

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF THE MORAL VALUES TYPES ON TEXTBOOK  
ENTITLED “WHEN ENGLISH RINGS A BELL” FOR EIGHT GRADERS  
OF JUNIOR HIGH SCHOOL**

**By:**

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**English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1443 H / 2022 M**

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**OF JUNIOR HIGH SCHOOL**

Presented as a Partial Fulfillment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

**By:**

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**1443 H/2022 M**



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To:  
The Honorable the Head of Tarbiyah Department  
of State Institute For Islamic Studies of Metro

*Assalamu'alaikum, Wr. Wb*

We have given guidance and enough improvement to research thesis script which is written by:

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ENGLISH TEXTBOOK ENTITLED "WHEN ENGLISH  
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be examined in munaqosyah. Thank you very much.

*Wassalmu'alaikum Wr. Wb*

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di\_  
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*Assalamu 'alaikum Wr. Wb*

Setelah kami mengadakan pemeriksaan dan bimbingan seperlunya, maka proposal penelitian yang telah disusun oleh :


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ENGLISH TEXTBOOK ENTITLED "WHEN ENGLISH  
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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan sebagai syarat untuk menyusun skripsi.


Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb*

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**APPROVAL PAGE**

The Title : AN ANALYSIS OF THE MORAL VALUES TYPES  
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**RATIFICATION PAGE**

No. *B-3315/11-28-1/D/PP.00.9/06/2022*

The Undergraduate Thesis entitled: AN ANALYSIS OF THE MORAL VALUES TYPES ENGLISH TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL” FOR EIGHT GRADERS OF JUNIOR HIGH SCHOOL. written by: Dewi Kurnia Sari, Student Number 1601070078, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, June 27<sup>th</sup>, 2022 at 08.00-10.00 a.m.

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Examiner I	: Dr. Ahmad Subhan Roza, M.Pd	(.....)
Examiner II	: Andianto, M.Pd	(.....)
Secretary	: Yeni Suprihatin, M.Pd	(.....)



The Dean of Tarbiyah and Teachers Training Faculty



**AN ANALYSIS OF THE MORAL VALUES TYPES ON TEXTBOOK  
ENTITLED “WHEN ENGLISH RINGS A BELL” FOR EIGHT GRADERS  
OF JUNIOR HIGH SCHOOL**

**ABSTRACT**

**BY**

**DEWI KURNIA SARI**

The purpose of this study was to analyze the types of moral values of the 7 moral values for eighth grade junior high school students, values are represented as in English textbook "When English Rings a Bell." This study was created by a library researcher. Analysis of the data used in this study using Creswell theory, namely data reduction, displaning and verification as well as conclusions.

The findings of this study indicate the types of moral values of the 7 moral values in the English textbook "When English Rings a Bell". The there respects (17), conscience (10), empathy (6), and the smallest moral values are tolerance (4) and justice (1). This study concludes that textbooks already contain all of Borba's moral values models.

*Keywords: English Textbooks, Types Moral Values*



**ANALISIS JENIS NILAI-NILAI MORAL BUKU TEKS BAHASA INGGRIS  
BERJUDUL “WHEN ENGLISH RING A BELL” UNTUK KELAS DELAPAN  
SLTP**

**ABSTRAK**

**Oleh :**

**DEWI KURNIA SARI**

Tujuan dari penelitian ini adalah untuk menganalisis jenis nilai moral dari 7 nilai moral yang terwakili dalam buku teks bahasa Inggris “When English Rings a Bell” untuk siswa kelas delapan SMP. Desain penelitian ini adalah penelitian pustaka. Analisis data yang digunakan dalam penelitian ini menggunakan teori Creswell yaitu reduksi data, displaning dan verifikasi serta kesimpulan.

Temuan penelitian ini menunjukkan jenis nilai moral dari 7 nilai moral dalam buku teks bahasa Inggris “When English Rings a Bell” ditemukan nilai moral pada buku teks nilai moral tertinggi adalah kontrol diri (28), kedua adalah kebaikan (24), ketiga rasa hormat (17), hati nurani (10), empati (6), dan nilai moral yang terkecil adalah toleransi (4) dan keadilan (1). Penelitian ini menyimpulkan bahwa buku pelajaran sudah memuat semua model nilai-nilai moral dari Borba.

***Kata kunci:*** *Buku Ajar, Jenis Nilai-nilai Moral*

## STATEMENT OF RESEARCH ORIGINALITY

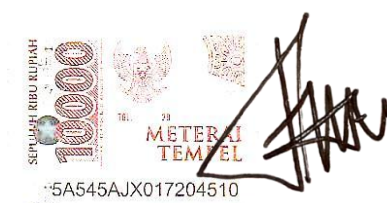
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Student Id : 1601070078  
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Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, 27 May 2022

The Researcher



**Dewi Kurnia Sari**

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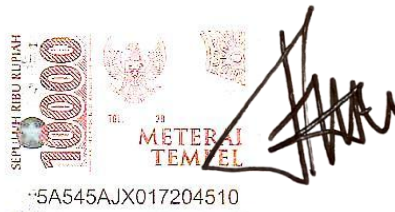
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 27 Mei 2022

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**Dewi Kurnia Sari**

1601070078

**MOTTO**

وَكَيْلًا بِاللَّهِ وَكَفَىٰ اللَّهُ عَلَيَّ وَتَوَكَّلْ

“And Put Thy Trust In Alloh SWT, And Enough Is Alloh SWT As A Dispoiser  
Of Affairs”

Quran

Surah Al-Ahzab / 3

## **DEDICATION PAGE**

*This work is dedicated to:*

*My Beloved Parents*

*(Mr. Sutrisno. A and Mrs. Suparmi. M)*

*My beloved husband*

*(Adi Saputra)*

*My Beloved Daughter*

*(Adhya Elvina Kalani)*

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Assalamu'alaikum Wr. Wb

Alhamdulillah and praises belong to Allah the Almighty, because of His Blessing and Mercy, the writer is able to accomplish this thesis entitles: AN ANALYSIS OF THE MORAL VALUES TYPES ON TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL” FOR EIGHT GRADERS OF JUNIOR HIGH SCHOOL Published by Ministry of Education and Culture. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

Inthis opportunity,the researcher would like to express her deepest gratitude especially to:

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2. Dr. Zuhairi, M.Pd as The Dean of Tarbiyah and Teachers Training Faculty of IAIN Metro Lampung.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Dr. Widhiya Ninsiana, M. Hum as the first advisor who given the researcher, advice and suggestion for this undergraduate thesis.
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6. My husband, family, my beloved parents and my daughter, thanks for everyting in always giving support and motivation.
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The researcherdo apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Lampung, 27 May 2022



**Dewi Kurnia Sari**

**NPM 1601070078**

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

Language is a for communication: without it, individuals are unable to interact with one another. According to Brown, language is a system of arbitrary, verbal symbols that permits all individuals in a particular culture or other people who have acquired that culture's system to communicate or interact.

English is indeed utilized as a means of human interaction in Indonesia, but it is also taught as a course in schools. English is flow taught throughout the educational system, from Middle School through High School and University. It is even being implemented in certain primary schools.

Reading, speaking, writing, and listening are the four basic language skills covered in English as a course in school. Reading is the most important of these 4 abilities in teaching and learning activities. Furthermore, reading is still considered an efficient input to increase student competence and performance. Wallace says that the most essential resource that every potential reader has, whether reading in a first or any other language, is understanding how we use language.

So, reading is an essential skill in the teaching process since reading a text or paragraph may increase our competence and proficiency in reading.

However, we may read resources that illustrate how we build phrases, sections, and entire texts.

Michele Borba also provided a pattern or model for developing good character. She refers to it as “developing moral intelligence.” Botha described different methods for In her book, she examines how to develop moral intelligence. Moral intelligence is the ability can make moral choices is the capacity to distinguish between what is good and had. It refers to having highly moral convictions and acting on such beliefs in order to act and behave in the correct and honourable ideas or methods.

Borba also proposed a method for developing moral and true character in by instilling seven main virtues (moral intelligence) in our children: 1) empathy, 2) conscience, 3) self-control, 4) respect, 5) kindness, 6) tolerance, and 7) fairness, which will support our children manage the ethical problems and burdens that will face throughout our life. According to her, there will be seven various types of these, qualities may create excellent quality human beings wherever and at any moment. These moral principles provide children with the moral perspective they need to continue on the road of kindness and to conduct properly. Afterward, the researcher would utilize her perspective to expound on moral principles in the textbook<sup>1</sup>.

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<sup>1</sup> Borba, Michele. *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do The Right Thing (Translated by Lina Jusuf)*. Jakarta: PT. Gramedia PustakaUtama (2008).

As a result, moral values are essential in society. It demonstrates what should be done and how it may be a culture. As a result, to contribute to the growth of main characters programmers in Indonesia, Using Borba's ethical value model, the researcher analysed several English textbooks for seeing moral values or how the authors of the textbook convey moral value.

Although students and educators are the result in improved of textbooks, their perspectives should be taken and properly considered A content analysis of the students' textbooks will be part of the this project. The aim of the researcher is to identify at least one defect one and strength in the research topic each textbook so that genuine recommendations for advancement and growth could be made. The researcher then undertakes interviews with teachers and students to learn about their reaction to the textbooks as textbook users.

One of the variables that contribute to character is what we do, see and hear. Based on the above-mentioned, the writer, as a researcher, is interested in performing a study titled “An Analysis Of The Moral Values Types Textbook Entitled “When English Rings A Bell” For Eighth Graders Of Junior High School.

## **B. Research Questions**

1. What is the moral values types book entitled “When English Rings A Bell”?

2. What is the dominant types of moral values in the text book entitled “When English Rings a Bell”?

### **C. Objectives and Benefits of the Study**

1. Objectives of the study

To analyze types the moral values in the book “When English Rings a Bell”.

2. Benefit of study

The results of this study are expected to provide suggestions for English teachers and students to use good and correct books according to their own needs in the teaching process, without leaving the moral values in the book “When English Rings a Bell”.

### **D. Prior Research**

To support the originality of this research, the researcher presents several previous studies which have similarities and differences which will be explained as follows:

1. The first research entitled: “A content analysis of the English textbook entitled “when English rings a bell” for grade VII of junior high school published by ministry Of education and culture of Indonesia in the Year of 2016” was conducted by Muniroh from Education And Teacher Training Faculty Walisongo State Islamic University Semarang. The objective of this research is to explain the appropriateness to the materials in the English textbook entitled “When English Rings a Bell” for grade VII junior High School in



terms of content, presentation, linguistic, and graphics determined by BSNP of the Study. The design of this study is descriptive qualitative. Data in qualitative research is descriptive since it is derived from documents, audio and video recordings, manuscripts, words, and photographs. among other sources. 7. This research is class it led as a qualitative research design since it aims to find textbooks that meet the BSNP criteria for good textbooks. Based on the results and analysis of the research, the author can conclude that the English textbook was classified “good” by accomplishing an average score of 90 % of the ten proposed criteria, with the eight criteria. namely the appropriateness of materials with competence and basic knowledge standard, being classified “good” (83%), supplementary content correctness 90%, learning resources, language compatibility, presentations technique, book size, cover design are 100%, and content design 92%. Another 104 elements, teaching and learning techniques, received a “fair” rating of 75%. The final component, presenting coverage, received a score of 64 percent, indicating that it had been “fair.”

2. Anisa Novita Sari Entitle conducted the second research:” An Analysis of Textbook Entitled “Headline English” Published by Srikandi Empat of Seventh Grade of Junior High School”. This research aims to be concerned Headlines The content feasibility, presenting feasibility, language feasibility, and visual feasibility of the

7th English textbook ok are all met. A systematic research approach for evaluating and inferring from text and other types of qualitative data is content analysis. I A common qualitative research approach is content analysis. 2 One of the many studies approaches for analyzing text data is qualitative content analysis. According to the findings of this study, the score of content qualification was 91 .66%. Not all of the indications for the presenting eligibility aspect are met: these indicators include technical presentation, learning presentation, and the completeness of representation. The material is missing a list containing symbols or notation and an indication of the entirety of the display. The qualification for score presentation was 91.66'k. On the aspect of language qualification, all of the symptoms are met. The students' developmental level, communicative, chronological, and mentality/concept coherence are the indications. The percentage of people who can communicate in a foreign language was 100%. In terms of graphic suitability, not all of the signs are met, including book size, cover design, and hook designs. The items hook size requirement is not met. The percentage of people who are eligible fo the score graphic was 91.66 %. Hence, the "headline English" 112 textbooks score of 93.75% indicates that the quality is excellent and recommended for usage.

3. The research entitled: "An Analysis of Character Values in English Textbook for Seventh Grade Students Entitled "When English Rings

the Bell (revised 2016)” Used by Secondary Schools in Bengkulu” was conducted by Aprisa Marise Aminingsi. The study aims to examine character value in the English textbook *When English Rings the Bell (Revised 2016)* used among middle schools in Bengkulu for grade 7 students. This study used a content analysis approach and a qualitative research method to examine character education in English textbooks. Content analysis is a study technique that uses a set of processes to draw accurate findings from texts. A research technique is also a procedure that is systematic and objective. It’s a way to describe and measure things. It’s also recognized as evaluating texts to evaluate theoretical concerns, improve data comprehension, and distill words into fewer material classifications. Words, sentences, and such are believed to provide the same meaning when categorized into the same category. This research looked at the English textbook’s character value contents for middle school number 7 South Bengkulu, which the Ministry of Education and Culture issued. It may be stated that the presence of character value in an English textbook is worthwhile to utilize and educate with. According to the English textbook

## CHAPTER II

### THEORETICAL FRAMEWORK

#### A. The Concept of textbook

##### 1. Definition of Textbook

Textbooks are books that provide instructions in lessons especially in school<sup>1</sup>. Says that a textbook is recordings of racial thoughts arranged to make meanings and instructional goals<sup>2</sup>. Regulation of the Minister of National Education Number 2 of 2008 Article 1 paragraph 3 explains textbooks are incomplete mandatory reference books used in schools that contain learning material in the context of improvement faith and purity, manners and personality, abilities mastery of technology and science, sensitivity, and ability esthetic, physical potential, and health, which are all prepared by national education standards.

