

**AN ANALYSIS OF MORAL VALUE IN ENGLISH TEXTBOOKS
OF 10th GRADE STUDENTS' READING TEXTS**

**A Thesis Proposal
Submitted in Partial Fulfillment of the Requirements
for the Bachelor Degree**

By

**SYIFA LUTHFIANNISA
NPM.1711040164**

**Study Program : English Education
Advisor : Rohmatillah, M.Pd
Co-Advisor : M. Ridho Kholid, S.S, M.Pd**



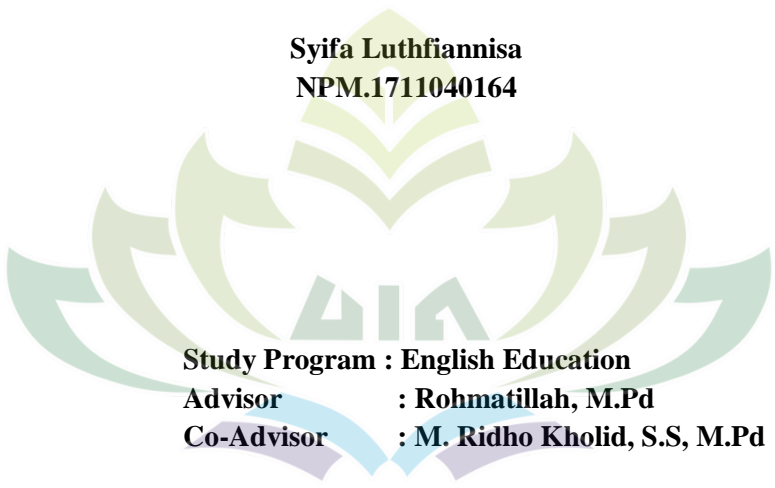
**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
1444 H / 2022 M**

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RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
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ABSTRACT

AN ANALYSIS OF MORAL VALUE IN ENGLISH TEXTBOOKS FOR 10th GRADE STUDENTS' READING TEXTS

Textbooks are one of the media generally used in learning activities. In the textbook, the teacher needs to analyze many materials and aspects, such as various texts and values that can be represented in real-life activities. This was proven when the researcher interviewed some English teachers to know how they analyzed the textbook. Moral values are rarely discussed more in-depth or detailed in narrative texts. It is essential to analyze moral values in English textbooks to provide informative guidance and input to students. Additionally, the researcher analyzed three English textbooks for tenth-grade students.

The researcher utilized the qualitative research design in concert with the descriptive method. Using Borba's theory in three English textbooks, she analyzed moral value in narrative texts in English textbooks for tenth-grade students. There are seven aspects of moral values, Borba. The researcher gathered data through documentation. Moreover, the researcher followed three processes in assessing the data collected by Miles and Huberman: data condensation, data display, and drawing and verifying conclusions.

The findings or results of the analysis are in the form of paragraphs: conscience is the most dominant aspect in the Ministry of Education and Culture books. However, in the Pathway to English book, the most dominant moral values are kindness values. While in the Talk Active textbook, self-control values are the most dominant in this book. However, all textbooks show that conscience is the more dominant of the three textbooks.

Key words: Moral Value, Narrative Text, English Textbook.

DECLARATION

The researcher is a student with the following identity:

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Textbook of 10th Grade Students' Reading
Text

Here by states that this undergraduate thesis is definitely my own work. I am completely for the content of this undergraduate thesis. Other writers' or experts' opinions or finding included in the undergraduate thesis were quoted or cited in accordance with ethical standards.

Bandar Lampung, September 5th 2022



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STUDENTS' READING TEXTS**

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ADMISSION

A thesis entitled: **“AN ANALYSIS OF MORAL VALUE IN ENGLISH TEXTBOOK OF 10th GRADE STUDENTS’ READING TEXT”**, By: **Syifa Luthfiannisa, NPM: 17110401764**,
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MOTTO

﴿ إِنَّ اللَّهَ يَأْمُرُ بِالْعَدْلِ وَالْإِحْسَانِ وَإِيتَايِ ذِي الْقُرْبَىٰ وَيَنْهَىٰ عَنِ
الْفَحْشَاءِ وَالْمُنْكَرِ وَالْبَغْيِ ۚ يَعِظُكُمْ لَعَلَّكُمْ تَذَكَّرُونَ ﴾

Indeed, Allah orders us to be fair, to do good, and to provide assistance to relatives. Allah (also) prohibits heinous acts, evil, and enmity. He teaches you lessons, so you always remember. (QS. An-Nahl: 90)¹



¹Departemen Agama Republik Indonesia, Al – Qur'an dan Tejemahannya.

DEDICATION

Praise and gratitude to Allah SWT the Almighty for His abundant blessing for me. From the deepest place in my heart, this undergraduate thesis is dedicated to everyone who cares for and loves me. I sincerely dedicate this undergraduate thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. The most incredible support in my life is my beloved family, Mr. Epi Riadi Setiono and Mrs. Siti Nurjanah, who have bestowed me with love and affections and tirelessly pray for my life and success.
3. My dearly loved elder brother, Adit Muhammad Ikhsan, and little brother Fathan Muhammad Fahlevi. Thanks for the support and for being a lovely brother and younger brother.
4. My dearly loved teachers and lecturers are always willing to share their knowledge. Hopefully, it can be helpful in the world as well as in the future.
5. My dearly loved the Almamater Raden Intan State Islamic University of Lampung.

CURRICULUMVITAE

The researcher's name is Syifa Luthfiannisa. She was born on July 18nd, 1999, in Bandung. She is the second child of three siblings of Mr. Epi Riadi Setiono and Mrs. Siti Nujanah. She began her education at MIN 1 Kotabumi and then graduated in 2011. After that, she continued studying at SMPN 10 Kotabumi and graduated in 2014. Then, she graduated from SMAS Gajah Mada Bandar Lampung in 2017. She was accepted as a student in the English Education Study Program at State Islamic University Raden Intan Lampung. During her college life, she joined the organization Ngajak Anak Belajar (Ngajar).



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Assalamua'alaikumWr. Wb.

In the name of Allah, the Most Gracious and the Most Merciful. Alhamdulillahirabbil'alamin, all praises and thanks to Allah SWT, the Lord of the universe, for blessing, love, faith, health, and mercy to the researcher through all processes in her life, including finishing this undergraduate thesis. May peace and greeting also be upon our prophet Muhammad SAW who has brought and guided us from darkness to lightness. This undergraduate thesis entitled "An Analysis of Moral Values in English Textbooks of 10th Grade Students' Reading Texts." is presented to the English Education Study Program of UIN Raden Intan Lampung as the requirement to obtain an S1- degree.

The researcher is fully aware that she cannot complete this final project without the assistance of others. The researcher was thankful to many people who have helped, supported, and prayed for this final project, but the researcher cannot mention all of them. She wishes to give the sincerest gratefulness and appreciation to:

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May Allah SWT bless them for all of what they have done. Finally, the researcher realized that this undergraduate thesis might contain some weaknesses. Therefore, corrections, comments, and criticisms for this final project are always welcome.

Wassalamu'alaikumWr. Wb

Bandar Lampung, September 5th 2022

The writer

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CHAPTER I

INTRODUCTION

A. Title Confirmation

As a first step to understanding the title of this research, the researcher explained the title used in this study. It aims to provide information about the title and avoid misunderstanding the reader. The title of this research is "An Analysis of Moral Values in English Textbooks of 10th Grade Students' Reading Texts". The explanation of the title is as follows:

The analysis is an activity that contains several activities such as parsing, identifying, classifying something to be classified and regrouped according to specific criteria, then looking for the relevance and interpreting its meaning.

A textbook is a component of the teaching-learning process. It is very significant as the instructor has used the real textbook long ago. It includes many tasks with much countenance—the level as usual based on the curriculum's appeal or the pupils' wants. Textbooks have a relationship with the learning process. Therefore, every teacher, especially prospective teachers, should equip themselves with studying textbooks. The presence of textbooks in educational institutions whose conditions are very complex certainly has a specific value. The value of a text depends on its weight, also on its mission, and also its function. A textbook analysis is one of the activities someone carries out to assess how effective and efficient the materials contained in the textbook are for students. In this regard, book analysis can also help analysis of textbooks is critical; teachers can find out whether the content and material in the textbooks are suitable for the needs of their students or not.

Audi states that moral value is simply an important kind of instrument value. Actions and traits of character have moral value only insofar as they contribute in a certain way to happiness: to

enhancing pleasure or reducing pain or both.¹ It means that moral values have a form associated with the author. Moral value can give satisfaction in conveying the message of the author in a literary work. However, every value will get quality if it relates to other values. For example, honesty is a moral value; it has no meaning if it is not applied to other values, such as moral value to him/herself, others, and God.

The researcher used more than one textbook. The researcher analyzed three English textbooks for tenth graders from different publishers. There are “Bahasa Inggris,” published by The Ministry of Education and Culture, “Pathway to English,” published by Erlangga, and “Talk Active,” published by Yudhistira. From the explanation above, it can be concluded that this research analyzes what moral values are contained in the narrative text.

B. Background of the Problem

English as a foreign language is taught in all schools in Indonesia. It has been taught at every Educational Institution Level. There are four language skills that students must learn in learning English: listening, speaking, reading, and writing. The students must also learn the language component so that they can learn the skills more quickly. Related to that, the teacher should determine teaching method that is suitable with the material. The teacher should also use suitable media to teach the material.

Media is the most available resource and one of the standard tools for language teachers used for centuries to help students practice foreign languages effectively. In presenting the learning English materials, the teachers need supporting media to facilitate the delivery of material to the students. Tomlinson in Asri states that materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or

¹Audi, Robert, “*Moral value and human Diversity.*” New York: Oxford University press. (2007). P. 47.

informs about the language being learned.² The usual obvious and most common form of material for language instruction comes through a textbook.

Textbooks are one of the media generally used in learning activities. Textbooks are an essential tool for teaching various subjects, including English, compulsory subjects in schools. In addition, the education system is effective for integrating English into students' lives from primary school level at school to university level. This can be achieved with a well-designed curriculum that fits a nation's students' needs, thoughts, beliefs, religious values, and nationalities. According to Cortazzi and Jin in Biljana, refer to a textbook as a teacher, map, resource, trainer, authority. A textbook provides students with related information about grammar and vocabulary and English-speaking countries and their cultures as a teacher. A map outlines linguistic and cultural elements as a structured program and guides students and teachers to understand the steps used in earlier lessons. A textbook is seen as a source as it includes a set of materials and exercises available to the teacher from which one can determine. It can additionally be a trainer for novice teachers who need valuable instructions, support, and guidance.³

The EFL textbook has become a practical instructional guide most frequently used to support students and teachers in the English Language Teaching (ELT) process. Guided by textbooks, the teacher can manage teaching materials and use them in class and out of class activities. Besides Johnston in Istiqomah, he emphasizes that the moral dimension of ELT can achieve a better world and better learning.⁴ Since, the textbook consists of material that always brings many values that represent real-life activities,

²Asri, Iin V, "*The evaluation of English textbook entitled Active English 5 for the fifth grade of elementary school based on rajan's theory*". A thesis at Muhammadiyah university of Surakarta. (2013). P. 4.

³Biljana, "*Textbook in the EFL Classroom: Defining, Assessing and Analyzing*, Journal Textbook". P. 139.

⁴Istiqomah, Lilik, "*Representation of moral values in the Reading Materials in Indonesian Contextual English Textbooks for Senior High School*." A thesis at Muhammadiyah Surakarta University. P 3.

moral content Feng in Khoirunnisa.⁵

According to Krippendorff in Azza, textbook analysis is a research technique for making replicable and accurate results from texts (or other meaningful matter) to the context they used. As a method, textbook Analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher.⁶ Textbook analysis as a research method is a systematic and objective means to describe and measure phenomena; this is also known as the method of analyzing documents. The textbook analysis allows researchers to examine theoretical issues to improve data understanding. Through Textbook analysis, it is possible to filter words into fewer content-related categories. It is assumed that when classified into the same type, words, phrases, and the like have the same meaning by Cavanagh in Azza.

The textbook analysis is a systematic and objective means to phenomena: this is also known as analyzing documents. Through textbook analysis, it is possible to filter words into fewer content-related categories. Related to that, morals relate to human behavior; it means the moral value is the measurement used to determine what is right or wrong in human beings' attitudes and actions in terms of goodness and badness. The correlation between textbook analysis and moral value is that we can find values and morals in reading textbooks. Because English textbooks contain a lot of content and materials, one of the materials is moral value. Moral values can also be found in the narrative text. Reading English textbooks, especially in the narrative text, contains many moral values that must be conveyed to students to understand and know the moral value contained in reading English textbooks. Therefore, the researcher will examine the moral values contained in the English textbook.

