

**A THESIS**

**AN ANALYSIS OF MORAL VALUES IN “ENGLISH  
TEXTBOOK” STUDENTS TEXTBOOK AT THE FIRST GRADE  
IN SENIOR HIGH SCHOOL 7 PINRANG**



**By**

**SUHARSONO**  
**REG. NUM. 14.1300.116**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
STATE ISLAMIC INSTITUTE (IAIN)  
PAREPARE**

**2020**

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**SUHARSONO**  
**REG. NUM. 14.1300.116**

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)

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**Thesis**

**As a Part of Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd)**

**English Education Program**

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**to**

**ENGLISH EDUCATION PROGRAM  
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

*“In the name of Allah, the Beneficent and the Merciful”*

---

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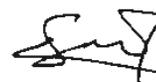
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Parepare, 30<sup>th</sup> September 2020

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## DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated this thesis is her own writing and if it can be proved that it was copied, duplicated or complied by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, 30<sup>th</sup> September 2020

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## ABSTRACT

**Suharsono.** *An Analysis of Moral Value in “English Textbook” Students Textbook at The First Grade of Senior High School 7 Pinrang, English Program of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare* (Supervised by Abdul Haris Sunubi, and Mujahidah.).

The researcher would analysis the moral values students’ English Textbook in first grade of SMAN 7 Pinrang based on the ptoblem statement: what moral value is found and how it represented in students’ English Textbook in first grade, and also to know how the moral value are represented im words in students’ English Textbook for first grade in SMAN 7 Pinrang.

This research focused on moral value that refers as the aim of curriculum 2013. The research methodology used is qualitative descriptive research method. There are primary sources and secondary sources. To collect the data, researcher did several steps of extracting the data, first data condensation, data display, and conclusion drawing or verification. The findings reveal that there are several moral value represented by the students’ English Textbook of curriculum 2013.

In the analysis, which also becomes conclusion of this researcher. The researcher found kinds of moral value in social attitude. The kinds of moral value: The first, interactions of the human to themselves is called individual moral, such as: honest, behavior, discipline, responsibility, polite, care, responsive and proactive. The major type of moral value is discipline. However, based on observation the researcher saw the teacher enter to the class on time, that should be followed by the students. The second, interaction of human to others and environment is called social moral, such as: tolerant, mutual cooperation, teamwork, and peace. The most presented type of moral is teamwork, because result of observation and interview the presented moral is teamwork in the textbook. Such as the students presently do teamwork in the classroom.

**Keywords :** *Moral value, students’ English Textbook*

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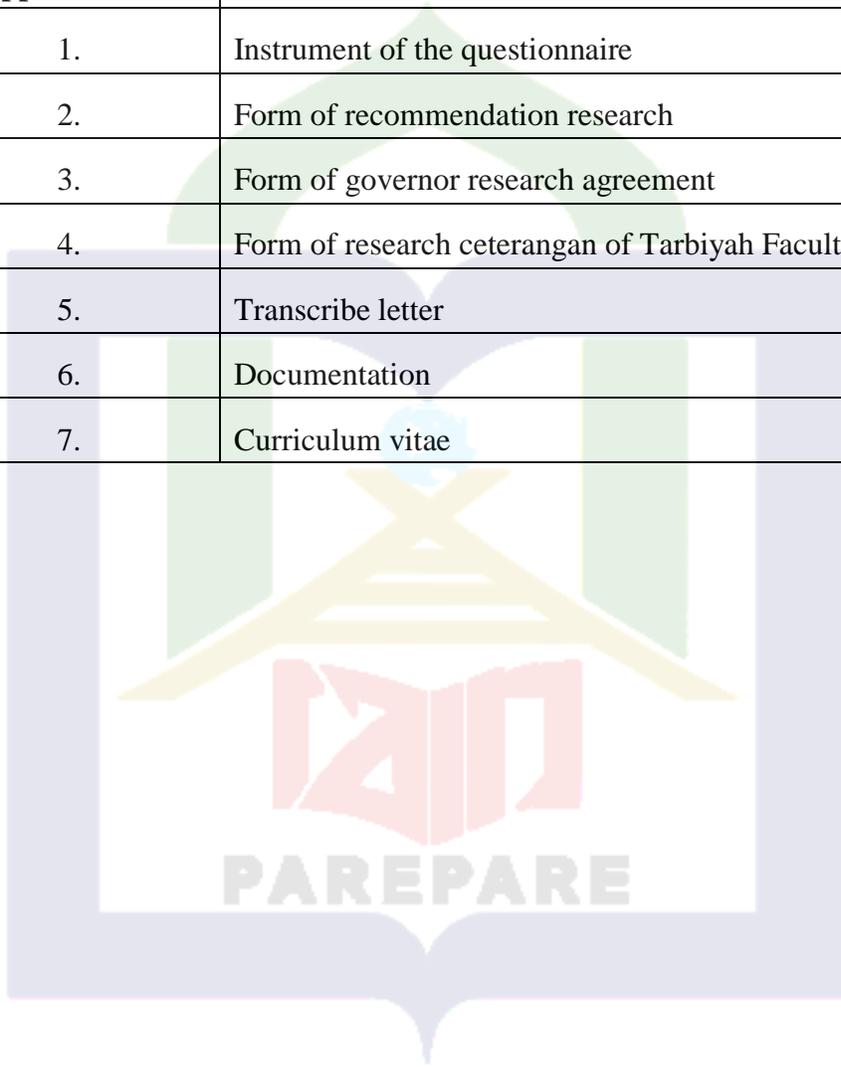
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# CHAPTER I