Textbooks for basic, secondary, and university degree lessons, referred to as textbooks from now on, are a required by law reference book for use content starting to learn in the form of rising trust, content starting to learn in the era of growing faith, holiness, noble character traits, mastery of scientific and technological, higher susceptibility and aesthetic capacity, an increase in sense of touch abilities and health in basic education components and center or tertiary societies that included content learning is a part of continuing to increase faith, sanctification,

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<sup>1</sup>Crowther, J. R. *Theory and Practice*. (42. New Jersey: Humana Press, 1995, h. 1234)

<sup>2</sup>Tarigan Greene and Petty *in the book* Henry Guntur Tarigan and DjagoTarigan (2009:12)

noble personality and character, mastery of scientific and technological, higher susceptibility and artistic ability, an increase in sense of touch skills and health, and are structured respective national educational standards<sup>3</sup>.

Based on these ideas, the text of a book is used for different subjects, and these textbooks are used in agreement with said curriculum's learning objectives. Teachers can implement a range of methodologies or strategies in addition to textbooks to achieve the previously set aims. Represents a collection of textbooks, procedures, and other methods to help textbook learners, college students, understand theory.

a. The Function of Textbook in Language Class

In Azhar Arsyad's book, books should be included in the communication media of deep learning the visual reality, supported as Levied and Lantz. The following are the three functions of visual media<sup>4</sup>:

- 1) Attracting and directing students' attention to the lesson's considered an appropriate a visual attention in the media function is one that listens to the double that is displayed or complements the text subject matter.
- 2) The level of fun students have when read illustrated data in a book shows the impact of visual media.

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<sup>3</sup>B.P.Sitepu. *Writing Textbooks Lessons*. (Bandung: PT. Youth Rosdakarya, 2012)

<sup>4</sup> AzharArsyad. *Learning Media, Revised Edition Cet 17*. Jakarta: Rajawali Pers. (2014).

- 3) The brain function of video content is shown by research findings, which show that different mediums or pictures aid in the attainment of tasks such like remembering information delivered in a book.
- 4) The compensatory effect of media content can be evident as to how it supports kids that lack the basic literacy and can organize text messages.

Defined some of the roles of inner textbooks learning is as follows:

1. Reflects a strong and modern point of view regarding teaching and demonstrating its application greetings teaching materials presented.
2. Presenting a subject matter or rich subject matter, easy to read, and varies according to interests and the needs of the students
3. Provides a structured and gradual resource on problem-bearing expressional skills principal in communication.
4. Presenting teaching methods and tools to motivate the students.
5. Presents the necessary initial fixation (feeling) also as a support for training and assignments.

Presenting the appropriate and appropriate evaluation and remedial materials / tools<sup>5</sup>.

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<sup>5</sup>Tarigan Greene and Petty *in the book* Henry Guntur Tarigan and Djago Tarigan (2009:12)

## 2. Criteria of Good Textbooks

Attracting and directing students' attention to the lesson's material connected to the visual meaning that is displayed or accompanies the text subject matter is an examples of visual media attention function<sup>6</sup>.

- a. Textbooks must appeal to children, namely students who use it.
- b. Textbooks must be able to motivate students who wears it.
  - 1) The textbook should contain illustrations that attract students who take advantage of it.
  - 2) The textbook should consider these aspects linguistics according to the abilities of the students wear it. The content of the textbook must be closely related to other lessons, it is better if it is supported by plan so that everything is a roundnessintact and integrated.
  - 3) Textbooks must be able to stimulate, stimulate personal activities of student who use them.
  - 4) Textbooks must consciously and firmly avoid vague and unusual concepts so as not to have time confuse the students wearing them.
  - 5) Textbooks must have a point of view or “point of.” view” which is clear and firm so that in the end it becomes an angle the views of its loyal wearers.

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<sup>6</sup>Andi Prastowo. *Creative Guide to Making Innovative Teaching Materials*. (Yogyakarta: 2014, h 242)

- 6) Textbooks must have a point of view or point of view” which is clear and firm so that in the end it becomes an angle the views of its loyal wearers.
- 7) Textbooks must be able to provide confirmation, emphasison child and adult values.
- 8) The textbook must be able to appreciate differences the students’ personal wear.

Akbar must have the following criteria<sup>1</sup>:

- a) Accurate (Accuracy); a good textbook needs to pay attention to accuracy. Accuracy can be seen from several aspects such as: Accuracy presentation, presenting research results correctly, and not wrong in quoting the opinion of experts.
- b) Appropriate (Relevance): Good textbooks have an in between competencies that must be mastered with content coverage, depth discussion, and the competence of readers. Relevance should also describe the relevance of the material, assignments, examples of explanation, exercises and questions, complete descriptions, and illustrations with competence which must be mastered by the reader according to the level of development readers.
- c) Communicative: the communicative here is the textbook easy to digest readers, systematic, clear and do not contain language error.

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<sup>1</sup> Al-jallad, M. Z. *Learning and Teaching Values*, Amman: Dar Al-maseerah Publishing Co. (2010).



- d) Complete and Systematic; good textbook it mentions competencies that must be mastered by students and provide understanding the benefits of mastery of competencies for students in life, presents a table of contents, bibliography systematically Oriented to Student Centered: good textbooks Lo focus on students as the center of the desired end result after study the textbook.
- e) Siding with the Ideology of the Nation and the State: good textbook embedded in it the ideological values of the nation and the state.
- f) Correct Language Rules: good textbooks are written using spelling, precise and correct terms and sentence structure.
- g) It is legible; good textbooks have a high level of readability so that students easily understand it.

## **B. Definition of textbook When English Rings A Bell**

One of the elements in the teaching and learning process is textbooks or reading books. In order to acquire educational goals in teaching and learning activities in schools, textbooks are considered important media. Textbooks can help you study a scientific subject by providing as a guide. Textbooks also enable instructors in deciding the modules to be taught today and tomorrow, along with allow students to take the modules that are required or prepare the information for the future day. As a corollary, textbooks or textbooks must be flawless in its delivery of information that will be used as a information source for the

community, especially Teachers and students. Textbooks are come in a choice of types written handbooks for specific courses.

"When English Rings a Bell" is a textbook for seventh and eighth grade English. This book is a book published by the Ministry of Education and Culture with the implementation of the course 2013. The existence of the book is not enough government responsibility operateresults as trustees of the National Education System Law No. 120 shown in 2003 Learning is a "participant interactive process" Study with educators and learning resources in a learning environment". So obviously, when learning a language English is being applied in other courses outside the classroom teachers and students must have resources learn it.

Reading books are among the most useful learning resources available in the classroom. Learning resources are all (people, materials, information, messages) that are among the environment more or less students who function to maximize learning processes and outcomes in order to achieve competencies (behavior, knowledge, and abilities) that have been determined, according the teacher's manual "When English Rings a Bell." This textbook should be able to fully utilize this statement, but should it be the same? Given that this textbook has been rewritten three times and that the author has been informed of suggestions for improvement since the beginning, it is

clear that the author is eager to improve. Because of this, the issue of proper textbooks will persist<sup>2</sup>.

### **C. Types Borba's Moral Values**

Michele Borba, as scholars, actually given a pattern or theory to integrating noble character. "Building Moral Intelligence" is a word she uses. Borba outlined various knowledge to increase In her book, *Creating Moral Knowledge: The 7 Hugely Vital Virtues that Educate Children doing The Right Thing*, mary talks moral intelligence. Moral intelligence, according to Borba, seems to be the ability to process from good and wrong. It includes having ethical ideas and acting with such convictions in order to act and behave there in right and acceptable values and ways.

Borba also concluded fostering seven main virtues/morals (noble character) in children: (1). Empathy, (2). Conscience, (3). Self-control, (4). Respect, (5). Kindness, (6). Tolerance, and (7). Fairness. According to her, those kinds of such virtues could be used to develop good human beings in any place and any time. Borba shows why each of the primary virtues is important, how to analyze its improvement in a child, and, most vitally,

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<sup>2</sup> Kemendiknas. *Bahan Pelatihan Penguatan Metodologi Pembelajaran Berdasarkan Nilai-nilai Budaya Untuk Membentuk Daya Saing dan Karakter Bangsa*. Jakarta: Kemendiknas (2010).

how to invite its growth in creating moral intelligence. Here's a brief list of her steps<sup>3</sup>:

1. Empathy to identify with and feel the sufferings of others. It means that your youngster could recognize whether other people feel cos of the core moral emotion. This will be the virtue that gives him more responsive to these other people's feelings and needs, more ready to rescue those who have been sick or troubled, and more altruistic towards others and. It's also the crucial ethical attitude that stimulates your child to do good work because he knows how emotional anguish impacts others, stopping him from reacting brutally. Conscience Knowing the moral and appropriate way to do things and acting in that ways that's what conscience is like. It confirms that your child has a dominant inner voice that facilitates her in determining what is good and wrong and keeping her on the moral path, battering her with shame anytime she deviates by this inner voice. This virtue strengthens your child against pressures that oppose goodness and allows her to act correctly even when tempted; it provides the foundation for the development of the important virtues of sincerity, responsibility, and integrity.

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<sup>3</sup> Borba, Michele. *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do The Right Thing* (Translated by Lina Jusuf). Jakarta: PT. Gramedia PustakaUtama (2008).

2. **Conscience** Knowing the moral and appropriate way to do things and acting in that ways that's what conscience is like. It confirms that your child has a dominant inner voice that facilitates her in determining what is good and wrong and keeping her on the moral path, battering her with shame anytime she deviates by this inner voice. This virtue strengthens your child against pressures that oppose goodness and allows her to act correctly even when tempted; it provides the foundation for the development of the important virtues of sincerity, responsibility, and integrity.
3. **Self-control** is the ability to control your behaviour patterns so that you can prevent primary or secondary forces and act in the direction you know and believe is correct. This value encourages youngsters to control their impulses and consider before acting so that they behave appropriately and are less prone to make tough decision with fatal results. That's the moral that should help your child become auto because he will know that he has power over his attitude It's also the quality that enables your child to be nice and friendly, because it helps him set aside what brings him immediate satisfaction and stirs his consciousness to do something good for others rather than generating consciousness of others' needs. Respectis shown by treating other people will regard for the rights. It suggests that she wants her children to act ethically because she thinks they are valuable. This is the virtue

that encourages your child to treat people with respect he wants to be treated, laying the groundwork for avoiding hostility, injustice, and hatred. When your kids make respect a part of daily lives, they are more likely to be concerned about other people's rights and feelings. She will also exhibit higher regard for herself as a result of this moral.

4. Respectis shown by treating other people will regard for the rights. It suggests that she wants her children to act ethically because she thinks they are valuable. This is the virtue that encourages your child to treat people with respect he wants to be treated, laying the groundwork for avoiding hostility, injustice, and hatred. When your kids make respect a part of daily lives, they are more likely to be concerned about other people's rights and feelings. She will also exhibit higher regard for herself as a result of this moral.
5. Kindness implies concern for others' very well feelings. This feature brings children to express concern for the wellbeing and feelings of others. Your child will grow less selfish and more sympathetic as a result of learning this virtue, and He will start to realise that treating people with compassion is the right thing to do. When your child achieves the level of kindness, he are more concerned about the other people's needs, exhibit kindness, offer

to help the less fortunate, and protect those who were attacked or tortured.

6. Tolerance means honoring the humanity and rights of people, many of whom hold beliefs and act in a way that differ to our own. This value teaches children to recognize distinct traits in others, to be open to ideas and ideas, and to behave decently regardless of their race, gender, appearances, language, opinions, abilities, or sexual orientation. Tolerance entails engaging others through kindness and care, as well as opposing hatred, violence, hostility, cruelty, and intolerance, and treating individuals with dignity and respect. Fairness is the determination to be open-minded and act just and fair manner. This value enables kids to treat others with fairness, impartiality, and fairness so that they'll be more inclined to follow the rules, take turns, and share, and listen to all sides before casting judgement. Because this virtue increases your child's moral awareness, he will have the confidence to speak up for those who have been treated unfairly and ask that all people be treated equally, regardless of color, culture, financial standing, ability, or creed.
7. Fairness is the determination to be open-minded and act just and fair manner. This value enables kids to treat others with fairness, impartiality, and fairness so that they'll be more inclined to follow the rules, take turns, and share, and listen to all sides before

casting judgement. Because this virtue increases your child's moral awareness, he will have the confidence to speak up for those who have been treated unfairly and ask that all people be treated equally, regardless of color, culture, financial standing, ability, or creed.

Borba thinks that the 7 virtues might serve as basic models for people in the shape of character (moral intelligence) over whole lives. As a result, a According to Insan Kamil, a perfect man (in Islam) or, as Michele Borba described it, a person of moral intelligence will obtain a good reputation. Using her perspective, the research will continue developing and find moral concepts in textbooks<sup>4</sup>.