⁵Khoirunnisa, Filzah, "Moral Education in ELT: A Critical Discourse Analysis of Tolerance Values Represented in Indonesia EFL Textbook." Singa Perbangsa Karawang University. P. 88.

⁶Azza L, "An Analysis English Textbook for Second Grade Students at Senior High School based on Tomlinson's Principle." Department of English Education, Samudra University. P. 19.

According to Johnston in Istiqomah said that English Language Teaching (ELT) is profoundly moral. He explained that the moral dimension of ELT can achieve a better world and a better learning. EFL or ESL teachers play the role as moral agents and continue communicative competence to their students.⁷ Based on the explanation above, the researcher depicts moral values in English textbooks used in senior high school in Indonesia. Approach to the conclusion that morality is a necessary part of education that there are a number of distinct 'forms' of knowledge and understanding which humans have evolved. It is claimed that morals, like religion, is one of these ways of understanding the human situation, and that without an entry into these specific areas a man lacks the basis for rationality of this particular kind.⁸ If this is so, then education, which is a means of initiating the students into these various forms of knowledge, must necessarily involve initiation into morals.

The researcher also asked the English teacher to find out how the teacher examined the English book before using it in the classroom, and their responses were basically the same. The teachers only analyze material suitable for students according to the syllabus published by the ministry of education and use English books that the school has provided. In fact, in the textbook, the teacher needs to analyze many materials and aspects, such as various texts and values that can be represented in real-life activities, namely moral content such as types of moral values. Besides, some students are not aware of the importance of moral values in narrative texts. During teaching and learning activities, the teacher motivates students that moral values are important in everyday life. So, in the narrative text, there are moral values that are contained and can be applied by students. At the same time, teachers rarely discuss moral values in more in-depth or detailed narrative texts because teachers usually only discuss them briefly.

⁷ Istiqomah, Lilik, "Representation of Moral Values in The Reading Materials in Indonesian Contextual English Textbooks for Senior High School." (2019). University of Muhammadiyah Surakarta. P. 3.

⁸ Moore, "Philosophy of Education." (1982). (Published: Routledge). P. 44.

In this regard, the teacher explains how critical moral values were applied in their lives and the school environment by learning narrative text.

In addition, it is important to analyze moral values that are contained in English textbooks to provide informative guidance and input to students. Based on the explanation before, it is important to analyze the moral value in ELT textbooks, especially the types of moral value. In this research, the researcher analyzed only moral values in narrative text. In this case, folktale because there are so many moral values in this text. Finally, one of the important points the writer expresses to the reader is the moral value of the narrative text. Besides, this research analyzed three textbooks for tenth-grade students. The first textbook is titled "Bahasa Inggris" published by the Ministry of Education and Culture of Indonesia. This book was used in schools such as SMA N 2 Bandar Lampung, SMA N 8 Bandar Lampung, and SMA N 16 Bandar Lampung. The second book, "Pathway to English," was published by Erlangga; this book is used in SMA N 7 Bandar Lampung. Moreover, the third book is "Talk Active" by Yudhistira, SMA AL-Azhar, SMA AL-Kautsar, and SMA Gajah Mada Bandar Lampung are used in this book. Three English textbooks were chosen because they are arranged by Curriculum 2013, and some of the schools use these textbooks too.

Moral values can provide more information about what the reader is reading, how interesting the text message is that the reader can apply in their lives. Based on the study above, the researcher would like to do a research that is entitled "An Analysis of Moral Value in English Textbooks of 10th Grade Students' Reading Texts".

C. Identification of the Problem

Based on the background of the study, the researcher found the identification of the study there are; some English teachers do not pay attention to how much moral values are represented in English textbooks. Furthermore, students need to be aware of how

important the moral values in narrative texts apply to their school and life.

D. Focus and Sub-Focus of the Problem

1. Focus of the problem

Based on the identification of the study, the researcher focused on analyzing moral value in narrative texts in English textbooks for tenth-grade students. Three textbooks were analyzed in this research. The first textbook is entitled "Bahasa Inggris for SMA/ MA/ SMK/ MAK grade X" by the Indonesia Ministry of Education and Culture. The second textbook is "Pathway to English for SMA/MA grade X by Erlangga, and the third is "Talk Active for Senior High School Year X" by Yudhistira. There were two narrative texts from the "Bahasa Inggris" textbook by The Ministry of education and Culture, six narrative texts from Pathway to English book by Erlangga, and four narrative texts from the "Talk Active" book by Yudhistira. The three textbooks used by the researchers contain narrative texts; a total of the text is 12 from the three books. The researcher chose the three textbooks because the textbooks are arranged based on Curriculum 2013. Besides, most schools use one of these textbooks in teaching and learning.

2. Sub-Focus of the problem

Sub-focus in this study, the researcher, was taking reading texts, especially narrative text, used to analyze data from seven aspects of moral value in textbooks suggested by Michele Borba.

E. Formulation of the Problem

Dealing with the background of the problem and limitation of the problem, the researcher recognized the problem as follow:

1. What types of moral values are based on Borba found in narrative texts in the three English textbooks?

2. Which aspect of moral values was the most dominant found in narrative texts from the three textbooks entitled “Bahasa Inggris” for SMA/ MA/ SMK/ MAK Kelas X by Indonesia Ministry of Education and Culture, Pathway to English for SMA/MA grade X by Erlangga, and Talk Active for Senior High School Year X by Yudhistira”?

F. Objective of the Research

Relevant to the research question, the aims of the study are:

1. To know the types of moral values based on Borba found in narrative texts in the three English textbooks?
2. To find out the most dominant moral values found in narrative texts from the three textbooks entitled “Bahasa Inggris” for SMA/ MA/ SMK/ MAK Kelas X by Indonesia Ministry of Education and Culture, Pathway to English for SMA/MA grade X by Erlangga, and Talk Active for Senior High School Year X by Yudhistira?

G. Significance of the Research

1. Theoretically

This research is expected to add references to science-related educational institutions related to literature analysis about moral values. It can be used as a comparison in conducting research in the future. Moreover, the findings of this research intend to help readers by increasing their understanding of moral values contained in textbooks, as well as theories about textbook analysis and moral values.

2. Practically

a.) For Teacher

For the English language teacher, the result of this research becomes new information. So, they know about finding moral value based on Borba in reading, especially in

narrative texts. Finally, the result is complete, the teacher knows that moral values found in narrative texts are based on Borba, and these findings can be used by teachers when learning with narrative text materials, and teachers can also motivate students to apply one of these types of morals.

b.) For students

In this context, the findings of this study are expected to provide informative guidance and input to students, especially tenth graders. By knowing the kinds of moral values, students can understand and differentiate the types of moral values in narrative texts more efficiently.

c.) For future researchers

It can develop knowledge and experience in the field, especially English in education related to literary analysis and moral values in a literary work, especially in narrative text.

d.) For the publisher

The writers and publishers of textbooks can consider improving something less suitable for the readers, especially students, and provide materials containing many moral values.

H. Relevance Research

The researcher finds that there is much research on morality. One of them the first study is “The moral values on English textbooks (A Content Analysis of English Textbooks for Junior High School Students Published by the Ministry of Education and Culture).”⁹ The research was conducted by Helendra, (2017). He has investigated the moral values in English Textbooks. The study was focused on revealing the moral values based on Borba's model within the textbooks, showing the way how the moral values in the textbooks were presented, and capturing the teachers' and students'

⁹Helendra, “*The Moral Values on English Textbook (A Content Analysis of English Textbooks for Junior High School Students Published by the Ministry of Education and Culture)*”. A thesis (2017). Syarif Hidayatullah State Islamic University. Jakarta.

responses on the integration of moral values in the textbooks and their implementations in the teaching process. This was a content analysis study to reveal the textbooks' moral values. The data were collected through interviews and documentation. The results of the study showed that: 1) the frequency of Borba's moral values in the textbooks was discovered the highest percentage was self-control control reached a score of (25%), the second was kindness (22%), the third was respect (20%), the next was conscience (16%), empathy (11%), and the smallest were tolerance (4%) and fairness (2%); 2) the moral values were inherently presented in different ways such as titles of the chapter, objectives of chapter, quotes, passages, pictures, songs, exercise instruction, and example of sentences; 3) Most of the teachers agreed that all types of moral textbook already existed in their textbooks and had integrated the moral values with the learning instructions such as role-play, group discussion, active learning, and collaborative learning; 4) All students figured out the existence of moral values on the textbooks. They could grasp the entirety of teachers' explanations in teaching moral values to them and practice those moral values in their daily life. The study concluded that the English textbooks already contained Borba's model of moral values, and teachers and students positively perceived the integration of moral values with the teaching process. However, due to the unbalanced presentation of moral values in the textbooks, there should be several revisions to present moral values more equally.

The second study is "Analysis of Moral Values of 9th-grade students' reading texts" the research was conducted by Yuri Prasetya (2018).¹⁰ He investigated the main moral values from the textbook, including 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, Think clear before you act, dictatorial nature causes a lot of damage, in making choices must be accompanied by confidence, and Generosity brings blessings. Furthermore, more detailed values in stories are positive thinking,

¹⁰Yuri, Prasetya, "Analysis of Moral Values of 9th grade students' reading texts". A thesis (2018). Tanjungpura University. Pontianak.

curiosity, willpower, caring, trust, honesty, self-control, self-defense, religion, sacrifice, self-reliance, hard work, Generosity, responsibility, cooperation, and confidence. Besides that, the values in the story that match the values that exist in the assessment of the 2013 curriculum are the values of religion, honesty, responsibility, caring, confidence, courtesy, and curiosity; in each story, we always find values that are connected with the values contained in the 2013 curriculum assessment.

The third study is “An Analysis of Students’ Difficulties in Finding Moral Value of Narrative Text at The First Semester of the eight grade of MTs N 1 Bandar Lampung in the 2017/2018 academic year” the research was conducted by Daryanti (2017).¹¹ She investigated moral values, problems, and difficulties with previous knowledge and metacognition. Therefore, this research aims to identify the factors that cause students difficulties in finding the moral value of the narrative text. The method used in this research was descriptive qualitative. The subject of this research was 65 students of the eighth grade of MTs N 1 Bandar Lampung, who had the lowest score in preliminary research. The technique of collecting data was by analyzing documentation of tests and giving a questionnaire to the students. The questionnaire was done to know the factors that cause students’ difficulties in finding the moral value of the narrative text.

Based on the result, it can be concluded that most students were fluent in reading narrative texts in English because they often read narrative texts. So they can read the text in English easily. And then, most of the students needed help with their previous knowledge, so they felt difficult to determine the moral value. Although most students do not have problems with motivation or perseverance because they like to read narrative text, they need to learn how to find the moral value in narrative text because the students do not understand the story, so they felt difficult to

¹¹Daryanti, “*An Analysis of Students’ Difficulties in Finding Moral Value of Narrative Text at The First Semester of the eight grade of MTs N 1 Bandar Lampung in 2017/2018 academic year.*” A thesis (2017). Raden Intan State Islamic University Lampung.

determine the moral value. Suppose they read only once; it is difficult to determine the moral value. Most students felt difficult to understand the narrative text, especially in selecting the moral value if the text is not translated into Indonesian. And then, they must summarize the narrative text to determine the moral value because they need to summarize the text to specify the moral value.

All of the research articles cited previously discussed similarities, difficulties, and differences with this research. To begin, the analysis intended to determine how moral value is represented in textbooks for tenth-grade students by Michele Borba and what the types of moral values based on Borba are found in narrative texts in the three English textbooks. To assess the most dominant seven aspects of moral values by Michele Borba, find narrative texts from the three textbooks. Second, this research used three English textbooks for tenth-grade students, titled "*Bahasa Inggris*" SMA/ MA/ SMK/ MAK Kelas X" by the Indonesia Ministry of Education and Culture, "*Pathway to English for SMA/ MA grade X*" by Erlangga, and "*Talk Active for Senior High School Year X*" by Yudhistira. Three English textbooks were chosen because they are arranged by Curriculum 2013, and some of the schools use these textbooks.

I. Research Methodology

1. Research Design

The design of this research is qualitative research. Qualitative research is a method for examining and understanding the meaning individuals or groups ascribe to a social or human problem. The study process involves developing questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data.¹² Creswell also explained that qualitative research is

¹² J. W Creswell, "*Research Design Qualitative, Quantitative, and Mixed Methods Approaches Third Edition.*" P. 22.

an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problems.

The researcher used a descriptive qualitative design. Descriptive design means the result of the analysis was described. According to Margono in Rut, descriptive research is one of the research to describe data and characteristics used to describe the population. Using the descriptive method in the research aims to gain accurate, factual, and systematic data.¹³ For this reason, the researcher, studied and analyzed the contents of several English textbooks starting from the tenth grade published by the Ministry of Education and Culture for High School Students, Yudhistira, and Erlangga. Qualitative research aims to learn about moral values based on Michele Borba in narrative texts.