## INTRODUCTION

### A. Background

Textbook is one of the most important elements in the teaching learning process, because textbooks can present a variety of material that will be taught. In addition textbooks also support the teaching learning process to be going regularly and effectively. Then without textbooks, teaching learning will not go smoothly and effectively, and also the presence of textbooks can be facilitated students to follow the learning process.

An English Textbook is a basic resource to determine a quality of language input and the language practices during teaching learning process in an English course. Its functions are not only as a guidance of teaching and learning but also as a developing material. The English textbooks are the main points in the development of students' learning and moral abilities. Today schools are using many different textbook to support their students in learning. Nevertheless, it is least likely to consider the beneficial of the book. That is why it is very needed to observe and to get more knowledge about the textbook's advantages for the students' morality.

Using textbook as a tool of the education is needed because a good morality will create characters for the identity of a nation. Good moral value is a value associated with the suitability of the expectations and goals of human life in carrying out it can be viewed from the social rules of society and to realize good morals this can be done through education. Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence and skills

needed by them. Thus, moral education is a real effort to shape the morality of students into a generation of people who fear God Almighty and have a good attitude in their schools and houses environment.

The Ministry of Education of the Republic of Indonesia is implementing its new curriculum named 2013 Curriculum. As what the Curriculum 2013 the goal of this new curriculum is to improve the moral and character of the students. To look how is the implementing moral value we can find in students textbook, also in daily teaching. A textbook needs to be evaluated. For instance, exercises or activities in the workbook. In evaluating this quality of exercises or activities from a textbook. The four key points exercises and activities are suggested by Garinger. First, the exercises and activities in the textbook should contribute to students' language acquisition. Second, the exercises should be balanced in their format, containing both controlled and free practice. Third, the exercises should be progressive as the students move through the textbook. And finally the exercises should be varied and challenging in summary one of these evaluation criteria enables to lead into a standardized textbook.

In Pasundan University, there are some research papers discussing about moral values such as Arief Kurniawan's research paper entitled An Analysis of Moral Messages in Hallstrom's *Hachiko* Movie, it was written on 2011. In this research, the writer also wanted to analyze about moral values. After doing his observation in SMAN 7 Pinrang, the researcher found that the moral attitude of some students in learning English was very nice in responding the teachers. Some of them said, their English teacher get used to teach them how to percentage the them in good attitude of their morals and some of them told the researcher that it trained them by the topic and the instruction of the English textbook they have and the teacher's explanation in

their classroom, but also the researcher found some of the fight each other, not honest so the researcher interesting to analyzing the English textbook.

To this end, the researcher intends to do his research in the first grade students in Senior High School 7 Pinrang. After observing the school and getting some conversation to the teachers about the students' attitude and their improvement on their textbook of "Bahasa Inggris", the researcher finally interested in doing this project by applying the analysis of moral values of students' English textbook at the first grade in Senior High School 7 Pinrang.

### **B. Research Question**

Based on the background above, the researcher formulated a research question as follow:

1. What are moral value that can be found of students' English textbook in first grade?
2. How are moral values represented in words in students' English textbook for first grade in SMAN 7 Pinrang?