#### **D. Moral Values**

Words were used to explain moral values: moral and values. Before discussing moral and value concepts, the following definitions were provided: Moral values in education, the nature of values, the relevance, the types of values, the nature of moral values, Borba's moral values, or the nature of moral values<sup>5</sup>.

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<sup>4</sup> Borba, Michele. *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do The Right Thing* (Translated by Lina Jusuf). Jakarta: PT. Gramedia PustakaUtama (2008).

<sup>5</sup> Borba, Michele. *BuildingMoral Intelligence: The Seven Essential Virtues That Teach Kids to Do the Right Thing*. San Francisco: Jossey-Bass(2001).



## 1. The Nature of Values

Value can be defined in a number of ways. Value, which is a broad and abstract notion, is widely employed to convey a variety of meanings. In its Classical (*valere*) and old French (*valior*) connotations, the root or origin signifies "value, price, valuation," or the things that are useful or beneficial to humans, according to Niewenhuis. The term "value" refers to something that we respect, esteem, and regard highly depending on a set of criteria. In other words, value is the price that correlates to a thing's intrinsic worth. As a result, you may place more value on your loving pet, your favorite jacket, or a treasured friendship, all based on different criteria that determine and define their value to you.

It means the price or allocated resources to the a thing (as good, evil, beautiful, or desirable). Any kind of object, thing, situation, action, or behavior can be considered an object. Value could only be contemplated, realized, and felt. Ideals, hopes, beliefs, and things are all related with values. It's worth noting that this concept encompasses equally negative and positive aspects of values.

In line with such, value is often conveyed in a variety of ways, which is due to opposing points of view. Because the term "values" is used in so many fields, it takes on different meanings relating to the topic of study. As a result, there are multiple definitions of values

based on the economic, social, psychological, anthropology, scholastic, and religious criteria.

Sociologists, for example, define value as the belief that a thing's ability to fill a human need and that it is a quality of the object that gives it importance to an individual or a community that exists in the human brain rather than in the exterior world. Psychologists, on the other hand, view values as a social tendency related to psychological symptoms such as desires, intentions, attitudes, needs, and beliefs that are different for each individual. Meanwhile, anthropologists view value as the quality seen in living creature social patterns such as language, rituals, beliefs, laws, and other types of social order. Their differing views on value have ramifications for the development of a value definition. According to some experts, the foregoing are a few theories of values, each with a different emphasis:

Values are employed as standards or criteria to guide also act, but it also evaluation, option, fulfillment, evaluation, rationalization, argument, and attribution of causality, value as the state is a state of one's behaviour in deciding what is good, what is excellent, what it is that is elegant, what is value, or whether something is efficient, in accordance with this. Maslow also stated the 8 (eight) markers that indicate a person's values: (1) his attained aims, (2) his goal, (3) his perception,

(4) his concern, (5) his feelings, (6) his attitude, (7) actions, & (8) his anxiety<sup>6</sup>.

Huitt, on either extreme, finds values to include everything from perpetual conceptions to behavioral actions. They aren't norms of behaviour, but they do have cognitive, emotive, and directing components to them. In terms of priority and universality, values can be learned and structurally organized within a society and an individual<sup>7</sup>. Value is a person's belief in the nature of a system of belief or belief system about what is proper or not acceptable for a person, its about what is precious and worthless for humans.

Furthermore, From describes value as a perception that motivates people to act based on their own preferences. As a personality psychologist, Allport claims that the value in the psychological field is referred to as a conviction. The psychological region of many other domains such as preferences, motives, attitudes, and requirements is a conviction. To value something, one must weigh human behaviors that relate one object to another in order to make a conclusion. As a result, in this area, the choice of true or false, positively or negatively, lovely or not beautiful is the outcome of a sequence of psychological processes that subsequently drive the individual to do and behave in accordance with the characteristics of his choice.

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<sup>6</sup> Fraenkel, J. *How to Design and Evaluate Research in Education* (8 ed.) New York: McGraw-Hill. (2012).

<sup>7</sup> Huitt, W. *Educational Psychology Interactive, Values Valdosta State University in Valdosta, Georgia. On the 20th of August, I were able to take control of such data*, 2015. <http://chiron.valdosta.edu/whuitt/co/affsys/values.htm>

Furthermore, Value as a social norm that influences humans' choice if deciding in both alternative actions. He shows the importance of norms as external influences on human conduct. Values as the most critical aspects of social life as a sociologist. As a result, many of the most vital components of the value consideration (value judgment) process is the integration of societal normative values.

While Kluckhohn defined value as a child's or group's perceptions as to what is acceptable, what drives their actions, and what the goal of their actions are. According to Brameld, Kulchohn's viewpoint has various significance for such significance of cultural values or what is classed as valuable. While Kluckhohn defined value as a child's or group's perceptions as to what is acceptable, what drives their actions, and what the goal of their actions are<sup>8</sup>. According to Brameld, Kulchohn's viewpoint has various significance for such significance of cultural values or what is classed as valuable. Food, money, a house, and other things have value as they are seen as good and ambitions to have those influence peoples personal attitudes and behaviour. Therefore, not only commodities, but then also ideas and concepts, such as honesty, truth, and justice, can be valuable. For example, honesty would be a values for an individual if he or she has a strong commitment to it, as seen by his or her attitude, behavior, and attitude.

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<sup>8</sup> Kluckhohn and Strodbeck's Values Orientation heory. University of Wikato, New Zealand (8-1-2002)

Mulyana, on either side, simplifies the value and quality as a source and belief in making a decision. Although particular features such as norms, attitudes, way, purpose, nature, and value traits are not articulated directly and clearly, he feels that this definition can embody the concepts described above<sup>9</sup>.

It is plain from the preceding explanations of standards that there are a set of characteristics that can aid in the technical identifying of values, and these criteria can be classified as follows:

- a. Values In a situation where there are so many choices, values are controlled and decided by it is good and better.
- b. Values in our conduct, we use a values scale, level, or norm to identify what would be undesirable or desirable.
- c. Values prove to be very helpful in rating various manifestations of experience expressed or implied based on the individual's appraisal process. The representation of these characteristics is formed in light of a number of options for the person who sets the values. Value varies from one person to the next depending on how they are obligated toward this value in various outcomes.
- d. Values in an individual's entity correspond to what he views valuable in his people who experience with all of the accumulated experience.

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<sup>9</sup>Mulyana, R. Mengartikulasikan Pendidikan Nilai. Bandung: Alfabeta. (2004)

- e. Values is tightly affected by human behaviors in multiple settings, allowing the values to define something relates to the individual from his words and deeds in either context.
- f. Values are dividing issues among individuals and groups because humans regularly face settings in which they must choose between multiple possibilities; as a result, the decision will be based on distinct values.

In conclusion, values appear to be a sort of cognitive and emotion spectacles, a means of enabling us to assess the worth of being something, an action, or a goal, based on the criteria provided above. In a nutshell, the word "values" refers to the core guiding ideas that people in a community respect. They are usually moral in nature and are responsible for human behaviors or behavior, whether good or harmful. They are a part of a community's culture, and they help to direct members' actions toward one another, the organization as a whole, and toward other populations with different values. As a result, value always binds human interactions.

## 2. The Importance of Values

Individuals and organizations have a wide range of values. Each of these contributes to a person's or a community's knowledge of life. Individuals and groups of people both seek to achieve their goals. The significance of role in maintaining society's cohesion, setting aims, and maintaining the highest etiquette is clear. Because of their norms,

which protect individuals from selfishness and inconsistency, organizations can overcome obstacles. They make it possible for society's citizens to work toward civilisation by promoting and improving the cultures of the citizens.

The previous logic can be used to deduce individual and societal worth. Following this, Al-jallad spoke on the importance of morals for both individuals and society<sup>10</sup>.

The following is a summary of major issues that demonstrate how core qualities are to a speaker:

- a) Values determine a person's direction in life and his actions. As a result, human is protected from psychological, physical and emotional deviance by the fences. As a result, the human becomes a servant to his impulses, which might bring us to extinction.
- b) In the same way, as active and important individuals have unique values and priorities, values give human beings the energy of life to keep them away from the bad. For these ideals, they feel they have been successful. The incompetent people's values express impotence, despair, dissatisfaction, and pessimism.
- c) Virtue values increase humanity actors and help the person to connect constructively with diverse life circumstances. From

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<sup>10</sup> Al-jallad, M. Z. Learning and Teaching Values, Amman: Dar Al-maseerah Publishing Co. (2010)

achievement to chievement, they acquire self-confidence and earn the trust of others because of their positive behaviors. Such a circumstance makes them happy. Negative values, on the other hand, lead to a decline in the human state. Their self-esteem plummets, causing them to whine and forget that they are the ones responsible for their own demise.

- d) A person is transformed mentally and ethically by values, which direct them to virtue.
- e) When a person gets a chance to convey themselves, they can do so.

In addition, the following essential aspects highlight the relevance of values for society:

- 1) society's survival depends on values. Since values are the foundation and behaviour redirectors of society, societies have persisted due to their values.
- 2) Community identity and distinctiveness are protected through values. Values are the foundation of social and cultural context, as they represent basic characteristics of behavior conduct. Values in all parts of life contribute to forming the character of a group based on its social structure. For this reason, it is important to retain cultural values in order to ensure that society's identity will be preserved in the future. The shrinkage of these values is a sign of the general societal



waning character. Individuals, organizations, and educators need to understand the nature and appropriateness of values.

- 3) When the values in society are powerful, they act as fortresses that protect the public against corrupt actions.
- 4) Values instruct current societal members what they were intended to do in the first place. As methods for evaluating labor and conduct, it gives community members a feeling of life and a reason to stick together to live.
- 5) Values are the glue that holds elements of the community and culture together since they provide a reasonable foundation for the society's participants who are part of a culture.

In countries, values are essential since systems run the humanitarian society. Because of this, it influences how individuals relate to one other in many areas of life. Because values reflect specific ideals that society aims to boost among its people and convey to other communities, they also serve as a benchmark for comparing societies.

It's easy to understand why values matter for individuals and communities alike because they safeguard those elements that make up a decent society. This means that a value-based approach to solving social problems can assist individuals and the community improve their quality of life. As a person's actions and attitudes towards everyone and the environment at large are guided by values, so are their actions and attitudes.

## E. Content Analysis

### 1. The Nature and Purpose of Content Analysis

When most people think of "analysis," they think of "breaking everything down into its essential components." And that's how official documents usually describe analysis. As a result, explained contents refers to that should be included in a communication, whereas literature review refers to the investigation of that should be included in an information exchange. Practically speaking. The practice of using the content of a document to form conclusions from the data about the contents is known as content analysis. Textual analysis is also at the confluence of document observation and analysis. As a result, it is categorized as non or moderate type of social study.

Experts say how to use this technique<sup>11</sup>. Traditionally, content analysis was a quantitative research approach. In Communication Studies, Bernard Berelson released the first comprehensive textbook on content analysis, establishing the methodology as a versatile means of social science and media researchers<sup>12</sup>.

#### a. Types of Content Analysis

The method of assessing text contents is called as content analysis. Three separate types of content analysis are involved.

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<sup>11</sup>Franzosi, Roberto. (2004). *Content Analysis.* In, Alan Bryman and Melissa Hardy (eds), *Handbook of Data Analysis.* Beverly Hills, CA: Sage(2004, p. 547)

<sup>12</sup> Berelson, B & Salter, P.J. Majority and minority Americans: An analysis of magazine fiction, *The Public Opinion Quarterly*, 10: 168-190. (1946)

Many scholars compare the two by examining their features (for example, numerical data versus verbal data). To reconcile the two techniques, a third choice, a hybrid approach, is commonly given as a third option. According to Devi, A method is a method that may be applied with qualitative, quantitative, or both types of data. Textual analysis is a sort of quantitative study examining the content of a source, divided into distinct categories and then presented using statistical displays. The qualitative approach, on the other hand, is described as a research approach for the individual perception of textual data content through a systematic classification stage of coding and finding themes or patterns, which will then be represented through vocal expressions. The researcher will then utilize content analysis as the study's technique<sup>13</sup>.

Hsieh and Shannon also distinguish between three forms of qualitative content analysis: summative, conventional, and guided. Counting and comparing words, general keyword, or content is the first step in summative content analysis, which is followed by the perception of having a meaning. Second, in traditional content analysis, categories are created as a result of the analysis instead of being generated directly from the textual

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<sup>13</sup>Devi, N. B. *Understanding the qualitative and quantitative methods in the context of content analysis*. QQML2009: Qualitative and Quantitative Methods in Libraries, (2009, p. 1), International Conference, Chania Crete Greece, 26-29 May 2009. Retrieved in 20th Oct, 2015 from: [http://www.isast.org/proceedingsQQML2009/PAPERS\\_PDF/Devi-nderstanding\\_the\\_Qualitative\\_and\\_Quantitative\\_Methods\\_PAPERQQML2009.pdf](http://www.isast.org/proceedingsQQML2009/PAPERS_PDF/Devi-nderstanding_the_Qualitative_and_Quantitative_Methods_PAPERQQML2009.pdf),

data. Finally, directed content analysis is the process of applying concepts to a new situation<sup>14</sup>. It implies that first codes are created using a theory or pertinent research findings as a guide. Directed content analysis is suitable in this situation, according to Hsieh and Shannon, where “existing theory or past study concerning a phenomenon that is inadequate” might benefit from more explanation, with the objective of “validating or extending a conceptual framework or theory theoretically.” The researchers will utilize the directed content analysis technique based on the features of each qualitative content analysis since its qualities are appropriate for this study. In particular, the researchers will use to direct the subject of textbook analysis, can use concept of moral values.

b. Procedures of Content Analysis

A set of systematic techniques is required for content analysis. Several processes are based on the opinions of some specialists. According to Ferch, there are 6 essential phases to analyzing a textbook, which are as follows<sup>15</sup>:

- 1) Identifying the sample unit may be the first task.
- 2) Finding the recording units is the second process.