2. Source Data

To find out the moral value of narrative texts, the researcher used a document study to be the source of the data of the study. The documents are narrative texts from English textbooks entitled “Bahasa Inggris” published by the Ministry of Education and Culture, “Pathway to English” published by Erlangga, and “Talk Active” published by Yudhistira for the tenth-grade students of senior high school.

3. Instrument

Research is an effort to develop knowledge and develop and test theories. Qualitative research as a human instrument determines the focus of research, selecting informants as data sources, assessing data quality, analyzing data, interpreting data, and making conclusions on the findings stated by Sugiyono in Alhamid.¹⁴ The instrument of this research, the researcher plays an essential role and personally involved the primary instrument

¹³ Dilla. Rut Glory S, “The Content Analysis Of Bahasa Inggris Textbooks For Senior High School Grade X Published By Kemendikbud 2014”, Vol.1. No.1. 2017. P. 3

¹⁴Alhamid, Thalha, “*Instrument Pengumpulan data.*” STAIN Sorong. (2019). P. 1.

here, the researcher as an instrument for identifying the text. The data were collected from several books selected from textbooks, namely, Talk Active, second Pathway to English, and the third, Bahasa Inggris textbook. Several texts in the three books, and more precisely, narrative text.

4. Data Collecting Technique

In collecting data, the researcher used a document study of narrative texts available from several English textbooks that the Ministry of Education and Culture publishes, Yudhistira and Erlangga, collected to describe and understand the research focus briefly. Those documents were analyzed to deepen and specify the research findings. According to Ary in Mujahidi, document analysis can be of written or text-based artifacts (textbooks, novels, and journals).¹⁵ The procedure to collect the data:

- 1) The researcher found English textbooks to analyze. Then the researcher used three tenth-grade senior high school English textbooks, which are entitled "Bahasa Inggris," published by the Ministry of Education and Culture, "Pathway to English," published by Erlangga and "Talk Active," published by Yudhistira.
- 2) Read the narrative text in the English textbooks.
- 3) Collect the moral values in the three English textbooks.
- 4) The researcher explains the list of Borba's moral values, namely, the seven domains of moral values are empathy, conscience, self-control, respect, kindness, tolerance, and fairness.

5. Data Analysis

In this research, the researcher analyzed the data using the theory of Miles and Huberman, so in this case, there are steps that

¹⁵Mujahidi, Moh Saeful, *"The Analysis of Theme-Rheme System in Textbook Senior High School on The Second Semester in SMA Negeri 1 Susukan."* A thesis Syekh Nurjati State Islamic Institute Cirebon . (2017). P 22.

need to be taken: data condensation, data display, and drawing and verifying conclusion. The researcher used Miles and Huberman's theory in analyzing the data, and then some steps must be done as follows:

a. Data Condensation

The beginning step in analyzing qualitative data involves data condensation. According to Miles and Huberman, it refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. In this research, the data is obtained through documentation namely narrative text in English textbooks.

b. Data Display

The second significant flow of analysis activity is data display. According to Miles and Huberman, generically, a display is an organized, compressed assembly of information that allows conclusion drawing and action.¹⁶ "Looking at displays helps us understand what is happening and do something further analysis or caution on that understanding", this statement is what has been stated by Miles and Huberman. In qualitative research, the data can be displayed in tables, graphics, phi chard, pictogram, and other equivalents. By displaying the data, the researcher can easily understand and analyze what was happening with the data presented. Furthermore, the researcher begins the next research plan based on what the researcher has experienced. In the next step, the researcher classified the type of implicit referential meaning from the data before.

c. Drawing and Verifying Conclusion

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative

¹⁶ Matthew B. Miles, A. Michael Huberman and Johnny Saldana, 2014 "*Qualitative Data Analysis: a Methods Sourcebook*", Third Edition, Arizona: Sage Publications, P.31

analysis interprets what things mean by noting patterns, explanations, causal flows, and propositions.¹⁷ Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand. Conclusions are also verified as the analysis proceeds. When in the middle of data collection, the researcher has a short conclusion. To draw conclusions, of course, cannot be done carelessly, he must again look at the data to be verified. The final conclusion does not only occur during the data collection process but needs to be verified so that it can truly be accounted for.

6. Trustworthiness of the Data

The validity of the data in qualitative research is an effort to increase the degree of trustworthiness of the data. This means in qualitative research, that the research instrument should also be validated prior to being used to analyze the data in order to obtain a reliable result. According to Ary divided four aspects for gaining it; credibility, transferability, dependability, and conformability.¹⁸

1. Credibility

Credibility is validity concerns the accuracy or truthfulness of the findings. This suggests that the researcher should be careful in conducting and reporting the research's findings. To deliver credible findings, the researcher must first establish confidence in the findings through a detailed analysis of the research design, participants, and context.

2. Transferability

Transferability is the degree to which the findings of a qualitative study can be applied or generalized to other contexts or to other groups. In quantitative research, the term external validity is used to refer to the generalizability of the findings. It is the procedure of making the data credible

¹⁷Op. Cit. P. 31.

¹⁸Donald Ary, et.al. *Introduction to Research in Education*, (Canada: Wadsworth, 2010), eight edition. P. 498.

about the context so that it can be compared and judged. The transfer is made by the potential user of the findings, who must compare and decide on the similarity of the two contexts.

3. Dependability

Dependability is expected qualitative studies variability because the context of studies changes. It means consistency is viewed as the extent to which variation can be tracked or explained.

4. Conformability

It focuses on the researchers are concerned with whether the data they collect and the conclusions they draw would be confirmed by others investigating the same situation. Conformability is concerned with establishing that the data and interpretations of the findings are not a figment of the inquirer's imagination, but were clearly derived from the data.

The researcher used credibility and conformability to determine the validity of data in this study. Because these data are used to establish the truth of the research findings, it is important to validate the data by consulting an expert to ensure its validity. Credibility has four strategies; prolonged engagement, persistent observation, triangulation, and member check. In this case, the researcher only used triangulation. In this research, the researcher used triangulation to check the validity of the data. Triangulation is the process of strengthening the finding by cross-checking the information. Triangulation in data validity testing is defined as checking the credibility of data from various sources and data collection techniques.¹⁹ According to Miles and Huberman, triangulation is supposed to support a finding by showing that independent measures of it agree with it, or at

¹⁹Sugiyono, "*Metode Penelitian Kuantitatif Kualitatif dan R&D*". (Bandung: Alfabeta, 2012). P. 241.

least, do not contradict it.²⁰ Moreover, Miles also explain that triangulation can be identified as follows:

- 1) Triangulation of data source, the data is collected from different persons, times, places, and etc.
- 2) Methodological triangulation, method triangulation includes observation, interview documents.
- 3) Researcher or investigator triangulation, researcher triangulation includes investigators, such as investigator A, investigator B, etc.
- 4) Theoretical triangulation, the data is collected from several theories which related to the research in data analysis such as journals, articles, books etc.

After knowing the kinds of triangulation based on Miles and Huberman based theory, the researcher used investigator triangulation as the type which is appropriate to be applied in this research. Furthermore, the researcher validated the data by involving an expert. The researcher asked Mr. Budi Eko Pranoto for help to validate this research.

J. Systematics of the Discussion

CHAPTER I Introduction

This chapter contains Title Affirmation, background of the problem, identification of the problem, focus and sub-focus of the research, formulation of the research, objective of the research, significance of the research, relevance studies, research methodology, and systematic discussion.

CHAPTER II Review of Related Literature

This chapter consists of several theories such as the definition of textbook, function of textbook, criteria for good textbooks,

²⁰Huberman, Michele, “*Qualitative Data Analysis*” *Second Edition*”. (London: SAGE Publications, 1994). P.266.

advantages and disadvantages of textbook, textbook analysis, reading, text, narrative text, moral value.

CHAPTER III Research Description Object

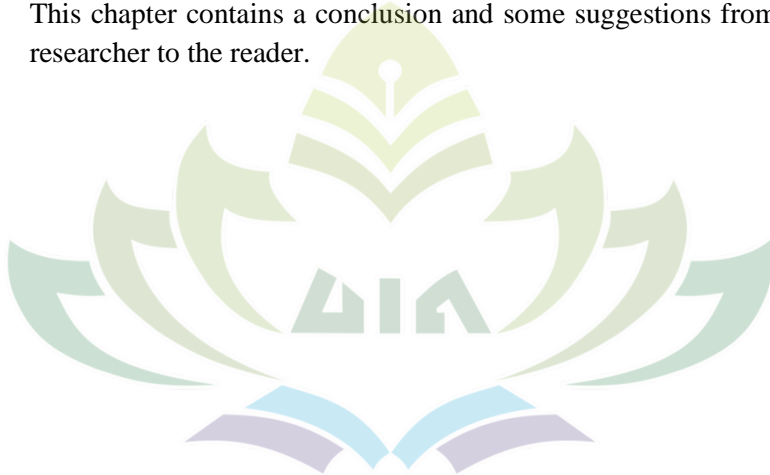
This chapter contains a general description of the object and a presentation of the research facts and data.

CHAPTER IV Data Analysis and Discussion

This chapter contains the result of the moral value in the textbook based on Michele Borba entitled An Analysis of Moral Value in English Textbooks of 10th Grade Students' Reading Texts.

CHAPTER V Conclusion and Suggestion

This chapter contains a conclusion and some suggestions from the researcher to the reader.





CHAPTER II

LITERATURE REVIEW

A. Frame of Theory

1. Textbook

a. Definition of Textbook

The textbook is the main carrier of the curriculum and represents the dominant role in school subject teaching and learning based on Sherman in Monica.¹ Besides, it also helps students to understand the material provided by the teacher. In some situations, this serves as the basis for student language input and language practice that occurs in the classroom. In other situations, it provides a clear framework in which teachers and students know where they are going and what will happen next. It also provides ready-to-use texts and assignments with student-level possibilities accordingly, which saves time for the teacher. Therefore, it is not surprising that most teachers use textbooks in their classrooms. According to Sheldon and Harmer in Ayu the variation of topics in the textbook should be organized in a systematic sequence chapter by chapter.²

According to Richards in Dharma, one of the teaching resources used to support learning through stimulation of cognitive processes and providing structure and development for students to follow is textbooks. In general, textbooks convey two important pedagogical functions: curricular aspects, creating progress in certain subjects taught to students, and conceptual aspects, realizing the development of cognitive structures in students.³ The former is reflected primarily in the

¹Mithans, Monica, "The use of Textbooks in the Teaching Learning Process." No.1. 2020. P.202.

²Ayu, Mutiara, "EFL Textbook Evaluation: The Analysis of Tasks presented in English Textbook." Vol. 16 (1), 2018, P.24.

³Dharma, Yokie Prasetya, "An Analysis of English Textbook Relevance to the 2013 English Curriculum." Journal of English Educational Study. Volume 1. Issue 1.

selection of content and the order in which topics will be included in the textbook; the latter guides the presentation of this content, the assignments for students included in the book, and the guidance provided for teachers in the teacher guide. Thus, textbooks can embody the conception of learning English and English which is communicated through the special features and organization of the textbook. This philosophical stance towards content organization of the textbook provides arguments in favor of either an integrated approach to content organization or a particular subject.

An essential component in most EFL classrooms is the textbook. It presents ready-made texts and assignments with possible levels suitable for most classes. It is also part of the curriculum that contains learning materials. Usually, it is used to transmit knowledge and skills. In the teaching process, it provides a general framework for teachers to follow the curriculum, give examples, and practice certain subject matter from the language content. This gives students the opportunity to simulate language use before using it in real life. Tomlinson in Safitri mentions that textbooks are guides for teachers and students and maps of what they will do and what they have done. Textbooks guide teachers to construct various classroom activities, and design language assessments of the activities carried out. In other words, textbooks are an essential element in language classes.⁴ Although teachers do not use textbooks excessively or do not use textbooks at all, nearly all teachers agree that textbooks are needed in the teaching process. Those who do not use textbooks still use textbooks as guidelines and examples when making their teaching materials.

To sum up, textbooks are an important element in the teaching and learning process because textbooks can guide teachers to realize various activities in the classroom and also design language assessments of activities carried out by

2018. P. 24.

⁴Safitri, Mega, "An Analysis of English Textbook Entitled Bahasa Inggris SMA/MA SMK/MAK Kelas X." Volume 4. (2019). P. 17.

teachers in the classroom. In this context, some teachers also do not use textbooks excessively but almost all teachers agree that textbooks are needed during the teaching and learning process.

Cunningsworth in Safitri mentions that textbooks, ELT textbooks can maintain multiple roles. These include helping to present written and spoken material, promoting interaction, serving as a vocabulary and grammar reference, acting as a resource for classroom activities, and providing self-access to work or learning. However, the use of textbooks provides a greater or lesser degree of learning English language and skills.⁵ The consequence of these facts is significant for determining the most appropriate textbook to be used.

