- 1) A resource for presentation material (spoken and written).
- 2) A source of activities for learner practice and communicative interaction.
- 3) A reference source for learners on grammar, vocabulary, pronunciation, etc.
- 4) A source of stimulation and ideas for classroom language activities.
- 5) A syllabus (where it reflects learning objectives which have already been determined).<sup>36</sup>

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<sup>36</sup> Alan Cunningsworth, *Choosing Your Coursebook*, HandbookZZ.org, A Journal Retrieved from <https://www.scribd.com/document/354608184/Alan->

From the theory above, the researcher concludes that there are five roles of textbook that can serve in ELT. Firstly it should serve presentation material both in written or oral. Secondly, it should serve activities for learner practice and communicative interaction, then it should provide source for learners on grammar, vocabulary, pronunciation, etc. After that, it can be used as stimulation and ideas for classroom language activities and the last it should be appropriate to the syllabus

### 3. The Role of Textbook in English Language Teaching (ELT)

Based on the important role of textbook learning activity, good textbook should be selected in order to support the success of teaching and learning but if teacher used textbook without selecting the quality, it is possible that teaching will deviate from the objective.

Sari said that standardized of textbook is important to know. The author of textbooks must make it clear what those limitations are for example, whether or not the textbook is intended as a self-study too or for classroom use by a teacher and a group of learners. So consumers of textbook should know how good standards of textbook is.<sup>37</sup> It means that a textbook must be required the standardized, even it is yet appropriate to be applied. That is why the teachers need to analyze more about the textbook that would be used by them.

Teachers and students also need a source to be used as guidance in the classroom. Therefore, textbooks become the main sources on daily basis. However, textbooks must be used

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[Cunningsworth-Choosing-Your-Coursebook-Han-BookZZ.org](https://repository.uin/analysis-textbook.pdf) on June, 19<sup>th</sup> 2020 at 11:44am

<sup>37</sup> Novita Sari, *An Analysis of Textbook Entitled "Headline English"* Published by Srikandi Empat of Seventh Grade of Junior High School, 2019, Retrieved from <https://repository.uin/analysis-textbook.pdf>, on June 18<sup>th</sup> 2020 at 11:05pm

appropriately in order to achieve the objectives. Here are some of the roles of textbook in teaching. Firstly, a textbook is an aid of teaching and learning. Secondly, a textbook can also become the supplement for teachers' instruction in classroom. Thirdly, a textbook for experienced teachers can provide ideas on kinds of materials and techniques.

In addition, a textbook can be the guidance for teachers in giving the systematic materials for the students. It is generally accepted that the role of the textbook is to be at the service of teachers and learners but not to be their master. Mahmood specified the standardized of textbook as teaching materials into some account factors, they are as follows:

1. The purpose of learning.
2. The structure of the curriculum and education programs.
3. The level of development of school tuition or target
4. The condition and school infrastructure facilities.
5. The conditions in the wearer.<sup>38</sup>

Based on the standardized of textbook above, it can be concluded that the great textbook should have standard in arrangement which consisted of purpose of learning based on current curriculum and syllabus and consisted of the adaptation of infrastructure in common school.

#### **4. Criteria of a Good Textbook**

Criteria of English textbook as Second language or foreign language must be different approach with the other. So, the target of learning could be achieved. Mahmood generalized that the ESL textbook should follow some criterias as follows:

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<sup>38</sup> Kahlid Mahmood, *The Process of Textbook Approval: A Critical Analysis*, (Pakistan: Buletin of Education and Research, 2006), A Journal Vol.28, No.1, Published on June, p.3

1. Give introductory guidance on the presentation of language items and skills (general).
2. Suggest aids for the teaching of pronunciation: e.g. phonetic system (speech).
3. Offer meaningful situations and a variety of techniques for teaching structural units (grammar).
4. Distinguish the different purposes and skills involved in the teaching of vocabulary (vocabulary).
5. Provide guidance on the initial presentation of passages for reading comprehension (reading).
6. Demonstrate the various devices for controlling and guiding content and expression in composition exercises (writing).
7. Contain appropriate pictures, diagrams, tables, etc (technical).<sup>39</sup>

Based on the explanation above, the researcher concludes that there are seven criterias of a good textbook. English textbook should maintain English skills of reading, writing, listening, speaking and the items of vocabulary, grammar, pronunciation, and technical. Therefore textbook as learning tool performs well, it can also measure quality of teaching learning process.