### **C. Objective of The Research**

Relating to the problem statement, the researcher decided the objective of the research as follow :

1. To know moral value that can be found of students' English textbook in first grade.
2. To know how the moral values represented in words in students' English textbooks for first grade in SMAN 7 Pinrang.

#### **D. The Significance of the Research**

The researcher hopes that this reserach will have some benefits in the English teaching and learning to prepare the best and beneficial textbook for the students and the learning competence.

##### **1. For Teachers**

This research is expected to be a piece of useful information for English teacher at SMA Negeri 7 Pinrang in preparing and teaching the material through the textbook.

##### **2. For Students**

The result of this research will be expected with their respond and attitude through the learning of this textbook.

##### **3. For the Next Researchers**

The result of this research will be expected to be usefull information and to give motivation to the next researcher to create idea to another reasearch about the the moral values of English textbook.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This part describes about the description of Some pertinent ideas, The Previous Related Finding, Conceptual Framework, and Variable and Operational Definition.

#### **A. Some Pertinent Ideas**

In this part, some pertinent ideas that explain the concept of the variable of the research.

##### **1. The Concept of Moral Values**

###### **a. Definition Moral Values**

Value is something high, valuable, important and useful for human. Value is a belief or feeling that is believed to be an identity which gives a special pattern to a way of thinking, feeling, attachment and behavior.<sup>1</sup> The value is closely related to the way people assess. Assessing means to consider human activities that connect something to something else, which is further to take a decision. This assessment is linked with elements in humans such as physical, creativity, initiative, sense and conviction.

Values and literature are complementary inseparable. Literary works were born and sourced from human life and have a high value. Literature will be a contribution to the formation of values so that lovers of literature will be civilized, well-mannered, and virtuous men, and agreeing with the applicable rules. The values

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<sup>1</sup>Ahmadi A, *Psikologi Sosial* ( Jakarta: Rineka Cipta), 1991. P. 47.

in the literature usually reflect the views of the author's life or values that are attractive to the author and are necessary to convey to the readers.<sup>2</sup>

From the definition above, the writer concludes that value is a standard of assessing something. For instance, assessing the quality of the things either they are in good presentation or in bad presentation.

According to Hurlock, moral comes from the Latin word *mores*, meaning manners, customs, and folkways, which also means custom or way of life of a person by doing good deeds (decency) and avoid bad actions. Moral concerns something that is good and bad at people's change where they are humans in life. Moral is an ethical norm, a concept of life upheld by most certain societies. Moral is primarily concerned with the understanding good and bad.<sup>3</sup>

From the definition above, the researcher states that moral values goes to the difference of people in facing the bad or good choices. They are trying to avoid the bad things come to their life and the contrary, the good things should be always be though and applied in our daily. Morals have a greater social element to values and tend to have a very broad acceptance. Morals are far more about good and bad than other values. We thus judge others more strongly on morals than values. A person can be described as immoral, yet there is no word for them not following values<sup>4</sup>.

What good is regarded as moral, while the bad ones are considered as immoral or amoral. Barcalow says moral can evaluate with the actions and potential

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<sup>2</sup>Fajar. A, *Moral Values Analysis In The Rainbow Troops Novel* (Aceh : published journal) 2017. P.10

<sup>3</sup>Hurlock, Elizabeth B, *Child Development* (New York : McGraw-Hill Book Company) 1985. P.288.

<sup>4</sup>Sari Nurlaela, *The Importance Of Teaching Moral Values To The Students*, published journal. 2013. P.156.

actions of others, may be evaluated as good or bad; right or wrong; morally acceptable or unacceptable (immoral); morally required, prohibited, or permitted; morally praiseworthy or blameworthy.<sup>5</sup> In relation to the values, morals are part of the value, namely moral values.

Not all of the values are moral values. Moral values are related with human behavior about good and bad. Moral is good or bad doctrine accepted by society regarding the actions, attitudes, obligations, morals, manners, and decency. Understanding certain good and bad things is relative. This means that something which is in general considered good for someone or a nation, not necessarily the same for other people or other nations. Someone's opinion about morals and values are usually influenced by the view of life. The behavior of human are believed as their moral value in their society. The point of view is the point being valued by the people which considered accepted or not by the person or people in our surroundings.