According to Harmer in Ayu the most crucial aspect of textbook use is for teachers to involve learners with the content they will be dealing with. It can be concluded that the tasks in this textbook can work well with methodologies in ELT since it has various kinds of functions to aid the students in learning English.⁶ Related to that, Richards said that textbooks are used in different ways in language programs. The usage of textbooks is appropriate with the needs and goals of learning. For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice and a speaking text might provide passages for students to read and discuss.⁷

Oxford Advanced Learner's Dictionary in Biljana state, textbooks are defined as "a book that teaches a specific subject and is used primarily in schools and colleges" According to OALD in Biljana the definition given, EFL textbooks aim to provide learners with the necessary knowledge, language skills, and information about English speaking countries and preparing them for it interaction with people from abroad and different

⁵Op. Cit, P. 17.

⁶Ayu, Mutiara, "EFL Textbook Evaluation: The Analysis of Tasks presented in English Textbook." Vol. 16 (1). (2018). P. 23.

⁷Jack C. Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press). (2001). P. 254.

cultural background.⁸ According to Chambliss and Calfee as cited by Muslich, Textbooks are a tool for students to understand and learn from what they read and to understand the world. Textbooks have tremendous power to change students' brains. Textbooks can affect children's knowledge and specific values. Textbooks are considered at the heart of educational activities, as they provide students "a rich array of new and potentially interesting facts, and open the door to a world of fantastic experience".⁹ A textbook is usually seen as an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is commonly in the possession of each student.

Therefore, textbooks are learning materials that can be specially designed for specific educational settings for use in all schools in the country. There are several reasons why textbooks can be seen as useful in the teaching and learning process. First, they provide a guide or a picture to follow during learning. Second, the textbook provides a statement of belief consisting of principles, theories, or approaches as a framework for developing subjects.

According to Tarigan "textbooks are books of lessons in a specific field of study as a standard book arranged by the experts of the field for instructional ideas and compiled by suitable teaching media and easily understood by the user in schools and colleges to receive teaching programs."¹⁰

⁸Biljana, *Textbook in the EFL Classroom: Defining, Assessing and Analyzing*, Journal *Textbook*.” P. 138.

⁹Muslich, Masnur, “*Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Text*.” (Yogyakarta: Ar-Ruzz media, 2010). P.50.

¹⁰Tarigan, “*Telaah Buku Teks Bahasa Indonesia*.” (Bandung: Angkasa 1986).

From those definitions about textbooks, it can be referred to that a textbook is a book that serves as a standard guideline for students and teachers in supporting the teaching and learning process in the classroom. In addition, Jazadi by Amrina “implies that Textbook is best seen if it is designed for a learner-centered to help the learner focus on learning and gives learners a role in the decision-making process in the classroom.”¹¹

To sum up, a textbook is a book that used to be the guideline for both teachers and students in the teaching and learning process with consideration of a curriculum. The textbook also needs to fit with students' needs in learning. Thus, textbook teaching-learning activity in the classroom and teachers must choose a good textbook based on the learners' need.

b. Function of Textbook

The textbook applied in the teaching and learning process is essential. Textbooks are meant to support teachers in presenting their teaching materials, as said by Chandran in Prasajo.¹² That textbook serves as a guideline for inexperienced teachers or tools for an experienced teacher. It also presented inexperienced or experienced teachers with guidance on what students have to learn and what they want to know. According to Cunningsworth in Prasajo, there are several functions and roles of a textbook which are:

- a. A resource of presentation material
- b. A source of activities for practice and communicative interaction

P. 19.

¹¹Amrina, “*An Analysis of “Bahasa Inggris” Textbook used in the second Grade of Senior High School.*” Er-Raniry State Islamic University Darrusalem Banda Aceh. (2018). P. 9.

¹²Prasajo, Arif, “*The Analysis of English Textbook Pathway to English used in The First Grade of Senior High School based on Curriculum 2013.*” Syarif Hidayatullah State Islamic University Jakarta. (2014). P. 7.

- c. A reference book (grammar, vocabulary, pronunciation)
- d. A syllabus
- e. A resource for self-directed learning or self-access
- f. A support for less experienced teachers.¹³

The essence of a textbook is basically to help both teachers and students in some ways. For a teacher, it helps them in preparing and developing the teaching materials that are going to be taught and on the other hand. As for the students, it allows them to maintain and trace back their input in learning.

According to Greene and Petty by Tarigan in Asri, there are some functions of textbook:

1. A textbook should reflect a new perspective on the presentation of teaching materials.
2. A textbook needs to provide source material that is well organized, varied, according to the needs of students, systematic, and rich in the subject matter.
3. The textbook element should present well-organized and staged expressional skills that brought significant problems in communication.
4. A textbook should present teaching methods and tools that meet specific criteria
5. A textbook needs to provide in-depth materials to help the students perform practical exercises and assignments.
6. Beside as a source of book, book as well as a source or means of evaluation and remedial suitable also appropriate in teaching and learning processes.¹⁴

Teachers, students, textbooks, and the context in teaching are the main factors prompting English foreign language

¹³Op. Cit, P. 7.

¹⁴Asri, Iin V, "The evaluation of English textbook entitled *Active English 5 for the fifth grade of elementary school based on rajan's theory*". A thesis at Muhammadiyah university of Surakarta. (2013). P. 6.

classrooms. Of all four factors previously mentioned, textbooks play a significant role in English as a foreign language (EFL) or second language (ESL) because teachers always use them as primary materials when teaching English in the classroom. As it is stated by Sheldon by Lailatul, textbooks not only “represent the visible heart of any ELT program” but also give significant benefits for both the student and the teacher—when they are being used in the ESL/EFL classroom.¹⁵ In addition to Sheldon’s point of view, Nunan in Lailatul says that “a textbook is the main element of any instructional program, and it is difficult to imagine a class without it.” In an English as a foreign language (EFL) classroom, the textbook represents a significant role because it gives a primary source of linguistic input Razmjoo by Lailatul. Ahour and Ahmadi maintained that textbooks could transfer and provide information for the students.

Hundreds of copies of textbooks are sold every year and every publisher competes to launch a new textbook every year. This is to prove that textbooks are an almost universal element in teaching English by Hutchinson & Torres in Lailatul. Similar to the previous statements, Immanuel in Lailatul argued that textbooks are a key factor in almost all language programs. Textbooks offer explicit frameworks which clues teachers and students in what they have done and what will be done. It should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation.¹⁶ In addition, the textbook helps an inexperienced teacher who finds difficulties in developing or adapting materials. Furthermore, a textbook is a kind of instructional material which is commonly used in every process of teaching and learning even though many other materials are available to help teachers communicate in new ways Rahmawati by Lailatul.

¹⁵Lailatul K, “*ELT Textbook Pros and Cons in ELF Environment: How Teachers Should Make a Decision.*” Vol 1. No.1. (2018). P. 2.

¹⁶Op. Cit, P. 2.

c. Criteria Good Textbooks

To evaluate textbooks, some criteria of good textbooks need to be understood. These criteria help the evaluator to make a textbook evaluation instrument that will be used to assess the aspects being evaluated. Riddell in Lathif states five criteria of good textbooks. First, textbooks should be written by Experienced Teachers. Second, they should be appropriate to the students' level. Third, textbooks should be visually appealing and well laid-out. Fourth, they should contain thought-provoking issues to challenge the students. Finally, they should have varied and balanced language works, skill work, and pronunciation.¹⁷

Related to that criteria for English textbooks evaluation based on Byram in Gunantar one of them is belief and behavior (moral, religious beliefs, daily routines).¹⁸ According to Orton in Sulistiyo not only do textbooks serve as sources of learning and teaching, but also they can be agents of instilling particular values/attitudes (moral values) in students.¹⁹ The integration of moral or character education into school subjects to prepare youth to address life's ethical and moral problems has been a global issue. According to Green in Nimasari, the number of textbooks on the market is the reason why selecting the right choices in textbooks is difficult. Frequently, a textbook selection is not based on its intrinsic pedagogical value, but of the perceived prestige of the author and or the publisher Green, McGrath in Nimasari.²⁰ Besides that According to Azizifar in Nimasari, in evaluating textbooks there are three significant reasons: the need to adopt new textbooks; by evaluating textbooks, parties who

¹⁷Lathif, Mashyudi. "An Evaluation of English Textbooks for the Eighth Graders of Junior High School." A thesis (Universitas Negeri Yogyakarta). (2015). P. 21.

¹⁸Gunantar, Devy Angga, "Textbook Analysis: Analyzing English as a Foreign (EFL) Textbook from the Perspective of Indonesia Culture." Semarang University. Journal of Language and Literature. (2017). P. 176.

¹⁹ Sulistiyo, Urip, "Infusing moral content into primary school English textbooks: A critical discourse analysis". Vol. 10 No. 1. (2020). P. 25.

²⁰Nimasari, Elok P. "Evaluating an EFL Textbook: To What Extent Does the 2013 Curriculum-Based Textbook Accomplish Pedagogical aspects." Vol 1. Nomor 1.(2016). P. 270.

involved in education program will recognize specific strengths and weaknesses in textbooks; the results of analyzing textbook can be so beneficial for education improvement and professional growth. Tomlinson in Nimasari, textbook evaluation involves measuring the potential value of textbooks by making judgments about the effect of the materials on the people using them.²¹ According to the Permendikbud Number by Rut, there are some criteria based on the 2013 curriculum. The textbook must fulfill four aspects, there are: material aspect, linguistic aspect, material presentation aspect and graph aspect. In the textbook, almost every content and material covers all aspects that are related to the language skills.

There are some criteria for a good textbook based on Harmer and BSNP in Sari. Criteria textbook based on Harmer there are 8 criteria of good textbook:

1. How expensive is the textbook? Can the students afford it? Will they have to buy an accompanying workbook? Can they afford both? What about the teacher can he or she pay for the teachers' book and tapes?
2. If the course available? Are all is components (students book, teachers book, workbook etc.) in the shops now? What about the next level (for the next term/semester)? Has it been published? is it available? What about tapes, videos?
3. Is the book attractive? Does the teacher feel comfortable with it? Do the student like it? How user friendly is the design? Does it yet in the way of what the book is trying to do or does it enhance it?
4. What kind of teaching and learning does the book promote? Can teachers and students build appropriate ESA sequences from it? Is there a good balance between study and activation?

²¹Op. Cit, P. 270.

5. Does the book cover the four skills of reading, writing, speaking, and listening adequately? Is there a decent balance between the skills? Are there opportunities for both study and activation in the skill work? Is the language of the reading and listening text appropriate? Are the speaking and writing tasks likely to engage the students' interest?
6. Is the syllabus of the book appropriate for your students? Does it cover the language points you would expect? Are they in the right order? Do the reading and listening texts increase difficulty as the book progresses?
7. Does the book contain a variety of topics? Are they likely to engage the students' interest? Does the teacher respond to them well? Are they culturally appropriate for the students? Are they too adult or too childish?
8. Is there a good teachers' guide? Is it easy to use? Does it have all the answers the teacher might need? Does it offer alternatives to lesson procedures? Does it contain a statement of intention which the teacher and students feel happy with?²²

In addition, Textbook is one of the important media of teaching and learning activity in the classroom so it must have a good quality. To know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts First as Greene and Petty in Arbaati have made the way to arrange the textbook with 10 criteria. Good textbook has certain qualities, they are;

- a) The textbook must be interesting and attractive toward the learners. So, they will be interested in using textbooks.
- b) The textbook must be able to motivate the learners

²²Sari, Anisa N, "An Analysis of Textbook Entitled "Headline English" Published By Srikandi Empat of Seventh Grade of Junior High School. Raden Intan Islamic state University of Lampung."(2019). P.11.

- c) The contents of textbook must be illustrative
- d) The textbook should consider the linguistic aspect. So, it will be suitable with the learner's ability the contents of textbook must be related to the other branch of science.
- e) The textbook must stimulate the personal activity of the learners
- f) The contents of textbook must be clear in written to avoid the children to be confused in using textbook
- g) The textbook must have the clear point of view because it will be the learner's point of view.
- h) The textbook must be able to give the balance and emphasis on the value of the learners.
- i) The textbook must be able to respect to the differences of the individual.²³

For that it can be concluded, this criterion helps evaluators or teachers to make textbook evaluation instruments that will be used to assess the aspects being evaluated. In addition, in evaluating textbooks there are three important reasons: the need to adopt new textbooks; by evaluating the textbooks, the parties involved in the educational program will know the specific strengths and weaknesses of the textbooks; the results of the textbook analysis can be very beneficial for educational improvement and professional growth.

d. Advantages and Disadvantages of Textbook

The use of commercial textbook in teaching has both advantages and disadvantages, depending on how they are used and the contexts for their use. According to Richard has highlighted some advantages of using course book as follow:

- 1) They provide structure and syllabus for a program. It

²³Arbaati, Rani. "An Analysis on English Textbook Entitled Bahasa Inggris When English Rings a Bell" for The Eighth Year Student of Junior High School Based on The 2013 Curriculum." (2015). P.2.

means that course book make a teacher is easier arrange the lesson plan, and also as a guide in classroom.