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<sup>14</sup>Hsieh, H., & Shannon, S. E.. *Three approaches to qualitative content analysis*. *Qualitative Health Research*, 15(9),pp.1277–1288. doi:10.1177/1049732305276687(2005, p. 1277)

<sup>15</sup> Ferch, T. Goal One, Communication Standards for Learning Spanish And Level One Spanish Textbook Activities: A Content Analysis. Unpublished doctoral of Philosophy Dissertation, The Graduate Faculty of The University of Akron. p.47, Retrieved in 20th Mei, (2005). 2015 from [http://www.ohiolink.edu/etd/sendpdf.cgi?acc\\_num=akron1123082750](http://www.ohiolink.edu/etd/sendpdf.cgi?acc_num=akron1123082750)

- 3) Developing code categories and forms.
- 4) Going to assess the coding forms
- 5) Data coding and recording operations
- 6) Reviewing the data

Throughout this, the processes and techniques included in the content analysis are discussed. There are:

- a) Determining purposes, researchers determine the precise goals that must be met.
- b) Fining terms. researchers must decide which concepts to investigate, such
- c) As violence, democracy, moral ideals, and so on. It must be specified
- d) Explicitly either before or during the investigation.
- e) Specifying the analysis unit, the unit of analysis to be utilized for conducting studies must be specified by the researchers. Words, sentences, phrases, artworks, and so on.
- f) Creating a sample strategy, researchers create a sampling strategy.
- g) Words, phrases, sentences, paragraphs, chapters, books, and authors can all be sampled at one or more levels.
- h) After the researchers have established as clearly as possible which features of the content will be studied, he or she should create coding categories that are important to the inquiry.

- i) Analyzing data, researchers use a narrative description to arrange and explain the research results.

Furthermore, investigations that use content analysis often follow the 6 stages outlined below: Development of the study question or objectives; second, content and sample selection; third, content category creation; fourth, analysis unit finalization; fifth, coding schedule preparation, sampling plan, and interrater reliabilities; and sixth, data analysis.

Furthermore, content study began sets the method of data analysis (for example, word, sentences) and the category to use for research, codes and summarize the texts using a sampling of texts (the units), adds up or documents the instances of sentences, codes, and categorization, and would then generates an analysis of the findings or categorizes to conclude.

Every text is divided or split down into even more reasonable categories at a variety of levels to do a content analysis, as detailed above: term, word sentence, phrase, and themes. Then one of the basic content analysis methods should be used to evaluate it. This will aid the researcher in organizing the data and making it more accessible to the public. The data is then organized, analyzed, and interpreted verbally by the researchers.

## CHAPTER III

### RESEARCH METHOD

#### A. The Types and Characteristics of Research

In this case, the researcher examined the 2013 revised 2017 edition of the English language textbook issued by the Ministry of Education and Culture of the Republic of Indonesia, which would be utilized as study material. The role of moral principles in textbook for learning in the eighth grade of high school was examined by researchers in the text “When English Rings a Bell”. The qualitative research method was chosen for this research.

The researcher used a component called as a data instrument to collect the information. In this example, the writer was the primary research instrument because he was personally Reading, analyzing, and assessing English textbooks published by the Ministry of Education and Culture for junior high children in years seven through nine were used in study.

Qualitative research can create a basis for new ideas. The notions will be used to analyze the social dynamics such as Indonesian students' schooling. Qualitative research can be defined as an individual or group's investigation and interpretation of a human or societal issue.

The descriptive method entails reality and objectives. This study looks into societal issues and the methods that apply in certain situations, such as relations, activities, attitudes, and attitudes, and other current processes and the impact of a phenomenon.

A description of the descriptive analysis is given. Address research questions that is used to describe and answer problems about a phenomenon or world events, whether they are about physical processes in a single value or similarity and or analysis of various variables, which means variables that can be studied can be single or multiple variables. Descriptive research aims to identify an event or situation that has captured the public's attention without providing it particular treatment.

This method was selected by the researcher because it is important to gather genuine data in the field during study, which can subsequently be examined. Furthermore, descriptive statistic is used in the same study because it is thought to be quite precise. The author can provide a variety of research and data sources, including expert opinions and interview observations, that can be used to aid in this research. Descriptive study isn't just about collecting information or gathering information.

## **B. Data Analysis Technique**

In this data analysis of qualitative research starts to analyze the data by using:

1. The researcher did the research from reading comprehension based on the textbook “Bahasa Inggris: “When English Rings a Bell” published by Indonesia Ministry of Education and moral values to learn the content of the textbook by looking each chapter.
2. The researcher found the utterances and pictorial data that represented moral values education values in every chapter.



3. The researcher collected the data of seven moral values found in each chapter of the textbook.
4. The researcher analyzed the data regarding the completeness of moral values education values based on the research question.
5. The researcher classified and interpreted the content based on the finding of each moral values and education values.

### **C. Data Collecting Technique**

The data collected for this research was accomplished in a methodical manner. Documentation was used by the researcher. The researcher then attempted to collect data using an English textbook paper during the research process. After gathering data, the researcher used relevant standards between the results and the research topic to pick the data.

The researcher used content analysis in selecting data. Content analysis is a sociology method for understanding recorded human communication, such as news, policy papers, notes, and even video or novels, which mostly consists of written text. The aim of qualitative research is to convert a significant volume of material into a well structured and concise summary of the essential result.

There is a hand-guide to do collecting data in content analysis:

#### **1. Condensation**

Condensation is the process of reducing a text while maintaining the primary meaning remain. The researcher looked at the facts out from

textbook. Moral values education values are the main point of this research to be investigated.

## 2. Code

A code can be regarded of as a labelling name that almost better reflects the meaning unit in inquiry. In these procedures, the researcher has applied a title to each of the textbook's morality.

## 3. Category

A category is produced by combining together codes that have been linked to one another in terms of content or context. In other words, moral values are divided into eighteen types.

## 4. Theme

This process involves the conclusion from the data presented as a category. The data collection was shown in two themes. There are utterance data (saying or expressing something by using words) and pictorial data (every picture found in the textbook).

### **D. Data Analysis Procedures**

To evaluate the data in this study, the researcher applied the entire methods of content analysis based on Cohen's numerous steps of content analysis. The method was as follows:

1. Represent the population from whom text units will be derived. The word "population" had been used to define not just persons, but also, and most importantly, literature (the domains of the analysis). The writer chose one English textbook for Junior High School Students in

eighth grade from Ministry of Education and Culture to assess for this study.

2. Define the units of analysis.

This can occur at many multiple levels, besides a single word, phrase, sentence, book, people, and themes. The writer investigated and analyzed all topics of course that were related to the study aim after selecting numerous resources to be sampled. The integrity of The Ministry of Education and Culture gives words, signs, and pictures in each activity in the academic category of English textbooks for Junior High School Students in the 8th grade was examined and analyzed. The information was acquired by looking at the textbooks' characteristics and recording the incidence of each textbook in respect to specific moral value categories.

3. Construct the categories of analysis.

The word "categori" refers to the basic grouping of notions of fundamental elements and show alignment between groups of objects. The method for developing moral values was based on information analysis. Borba's classification of values as an analysis method for determining the presence of such ethics in the information of one English textbook published by the Ministry of Education and Culture for the eighth grade and used as a case study evaluated. Based on

Borba's classification and the preceding classifications in chapter two<sup>1</sup>.

Borba's moral values were listed by the author: The following were the seven value domains:

- a) Empathy,
- b) Conscience,
- c) Self-control,
- d) Respect,
- e) Kindness,
- f) Tolerance,
- g) Fairness

Because the focus of this thesis was to identify the latent values in one English textbook released by the Ministry of Education and Culture for Junior High School Students in Year 1, the researcher decided to use the literature review to change the values categorization.

#### 4. Conduct the data analysis

The research could keep count from the frequency once the data had been coded and classified, of the each code or sentence in the document, and the phrases in each category. The prevalence of every value in each subcategory were estimated by the researcher textbook after settling on the codes and categories. As a result, the writer might continue his or her research to define and identify all of the moral ideals in the textbook.

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<sup>1</sup> Borba, Michele. (2008). *Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do The Right Thing* (Translated by Lina Jusuf). Jakarta: PT. Gramedia PustakaUtama.

#### 5. Summarizing

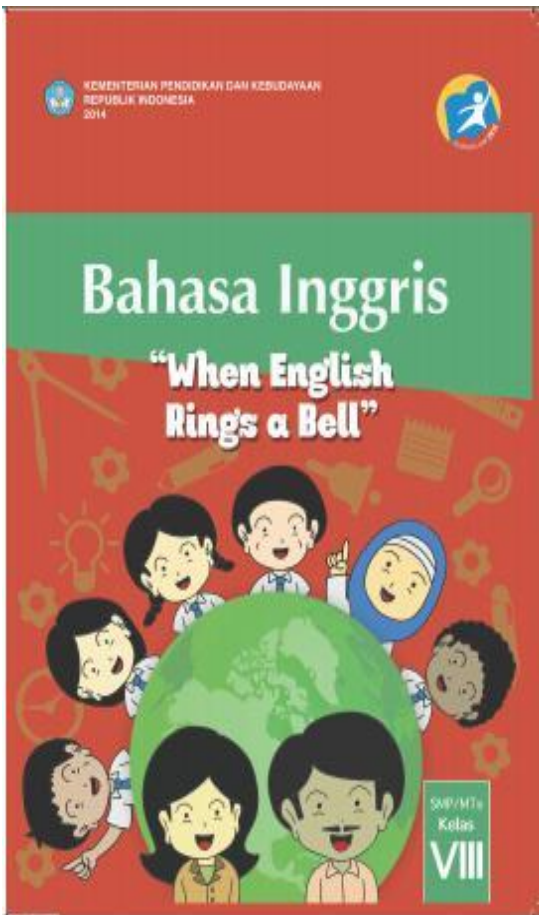
The researchers were able to write a summary of the essential elements of the scenario that had been investigated up to this point. Key variables, challenges, concepts, and areas for further research were indicated in the summary.

#### 6. Making speculative inferences

This was a pivotal time since it changed the study from explanation to inference. Theory generation was fueled by the procedure of hypothesis generation, or the setting of working hypotheses. Finally, the author concluded whether or not the incorporation of moral principles hidden in English textbooks published by the Ministry of Education and Culture for Junior High School Students in grades 7 to 9 had been detected.

### **E. Unit of Analysis**

The unit of analysis for this research is an English textbook published by Ministry of Education and Culture for Junior High School Students. Here are the titles of the three textbooks: Indonesia. Ministry of Education and Culture. (2014). English: "When English Rings a Bell" SMP/MTs Class VIII. Jakarta : Ministry of Education and Culture.



Title	:	Bahasa Inggris “When English Rings a Bell”
Author	:	Siti Wachidah and Asep Gunawan
Editor	:	Emi Emilia and R. Safrina
Publication Year	:	2014
Publisher	:	Kementerian Pendidikan dan Kebudayaan
Grade	:	VIII
Pages	:	226
Physical size	:	17.5 cm x 25 cm
Chapters	:	12

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

##### 1. Description of Result Book “When English Rings a Bell”

This section presents the results of Moral Values in English Textbooks for the Eighth Grade Student Entitled “When English Rings a Bell” (Revised 2017) Used by Middle School. The following is an explanation with the results of the English analysis study Textbook "When English Ring a Bell" which deals with 7 types of moral values in textbooks "When English Rings a Bell" was written by Siti Wachidah and Asep Gunawan, publisher of the Ministry of Education and Culture.

##### 2. Description of Result Data

7 Moral values are found in the eighth-grade English textbook "When English Rings a Bell" for junior high school students. Type properties will be described in this section by using examples from the data. Those moral values are Empathy, Conscience, Self-Control, Respect, Kindness, Tolerance, Fairness.

###### (a) Empathy

According to Goleman, person's feelings to understand someone people's views and situations, to think from their perspective, and to respect other people's varied points of view on issues<sup>1</sup>. Empathy


---

<sup>1</sup> Daniel Goleman in Working with Emotional Intelligence. Barrack Obama - 2006

is described as sympathy and concern for others, according to Asih and Pratiwi<sup>2</sup>.

Empathy is now one of 6 moral beliefs used in the book "When English Rings a Book," along with some instances of empathy's moral values.

Read the statements correctly and clearly. First, repeat after me.



1. Adnan: "My mum is out of town today. My dad is also very busy. But he will come to my school to collect my report."
2. Lathan: "My aunt is often angry with my cousin, Lusi. She makes mistakes but she will not do the cleaning. She will not even clean her own room."
3. Gunawan: "My uncle paints his own house. When he has time, he will paint our house too."
4. Diah: "My brother loves sport. He thinks that exercise is the best way to be healthy. For his health, he will walk 2 kilometers to his office everyday."
5. Puspita: "I will help you to fix the table, if I can. But I can't, so I will not help you."
6. Dewi: "I will get up early and go to swim at six, but we should go home before 10, ok?"
7. Mrs. Wike: "With good examples from the teachers, I'm sure the students will go to school on foot or on a bicycle."
8. Mrs. Wutandari: "The little boy is very spoiled. He will not stop crying before his mother buys him the toys he wants."