Furthermore, moral values are the values which are associated with customs, manners, and behavior. The word moral always refers to the good or the bad people as people, so that fields of human life are seen in 12 terms of kindness as human. Overall, the moral teachings are norms and understandings determining the things which are considered good and bad. Consideration of good or bad something is something that would generate moral, as a generic concept. Moral is something to be conveyed by the author to the reader, where the meaning contained in a literature work and the suggested meaning is conveyed through story. That means the authors express a moral message to the readers through literary works, either directly or

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<sup>5</sup>Barcalow, *Moral Philosophy Theories and Issues* (Cengage Learning), 1994. P. 68.

indirectly. Moral in literature usually reflects the views of the author life, the views on the values of truth, and what the authors wants to deliver to the readers.

Based on description above, we can conclude that morality is the measurement used to determine what is right or wrong of human beings attitudes and actions in terms of the goodness and badness. The researcher wants to know further about the moral values contain in students English text book and examine the categories of moral values could be seen from the textbook.

#### **b. Moral Value in Curriculum 2013**

Curriculum 2013 (K-13) is a curriculum that applies in the Indonesian Education System which is absurd in nature forcing students to become robots and younger teachers avoid by saying "there is Google". This curriculum is a curriculum that is still being implemented by the government to replace the 2006 curriculum (which is often referred to as the Education Unit Level Curriculum) which has been in force for approximately 6 years. The 2013 curriculum was included in its trial period in 2013 by turning several schools into pilot schools.

The objectives of the curriculum include four competencies, namely (1) attitude competency spiritual, (2) social attitudes, (3) knowledge, and (4) skills. Competence. This is achieved through the intra curricular learning process, and extracurricular.<sup>6</sup>

The formulation of Competency in Spiritual Attitudes is "Living and Practicing religious teachings that he adheres to ". The formulation of Social Attitude Competency is "Show honest behavior, discipline, responsibility, care (mutual

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<sup>6</sup>Badan Penelitian Pengembangan, *Kompetensi Dasar* (Indonesia: Kementerian Pendidikan dan Kebudayaan, 2013), p.68.

cooperation, cooperation, tolerance, peace), polite, responsive, and pro-active and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment as well placing itself as a reflection of the nation in the world association". Second these competencies are achieved through indirect learning (indirect teaching), which is an example, habituation, and school culture, with pay attention to the characteristics of the subjects as well as the needs and conditions the student.<sup>7</sup> Growth and development of attitude competence is carried out throughout the learning process takes place, and can be used as consideration teacher in developing student character further.

Figure: Core Competence and Basic Competence Curriculum 2013 for English Subject at Senior High School

Kompetensi Pengetahuan dan Kompetensi Keterampilan dirumuskan sebagai berikut, yaitu siswa mampu:

KOMPETENSI INTI 3 (PENGETAHUAN)	KOMPETENSI INTI 4 (KETERAMPILAN)
3. memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah	4. mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan
KOMPETENSI DASAR	KOMPETENSI DASAR
3.1 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: <i>subjective, objective, possessive</i> )	4.1 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

<sup>7</sup>Badan Penelitian Pengembangan, *Kompetensi Dasar* (Indonesia: Kementerian Pendidikan dan Kebudayaan, 2013), p.68.

KOMPETENSI DASAR	KOMPETENSI DASAR
3.2 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap ( <i>extended</i> ), serta menanggapi, sesuai dengan konteks penggunaannya	4.2 menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap ( <i>extended</i> ), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.3 menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>be going to, would like to</i> )	4.3 menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
3.4 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.4 teks deskriptif 4.4.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal 4.4.2 menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks
3.5 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan ( <i>announcement</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	4.5 teks pemberitahuan ( <i>announcement</i> ) 4.5.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan ( <i>announcement</i> ) 4.5.2 menyusun teks khusus dalam bentuk pemberitahuan ( <i>announcement</i> ), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

(Source: Core Competence and Basic Competence Curriculum 2013)

1. Honest behavior

Honest means telling the truth or able to be trusted and not likely to steal, cheat, or lie. In other side, behavior means a particular way of acting, also the way that someone behaves. From both of definition the researcher can conclude that honest behavior is behaves telling the truth in daily life.

2. Discipline

Discipline training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken, or the behavior produced by this training.