- 2) They help standardized instruction. Every course book have a standard measurement, it means that a course book can be used in different class. It helps teacher to give similar even the same material in different class.
- 3) They maintain quality. Before a book is issued, a quality control process has to be passed. All the materials are exposed to students based on learning principles that have been tested.
- 4) They provide a variety of learning resources. Course book is often accompanied by workbooks, CDs and cassettes, videos, CD-ROMs, and comprehensive teaching guides, providing a rich and varied resource for teachers and learners.
- 5) They are efficient. It saves teachers' time, enabling teachers to devote time to teaching rather than materials production.
- 6) They can provide effective language models and input. Course book can provide support for teachers whose first language is not English and who may not be able to generate accurate language input on their own.
- 7) They can train teachers. If teachers have limited teaching experience, a course book together with the teachers' manual can serve as a medium of initial teacher training.
- 8) They are visually appealing. Course book usually have high standards of design and production and hence are appealing to learners and teachers.²⁴

²⁴Richards, Jack C, "Curriculum Development in Language Teaching." P. 254-255.

However, there are also potential negative effects of the use of textbooks, those are:²⁵

a. They may contain non-authentic language.

Textbook sometimes present inauthentic language because texts, dialogues, and other aspects of content to be specially written to incorporate teaching points and are often not representative of real language use.

b. They may distort content.

Textbook often present an idealized view of the world or fail to represent real issues. In order to make textbook acceptable in many different context, controversial topics are avoided and instead an idealize white middle-class view of the world is portrayed as the norm.

c. They may not reflect students' needs.

Because textbook are often written for global markets, they may not reflect the interest and needs of students and may require adaptation.

d. They can deskill teachers.

If teachers use textbook as primary source, leaving the textbook and teachers manual to make the major instructional decisions for them, the teachers' role will be reduced because the primary function is to present materials prepared by others.

e. They are expensive.

Commercial textbook represent a financial burden for students in many part of the world.

From the illustration above, the researcher concludes that there is no perfect textbook. Each of them has strengths and weaknesses. It is important for teachers to evaluate and decide the textbook first before they choose a textbook as their guidance in

²⁵ Richards, Jack C, "Curriculum Development in Language Teaching." P. 255-256.

the teaching learning process. Generally, the function of a course book is to help the teacher in explaining the materials and to make students become easier for students to understand the materials given.

2. Textbook Analysis

Textbooks are one type of text, a book for use in an educational curriculum statement by Brown in Ni'mal.²⁶ While analysis refers to a process that leads to an objective, verifiable description statement by McGrath in Ni'mal.²⁷ Therefore, textbook analysis can be defined as a thorough investigation of textbooks using a consistent evaluation procedure to identify the particular strengths and shortcomings in textbooks already in use. Also, the information obtained from the analysis of the textbook is of utmost importance not only for understanding the advantages and appropriateness of the current textbook but also for the effectiveness of language teaching in general statement by Kayaoglu in Ni'mal.²⁸ Not all textbooks are available for students' needs, and they have each syllabus and contents that sometimes are not the same as the students' needs. A textbook analysis in this present study analyzes the textbook about its contents and the benefits of seeing the engagement between the book and the users. There is a lot of theory for doing textbook analysis or textbook evaluation. Textbook analysis can be carried out in two directions: the analysis of selected textbooks in order to decide whether they are proper or not for classroom usage, i.e., predictive analysis, and the analysis of textbooks that are already in use, i.e., retrospective analysis statement by Skopinskaja in Biljana.²⁹ Using slightly different terminology describes how textbooks can be evaluated for potential and for suitability statement by Cunningsworth in

²⁶Ni'mal F, "A Textbook Analysis: An Depth Analysis of Activities in Scientific Approach's Perspective in an EFL Textbook for seventh Grade." Vol. 3(2), (2015). P. 52.

²⁷Op. Cit, P.52.

²⁸Op. Cit, P.53.

²⁹Biljana, "Textbook in the EFL Classroom: Defining, Assessing and Analyzing, Journal Textbook." P. 143.

Biljana.³⁰ In the first case, the textbook is assessed according to a predefined set of criteria but without any particular learners or courses in mind.

According to Krippendorff in Azza, textbook analysis is a research technique for making replicable and accurate results from texts (or other meaningful matter) to the context they used. As a method, textbook Analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher.³¹ As a research technique, the textbook analysis provides new insights, increases researcher understanding of particular phenomena, or informs practical actions. Textbook analysis can be a research tool. Textbook analysis as a research method is a systematic and objective means to describe and measure phenomena; this is also known as the method of analyzing documents. The textbook analysis allows researchers to examine theoretical issues to improve data understanding. Through Textbook analysis, it is possible to filter words into fewer content-related categories. It is assumed that when classified into the same type, words, phrases, and the like have the same meaning by Cavanagh in Azza.

According to Valverde in Lisa, textbooks are vitally important; they play an essential role in developing teachers', students', and families' views of school subjects. Textbooks can be explained simply as books that are written for teaching and learning.³² However, as noted by Venezky in Lisa "From a single set of curriculum guidelines, the infinite number of textbooks could be built, each with its interpretation of the intent of the guidelines". Textbooks are the most familiar thing students have to work from the curriculum, and the purpose of these textbooks is to support student learning.³³ Despite such an apparent relationship between

³⁰Op. Cit,P. 143.

³¹Azza L, "An Analysis English Textbook for Second Grade Students at Senior High School based on Tomlinson's Principle." Department of English Education, Samudra University. P. 19.

³²Lisa O'Keffe, "A Framework for Textbook Analysis, an International Journal." No. 1. (2013). P. 2.

³³Op. Cit, P.2.

the textbook and the student, there is limited evidence outlining how students use their textbooks. In general and mathematics education, thorough research highlighting textbook methods is limited to how teachers use their textbooks.

Textbooks are a vital element of successful learning. Textbooks are artifacts. They are part of a school that many stakeholders have had the opportunity to examine and understand (or misunderstand). They are the physical tools most closely related to teaching and learning, in most classrooms. Textbooks are designed to translate curriculum policy abstractions into operations that teachers and students can perform. They are intended as mediators between the intentions of curriculum policy designers and teachers who provide classroom guidance. Their exact mediating role may vary according to the particularities of different countries, educational systems, and classrooms. Their great importance is constant Valverde in Lisa.³⁴

Cunningsworth in Biljana defines, there are particular learning objectives, learners' backgrounds, resources available. In practice, it can be said that both types of analysis are done equally frequently. Sometimes the same textbook is analyzed first for potential before it is used in class, as the teacher is selecting a textbook for the upcoming academic year and then for suitability while it is used in class, so the teacher can confirm that the choice they made was correct.³⁵ In case it will be used in the future because the textbook is assessed positively in both of these situations; in case the evaluation for suitability proves that the textbook does not comply with all the needs of the learners, then the teacher has a clear signal that another textbook should be chosen. Of course, a variety of other factors such as school policy, contracts with publishers. Make the switching of the textbook difficult or impossible, but that is beyond the publishers. Make the switching of the textbook difficult or impossible, but that is beyond

³⁴Lisa O'Keffe, "A Framework for Textbook Analysis, an International Journal." No. 1. (2013). P. 2.

³⁵Biljana, "Textbook in the EFL Classroom: Defining, Assessing and Analyzing." Journal Textbook, P. 143-144.

the scope of this paper.

Textbook Analysis is a research method for making replicable and valid inferences from data to their context to provide knowledge, new insights, a representation of facts, and a practical action guide. The purpose is to achieve a condensed and broad description of the phenomenon, and the outcome of the analysis is concepts or categories describing the phenomenon statement by McGrath in Azza.³⁶ Usually, those concepts or categories are to build up a model, conceptual system, conceptual map, or categories. The researcher chooses between the terms ‘concept’ and ‘category’ and uses one or the other.

3. Reading

a. Concept of Reading

Teaching English in Indonesia aims mainly to enable the students to use English for communication and read books and references written in English. The students are expected to have English language abilities such as reading, writing, listening, speaking, and other elements of language that must be taught to the students through the chosen themes. Among the four skills above, reading gets greater attention than three others because reading is flexible. After all, they can get information from the text they have read. Reading is one of the essential aspects in learning English, which is applied in elementary levels until university levels of education statement by Duke in Mustafa.³⁷

Reading is expressing something in writing that can be verbalized or silently by reading. Reading is essential to learning in increasing knowledge. Reading can obtain previously unknown information, train brain function, and strengthen memory. So that the students can provide ideas or responses from the text they read. Besides According to

³⁶Azza L, “An Analysis English Textbook for Second Grade Students at Senior High School based on Tomlinson’s Principle.” Department of English Education, Samudra University, P. 20.

³⁷ Mustafa, Mutakhirani. “Analyzing the Level of the Students’ Reading Comprehension in Comprehending the Narrative Text.” IAIN Syekh Nurjati Cirebon Vol.2 No. 2. (2020). P. 152.

Cunningsworth reading is the one activity that can be done easily and without any equipment by students outside the classroom. All they need is access to suitable text and reference material, such as dictionary or wordlist.³⁸

Reading is one of the important skills that should be mastered by students in learning English besides speaking, listening, and writing. Harmer in Suryanta supports this idea, who says that reading is a good thing for language students. Through reading, the students can get knowledge.³⁹ The students will get knowledge quickly if they always do reading activities. By doing a reading activity, the students will be more active in the learning process because they can use their knowledge from reading. In addition, the students also get much information from the text that is read. The information can be got from books, newspapers, and magazines.

According to Guntur in Suryanta, reading is a process to get messages that the writer proposes through written language as media.⁴⁰ It means that the readers are hoped to know and understand the meaning of the words in reading. If the readers did not do that, the writer's ideas would not be understandable. Therefore, according to Mikulecky in Setiawan, reading is conscious and unconscious thinking. It means that readers have to apply many strategies for reconstructing the meaning that the author assumed to have intended. Moreover, by reading, readers can analyze the writers' purpose in the text to get messages and information from what they had read.⁴¹

To summarize the statements as described above by several experts, then reading is indeed one of the important skills that

³⁸ Cunningsworth, Alan, "Choosing your Coursebook." (1995). Published by Macmillan. P. 73

³⁹ Suryanta, Rahadian. "Improving Students Narrative Reading Comprehension through Guided Reading for Junior High School." State University of Padang. Volume 5. No. 1. (2016). P. 1.

⁴⁰ Op. Cit. P. 2.

⁴¹ Setiawan, Heru. "Improving Students' Reading Comprehension On Narrative Texts Using Reap Strategy." Tri dinanti University of Palembang. Volume 8. No.1. (2019). P. 23.

must be mastered by students. This idea is supported by Harmer, who states that reading is a good thing for language students. Through reading, students can gain knowledge. The reader is expected to know and understand the meaning of the words in the reading. If the reader does not do that, the author's ideas will not be understood.

Finochiaro and Bonomo in Uswar explain that reading brings meaning to and gets meaning from printed out written material or pick and understanding the meaning or meaning contained in written material.⁴² Related to that according to Mr. Smith in Uswar by the Mr. Ginting book published in 2005, reading is a method that makes the written understanding of the text. So it can be concluded that reading is an activation process to understand writing to get the message or meaning of a read.

According to Grabe in Sekarini defines reading is a complex ability to extract, build meaning from a text. In short, reading is generally defined as a process of identifying a written or printed text to understand its meaning. Students find it hard to comprehend the texts in English.⁴³ Reading is a skill that is taken for granted. Reading is also a skill expected by teachers' students to obtain Douglas Brown's statement in Fatuni'mah.⁴⁴ Meanwhile, according to Harmer in Fatuni'mah, Reading is a receptive skill. Receptive skills are how people extract meaning from the discourse they see or hear.⁴⁵ Reading is an activity that has a purpose. Somebody can read to get information, verify existing knowledge, or criticize the author's ideas or writing style. One can also read for pleasure or increase knowledge of

⁴²Uswar, Yenita. *"The Analysis of Reading Narrative Text by Students of English Education Departement Potensi Utama University Medan."* English Education Department Potensi Utama University Medan. Vol 3. Issue 1. (2018). P. 3.

⁴³Sekarini, Anindya. *"An Analysis of Students' Reading Comprehension Constrains."* Education Faculty Lampung University. (2017). P. 2.

⁴⁴Fatuni'mah, Anizul. *"Teaching Reading Narrative Text Through PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy (An Experimental Research at the Ninth Grade of SMP Ma'arif NU 02 Jati negara in the Academic Year of 2015/2016)."* A thesis Walisongo State Islamic University Semarang. (2015). P. 8.