(P34)


If moral values were also emphatically contained in a picture of a task, in which such moral values are usually fathomed by students, it is attracted from a task values on the image in which the character does do something praiseworthy, such as respecting other peoples views, and this character values are also found in an another picture below!

<sup>2</sup> Asih & Pratiwi. (2010). Perilaku prososial ditinjau dari empati dan kematangan emosi. Jurnal Psikologi, 1, No. 1.



My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. *But* I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is very sweaty after he plays football and he does not take to bath straight away. He drinkstoo much soft drinks. He does not like fresh water. I'm often worried about his health.

(P148)



Beni is telling Udin that he slept only for three hours last night. Say the speakers' sentences correctly and clearly. First, repeat after me.

You look tired and sleepy. Why?

I only slept for three hours last night. At ten we heard a cry from Mrs. Wayan's home. She is our next door neighbour. She's 70 years old and very weak. She lives alone. We went there quickly, and we found her on the floor. She just fell. She could not move her hands and her legs. At 10.30, my parents and I took Mrs. Wayan to hospital. My father and I sat in the front seats. In the back seats, my mum was holding Mrs. Wayan. In the emergency room, a doctor examined her. Then he said Mrs. Wayan had to stay in the hospital. When she was asleep in the ward, we went home. It was 2 a.m.

(P191)

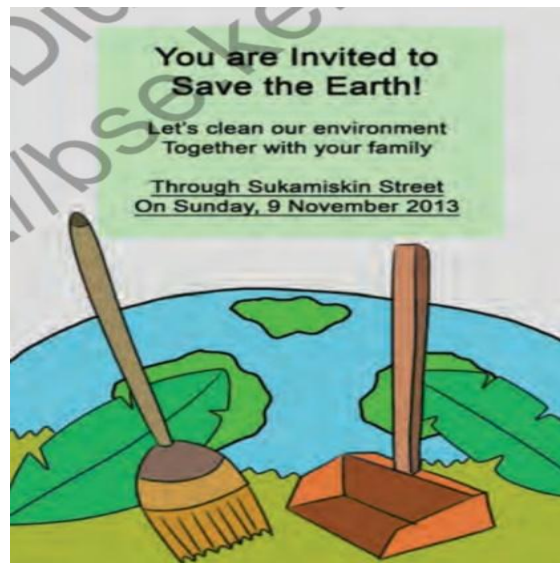




## (b) Conscience

Conscience is a cognitive technique that incorporates rational feelings and associations based on a person's moral point of view or value system. From a religious standpoint, conscience is generally associated with a morality that is common to all human beings, with a good cosmos, or with a divine presence.

Moral principles Conscience was discovered in this English textbook "When English Rings a Bell" where there are ten moral values of consciousness that can be observed in (P57) where all values can be found in a text chat on an image and also in a practice text, as can be seen in some of the images below!



(P57)

I concluded if the moral values are integrated in a text, values may be seen in a document of exactly in language base on an image above in pages 57. "You Are Invited To Save The Earth!" and teaching the student's to understand the feelings of others.

What do smart students do everyday?

- They get up early. They make their beds. They also help to prepare the breakfast for the family.
- They do the housework. Some students wash the dishes. Some students clean the bathroom. Some of them water the plants.
- They never get to school late. They are always on time. Some walk to school. Some take public transport.
- They use English with their friends and teachers. They ask questions in English. They answer questions in English too.
- After school, they go home straight away. They do not play in wrong places in their uniform.

(P76)

(P77)

Observing and Questioning

6  
Late afternoon, some students exercise to be healthy. Many students some do extra-curricular activities.

7  
They do the house work again. They sometimes play the games or chat with friends.

8  
They have dinner with their family. They don't forget to pray first before they eat. They help their parents to wash the dishes.

9  
They do their homework. They study for the next day. Then, they go to bed early.

From two picture, moral values conscience contained in the picture by shows the character They get up early. The make their beds each morning. They also assist in the creation of the family's breakfast with communicating openly.

(P86)

Look at the picture below! What are the people in the picture doing?

Siti is mopping the floor.

Lina is erasing the whiteboard.

Beni is sweeping the floor.

Udin is putting the book into the shelf.

Dayu is throwing the rubbish into the trashcan.

1. Ratna: "Getting a bad mark is bad. But cheating is worse. It is not honest."
2. Mariska: "These oranges are bad. They do not look fresh. But these mangoes are worse. They are rotten. You cannot eat them."
3. Thomas: "Smoking is bad. But smoking in public is worse."
4. Firman: "This small comic is bad for children. But, the big one is worse, because there are many bad words in it."
5. Andi: "The road was bad. And after the flood, it certainly became worse."

(P122)

Another example can be found on pages 87, where it moral values of Conscience had been found in text, taken from conversation responders who always give accurate information. The same condition can also be found on pages 122, that these values were found in a conversation text, as a reference you can see some pictures below!

**I'm proud of Indonesia**

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

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

We have a lot of islands. The big ones are Papua, Kalimantan, Sumatra, Sulawesi, and Java. Of the five islands, Java is the smallest, but it is the most populated one. We can find people from around Indonesia. Indonesia also has many mountains. Many of them are still active and can erupt any time. We call them volcanoes, like Sinabung and Merapi in Sumatra, Merapi in Java, and Lokon in South Sulawesi. When they erupt they bring out very hot lava from inside the earth.

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

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

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

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

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

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

Class VIII B, SMP Muda Berkarya, Bandung  
January 2014

(P155)

I will read you a fable. The title is "Mousedeer and Crocodile." Listen carefully. I will ask you to repeat after him/her, sentence by sentence. I will also invite you to talk about the story. If you have any problem, ask me for help.



What can we learn from the story?

**(P215)**

1. What can we learn from Mousedeer?
2. What can we learn from Crocodile?
3. Is it good to cheat to get what you want?
4. What would you do if you were Mousedeer?
5. What would you do if you were Crocodile?


(c) Self-Control

The opinion of self-control is expressed by Colhoun and Acocella, Tangney, Baumeister & Boone. Calhoun and Acocella Self-control is understood as a set of a person's physical, emotional, and behavioral processes, or a set of processes that shape him<sup>3</sup>. The definition in question emphasizes the ability to manage, which must be provided as both a provider to form patterns of behavior in individuals, that either includes the full process that forms within the individual of physical, physiological, and behavioral settings, as well as this self-control moral values. 17 moral values and This character also was found in the English textbook "When English Rings a Bell," but there's not much of this English textbook, as can be seen below!


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<sup>3</sup> Acocella, J.R., & Calhoun, J.F. (1990). Psikologi Tentang Penyesuaian dan Hubungan Kemanusiaan (Alih bahasa: Satmoko, R.S). Semarang: IKIP Press

What do smart students do everyday?




1




They get up early. They make their beds. They also help to prepare the breakfast for the family.

2




They do the housework. Some students wash the dishes. Some students clean the bathroom. Some students water the plants.

3




They never get to school late. They are always on time. Some walk to school. Some take public transport.

4



They use English with their friends and teachers. They ask questions in English. They answer questions in English too.

5



After school, they go home straight away. They do not play in wrong places in their uniform.

(P76)

6



Late afternoon, some students exercise to be healthy. Many students some do extra-curricular activities.

7



They do the house work again. They sometimes play the games or chat with friends.

8



They have dinner with their family. They don't forget to pray first before they eat. They help their parents to wash the dishes.

9



They do their homework. They study for the next day. Then, they go to bed early.

(P77)

The student's self-control be reinforced in the picture above, for example, students do not play in undesirable settings in their uniform. Some students exercise mostly in late afternoon to tone up. Many children engage in extracurricular activities, and some do so regularly. They start all over with housework. Indirectly, this



work means teaching of self-control and when they should use it.

I think Edo is a very good student. He's more diligent than any of us! He always gets good marks in all subjects.

(P115)



You did not like Math in primary school?

No, I did not like Math because the teacher did not explain it clearly. But now it is my favourite subject because Mr. Sihombing explains it clearly.

Is Edo here?

No, He is sick. He caught the flu yesterday. He walked home when it was raining hard.

Are you going to eat your lunch now?

Not It is my breakfast. I did not have breakfast before I went to school this morning. I woke up at six because I went to bed very late last night. I did my homework until ten.

You know I never come late to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.

(P160)


Day 13

We **have** no helper, so my mum, my dad, my sister, and I **do** the chores ourselves. We **make** the bed. We **wash** and **iron** our clothes. We also **dust** the furniture. We **sweep** and **mop** the floor everyday. I often **go** to the shop **to buy** sugar, soap, oil, salt, rice, vegetables, fruits, and so on.

Day 14

In the past only my mum **cooked** for us. Now, my brother and I often **cook** for the family. We **fry** eggs and make fried rice or noodles. When I **lost** something, everybody else **found** it for me. Now, when I **lose** something, I **find** it myself.

(P170)



My mom was invited to a teacher training for one week in Jakarta. Before she went there, she wrote many notes for us, on a piece of paper and then stuck the paper on the board in the living room.

- Wash the dishes straight away after you finish eating.
- Sweep the floor twice a day in the morning before you go to school and in the afternoon.
- You can play games, but make sure you do your homeworks first.
- Turn off the lights before you go to bed.
- You have a lot of fruits in the refrigerator. Eat enough fruit and vegetable everyday.
- Don't forget to water the plant in the afternoon!
- Always have breakfast before you go to school.
- Dry the towels on the line after you take a bath.
- Don't make a mess. Put your dirty clothes in the basket.
- Make sure the backdoor is locked before you go to bed.
- Don't forget to close the windows before you leave the house.
- Make the bed every morning!
- Mop the floor at least every two days.

(P200)

#### (d) Respect

Respect is self-awareness in respecting and treating others both older and younger and limiting oneself so as not to hurt the hearts and feelings of others, because respect is a value that must be grown in oneself in order to become a human being who can respect, and behavioral settings, as well the moral values of respect in the English textbook "When English Rings a Bell" There are 24 moral values of respect For the detail can be seen below!



Excuse me, Ma'am. What is 'attention' in Bahasa?

Attention is /perhatian/.

Sir, may I wash my hands?

Sure.

Hey, let's go to the canteen!

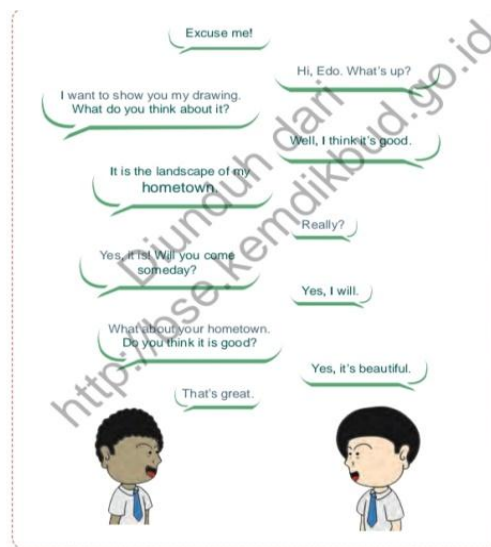
Sure. Let's go.

(P8)





(P12)



P16)



(P24)

Based on a picture above in pages 8,12,24, I found if the moral values respect contained in a text conversation, in which doing by one of animation character students who has respected his teacher, the moral values can be seen in a text of conversation for exactly in sentence "Excuse me, Ma'am. What is 'Attention' in Bahasa" and indirectly teaching the student's to being respect in every situation.

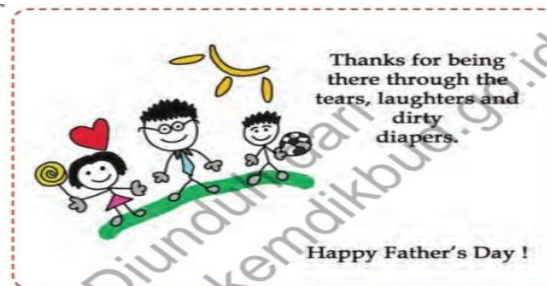
1. Mrs. Harum: "I'm very proud of Siti. Now she can help me with the housework. She can get up early herself. She can sweep the house before school."
2. Rani: "Yuli can make fried rice, and she can fry the egg nicely. She can also serve fried rice beautifully with tomatoes and celery."
3. Mr. Adnan: "It is not easy to read a story to your friends loudly and correctly. But, I'm happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly."
4. Denata: "Falima always speaks softly, but when she sings, she can sing very loudly."
5. Mrs. Fauzia: "Birds can fly because they have wings. We don't have wings, so we cannot fly. But we can make planes. With a plane we can fly very high and go to far places."
6. Mr. Rendi: "We cannot swim across the sea, but with a boat or a ship, we can go to other islands."
7. Mrs. Gracia: "The text is long and there are many new words in it. It is not easy to read. But you can work together. If you read it together, I'm sure you can understand it easily."
8. Widi: "My nephew, Anton, is only two years old. But he is smart. He can go up the stairs himself. He can also go down easily."