3. Responsibility

Responsibility something that it is [your job](#) or [duty](#) to [deal](#) with

4. Care (mutual cooperation, teamwork, tolerance, peace)

Care means the process of protecting someone or something and providing what that person or thing needs. Teamwork means the [ability](#) of a [group](#) of [people](#) to [work](#) well together. Tolerance means [willingness](#) to [accept behavior](#) and [beliefs](#) that are different from [your](#) own, [although](#) you might not [agree](#) with or [approve](#) of them. Peace from war and violence, especially when people live and work together happily without disagreements.

5. Polite

Polite means be having in a way that is socially correct and shows understanding of and care for other people's feelings.

6. Responsive and pro-active

Responsive means saying or doing something as a [reaction](#) to something or someone, [especially](#) in [a quick](#) or [positive](#) way. Pro-active means taking action by causing change and not only reacting to change when it happens.<sup>8</sup>

**c. Types of Moral Values**

There are several forms derived from other words that are in one sense, the word moral, moralists, and morality.<sup>9</sup> Furthermore, Salam also explains that when morals are inserted in context of the humanity, it owns several meanings as follows:

Moral values refers to the people who have a good considerations, a good personality, or have a high morality or it refers to the people who act agreeing with the moral, action, behavior, or good manners.

A moralist is defined as person who is oriented to have great importance to others' moral setting, while the morality in this sense referring to the action, behavior or manners concerning the moral. Allah SWT, created human beings a perfectly formed and precious creatures. Perfection and glory attached to a set of moral norms that we must obey as a human being, either in the form of orders or prohibitions. Every literature offers moral message.

The type or form of moral message contained in literature will depend on the author's beliefs, desires, and interests. Types and forms of moral teaching itself can include issues that could be said are unlimited. It can cover the whole issues of life

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<sup>8</sup>Cambridge dictionary (Cambridge University Press)

<sup>9</sup>Sari Nurlaela, *The Importance Of Teaching Moral Values To The Students*.

and life itself. The whole issues that includes the human dignity. In a long story line of novel, we often get there is more than one moral message presented. It was barely under consideration and interpretation of the reader which also can be varied in terms of both quantity and type in determining the moral in the novel.

This kind of moral is always influenced by personality factors. Generally, the problems of life and human life can be distinguished by three:

A. The issue of human relationships with themselves.

The moral values contained in the relationship between humans with themselves are a moral value arising from oneself, from individual actions and has a cause and effect on yourself. Here are moral values contained in the relationship between humans and themselves.

1. Self-extension

Self-extension is related to one's self quality. Someone will not the extension is recognized if it does not have striking or different qualities with other people.

2. Confidence

Confidence means the attitude of someone who gives strong confidence to himself. In other hands, confidence also means the quality of being certain of your abilities or of having trust in people, plans, or the future.

3. Responsibility towards yourself

Responsibility means something that it is your job or duty to deal with. And also Demands awareness to fulfill one's own obligations to develop his personality as a personal being.

#### 4. Obligation to themselves

The attitude that must be obeyed as a will is believed to be a good thing. In this case someone who obeys the external law is not out of fear sanction, but as an encouragement to do good because of his small heart said it was a good thing.

#### 5. Manners

Attitudes that encourage someone to respect others in association because it contains the value of kindness.

#### B. The relationship of humans with other humans in the social live, including their relationship with nature.

Human relations with humans in the social sphere means to refer to individual relationships with other individuals in a community environment. How does one behave, solve problem, and deal with certain situation. The following are the moral values contained in the relationship human to human in the social sphere.

##### 1. Positive thinking

Human attitude to judge other humans with a positive perspective or good thing. In this case humans do not like to look for the bad things that exist in other humans and prefers to see the good things that a person has.

##### 2. Helping other

Human attitude in any condition still protects other humans. In terms of this protecting also means defending and helping others in distress but he also sees based on the truth and justice that should be enforced.

##### 3. Helping the weak selflessly

Human attitude that protects the weak fellow without expecting something to return to him.

#### 4. Mutual respect

The attitude the human who respect other humans even though there is a difference, mutual safeguarding the rights owned by others and also carry out one's own obligations to maintain harmony in life social.

#### 5. Get to know each other

Humans are expected to know each other so that good relations are established in his life, helping each other due to the fact that humans are social beings who cannot live without the help of other.

### C. The human relationship with God.

The moral value contained in the human relationship with god is religious values that are based on religious values. Deep religious value literature is individual and personal. The following a translation of values religion between humans in relation to God.

#### 1. Surrender and obedience to God

Carry out all the commands given by God. Surrender and obedience to God are human attitudes and obedience to God. This matter based on a servant's love for him.