⁴⁵ Op. Cit. P. 8.

the language read. The purpose of reading guides the selection of the text by the reader.

Researchers can conclude from the above definition that reading is a cognitive processing ability or interaction between graphic symbols and language reading skills. Reading is also a process communication between writer and reader.

b. Concept of Reading Comprehension

In students' environment, school, a public place, they have to find the symbol or information from the text. Unfortunately, they cannot read the text without understanding the meaning text. In reading, there is an act of understanding what you are reading, and it is called comprehension. It is hard to understand and build new ideas or information from the text of the writer and the reader background knowledge. Moreover, when a person reads a text, he or she engages in the cognitive process to comprehend or construct meaning from the text. Reading comprehension is the act of understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

Smith and Robinson in Ardiana states that reading comprehension means that understanding, evaluating, and utilizing the information and ideas gained through an interaction between an author and a reader in which the written language becomes through the medium of print.⁴⁶ Furthermore, Anderson in Ardiana state that comprehension is a unique thinking process. The readers comprehend by actively constructing meaning internally from interacting with the reading material.⁴⁷

This reading comprehension strategy is designed to aid students in being more active readers. This strategy is part of a more comprehensive strategy intended to help students'

⁴⁶Ardiana. "Improving the Students Reading Comprehension in Narrative Text through Patterned Partner Reading." Muhammadiyah University of Makassar. Vol. 4. No. 2. (2015). P. 2.

⁴⁷ Op. Cit. P. 2.

comprehend assignments accurately and on time. By looking over these definitions above, it can be concluded that reading is an active process where the readers try to gain the information given by the author and understand the author's purpose.

According to Raining and Scenary in Ardiana states that reading comprehension understanding is what has been read. It is an active thinking process that depends on comprehension skills and students' experience, and prior knowledge comprehension involving understanding vocabulary.⁴⁸ According to Klingner in Rosada state that reading comprehension is the process of constructing meaning by coordinating several some complex processes that include word reading, word, and word knowledge, and fluency". From this opinion, we know that in comprehending a text, there are some steps on it, and the readers must be good at understanding every step to achieve a good result of comprehending a narrative text.⁴⁹

Linge in Rosada said that reading comprehension is the ability to think words together into sentences and understand the author's idea. Therefore, it depends upon the reader's essential cognitive and intellectual ability or skill, their background such as vocabulary, knowledge, concepts, and ideas, and their language.

4. Text

We live in a world of words. When words are put together to communicate a meaning a pieces of text is created. Text is the primary written or printed part of the book and the written form of speech, article, and any form of written material.

Hartman in Mashita state that the text is to express an opinion or experience in writing. When we analyze it, we analyze the product of this process, and the term 'text' is usually taken as

⁴⁸ Op. Cit. P. 2.

⁴⁹Rosada, Amrina. "*Improving students' reading Comprehension on Narrative Text by Using Story Map Technique.*" Tanjungpura University, Pontianak. (2015). P. 2.

referring to the product.⁵⁰ Talking about a text should be integrated with other responses to texts. For example, students could identify and build word families from the text they are reading. They could discuss how these families build subject matter in a text. They could identify the nouns referred to by particular pronouns and note how these nouns pronounce links run through a text. Function text has a specific function and purpose and is simple. It is a text that explains something or tells you how to do something. Text is made up of a number of sentences, and it means that text is a set of sentences that consist of some paragraphs. Each paragraph in the text has ideas, and text also can represent both spoken and written acts of communication.⁵¹ Based on the quotation above, text is a group of sentences organized to bring a message in good order whether it is spoken or written.

In addition, Hartono explained that text is a unit of meaning which is coherent and appropriate for its context. It means that text is a paragraph set that has coherent and appropriate ideas.⁵² In general, the text is an article that often is read. It is the language unity that expresses the meaning contextually. The limitation of the text is that the text does not measure the number of sentences or pages, but the text is measured from the meaning expressed and context. Thus, the quality of the text is not measured from the quantity of the sentences. From the theories above, we can conclude that text is a group of sentences organized to bring a message in good order whether it is spoken or written. Therefore, a linguistic unit can be a word, sentence, or paragraph.

One aspect of understanding a text is awareness of its type. Text types are also a valuable concept to think about when writing your academic text and looking for inspiration from the texts you

⁵⁰Mashita, Siti. "An Analysis on Text Types of Reading Text in National Examination." A thesis State Islamic University of Maulana Malik Ibrahim Malang. (2014). P. 11.

⁵¹Daryanti, "An Analysis of Students' Difficulties in Finding Moral Value of Narrative Text at The First Semester of the eight grade of MTs N 1 Bandar Lampung in 2017/2018 academic year." Raden Intan State Islamic University Lampung. (2017). P. 13.

⁵²Op. Cit. P. 13.

have to write a term paper or a home examination. Text is classified into some types. Anderson in Mashita say that text type has a typical structure that user of our language system can recognize.⁵³ Writers and speakers use these structures to help the reader or listener understand the text. There are two main types of texts, literary and factual. A literary text is defined as a wide variety of imaginative and creative writing that leads to the appreciation of students' cultural heritages. Literary texts can make us laugh, cry, think about our own life or consider our beliefs. The type of literary text can be divided into three main text types; narrative, dramatic, and response text. Anderson and Kathy in Daryanti classify genre into two kinds: literary genre and factual genre. The literary genre consists of narrative, poetry, and drama. The factual genre has seven types of genre: they are recount, explanation, discussion, information report, exposition, procedure, and response.⁵⁴

5. Narrative Text

In high school, narrative text is one of the texts that students must study. In the narrative text, students are expected to understand the context and find the story's moral value. There are many types of narrative text. They can be imaginary, factual, or a combination of the two. They may include legends, fairy tales, horror stories, folk tales, short stories, etc. The narrative text is one popular and common form of writing. It is a kind of spoken or written text that tells a story of one character or more who faces certain situations. In narratives, stories are told, and plots unfold. Narratives have characters and plots with a sequence of events. They are written according to forms or story grammars. Story grammar is similar to sentence grammar in that it attempts to

⁵³Mashita, Siti. "An Analysis on Text Types of Reading Text in National Examination." A thesis State Islamic University of Maulana Malik Ibrahim Malang. (2014). P. 12.

⁵⁴Daryanti, "An Analysis of Students' Difficulties in Finding Moral Value of Narrative Text at The First Semester of the eightgrade of MTs N 1 Bandar Lampung in 2017/2018 academic year."Raden Intan State Islamic University Lampung. (2017). P. 14.

explain the various components in a story and how they function. The story's grammar includes characters, a setting, events, and a conclusion. This conclusion illuminates the theme of the story. As Rosenblatt in Ardiya reveals, most well-written narratives, whether simple or complex, have a somewhat similar structure, and most children have a basic schema for this structure. Therefore, they can easily understand narrative texts.⁵⁵

The narrative text is a part of the text which tells a story and, in doing so, entertains and informs the reader or listener statement by Anderson in Napitupulu.⁵⁶ It meant the narrative text above is a description of a series of events, whether real or imaginary, written or told to entertain. Related to that, narrative texts are a form of discourse that has been fixed by writing statement by Ayres in Agusta.⁵⁷ A narrative is one of the forms of developing writing; for example, characters told the history of something based on the development of writing from time to time statement by Parera in Agusta.⁵⁸ A narrative is a form of composition, which has the main objectives in the form of activities that are tied together to become an event that happened at a certain time. From these opinions, it can be said a narrative text is usually a product of writing which is developed and tied together to become a story that happened at a particular time in the past. From the statements before, it can be concluded that a narrative text is a text which contains a story ordered chronologically. So that the readers can enjoy the text, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning and to entertain the readers.

Reinhardt states that narrative is a retelling of actual or fictitious events communicated by one, two, or several narrators to one, two, or several narrators. Narrative texts can tell more real or

⁵⁵Ardiya, "An Overview of Reading a Narrative Text and the Application of Reciprocal Teaching Strategy." FKIP Universitas Muhammadiyah Riau. P. 5.

⁵⁶Napitupulu, Selviana, "Method of Writing Scientific Article and Publishing in International Journal." University Pematang siantar. (2017). P. 33.

⁵⁷Agusta, Devigantari, "Improving Students' Ability in Writing Narrative Texts Using Short Animated Stories At Class VIII C of SMPN 2 Sanden, Bantul in The Academic Year of 2013/2014." University Of Yogyakarta. (2015). P. 22.

⁵⁸Op.Cit, P. 22.

fictional events than one or more narratives tell. Narrative text tells about what is happening or what has happened. Syafi'i argues that narrative texts tell a story to convey a point or explain an idea so that narrative texts can be fun to read. That is, the narrative text has a function for pleasure. A narrative usually contains action, dialogue, intricate details, and humor. This text can be fun to read. It tells a story to make a point or explain an idea or event. This type of text can be found in short storybooks, magazines, novels, films. The narrative is popular because it presents a plot consisting of complications and resolutions. It makes people feel curious and anxious about the ending. Therefore, it can be concluded that narrative is a retelling of one or more accurate or fictitious events that are communicated by one, two, or several narrators to one, two, or several narrators. Narrative texts can tell more real or fictional events. Narrative text tells about what is happening or what has happened.

Narrative texts can be used to develop students' motivation in reading. According to Alderson by Ardiya, what makes it difficult in texts is how the text is written; its styles or features make one text different from another. Also, narrative texts seem to induce visualization in readers as part of the reading process.⁵⁹ Readers can see scenes in their heads when they read narrative texts. The visualization helps readers know texts easier, and readers do not feel discouraged. Furthermore, one purpose of narrative texts is to entertain. Meyers in Wati said that narrative text tells a story and is enjoyable for readers to respond to some event in their life.⁶⁰

In addition, Pardiyono in Pulungan explains the narrative as a text to tell activities in the past that enhance problematic experiences and solutions to entertain and provide moral value for

⁵⁹Ardiya, "An Overview of Reading a Narrative Text and the Application of Reciprocal Teaching Strategy." FKIP Universitas Muhammadiyah Riau. P. 5.

⁶⁰Wati, YeniYulia, "The Influence of Class Wide Peer Tutoring Strategy Toward Students' Reading Comprehension on Narrative Text At The First Semester of The Eighth Grade of SMP N 1 Seputih Agung in The Academic Year of 2019/2020." Raden Intan Islamic State University Lampung.(2020).P.23

the reader.⁶¹ According to Rebecca in Andri said that a narrative text is a text, which relates a sequence of logically and chronologically similar events that are caused or experienced by factors. Furthermore, she states that a key to comprehending a narrative is a sense of plot, theme, characters, events, and how they relate. In addition, she explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action.⁶²

Narrative text is one of genre which is taught at the tenth grade students. According to Anderson, narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Meyers states that narrative is one of the most powerful ways of communicating with others Anderson in the use of graphic organizer method to teach narrative text in senior high school. It should tell about an event or audience would find engaging. We might even think of our narrative as a movie in which the audience sees people in action and hear them speak. Therefore, it should be detailed and clear, with events arranged in the order in some other effective way.

The explanation above said that narrative text is a story that tells us about something interesting that aims to amuse and to 15 entertain the readers or viewers. We used narrative to tell a friend about something interesting that happened to us at work or school and tell someone a joke.

Referring to generic structure, Anderson in Daryanti states the steps for constructing a narrative text as follows:

1. Orientation

The narrator tells the reader who is in the story when the story is happening, where the action is happening and what happens from the story.

⁶¹Pulungan, Hanifah R, “*An Analysis of Students’ Reading Comprehension on Narrative Text Based On Original Bloom’s Taxonomy at The Tenth Grade of Senior High School at MAN 1 Mandaling Natal.*” Islamic State University North Sumatra Medan. (2019). P. 32.

⁶²Defrioka, Andri, “*An alternative Strategy in Teaching Reading Narrative Text Padang.*” (2014). P. 47

2. Complication

The storyteller tells about conflict or crises that arise and will begin a chain of events that will influence the story.

3. Sequence of events

How the characters of the story react and what the characters do to the conflict or crises happen.

4. Resolution

The characters of the story solve the conflict or crises in the complication.

5. Moral value

The message will be learning from the story value to readers.⁶³

The generic structures of narrative text are orientation, complication, sequence of events, resolution, and coda. A more detailed generic structure of a narrative text has been proposed by Anderson and Anderson, who argues that a narrative text includes:

- a. Orientation: The readers are introduced to the main characters and perhaps some minor characters. Some indications are generally given of where the action is located and when it is taking place.
- b. Complication: The complication is shifted along by a series of events, during which we usually expect some difficulty or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves toward them from reaching their goal.
- c. Sequence of events/ climax: The narrator tells how the character acts to the complication. It involves their feeling and what they do. The event can be told in chronological

⁶³Daryanti, "An analysis of students' difficulties in finding the moral value of narrative text at the first semester of eight grade of MTs N 1 Bandar Lampung in 2017/2018 academic year." Raden Intan State Islamic University Lampung. (2017).P. 16-17.

sequence (the order in which they happen) or with a flashback. The audience is given the narrator's point of view.