(P28)

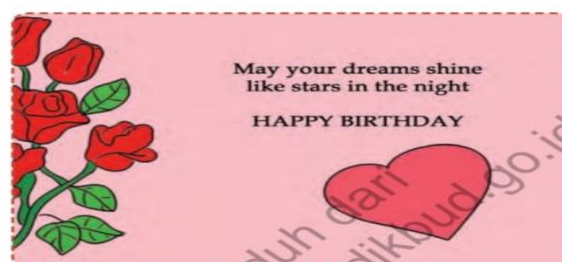


(P54)

For another example, we can see in picture pages 28 at which moral values of respect are been found in text, so it was created from conversation responders who always gave true information. The same condition can also be seen in picture pages 62 where values could be found in a conversation text, and as a mention you can see some images below!




(P62)



(P63)





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

(P64)



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

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

(P146)

(e) Kindness

Kindness is a human trait that is considered good according to the prevailing system of norms and general views. Kindness is a condition and action that can be accepted by the community because it is humanly acceptable and can provide comfort for them, and the moral values of kindness in the book “When English Rings a Bell” there are 28 and among them there are several picture that illustrate the moral values of kindness.



(P50)

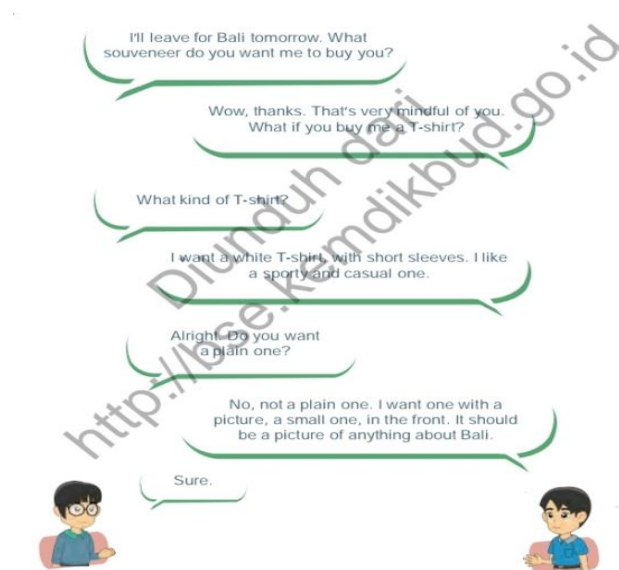
1. Lina : "Can I use your pen?"  
Dayu : "Sure. Take the green one."  
"Don't use the red one. There's no ink on it."
2. Udin : "Is this seat taken? Can I sit here?"  
Edo : "No, the chair's leg is loose. Don't sit on it."  
"Please take the seat near the window."
3. Siti : "Let's wrap the gift for Lina. Can we do it on your table?"  
Beni : "Please do, but don't make a mess."
4. Udin : "It's very cold. Can I wear your jacket?"  
Edo : "Sure. I have two jackets."  
"Don't forget to wash before you return it to me, ok?"
5. Dayu : "Hey, Lina is a girl. You can buy her a baby doll. Don't buy her a car toy."

(P27)

When moral values kindness are present in the image of text, we could see these moral values are difficult for learners to realize, and that these character values can hard to interpret, also found in another picture below!



(P146)



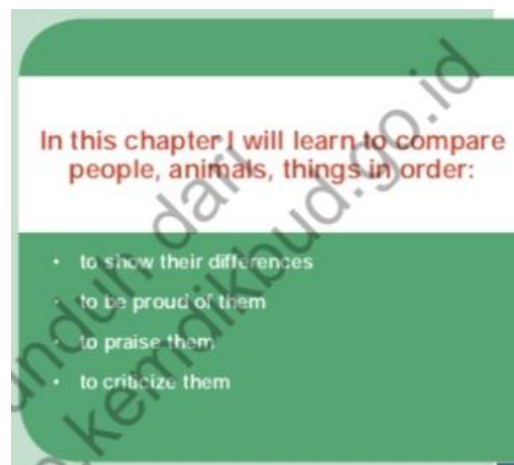
(P136)

## (f) Tolerance

As per the Indonesian Ministry of Education, tolerance is identified as "views and behaviors that respect differences in spirituality, race, ethnicity, opinions, mindsets, or activities more who are unique from themselves, and moral values." There are four moral values that can be



found in the English textbook "When English Rings a Bell" on pages 14 and 17, with a picture and explanation below!



(P108)

Let's enjoy the song!



The More We Get Together

Traditional American Song

Allegro



The more we get to - ge - ther, to - ge - ther, to - ge - ther. The more we get to - ge - ther, the hap - pi - er we'll be. For our friends are my friends and my friends are your friends. The more we get to - ge - ther, The hap - pi - er we'll be.

*The more we get together, together, together.  
The more we get together, the happier we'll be.  
For our friends are my friends and my friends are your friends,  
The more we get together the happier we'll be.*

Let's make a little circle dance by joining hands and walking around to the beat of the song, first to the left then change to the right.  
For 'the more we get together' we come towards the middle of the circle and with hands still joined, raising them in the air.  
Then fall back again into the circle.  
For 'your friends are my friends, etc.', each student, points to a friend and to oneself before starting the whole circle again.

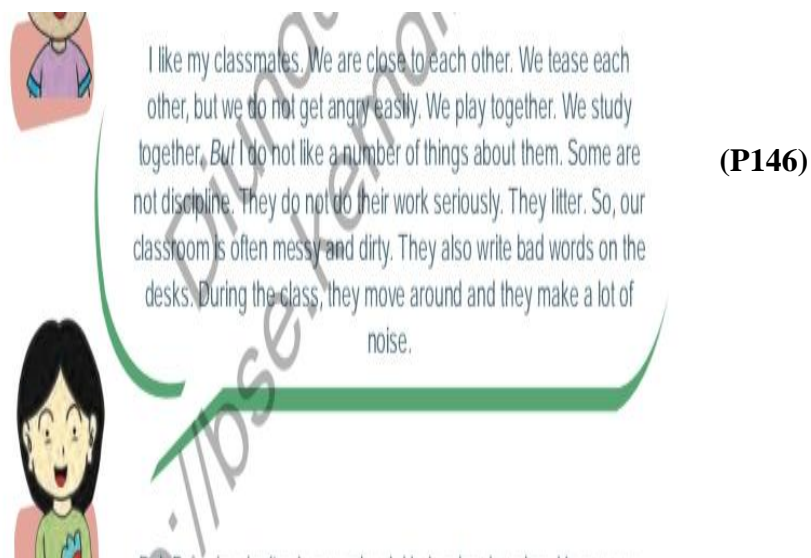


(P223)

We can see a conversation of two kids in the picture above, and then these students are talking "music." Ignoring the fact how this picture just has one text, I can see the moral values about tolerance contained as a researcher.

## (g) Fairness

According to W.J.S Poerwodarminto, the word fair means impartial, there must be no arbitrariness and impartiality<sup>4</sup>. So Fairness basically treats a person or other party according to their rights, meaning that fairness does not have to be the same, and there is only 1 moral values of fairness, this moral values is not contained in this English textbook, for details see the picture below!



From one picture , moral values fairness As seen in the image is the moral values in fairness with information that's also true.

<sup>4</sup> Poerwadarminta W.J.S. Kamus Umum Bahasa Indonesia, PN Balai Pustaka, Jakarta. (1976.)



## B. Discussion

It was found, based on the research findings, that there are types 7 moral English textbook values “When English Rings a Bell” (1) Empathy. (2) Conscience. (3) Self-Control. (4) Respect. (5) Kindness (6) Tolerance (7) Fairness. And the 7 moral values found found in 223 pages of the English textbook "When English Rings a Bell" as the final result. The moral values found where 90 consisting of 24 Respect moral values, 10 Consience moral values, 17 Self-control moral values, 6 empathy moral values, 1 Fairness moral values. When referring to Borba’s 7 moral values, and the highest moral values that is often found is the kindness 28 moral values, and the lowest is the fairness moral values which only has 1. And The summary below observes what the researcher found!

### 1. Empathy

Empathy In the English textbook "When English Rings a Bell," values are observed. And there are six moral values of empathy that are imparted the use of a picture as a platform.

### 2. Conscience

In this English textbook there are 10 moral values of consience. In the text, we can see if the moral values in the picture provide truthful information about something, there for a students can learn that the moral values of how the characters in the correct information, and imitate.

### 3. Self-Control

This moral value of independence is 17 which is one of the prevailing and is readily recognized in this English textbook; it is most known to occur in task instruction, as students are given the opportunity to develop their own task.

### 4. Respect

There are 24 moral values contained in this English textbook, nearly all of which moral values are in work instruction by giving the students many tasks to do, others and implicitly in pictures after this English textbook.

### 5. Kindness

In this English textbook there are 28 moral values, which is said that moral values are contained in a conversation text in that text we can see whether that value is on the pictures of conversation offering a true information about something, and the students can learn moral values with how that value in the that conversation delivers a correct information, and imitate it.

### 6. Tolerance

Tolerance values can be found in this English textbook, although they are just actually referenced, because there are only 4 moral values of tolerance where these moral values are contained in a conversation picture, values that provide tolerance for mistakes that occur. In the conversation.

## 7. Fairness

The values of Fairness become one of the dominate and are easy to find in this English textbook, because there is only 1 values of tolerance in the book “When English Rings a Bell” which can generally be found in the instruction of assignments, and some are implied in the picture from this English textbook.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

There are some findings that can be made in this research based on data and discussions in Chapter IV, kinds of moral values that present moral values in the English textbook "When English Rings a Bell" for eighth graders of junior high school. There are 7 moral values described by Borba Michele. Empathy, conscience, self-control, respect, kindness, tolerance, & fairness are just values that can be present in a person. The kinds of moral values to present 7 moral values in this English textbook are the most common, namely kindness, there are 28 moral values, the lowest moral value is fairness, only 1 moral value, there are 6 moral values empathy, there are 10 moral values conscience, there are 17 moral values self-control, there are 24 moral values respect, there are 4 moral values tolerance.

The conclusion is, the presenting of 7 kinds of moral values in this English textbook is more dominant to the moral values of Kindness and generally because this book is mainly for eighth grade students, the cash in text conversations or more in the text, or whether this textbook could be evolved to students' attentive skills, either at this phase middle schoolers find it easier to grasp an idea if it is way data, concisely, and simply. Rather than just being able to explain in abstract form.

## **B. Suggestions**

In light of the previous findings, I, as the researcher, has chosen to make some advice to the English teacher of the pupils as well as other researchers.

### 1. For the students

Students should read that English textbook more slow in need to comprehend the moral values.

### 2. For the teacher

For using this English textbooks, the teacher's power to influence all tasks will be stronger, thus some teaching from any of the textbooks may burden learners and make student learning ineffective. By using this English textbook, the teacher is able to wield influence over all activity.

### 3. For other researcher

I'd like other researchers who want to research this subject using same procedure, steps, or subject as these researchers to develop explicit information as to how to perform it, as well as more information on the data collected, is because users would not create a presented error.

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# **APPENDICES**

## APPENDICES I

Appendices 1 The of English Textbook for Eighth Grade: “Indonesia. Kementrian Pendidikan dan Kebudayaan. (2017). Bahasa Inggris: When English Rings a Bell SMP/MTs Kelas VIII. Jakarta: Kementerian Pendidikan dan Kebudayaan.”

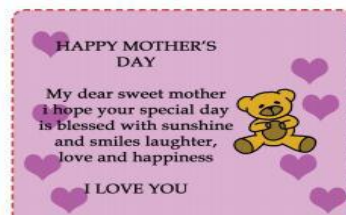
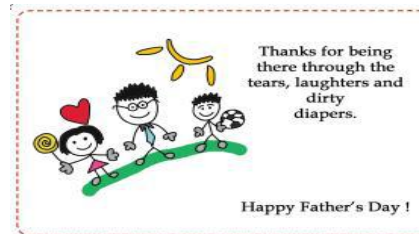
No	Chapter and Topics	Corpus	Categories of Borba’s Moral Values
1	Chapter I. It’s English time!	“In this chapter, I will learn: to give my opinions and ask for my friends’ opinions and show my appreciation to my friends” p.8	Respect
2		<p>“Excuse me, Ma’am. What is “attention” in Bahasa? Attention is /perhatian/” p. 12,  “great! I think that is a beautiful invitation card. I like it.”, &amp; “your picture is beautiful! I like the color. What a wonderful picture!” p. 16  “I want to show you my drawing. What do think about it? I think it’s good” p. 19 &amp; “Look, this is my cat. She is cute isn’t she? Yes, I think she’s cute.” p.24</p> <p>p. 11</p>	<p>Respect</p> <p>Respect</p> <p>Respect</p> <p>Respect</p>

3	Chapter II. Can you play the guitar?	<p>“in this chapter, I will learn: to state and ask if one can do something and to state and ask if one will do something” p. 26</p> <p>“Mrs. Harum: I’m very proud of siti. Now She can help me with the housework. She can get up early herself. She can sweep the house before school” &amp;</p> <p>“Mr. Adnan: “it is not easy to read a story to your friend loudly and correctly. But I’m happy that many of you can do it well. Adi still makes mistakes, but he can read his story loudly” p. 28</p> <p>“Can you help me? Certainly” p. 27, “Beni, will you close th window, please? I’ll do it. p. 33, &amp; “Udin, will you help me to bring this book? Sure. “will you please pass the salt? Here you are.” p.33</p> <p>“I will help you to fix the table, if I can. But I can’t,” p. 34</p>	<p>Kindness</p> <p>Respect, Kindness &amp; self-control</p> <p>Respect</p> <p>Kindness</p> <p>Empathy</p>
4	Chapter III. Would you like to come?	<p>“In this chapter, I will learn: to give and respond to instructions, to give respond and prohibition, to ask permission” p. 41</p> <p>“Lina : Can I use your pen? Dayu: Sure, take the green one.” &amp; “Udin : it’s very cold. Can I wear your jacket? Edo : sure. I have two jackets.” p.50</p>	<p>Kindness</p> <p>Kindness</p> <p>Kindness</p>