#### 2. Feelings of sinning to God

Human attitude is always supervised by God so that when doing mistakes he would feel guilty to God and promised not to do returned his mistake.

#### 3. Fear to God

Feels afraid will all wrong to God and surrender themselves to God.

#### 4. Recognized the greatness of God

The attitude of human who believe that there is nothing in nature escapes God's knowledge.

Regarding to the explanation, the researcher will try to find out whether the textbook include the words of moral values which it might be a model for the students in practicing for example the dialogue of the reading text from the textbook.

## **2. The Concept of Textbook**

Textbook serves as an important role in teaching and learning activities. It is used to help the teaching and learning process run well because it has much information of knowledge.

Using the textbook in the classroom helps teacher in delivering the materials. Similar to the statement above, Mudzakir stated that a textbook is complemented with student work. As he mentioned in his journal, textbook along with many other names is commonly used by educational institution or school and is usually provided with exercise and teaching materials.<sup>10</sup>

The textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning. It should be regarded as one of the many sources teachers can draw upon in creating an effective lesson and may offer a framework of guidance and orientation.

Additionally, the textbook provides confidence and security for an inexperienced teacher who finds adapting existing textbooks challenging especially for tailored work related courses. It is necessary to emphasize that no ready-made textbook will ever fit perfectly every language program. There is no ideal textbook,

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<sup>10</sup>Amrina "An Analysis Of "Bahasa Inggris" Textbook Used In The Second Grade Of Senior High School" (Aceh : unpublished skripsi, 2018) p. 8

ideal for every teacher, ideal for every group of learners and ideal in every teaching situation. Moreover, teachers' reactions to using ready-made textbooks are manifold.

From many explanations above, the researcher can conclude that the textbook plays the important role in the learning process. It is a framework or guide that helps them to organize their learning. It is helpful to involve students in the process of adapting textbooks. Consequently, they would feel that their needs are respected and they would feel much more motivated to successfully finish the course. Therefore, It derives the students' improvement of their competence from the certain books which their teachers use in their school.

#### **a. The Function of Textbook**

Textbook used in teaching and learning process is important. Textbook are meant to help teachers in providing them teaching and textbook act as a guideline for inexperienced teachers or tools for experienced teacher. It also provided either inexperienced or experienced teachers with guidance on what students have to learn and what student wish to learn. The statement from Chandran is also in line with the statements from Cunningsworth.

According to him, there are several functions and roles of textbook which are: First, a resource of presentation material. Second, a source of activities for practice and communicative interaction. Third, a reference book (grammar, vocabulary, pronunciation). Fourth, a syllabus. Fifth, a resource for self-directed learning or self-access. Sixth, a support for less experienced teachers. The essence of a textbook is basically to help both teacher and students in some ways. For teacher, it helps them in preparing and developing the 11 teaching materials that are going to be taught and in

the other hand. As for the students, it helps them to maintain and trace back their input in learning.

On the other hand, it could be described that the function of the textbook not only beneficial for the teachers but also it has many advantages for the learners. So that was why the researcher intended to analysis the students' attitude through the moral values of their textbook. Does the textbook get them to be more polite or impolite to their output of learning.

#### **b. The advantage and disadvantage of using textbook**

The use of textbooks in teaching has both advantages and disadvantages, depending on how they are used and what the contexts for their use are. What one teacher considers an advantage in a textbook, another teacher may consider a disadvantage<sup>11</sup>. The following list contains the most frequently stated advantages of using text books :

1. It provides a syllabus for the course because the authors of the syllabus have made decisions about what will be learned and in what order.
2. It provides security for the students because they have a kind of a road map of the course: they know what to expect and they know what is expected from them.
3. It provides a set of visuals, activities, readings, etc., and so saves the teacher time in finding or developing such materials.

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<sup>11</sup>Amrina "An Analysis Of "Bahasa Inggris" Textbook Used In The Second Grade Of Senior High School" (Aceh : unpublished skripsi, 2018).

4. It provides teachers with a basis for assessing students' learning. Some textbooks include tests or evaluation tools.
5. It may include supporting materials (teacher's guide, cd, worksheets, and video.)
6. It provides consistency within a program across a given level, if all teachers use the same textbook. If textbooks follow a sequence, as within a series, it provides consistency between levels.