- d. Resolution: In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is, of course, possible in particular toes of narrative, which leaves us wondering 'How did it end'?)
- e. Re-orientation: is an optional closure of the event—Anderson uses the graphic organizer method to teach narrative text in senior high school.

It shows that some structures in narration must be severe attention. They are the structures of constructing a narration. A typical narration has an opening paragraph to introduce the subject of the narration, followed by telling the story's problems and having a conclusion that signals at the end of the story.

In Curriculum 2004, narrative text is defined as a text that functions to amuse, entertain, and deal with actual or several experiences in different ways. Narrative deals with problematic events that lead to a crisis or turning point of some kind, in turn, find a resolution. From the definition above, the researcher concludes that a narrative story is a story that tells us about something interesting that has the purpose of amusing, entertaining or the readers. The student uses narrative when they tell a friend about something interesting that happens to them at work or school or tell someone a joke.

6. Moral Value

In a sense, moral is the study of what thought to be right and what is generally done by a group, society, or culture. In general, moral corresponds to what actually is done in a society. However, right or wrong is relative to be done. The people view moral, values, beliefs, generally influenced by the way of life of their society. Moral refers to human behavior where morality is the

practical activity.⁶⁴ According to David in Andasari states that values are translated into actions by the practical choices that agents make. Doing the morally right thing appears to go against the self-interest of agents when doing so requires the sacrifice of own interest for the benefit of others or the sake of duty.⁶⁵ According to Anamika states that the importance of values and morals is how we live a civilized and fair life in society. They are what we use to manage our interactions professional behavior. Our values and morals are a reflection of our spirituality; our character.⁶⁶

The moral is deciding good or bad thought behavior. Morality is a sacrifice from little goodness to immense goodness Hazlitt in Farziah.⁶⁷ Morality, Bentham states, is an art to maximize satisfaction; it can be seen by achieving the existence of joyful life of all people Statement by Hazlitt in Farziah. The opinion also clarified Sigelman into three components of morality:

1. An Affective or emotional component consists of feelings (guilt, concern for other emotions, and so on) that envelope right or wrong action and motivate moral thoughts and actions.
2. A cognitive component was centering on the way we conceptualize right and wrong and decide how to behave.
3. A behavioral component, reflecting how we behaved. For example, we experience the temptation to deceive or be called upon to help those in need.

Moral can be applied in the education department. Generally, moral education correlates to how to improve student morality. The

⁶⁴Chowdhury, Mohammad. *“Emphasizing Morals, Values, Ethnics, And Character Education in Science Education and Science Teaching”*. The Malaysian Online Journal of Education Science Monash University. (Australia: Monash University). Vol. 4. (2016). P. 1.

⁶⁵Andasari, Naafi Hayyu. *“The Analysis of Moral Values in Kubo and the Two Strings Movie.”* State Institute of Islamic Studies Ponorogo. (2021). P. 18.

⁶⁶Anamika, Banerjee, *“Moral Values-A Necessary Part of the Curriculum”*. Indian Journal of Research. (Raja shtan: Mewar University). Vol.3. (2014). P. 57.

⁶⁷Farziah, *“The Analysis of Moral Value in the Movie ‘Front of Class.’”*(2018). P. 7.

moral of education is used to provide an example of a good attitude towards society. The idea of moral education can be seen in literature formation. Several teachers use literature to teach educational values such as honesty, brave, kind and friendship. For example, in a novel or short story, an actor has an individual character. In this case, the protagonist has a good character: nice, humble, forgiveness, and so on, while the antagonist has a bad character: egoistic, cruel, jealous, and so on. From all descriptions, the students could learn that how good behavior can influence life. The main character can solve all problems which were found to use his/her capability. Moral value is a value that must be separated from other values. Every value will get quality if it has relation with other values. For example, honesty is an example of moral values, and this value has no meaning if it is not applied with different values. Economic value relate to purpose value statement by Rosyadi in Pratiwi.⁶⁸ Loyalty is a moral value, but it must be applied with other, humanity values for general, for example, love of husband and wife.

According to Hurlock in Fajar moral comes from the Latin word *mores*, meaning manners, customs, and folkways, which also involves a person's tradition or way of life by doing good acts (behavior) and avoiding wrong actions. Moral concerns are good and bad at people's change where they are humans in life.⁶⁹ The moral is an ethical norm, a concept of life upheld by most certain societies. The moral is primarily concerned with understanding good and bad. What good is regarded as moral, while the bad ones are considered immoral or amoral. According to Barcalow in Fajar says that morals can be evaluated with the actions and potential actions, may be assessed as good or bad; right or wrong; morally acceptable or unacceptable (wrong); morally required, prohibited, or permitted; morally praiseworthy or blame worthy.⁷⁰ Concerning the values, morals are a component of the value, namely moral

⁶⁸Pratiwi, Dewi, "The Analysis of moral Value in 'A Walk to Remember' Novel Written by Nicholas Spark." (2019). P. 25.

⁶⁹Fajar, Syamsul, "Moral Values Analysis in The rainbow Troops Novel Written by Andrea Hirata." (2017). P.11.

⁷⁰Op. Cit, P.11.

values. Not all of the values are moral values. Moral values are correlated to human behavior about good and evil. The moral is good or bad doctrine accepted by society regarding the actions, attitudes, obligations, morals, manners, and decency.⁷¹ Knowing particular good and bad things are relative. This means that something generally considered suitable for someone or a nation is not necessarily the same for other people or other countries. The view of life usually influences someone's opinion about morals and values.

Kant in Arqom stated that moral is a system of duties, which fall into two parts, both of which are also systems of responsibilities. Every duty is either duty of right or a duty of virtue. Therefore, it means morality consists in nothing else than the conception of law in itself, which indeed is only possible in a rational being, in so far as this conception, and not the expected effect determines the will.⁷² This is a good that is already present in the person who acts. Therefore, we have not to wait for it to appear first in the result. So, there would have been no need for the will of a rational being, whereas it is in this alone that the greatest and unconditional good can be found by itself, which we call moral.

According to Wibawa in Fitriyani moral values can be applied as a reference norm for a person or a group of people to determine whether the attitudes and actions are good or not.⁷³ Moral is something to be conveyed by the author to the reader, where the definition included in literature work and the suggested meaning is conveyed through stories statement by Nurgiyantoro in Fajar.⁷⁴ That indicates the authors express a moral message to the readers through literary works, either directly or indirectly. Moral in literature usually reflects the views of the authors' life, the values of truth, and what the authors want to deliver to the readers.

⁷¹Op. Cit, P.11.

⁷²Arqom, Sufi, "*The Character and Moral Value in Spare Parts by Joshua Davis.*" Indraprasta University PGRI. Jakarta. Vol. 2. No.2. (2019). P. 189.

⁷³Fitriani,Rafy, "*An Analysis of Moral Value in Novel Oliver Twist by Charles Dicknes*", University of Pasir Pengaraian. P. 2.

⁷⁴Fajar, Syamsul, "*Moral Values Analysis in The rainbow Troops Novel Written by Andrea Hirata*", 2017, P.12.

Based on the description above, we can conclude that morality is the measurement used to determine what is right or wrong in human beings' attitudes and actions in terms of goodness and badness. Moral values give a message in the form of advice. It is presented by the character who plays good or bad actions. The principle of good and evil is viewed in terms of kindness for changes to be a better person in human life. According to Berterns in Nasir moral values are concerned with one's actions as a human. Therefore, moral values include understanding the good and bad of human activities based on the norms used in society. The understanding of good and bad in certain things is relative. It means one thing that is considered good by a person or a nation is not necessarily the same with other people or nations.⁷⁵ Moral value is like a theme that is expressed in the body of a story.

According Nurgiyantoro in Fachrunnisa states that a moral value is something that the researcher proposes to convey to the readers. It is the information to be presented in a story. In common, moral can be defined as the distinction between good and bad, right and wrong with regard to attitudes, behavior, character, etc.⁷⁶ Meanwhile, Webster in Fachrunnisa states that moral is concerned with the principles of right or wrong conduct. In general, a value means quality of being useful or worthwhile or important, whereas moral values mean moral or professional standard of behavior.⁷⁷ Moral values in literary works then determine the principle of right or wrong behaviors, which are worthwhile and important in a literary work to be carried to the readers to improve their moral standards.

In addition, Bertens also stated there are four of moral value. There are as following:

1. Moral value is related with responsibility

⁷⁵Nasir, Chairina, "*An Analysis of Moral Value in the Movie Coco.*" Syiah Kuala University. (2019). P. 22.

⁷⁶Fachrunnisa, Ince, "*Moral Value in Robin Hood Movie by Ben Chandler.*" A thesis Alauddin Makassar University. (2018). P. 23.

⁷⁷Op. Cit, P. 23

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.

2. 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.

3. 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.

4. 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.⁷⁸

a. Concept of Moral Value

Morals or morality are used to measure values of happening, while ethics to study value system well done. Morals are discourses, sermons, standards, and a collection of rules and regulations, both oral and written, or written about how humans should live and act in order to become better. At the same time, ethics is critical and fundamental thinking about moral teachings states by Gunadi.⁷⁹

According to Hurlock by Susana moral is an ethical norm, a concept of life upheld by most certain societies. The moral is primarily concerned with the understanding of good and bad. Goodness is regarded as moral, while badness is considered immoral behavior. According to Barcalow in Susana says that morals can be evaluated with the actions and potential actions of others, and maybe evaluated as good or bad; right or wrong, and acceptable or unacceptable; required, prohibited, or permitted; praiseworthy or blameworthy.⁸⁰ Moral is the study of what is believed correct and what is generally done by a group, society, or culture. In common, moral corresponds to what is done in a society. Though, right or wrong is relative to be done. Morals in literary works usually reflect truth values according to the author's view, which is what it is delivered to the reader. Morals refer to human behavior where morality is the practical activity and, ethics describes the theoretical, systematic, and rational reflection upon that human behavior statement by Churchill in

⁷⁸Helendra, "The Moral Values on English Textbook. (A Content Analysis of English Textbooks for Junior High School Students Published by the Ministry of Education and Culture)." A thesis UIN Syarif Hidayatullah. (2017). P. 17

⁷⁹Gunadi, Ipel, "Kosep Etika Menurut Franz Magriz suseno." A thesis Ar-Raniry Darrusalam Banda Aceh. (2017). P. 22.

⁸⁰Susana, Elya, "Moral Value in Charlotte Bronte's Novel Jane Eyre." The 1st Annual International Conference on Language and Literature, Volume 2018. (2018). P. 288.

Chowdhury.⁸¹

According to Ratmelia says value is a measure to judge good and bad or positive and negative, concerning actions, opinions, or work results. Value is "... principles and fundamental convictions which act as general guides to behavior, the standards by which particular action are judged good or desirable", this means "basic principles and beliefs that serve as guidance or direction for behavior; a standard or measure that is used as a good measure or expected to be done for a particular action."⁸² Besides, Ratmelia states that the value can also be defined as "an enduring belief that a particular mode of conduct (such as being honest, courageous, loving, obedient, etc.), or a state of existence (peace, equality, pleasure, happiness). Personally and socially desirable, Value judgments are statements that rate things in terms of their worth, implying or derived from more general values".⁸³ Values and literature are interrelated and are inseparable. Literary works were born and sourced from human life and had a high value. The literature will contribute to the formation of values so that literature lovers will be civilized, well-mannered, and virtuous men and agree with the applicable rules. The values in the literature usually reflect the views of the author's life or values that are attractive to the author and are necessary to convey to the readers.

Lombardo in Farziah also explains that values are the goals or rules that people use to direct their behavior. Values are what people strive to realize in their lives. Value is the standard we judge what is essential in life and what is right or wrong in human behavior. We consider ourselves and others in terms of our values. We may disagree with different

⁸¹Chowdhury, Mohammad, "*Emphasizing Morals, Values, Ethics, and Character Education In Science Education And Science Teaching.*" Journal of Educational Science. Volume 4 - Issue 2. (2016). P.1.

⁸²Ratmelia, Yeni. "*Nilai Moral dalam Buku Teks Pelajaran Sejarah (Analisis Terhadap Buku Teks Sejarah Indonesia Kelas X).*" Jurnal Pendidikan Ilmu Sosial. Vol. 27, No1. (2018). P. 107.