## 5. The Advantages of Textbook

There are advantages of using textbooks in the classroom and both teachers and students can benefit from these. Vannesta described that below are the advantages of textbook:

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<sup>39</sup>*Ibid.*

1. Textbooks are attractively presented.
2. Textbook are prepared with a good structure than offer a coherent syllabus.
3. Prvide satisfactory language control and motivating texts and tapes.
4. Many students like textbooks because they feel that they have achieved something when they finish chapter after chapter, and then finally the whole book, because progress encourages them in a positive way.
5. Using textbooks saves the teacher a great deal of time. Teachers can use this time for teaching instead of producing material themselves. Teacher feel that it would be very difficult, impossible sometimes, to teach and give instructions from one day to the other without the help of textbooks and teachers guides.
6. If a teacher uses the same textbook in all of his or her classes the students were worked with the same material and content.<sup>40</sup>

Based on the advantage of textbook above, the researcher concludes that using textbook helps teacher to guide the students. It also helps students to accept the material more easier. Textbook usually provide good structure of the material with the good instructions, picture, theme, etc even it still need a revise from teacher in order to make the material clearly and suitable to the teaching and learning situation.

## 6. The Disadvantages of Textbook

There are also disadvantages of using textbooks, they can be described as follows:

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<sup>40</sup> Maria Etsling Vannestal, *Textbook and Alternatif Material*, (Vaxjo University School of Humanities English, 2006),p.3

1. Some teachers do not approve of textbooks at all. These teachers claim that both they and their students are bored by using textbooks due to the fact that they many times contain material that is not interesting enough. Furthermore, they claim that there is little variation in textbooks, which makes teaching and learning stifling.
2. Teachers who do not approve of textbooks like to use their own imagination, alternative material such as pieces from books and magazines and ideas that students give them etc.
3. The risk of using textbooks is that teachers and students can become too attached to the textbook they are using and ignore all other sources of material. As a consequence, the textbook was controlled the teaching and learning in the classroom.
4. Teachers who base their teaching on textbooks can become deskilled. If they can not decide what instructions to give themselves and let textbooks do this for them, their function as teachers has become reduced because then they only present what others have written.
5. Another disadvantage of using textbooks is that their content is not always 100 % genuine and objective.<sup>41</sup>

Based on the explanation above, it can be concluded that the textbook is based on the teacher's way in teaching. If the teacher cannot deliver or explain the material clear enough, then the students would be hard to accept it. Another disadvantages is textbook makes teachers to become diskills, if they teach only followed the structure of textbook itself. They must have other skills, so that the combination of teacher's skill and textbook could be cover up the students' lackness.

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<sup>41</sup>*Ibid*, p.4



## 7. The English Way Textbook

The researcher uses a textbook namely English Way 3. This textbook is for junior high school of the grade IX. It was published by Quadra on April 2018. The author is Mulyono, S.Pd., M.Aa from Indonesia and the co-author Kenneth W. Ament, B.S.Ch.E from USA. This had been edited by Rina Dwi Indriaastuty, S.S., M.Hum.

The format of this ninth grade textbook consisting of ten chapters with the total 211 pages. It has been modeled to meet requirements of the 2013 Curriculum, including the updated 2016 requirements. Each chapter consists of four main material namely listening, speaking, reading, and writing. Although, in this research the researcher focuses on reading material only. The textbook is also consists of some additional materials such as Grammar Focus, Learning Journal and Mini Dictionary. It uses to enrich students' knowledge and make them to become knowledgeable.

The English Waytextbook of grade IX has many elements inarrangements. Each theme is presented in one unit. The unit begins with a short opening dialog, which encourages the students to use verbal English in a teaching learning activity, before moving into the central theme of the unit. Each unit consists of 5 segments which sequentially develop the material towards a full comprehension and understanding of the theme such as: observe the model, build knowledge, do the project, explore the text, and communicate your idea.