Textbooks also have limitations, which can lead to teachers' and learners' dissatisfaction with the course. The following list contains the most frequently stated disadvantages of using only ready-made textbooks :

1. The content or examples may not be relevant or appropriate to the group and they may not reflect the students' needs since textbooks are often written for global markets and often do not reflect the interests and needs of students.
2. They may contain inauthentic language, since texts, dialogs and other aspects of content tend to be specially written to incorporate teaching points and are often not representative of real language use.
3. The content may not be at the right level. There may not be the right mix of activities (too much of X, too little of Y), there may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything teachers want to include.
4. The sequence of units is not in accordance with the real work-related needs. • The activities, readings, visuals, etc., may be boring.
5. The timetable for completing the textbook or parts of it may be unrealistic.

6. The textbook does not take the students' background knowledge into account. Graves suggests that, in order to minimize difficulties when selecting textbooks, teachers should: use the textbook as a resource for students, but not the only resource; use a textbook as a guide, be free to modify, evaluate, develop, change, eliminate, or add to the material in the textbook, supplement the textbook with lots of outside readings.

Having been known as an unperfect textbook, the teacher should look for other preference to not only focus in one book of teaching material and always try to keep in context on what should be given to the students. However in this research, the researcher will only focus with the moral values taken from the textbook that has prepared by the ministry of education and culture.

#### **B. Previous Research Finding**

There have been some findings related to this study. Some of them are :

Lilik Istiqamah presents her research about “representation of moral values in the reading materials in Indonesian contextual English textbooks for senior high school”. She found that not only one moral value she found in one reading text of the students' book but also there are some included in. Meanwhile, the series of Contextual English grade X, XI, and XII textbooks are quite capable of making students have a positive response and want to do and practice the values contained in these moral values. The finding research above examines that both teacher and students must have a good response when they try to learn and to practice the lesson of the text, yet many values of morality found in the reading text above.

Syamsul Fajar found it in his study of his research with the title “moral values analysis in the rainbow troops novel written by Andrea Hirata”. By highlighting

phrases which are considered as moral values, he found there are several moral value presented explicitly by the author in *The Rainbow Troops*. In terms of human relationship with themselves, the major type of moral value is tenacity, in respect of human relationship with others in society, including their relationship with nature, friendship, and regarding human relationship with God and the most presented type of moral value is obedience.

The above finding shows that there were some moral values found from the text of novel's book. The message of education, culture and religion were mixed from that novel he examined.

Another type of analyzing textbook also examined by Amrina with the title "an analysis of "bahasa inggris" textbook used in the first grade of senior high school". The researcher wanted to know about the beneficial of the book taught in the learning process and she found that the English Textbook of "Bahasa Inggris" compatible with the curriculum, the materials provided in the textbook completely developed and the feasibility of content has mostly met the standard of an English textbook in delivering curriculum 2013.

Textbook mostly hoped to have an improvement in the teaching and in the learning process of the classroom, that is why the researcher paying more attention to know further moral values of the textbook in her research, however the above research even though only focus with the analysis of the textbook but she showed that the using of the textbook in curriculum 13 developed completely.

Akbar syahbana in his research "the analysis of English reading texts based on national character and cultural education on course book for the tenth grade at the state of senior high school in pamekasan" and from the result, he found that there