		 <p>“A: I don’t have scissor. B : Here, I bring it. you can use mine.” p.53 “A : but I don’t bring any pen, may I borrow yours? B : sure, here it is.” p.54</p> <p>“A : Happy birthday!, nothing I could say but everything for your best always. B: It’s very kind of you. Thanks a lot, Ben” p. 54</p>	<p>Kindness</p> <p>Respect</p>
5	Chapter IV. You are invited!	<p>“In this chapter, I will learn: to make a personal invitation, and to make greeting card” p. 57</p>  <p>“Let’s clean our environment together with your family” p. 60</p>	<p>Respect</p> <p>Conscience &amp; Self-control</p> <p>kindness &amp; Selfcontrol</p> <p>Respect</p>



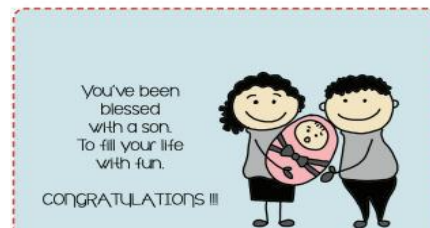
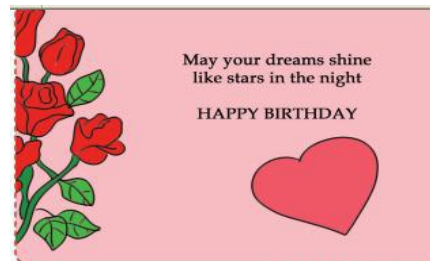
Now I'll show you some greeting cards that my classmate and I made for Lina. Here they are!



Respect


Respect

“Here are other examples of greeting card.”p. 63



p. 64

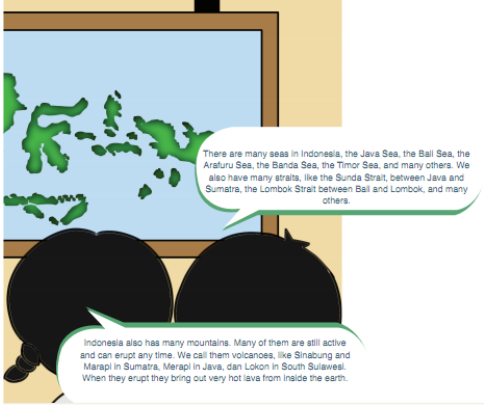
6	Chapter V. My Uncle is a zookeeper	<p>“in this chapter I will learn to communicate states and events that happens routinely or as general truth, in order: to appreciate the nature, to show</p> <p>my pride of something, to give good and bad sample” p. 67</p> <p>“What do smart students do every day? They make their beds. They also help to prepare the breakfast for the family. They do the housework. Some students wash the dishes. Some students clean the bathroom. Some students water the plants. They never get to school late. They are always on time. Some walk to school. Some take public transport. They use English with their friends and teachers. They ask question in English. They answer questions in English too. After school, they go home straight away. They do not play in wrong places in their uniform. Later afternoon, some students exercise to be healthy. Many students some do extra-curricular activities. They do the house work again. They sometimes play the games or chat with friends. They have dinner with their family. They don’t forget to pray first before they eat. They help their parents to wash the dishes. They do their homework. They study for the next day. Then, they go to bed early.” p. 76–77</p>	<p>Respect</p> <p>Kindnes</p> <p>Self-control, Kindness and Conscience</p> <p>Self-control, Kindness and Conscience</p> <p>Self-Control</p> <p>Self-control, Kindness and Conscience</p>
7	Chapter VI. What are you doing?	<p>“In this chapter I will learn to communicate states and events in progress, in order: to share the information with others and to explain why thing are happening” p.86</p>	<p>Kindness</p> <p>Conscience and Self</p>

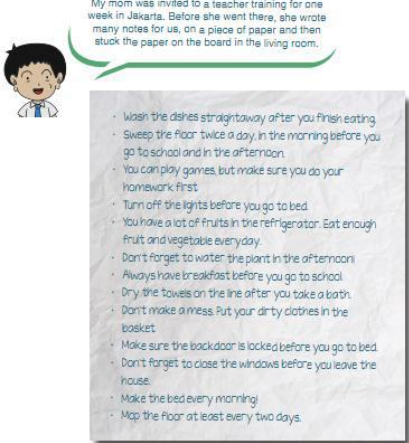
		 <p>Siti is mopping the floor.   Lina is erasing the whiteboard.   Beni is sweeping the floor.   Udin is putting the book into the shelf.   Dayu is throwing the rubbish into the trashcan.</p> <p>p.87</p> <p>“Siti is mopping the floor. Lina is erasing the whiteboard. Beni is sweeping the floor. Udin is putting the book into the shelf. Dayu is throwing the rubbish into trashcan.” p. 87</p> <p>“A: Oh, great, she can run so fast, although her body is small. A: Rani has so many friends even though she does not have much money. B : She’s friendly and helpful, so everyone like her.” p. 104</p>	<p>Control</p> <p>Kindness</p> <p>Self-control &amp; Kindness</p>
8	<p>Chapter VII. Bigger is not always better!</p>	<p>“in this chapter I will learn to compare people, animals, things in order: to show their differences, to be proud of them, to praise them, to criticize them.” p. 108</p> <p>“I think Edo is a very good student. He’s more diligent than any of us. He always gets good marks in all subject” p. 115</p> <p>“Ratna : Getting a bad mark is bad. But cheating is worse. It is honest.” &amp; “Thomas: Smoking is bad. But smoking in public is worse.” p.122</p> <p>“I’m proud of my mother, we have to contribute harder for our town. p.129</p>	<p>Tolerance</p> <p>Self-control</p> <p>Conscience, Self-Control, Tolerance</p> <p>Kindness</p>
9	<p>Chapter VIII. I’m proud of</p>	<p>“In this chapter I will learn to describe people, animals, things in</p>	<p>Respect &amp; Kindness</p>



	Indonesia!	<p>order: to make them stand out, to show my pride of them, to promote them, to criticize them. p. 132</p> <p>“A: I’ll leave for Bali tomorrow. What souvenir do you want me to buy you? B: wow, thanks. That very mindful of you.” p. 136</p> <p>“My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbors.” &amp; “My father is friendly, too. He knows almost everybody in the neighborhood.</p> <p>He always goes to the neighborhood meetings. He is never absent from the cleaning day.” &amp; “I love my mum very much. She is an elementary school teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything.” p. 143</p> <p>“I’m proud of my English teacher. She is smart and very friendly. Her English is very good and very clear.” p. 144 &amp; “Pak Bacu is a janitor in our school. He is a hard worker. He sweeps the yard every morning and afternoon. He washes the toilets clean. I like him, because he is friendly, and he knows our names.” p. 146</p> <p>“I like my classmates. We are close to each other. We tease each other, but we do not get angry easily. We play together. We study together. But I do not like a number of things</p>	<p>Kindness</p> <p>Kindness &amp; Conscience</p> <p>Kindness</p> <p>Respect</p> <p>Kindness</p> <p>Respect</p> <p>Kindness</p> <p>Respect</p> <p>Fairness, tolerance and Respect</p>
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		<p>about them. Some are not discipline. They do not do their work seriously. They litter. So, our classroom is often messy dirty. They also write bad words on the desks. During the class, they move around and they make a lot of noise.” p. 146 &amp;</p> <p>“My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. But I don’t like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is very sweaty after he plays football and he does not take to bath straight away. He drinks too much soft drinks. He does not like fresh water. I’m often worried about his health.” p. 147</p> <p>“I like my hometown. It is cool and green. There are many new buildings. The streets and the market are clean. There are many plants on the sides of the roads. But I don’t like some things about my town. The traffic is rather dangerous. Some people drive too fast. Many young people ride carelessly. They stop in wrong places and often block the ways. You have to be very careful when you cross the road.” p.147</p> <p>“I’m proud of Indonesia.”  “Indonesia is a big country.....”,  “there are many seas in Indonesia...”, “We have a lot of islands...”, “Indonesia is on equator...”,  the land is very fertile..”, “we also grow many kinds of fruit..”,  “Indonesia is also rich with spices, like pepper, coriander, ginger, clove, cinnamon, turmeric,...so on...”,</p>	<p>Kindness &amp; Respect</p> <p>Empathy Respect</p> <p>Empathy</p> <p>Respect, Self-control and Conscience</p> <p>Respect</p>
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		<p>“Many kinds of fish, big and small, live in the Indonesian seas...”,  “Indonesia also raise different kinds of animals for the meat, like cow, goats, pigs...” p. 155</p> <p>“The students are proud of Indonesia. These are the features they are proud about this country: the location, the size, the archipelago, the population, the islands, the waters, the mountains and volcanoes, and the climate.” p. 152</p> 	Respect
10	Chapter IX. When I was a child.	<p>“Edo: “Let’s work together to plan our texts to tell our experiences?”  “Udin: Okay. I’ll tell how my brother and I made the garden benches” &amp; Lina: “Okay. Now, let’s help Udin write his experience in a good order” p. 182</p> <p>“Edo: “When we were back to the classroom, we realized that many desks and chairs are old and dirty. Some had loose legs. In the afternoon, we talked and agreed to come on Saturday to fix them.” p. 189</p> <p>“Udin: You look tired and sleepy. Why? Beni: I only slept for three hours last night. At ten we heard a</p>	Kindness  Kindness  Empathy

		<p>cry from Mrs. Wayan's home. She is our next-door neighbor. She is 70 years old and very weak. She live alone. We went there quickly, and we found her on the floor. She just fell. She could not move herhands and her legs. At 10.30, my parents and I took Mrs. Wayan to hospital.....when she was already in the ward, went home. It was 2 a.m.”</p> <p>p.191</p>	Kindness
11	Chapter XI. Don't forget it, please!	<p>p. 200</p>  <p>My mom was invited to a teacher training for one week in Jakarta. Before she went there, she wrote many notes for us, on a piece of paper and then stuck the paper on the board in the living room.</p> <ul style="list-style-type: none"> <li>• Wash the dishes straightaway after you finish eating.</li> <li>• Sweep the floor twice a day, in the morning before you go to school and in the afternoon.</li> <li>• You can play games, but make sure you do your homework first.</li> <li>• Turn off the lights before you go to bed.</li> <li>• You have a lot of fruits in the refrigerator. Eat enough fruit and vegetable everyday.</li> <li>• Don't forget to water the plant in the afternoon.</li> <li>• Always have breakfast before you go to school.</li> <li>• Dry the towels on the line after you take a bath.</li> <li>• Don't make a mess. Put your dirty clothes in the basket.</li> <li>• Make sure the backdoor is locked before you go to bed.</li> <li>• Don't forget to close the windows before you leave the house.</li> <li>• Make the bed every morning.</li> <li>• Mop the floor at least every two days.</li> </ul>	Self-Control
12	Chapter XII. Mousedeer and crocodile.	<p>“Mousedeer and crocodile and wolf in sheep clothing are a kind of story called a fable. , “Did mousedeer/the wolf find an honest way to do it?”, “what can we learn from mousedeer and crocodile?” &amp;“Is it good to cheat to get what you want” p.215</p>	Self-Control and Conscience
13	Let's enjoy the Song	<p>“ Let's enjoy the Song: the more we get together, together, together. The more we get together, the happier we'll be. For your friends are my friend and my friend are your friends, the more we get together the happier we'll be.” p. 223</p>	Tolerance & Respect

## Appendices 1 Surat Keterangan Tidak Pakai Surat Pra-Survey

### SURAT TIDAK MENGGUNAKAN SURAT PRA-SURVEY

Saya yang bertanda tangan di bawah ini :

Nama : Dewi Kurnia Sari  
 Npm : 1601070078  
 Program Study : Tadris Bahasa Inggris  
 Judul Skripsi : An Analysis Of The Moral Values Appropriateness  
 Between English Textbook Entitled "When English  
 Rings A Bell" And Based On Bsnp Criteria For Eight  
 Graders Of Junior High School

Memohon keringanan untuk tidak membuat pra-survey. Penelitian saya merupakan penelitian yang tidak perlu menggunakan surat pra-survey karena tidak berhubungan dengan instansi, lembaga atau sekolah manapun. Hal ini juga telah saya diskusikan dengan dosen pembimbing saya dan juga ketua Jurusan Tadris Bahasa Inggris.

Saya memohon pihak-pihak yang terkait dapat memakluminya. Karena sifat penelitian saya yang tidak membutuhkan surat pra-survey ini maka saya tidak dapat melampirkan balasan surat pra-survey pada tugas akhir saya ini. Demikian surat ini saya buat dengan sebenarnya atas persetujuan ketua Jurusan Tadris Bahasa Inggris. Terima kasih perhatiannya dan saya mohon pengertiannya.