There are reading materials in each content of English Way textbook. The total unit of material is ten. In unit 1, there are reading material which consists of English functional text (congratulation cards), reading the conversation and then answering the questions on reading text. In unit two, there are reading comic strips and also the conversational text. In unit three, the learning objectives of reading is to comprehend

labels . The material are reading direction on labels and reading comic strips again. In unit four, the students are asked to be able to comprehend the procedure text; how to make honey-limeade, how to make mushroom chicken soup, how to plant a tree, how to make fried noodles, etc.

In unit five, there is reading aloud material of conversational text. The students are asked to be able to comprehend some tenses related to the text; present continuous, past continuous, and future continuous tense. In unit six, the material is about comprehending the dialogue that uses present perfect tense. In unit seven, the material is narrative text; beauty and the beast, the magic candle, the forbidden chamber, the ugly duckling, a donkey and a lapdog, etc . In unit eight, the material is about reading paragraph. There are atleast two paragraph of a story, then the students are asked to comprehend the text and understand the passive voice stated in the text.

In unit nine, the material is report text; panda bear, earthquakes, a newspaper, a tree, volcanoes, etc . In unit ten, there are two kind of reading text namely advertisement and song. The students are asked to comprehend advertisement and the song's lyric. The advertisement are about food promotion, course promotion, job promotion, etc. While the material of song are the song by Gloria Estefan entitled get on your feet, a song by Jennifer Warnes and Bill Medley entitled (I have had) the time of my life, etc.

The English Way textbook for grade IX is uses at SMP Al-Kautsar Bandar Lampung, which is located at Jl. Soekarno Hatta, Rajabasa, Bandar Lampung.

#### **D. Conceptual Framework**

Textbook is a tool for learning that uses by teachers to teach their students. There are many materials in a textbook that are valuable to be discussed. A good teacher must

prepared and mastered the material before she/he teaches the students because lack of material understanding can caused misunderstanding in learning process. The material in a textbook is complete, it consists of some materials such as reading, speaking, listening and writing.

This research discusses about moral value that affected by reading valuable stories, especially in a textbook. The textbook is for grade IX namely English Way. The research focuses on reading material only. The definition of reading itself is an ability to read and get the information from the written text. The students can learn many things including learn moral value from reading a story because they can get and see many informations in a story.

Someone could get some valuable stories by reading, especially for the text that consists of some moral values such as in narrative text. For example, there is a story of narrative text Malin Kundang. The reader could get moral value by reading this story such as; do not forget our parents when we are becoming rich people or there must be a Karma for what we have done. Therefore, reading could have effect to someone's behavior or moral, but this thing needs an enrichment of knowledge so that it could be applied in real life or real situation. Every one must have moral in their life to make this life better and nicer.

There are many kinds of moral value, but this research focuses on three moral value namely; respect, kindness and tolerance. These are the main moral that must do by all of people each others. Respect is about how to behave to the other, especially knowing that the age or level is different so that there must be a respect.

For example, students should respect to their teacher, because the teacher is older than them and the level of teacher is higher than students. It is not all about age or level, although the level is the same, people still need to respect each other,

especially to the stranger or people they do not know exactly. This is the virtue that leads students to treat others the way they would like to be treated, and so lays the foundation to preventing violence, injustice, and hatred.

The second focus of this research is kindness, it is about how to treat other people as good as we want to be treated. People can spread the kindness to the other, it could inspire them to do good things. The example of kindness is helping each other, helping friends in need, or can be helping someone who cross the street. Mostly this kind of moral value is inspired by others, so that the more there is a kindness, the more the environment can be good.

The last focus of this research is tolerance, it is about how to give tolerance to the others through gender, skin color, age, level, religion, etc. People should not make differences among gender, skin color, religion, etc because there are many types of people in this world. As human being, people cannot be always individually in their activity, so that there must be other people who help them. That is why tolerance is needed in this life. In other words, it is about how to be kind to the others without specified and selected the gender, skin, religion, etc.

The researcher would like to analyze the three kind of moral values; respect, kindness and tolerance that are available on a English Way textbook for the IX grade. There are some texts that consists of moral value, even though it is not available on each chapter. The researcher will analyze and describe what are the values of story and by reading the story how could it has effect to someone's life. The researcher will also explain, in which sentence that contains of moral value and what is the specific of moral value involves in the story.

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