⁸³Op. Cit, P. 107.

person's values, but everyone lives by values everyone makes judgments about what is important in life through their values.⁸⁴

Rokeach in Arqom states that value indicates the primary reason that specific modes of implementation or conditions are preferred personally or socially rather than the opposite way of implementation or final state. Value contains elements of consideration that bring an individual's ideas about things that are right, good, and desirable.⁸⁵ Researchers in organizational behavior have long included the concept of value as a basis for understanding individual attitudes and motivations. Individuals enter an organization with preconceived opinions about "supposed" and what "should not" happen. The desire that always arises from a situation is a positive thing even though it is harmful to some people, and others hate something that is liked. This then has implications for certain behaviors or outcomes that are preferred from others. Beside that Hall in Arqom states that value is not a simple property, whether a quality or a relation. What is valuable is never just a particular or just a universal, but that some specific exemplify some universal or that two or more particulars stand in some relation.⁸⁶ So, it is mentioned above that the most special part of a human being is the ability to create value, value doesn't fall out of the sky, or value does not develop by itself. They are given to us, we don't find them in nature, but we create them ourselves; that is why value is not a simple property to face in relation.

b. Moral Values based Michele Borba

Moral values are people's feelings and values that correspond to usual standards of right and wrong and relate to

⁸⁴Farziah, "The Analysis of Moral Value in the Movie 'Front of Class.'" Ar-Raniry State Islamic University Banda Aceh. (2018). P. 9.

⁸⁵Arqom, Sufi. "The Character and Moral Value in Spare Parts by Joshua Davis." Universitas Indra prasta PGRI. Jakarta. Vol. 2. No.2. (2019). P. 189.

⁸⁶Op. Cit, P. 190.

people. Typical moral values differ from one society to another. According to Susana state that moral values are principles of right and wrong that are accepted by individuals and social groups.⁸⁷ Morals develop from human awareness to improve themselves and society, develop the means to correct mistakes, and fix what has been good. The foundation of human life as a regulator towards the perfection of life is moral. Moral values emerge from the human conscience, which determines behavior. If society thinks some behavior is good, then it's also suitable for their values.

According to Zuriah in Prasetya moral values are the standards of good and evil, which govern an individual's behavior and choices. Individuals' morals may derive from society and government, religion, school, or self. School is an essential part of students learning moral values. Moral values also belong to one of the problems that exist in education.⁸⁸ "Borba offered a pattern or model to build a noble character. She uses the term "Building Moral Intelligence." In her book, *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do the Right Thing*, Borba outlined various ways to build moral intelligence. According to Borba in Kamarudin moral intelligence is the ability to understand right from wrong. It means having solid ethical convictions and acting on those beliefs to act and behave in the right and true values or ways."⁸⁹

Borba in Helendra also proposed a way to grow good character for children by implanting seven main virtues/morals (noble character): (1). Empathy, (2). Conscience, (3). Self-control, (4). Respect, (5). Kindness, (6). Tolerance, and (7). Fairness. According to her, the seven kinds of these virtues can form good quality human beings anywhere and anytime. In

⁸⁷Susana, Elya, "Moral Value in Charlotte Bronte's Novel *Jane Eyre*." The 1st Annual International Conference on Language and Literature, Volume 2018. (2018). P. 289.

⁸⁸Prasetya, Yuri, "Analysis of Moral Values of 9th grade students' Reading Text." A thesis Universitas Tanjungpura Pontianak. (2018). P. 1.

⁸⁹Kamaruddin SA. "Character Education and Students Social Behavior. *Journal of Education and Learning*." Vol.6 (4). (2012). P. 226.

building moral intelligence, Borba tells us why each of the core virtues is vital, how to assess its development in a child, and most importantly, how to nurture its growth. Here are a brief explanation of her ideas:⁹⁰

1. Empathy

Empathy is knowing with and feeling other people's concerns. It means that the core moral emotion allows your child to understand how other people think. This is the virtue that supports him becoming more sensitive to the needs and feelings of others, being more likely to help those who are hurt or troubled and treating others more compassionately. It is also the highest 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.

According to Borba in Helendra, the first step to training children to be more sensitive to the feelings of others is to give praise. Start from the concept of may and may not, not from the idea of wrong and right because the child does not understand what is wrong and correct. However, if something can and cannot be done, it will be more readily accepted by the concept of thinking. Of course, it's wrong, and whether or not the parents must inform the behavior of the child. Thus, he got direct input; is that correct and wrong. The cultivation of moral values will be more easily absorbed by children when associated with everyday life until ten years. What is taught and conveyed will form its value system. Furthermore, this value system will create in him to be significant later.⁹¹

2. Conscience

Conscience knows the right and decent way to act and act 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

⁹⁰Helendra, "The Moral Values on English Textbook. (A Content Analysis of English Textbooks for Junior High School Students Published by the Ministry of Education and Culture)." A thesis UIN Syarif Hidayatullah. (2017). P. 18.

⁹¹Op. Cit, P. 18.

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, and it is the cornerstone for the development of the crucial virtues of honesty, responsibility, and integrity. Therefore, learning to be a moral person is conscious development. Conscience is the heart's voice that helps us distinguish between right and wrong, which is a solid foundation for a good life, good social life, and ethical behavior. People's attitude toward parents as moral educators plays an essential role in determining children to live according to applicable ethics by applying good parenting and can direct the development of conscience.

3. Self-control

Self-control is controlling your thoughts and actions to stop any pressures from within or without and act the way you know and feel is right. This value supports children to restrain their impulses and think before they act to behave right and are less likely to make rash decisions with potentially dangerous outcomes. This is the moral that helps your child become self-reliant because he knows he can control his activities. It is also the virtue that motivates generosity and kindness because it improves your child puts aside what gives him immediate satisfaction, and stirs his conscience to do something for someone else instead of stimulating awareness of the needs of others.

4. Respect

Respect is explaining you value others by treating them in a courteous and considerate way. It means encouraging 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 their daily living, they will be more likely to care about the rights and feelings of others. As a result of this moral, she will show greater respect for herself, too.

5. Kindness

Kindness describes concern about the welfare and feelings of others. It means that this value helps children show their concern about the welfare and sense 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 achieve kindness, they 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

Tolerance 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, they will treat others with kindness and understanding, and stand up against hatred, violence, hostility, cruelty, bigotry, and respect people based on their character, dignity, and rights.

7. Fairness

Fairness is choosing to be open-minded and to act in a just and fairway. This value guides children to treat others in a righteous, impartial and fairway so that he/she will be more likely to play by the rules, and take turn and share, and listen openly to all side before judging. Because this virtue increase 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 be regarded equally Borba in Helendra.⁹²

⁹² Op. Cit, P. 19.

As educators, we should all advocate the teaching of moral values in the schools. Knowledge gained in school is only one goal of education. The primary goals of education should be enabling students to gain knowledge and moral values. Based on the explanation above, it can be concluded that moral values are a collection of information about what is right, about correct behavior, wrong behavior, and what is important in life that the writer sends to the reader through the text he writes through declared topics and them.

c. Indicators of Moral Values

Moral intelligence is built from seven main virtues, empathy, conscience, self-control, respect, kindness, tolerance, and fairness, that help children face challenges and ethical pressures that cannot be avoided later. These virtues will protect them from staying on the right path and help them to always be moral in his actions. All of that can be taught, exemplified, made aware, and encouraged to achieve. The seven main virtues that will maintain a lifelong good attitude in a person are empathy, conscience, self-control, respect, kindness, tolerance, and fairness as follow:⁹³

Empathy is the core of moral emotion that helps a person understand the feelings of others. This virtue makes a person sensitive to the needs and feelings of others, encourages him to help others who need help, and requires him to treat people with compassion. Strong moral emotions encourage a person to act rightly because he can see the plight of others to prevent him from taking actions that can hurt others. Somebody with good empathy can show the following behaviors:

1. Demonstrate social sensitivity; understand other people's feelings
2. Shows sensitivity to the needs of others
3. Understanding other people accurately from posture, body language,

⁹³ Apriliaswati, Rahayu. "Strategi Membangun Kecerdasan Moral Dalam Pembelajaran Bahasa Di Sekolah." UNTAN Pontianak. P. 230-231.

4. Facial expressions, and tone of voice.
5. Understand the expressions shown by others and give right reaction.
6. Shows concern when others are treated with unfair.

Conscience is the inner voice that helps a person choose the right path over the wrong path and stay on the moral path, making him feel guilty when deviating from the proper path. This virtue fortifies a person from bad influences and enables him to act rightly despite being tempted to do otherwise. These virtues are the foundation for developing honesty, responsibility, and high integrity. The characteristics of a person with a good conscience such as:

1. Admit mistakes and apologize.
2. Honest and trustworthy.
3. No need to be reminded to be correct.
4. Knowing the consequences of his actions is not proper.
5. Do not blame others.
6. Feeling guilty and ashamed of his bad deeds.
7. Be kind even when there is pressure to do otherwise.
8. Know how to fix something wrong.

Self-control helps a person resist impulses from within himself and thinks before he acts, so he does the right thing and is less likely to take action with bad consequences. This virtue helps a person become independent because he knows he can control his actions. This trait develops an attitude of generosity and kindness because it can eliminate the desire for self-gratification and stimulates awareness of the importance of others. A person with good self-control is shown through his behavior as follows:

1. Rarely interrupts or poses an answer or question without thinking first.
2. Waiting for their turn and not cutting the queue.
3. Quickly regains composure when angry, frustrated, or excited.
4. Rarely explosive, grumpy, or out of control.
5. Refrain from physical aggression.
6. Not careless.
7. Patiently waiting.
8. No need to be reminded, ordered, or asked to be nice.

Respect encourages someone to be kind and respectful others. This virtue leads one to treat others as one would like others to treat oneself, thereby preventing one from acting harshly, unfairly, and hostilely. If a person is accustomed to being respectful towards others, he will pay attention to the rights and feelings of others. As a result, he will also respect himself. People with good respect are:

1. Treat others respectfully regardless of age, religion, culture, or gender.
2. Speak with polite words and body language.
3. Do not gossip.
4. Respect yourself.
5. Respect the privacy of others.
6. Accepting other people's ideas with open arms and not interrupting talks.

Kindness helps someone to be able to show concern for the welfare and feelings of others. By developing this wisdom, one is more compassionate and less self-centered and realizes good deeds as right actions. Kindness makes a person think more about the needs of others, show concern, provide assistance to people in

need, and protect those in trouble or need pain. Some of the traits of people with solid kindness are as follows:

1. Express positive and constructive comments.
2. Caring for people who are mistreated.
3. Treating His creatures well.
4. Share, help, and entertain others without expecting anything in return.
5. Likes to do things that make other people happy.

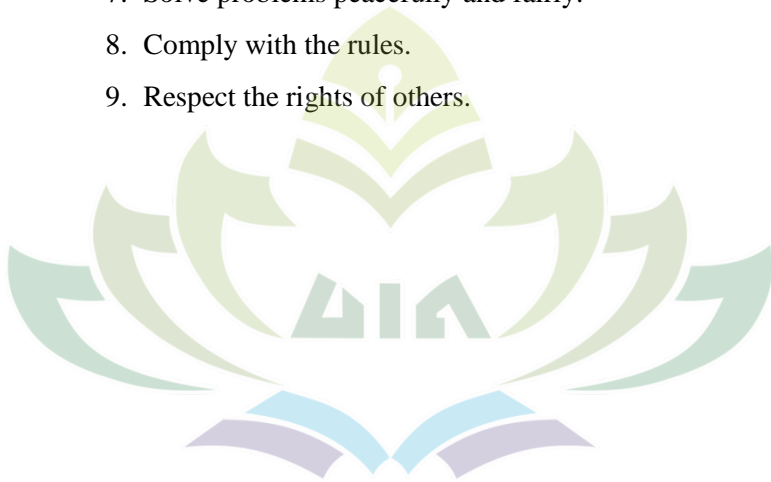
Tolerance makes a person able to appreciate the different qualities in others regardless of ethnicity, gender, appearance, culture, beliefs, or abilities. These virtues make a person treat others with kindness and understanding, oppose hostility, cruelty, bigotry, and respect people on their character. The behavior of people with a high tolerance can be described as follows:

1. Tolerating others regardless of age, culture, religion, or gender.
2. Respect parents or people who should be respected.
3. Shows dislike when other people are insulted and humiliated.
4. Avoid demeaning jokes.
5. Proud of their cultural traditions.
6. Be kind to everyone.
7. Focus on the positive in others.
8. Not judging or stereotyping others.

Fairness leads a person to treat others well, impartially, and reasonably so that they obeys the rules, is willing to take turns and share, and listens to all parties openly before giving any judgment. Because this virtue increases the moral sensitivity of the child, he will also be encouraged to defend those mistreated and demand

that all people, regardless of ethnicity, nation, culture, status, economy, ability, or belief, are treated equally. Someone who has a strong sense of fairness is:

1. Enjoy serving others.
2. Wait patiently.
3. Do not blame others.
4. Compromise.
5. Open minded.
6. Willing to share.
7. Solve problems peacefully and fairly.
8. Comply with the rules.
9. Respect the rights of others.



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