Ketua Jurusan



Ardianto, M.Pd  
 NIP. 198711022015031004

Metro, 07 Maret 2022  
 Pemohon



Dewi Kurnia Sari  
 NPM.1601070078

## Appendices 2 Surat Bimbingan Skripsi



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

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0756/In.28.1/J/TL.00/03/2022  
Lampiran : -  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Widhiya Ninsiana (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DEWI KURNIA SARI**  
NPM : 1601070078  
Semester : 12 (Dua Belas)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **AN ANALYSIS OF THE MORAL VALUES APPROPRIATENESS BETWEEN ENGLISH TEXTBOOK ENTITLED "WHEN ENGLISH RINGS A BELL" AND BASED ON BSNP CRITERIA FOR EIGHT GRADERS OF JUNIOR HIGH SCHOOL**

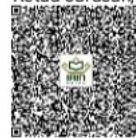
Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 09 Maret 2022  
Ketua Jurusan,



**Andianto M.Pd**

NIP 19871102 201503 1 004

## Appendices 3 Surat Keterangan Bebas Pustaka



**IAIN**  
M E T R O

**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-775/In.28/S/U.1/OT.01/06/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : DEWI KURNIA SARI  
NPM : 1601070078  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070078

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Juni 2022  
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.  
NIP.19750505 200112 1 002

## Appendices4 Surat Keterangan Bebas Pustaka Jurusan



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
 Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

### SURAT KETERANGAN BEBAS PUSTAKA


Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Dewi Kurnia Sari  
 NPM : 1601070078  
 Jurusan : TBI

Telah menyelesaikan administrasi peminjaman buku pada jurusan / Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

METRO, 21 JUNI 2022  
 KETUA JURUSAN TBI

  
ANDIANTO, M.Pd  
 NIP: 1987 1102 201503 1 004



## Appendices 5 Kartu Konsultasi Bimbingan Proposal



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dewi Kurnia Sari  
NPM : 1601070078

Jurusan : TBI  
Semester : XI

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Rabu-09-06-21		Menggabungkan BAB I dan BAB III menjadi I BAB, memperbaiki cara penyetikannya.	
	Jumat 25-06-21		Lebih menuju ke topik pembahasan dan tambahkan kata untuk judulnya.	
	Rabu 14-07-21		Perbaiki cara penulisan judul dan isi lebih mengacu ke topik pembahasan.	
	Kamis 12-08-21		Menambahkan pengarang dan penerbit dari buku yang dianalisis	
	Jumat 20-08-21		Mengganti topik pembahasan	

Mengetahui,  
Ketua Jurusan TBI

**Anlianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 2000032002

## Appendices 6 Kartu Konsultasi Bimbingan Proposal



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [lainmetro@metrouniv.ac.id](mailto:lainmetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dewi Kurnia Sari  
NPM : 1601070078

Jurusan : TBI  
Semester : XI

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	Kamis 26-08-21		Mencari moral values di dalam buku yang akan dianalisis	
	Senin 03-09-21		Revisi ACKNOWLEDGEMENTS	
	Kamis 06-09-21		ACC Untuk Seminar PROPOSAL	

Mengetahui,  
Ketua Jurusan TBI

**Andianto, M.Pd.**  
NIP. 198711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 2000032002

## Appendices 7 Kartu Konsultasi Bimbingan APD



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN APD MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dewi Kurnia Sari  
NPM : 1601070078

Jurusan : TBI  
Semester : XII

No	Hari/Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	13 April 2022	Acc APD	

Mengetahui,  
Ketua Jurusan TBI

Andianto, M.Pd.  
NIP. 198711022015031004

Dosen Pembimbing

Dr. Widhiva Ninsiana, M.Hum  
NIP. 19720923 2000032002

## Appendices 8 Kartu Konsultasi Bimbingan SKRIPSI



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp (0725) 41507, Faksimili (0725) 47296, Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dewi Kurnia Sari  
NPM : 1601070078

Jurusan : TBI  
Semester : XII

No	Hari/Tanggal	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	20.05.2022	- Memperbaiki cara penulisannya - Memperbaiki kata dalam motto	
2.	24.05.2022	- Memperbaiki Acknowledgements - Memperbaiki Pertanyaan dalam rumusan masalah, dan belum dikasih Materi	
3.	27.05.2022	- Memperbaiki Penulisan dan Memperbaiki Isi Abstrak	
4.	31.05.2022	- Memperbaiki Isi Abstrak	
5.	03.06.2022	- ACC Untuk Munasogyan	

Mengetahui,  
Ketua Jurusan TBI

**Andiarto, M.Pd.**  
NIP. 196711022015031004

Dosen Pembimbing

**Dr. Widhiya Ninsiana, M.Hum**  
NIP. 19720923 2000032002

## Appendices 9 Keterangan Lulus Uji Plagiasi Turnitin

### AN ANALYSIS OF THE MORAL VALUES TYPES ENGLISH TEXTBOOK ENTITLED "WHEN ENGLISH RINGS A BELL" FOR EIGHT GRADERS OF JUNIOR HIGH SCHOOL

#### ORIGINALITY REPORT

<b>21</b> %	<b>21</b> %	<b>6</b> %	<b>5</b> %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

#### PRIMARY SOURCES

<b>1</b>	<a href="http://www.repository.uinjkt.ac.id">www.repository.uinjkt.ac.id</a> Internet Source	<b>7</b> %
<b>2</b>	<a href="http://123dok.com">123dok.com</a> Internet Source	<b>2</b> %
<b>3</b>	<a href="http://repository.uinjambi.ac.id">repository.uinjambi.ac.id</a> Internet Source	<b>2</b> %
<b>4</b>	<a href="http://repository.metrouniv.ac.id">repository.metrouniv.ac.id</a> Internet Source	<b>1</b> %
<b>5</b>	<a href="http://eprints.walisongo.ac.id">eprints.walisongo.ac.id</a> Internet Source	<b>1</b> %
<b>6</b>	<a href="http://digilib.iain-palangkaraya.ac.id">digilib.iain-palangkaraya.ac.id</a> Internet Source	<b>1</b> %
<b>7</b>	<a href="http://eprints.iain-surakarta.ac.id">eprints.iain-surakarta.ac.id</a> Internet Source	<b>1</b> %
<b>8</b>	<a href="http://repository.iainbengkulu.ac.id">repository.iainbengkulu.ac.id</a> Internet Source	<b>1</b> %
	<a href="http://repository.radenintan.ac.id">repository.radenintan.ac.id</a>	

## Appendices 10 Keterangan Lulus Uji Plagiasi Turnitin

9	Internet Source	1 %
10	Sherina Kusramadhani, Rahmadi Nirwanto, Hesty Widiastuty. "MORAL VALUES IN ENGLISH TEXTBOOK: "WHEN ENGLISH RINGSA BELL"", PROJECT (Professional Journal of English Education), 2022 Publication	<1 %
11	Vivi Astuti Nurlaily, Husna Imro'athush Sholihah, Rizki Ayu Wulandari, Arifatus Sa'diyah. "The Development of HOTS-Based Mathematics Teaching Materials in Elementary School", Journal of Physics: Conference Series, 2021 Publication	<1 %
12	Submitted to Laureate Higher Education Group Student Paper	<1 %
13	<a href="http://etd.iain-padangsidempuan.ac.id">etd.iain-padangsidempuan.ac.id</a> Internet Source	<1 %
14	<a href="http://eprints.ums.ac.id">eprints.ums.ac.id</a> Internet Source	<1 %
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16	<a href="http://digilibadmin.unismuh.ac.id">digilibadmin.unismuh.ac.id</a> Internet Source	<1 %
		<i>A</i>

### Appendices 11 The Blue Print Of The Observation Sheet

Aspect	Sub Aspect	Reference
The most types of moral values in the book "English Rings a Bell"	Emphaty	Borba, Michele. <i>Building Moral Intelligence: The Seven Essential Virtues that Teach Kids to Do The Right Thing</i> (Translated by Lina Jusuf). Jakarta: PT. Gramedia PustakaUtama (2008).
	Respect	
	Fairness	
	Self-Control	
	Kindness	
	Tolerance	
	Consience	





## The Documentation of Research Process

### Observing and Questioning



Bahasa Inggris / When English Rings a Bell

### Observing and Questioning

#### Associating



Now, please write down some dialogues with from the themes bellow! After that, practice with your partner!



Kind of Animals	Characteristics	Name
fish	pretty	Nemo
bird	fussy	Tweety
rabbit	gentle	Lola
dog	smart	Spike
duck	funny	Belu

2.4 KELAS VIII SMP/ MTs

### Talking about her cute cat

 Observing and Questioning

Play the roles of the speakers. Say what these people are saying correctly and clearly. First, repeat after me.



1. Mrs. Harum: "I'm very proud of Siti. Now she can help me with the housework. She can get up early herself. She can sweep the house before school."
2. Rani: "Yuli can make fried rice, and she can fry the egg nicely. She can also serve fried rice beautifully with tomatoes and egg."
3. Mr. Adnan: "It is not easy to read a story to your friends loudly and correctly. But, I'm happy that many of you can do it well. Ah, Siti makes mistakes, but he can read his story loudly."
4. Denata: "Fatima always speaks softly, but when she sings, she can sing very loudly."
5. Mrs. Fauzia: "Birds can fly because they have wings. We don't have wings, so we cannot fly. But we can make planes. With a plane we can fly very high and go to far places."
6. Mr. Rendy: "We cannot swim across the sea, but with a boat or a ship, we can go to other islands."
7. Mrs. Gracia: "The text is long and there are many new words in it. It is not easy to read. But you can work together. If you read it together, I'm sure you can understand it easily."
8. Widi: "My nephew, Anton, is only two years old. But he is smart. He can go up the stairs himself. He can also go down easily."

28 KELAS VIII SMP/ MTs

## Play of roles of the Speakers

 Associating

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.



Udin, will you help me to bring this book?

1 Sure.

Siti, will you come to my party?

2 Of course. I will.

Lina, will you go to the garden with me?

3 Let's go.

Beni, will you close the window, please?

4 I'll do it.

Will you please pass the salt?

5 Here you are.

Bahasa Inggris / When English Rings a Bell 33

Play the roles of the speakers in the pictures

**Associating**

Read the statements correctly and clearly. First, repeat after me.



1. Adrian: "My mum is out of town today. My dad is also very busy. But he will come to my school to collect my report."
2. Lathan: "My aunt is often angry with my cousin, Laili. She makes a mess but she will not do the cleaning. She will not even clean her own room."
3. Gunawan: "My uncle paints his own house. When he has time he will paint our house too."
4. Diyah: "My brother loves sport. He thinks that cycling is the best way to be healthy. For his health, he will ride a bicycle to his office everyday."
5. Puspita: "I will help you solve the table, if I can. But I can't, so I will not help you."
6. Dewi: "I will get up early and go to swim at six, but we should go home before 10, ok?"
7. Mrs. Wika: "With good examples from the teachers, I'm sure the students will go to school on foot, such as a bicycle."
8. Mrs. Wulandari: "The little boy is very spoilt. He will not stop crying before his mother buys the toys he wants."

**3.4** KELAS VIII SMP/MTs

Read the statements correctly and clearly

**Observing and Questioning**

Play the roles of the speakers in the pictures. Say the speakers' sentences correctly and clearly. First, repeat after me.



**1**

Come in please!

Thank you.

**2**

Please put the book on the table!

All right.

**3**

Clean the whiteboard, please!

Yes, Ma'am.

**4**

Please open the window!

Of course!

Bahasa Inggris / When English Rings a Bell **4.1**

Pronounce the speaker's sentence correctly and early

**Associating**

Play the roles of the speakers. Say what these people are saying correctly and clearly. First, repeat after me.



1. Lina : "Can I use your pen?"  
Dayu : "Sure. Take the green one."  
      : "Don't use the red one. There's no ink on it."
2. Udin : "Is this seat taken? Can I sit here?"  
Edo : "No, the chair's leg is loose. Don't sit on it."  
      : "Please take the seat near the window."
3. Siti : "Let's wrap the gift for Lina. Can we sit on your table?"  
Beni : "Please do, but don't make a mess."
4. Udin : "It's very cold. Can I wear your jacket?"  
Edo : "Sure. I have two jackets."  
      : "Don't forget to wash before you return home, ok?"
5. Dayu : "Hey, Lina is a girl. You can buy her a baby doll. Don't buy her a car toy."

Complete the following sentences according to the speaker's statement

**Associating**

Now I'll show you some greeting cards that my classmate and I made for Lina. Here they are!



<p>Dear Lina, Happy birthday. I wish you all the best.  From: Siti</p>	<p>Dear Lina, May all your dreams come true.  From: Dayu</p>
<p>Dear Lina, Congratulation on your birthday!  From: Edo</p>	<p>Dear Lina, Best wishes for you!  From: Beni</p>

Will Udin come to the party?



Show some greetings card

## CURRICULUM VITAE



The name of the researcher is Dewi Kurnia Sari. She was born in Bumi Jaya, Anak Tuha on June 13, 1998. She is the first child of a happy couple, namely Mr. Sutrisno. A and Mrs. Suparmi. M. She has a younger brother named Triyadi Trisno.

She was enrolled he studies at SD N 1 Kesumadadi in 2005-2010. He continued his education at SMP PGRI Kesumadadi in 2010-2013. She continued he studies at Kesuma Bakti Kesumadadi High School in 2013 and finished in 2016. After graduating from Kesuma Bakti High School, the researcher continued his studies in the city of Metro. In 2016, she was registered as an undergraduate student in the Department of English Education at the State Islamic Institute (IAIN) Metro. Furthermore, the researcher took as an undergraduate student, majoring in English education, the State Islamic Institute of Religion (IAIN) Metro.