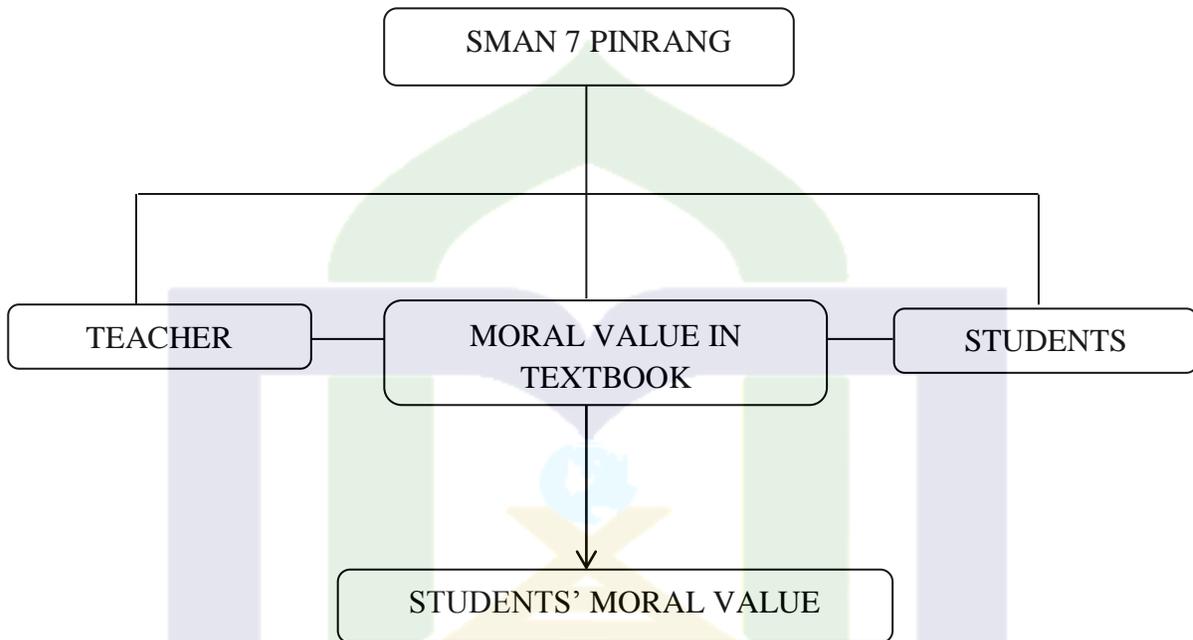
were 58 texts like sentence and paragraph as the research data. Then, the way of reading texts is reflected the values by implicit meaning. More explanation as detail, it is on the next point. In this study, the course book contains the moral values in the textbook. Nevertheless, the researcher took in note that the authors' book has to be responsible to mention the values in the books. Those values can help the students to learn not only knowledge but also character for them.

Based on the previous research findings above, the researcher concluded that in finding the moral values of the textbook could be seen from the reading text or the dialogue of that book. The appropriate textbook will help the teacher develop the material for the students' improvement from the learning process.

The higher moral values included in the textbook, the better students' attitude could be acted by comprehending the moral to get the good morality in their life. By this preferences, the researcher in this case will do his research to find the moral values from the textbook used in SMAN 7 Pinrang.

### C. Conceptual Framework

The conceptual framework underlying this research is given in the following diagrams :



In this case, the conceptual framework above show the way to collect data based on the parts. The data will be found by analyzing English textbook, and interviewing the students and teacher to know what kind of moral value that include in student's textbook, in aims to know students' moral value.

### D. Operational Definition

1. Moral Value is goodness that adjusted to the measure of action accepted by the public that encompasses certain environmental or social unity. Such moral can be understood as a reference to one's actions or also good and bad behaviour. This becomes important as an explicit socialization process between individuals.

2. Bahasa Inggris is mandatory textbook used in school specially in first grade of senior high school that contain learning material in order to achieve national education goals. Besides textbook is also used as a means or technique in accordance with learning adjectives that refer to the curriculum. Therefore, using textbook as a tool of the educational is needed because a good morality will create characters for the identity of a nation.



## **CHAPTER III**

### **RESEARCH METHOD**

In this section, the researcher will provide the kinds of research method. They are include of research design, location and duration of the research, location and duration of the research, population and sample, instrument of the research, procedure of collecting the data and technique of data analysis. All of the data will be examined and processed as follows:

#### **A. Research Design**

The type of this research is qualitative descriptive research, The data are the texts of the English book for Senior High School at the first grade studied to capture the moral values that help students to develop their moral values awareness. The data are selected based on the purposive sample and then analyzed, The source of data is the subject from which data from a study are obtained.

##### **1. Location and Duration of the Research**

The location of the research took a place at SMA Negeri 7 Pinrang at the first grade on academic year 2019/2020. The researcher used the qualitative research that have several times to collect and describe data. So, the researcher used more than one month for collecting the data.

## 2. Instrument of the Research

The instrument is a tool used to help researcher to find some data or information that is researched. Without using instrument, a researcher will not get some information accurately that they aspire. Hence, one of way to get accurate data is by using instrument.

The tool of collecting data that used in this research are document review, and observation, interview. The document that reviewed is the Bahasa Inggris textbook of SMAN 7 Pinrang and the researcher interviewed both the teachers and the students to get more clear data about what the researcher intends to.

In related with it, the researcher applied some instrument of this research, they are:

### a. Technique of Documentation

Documentation technique is data collection technique related to efforts find data about things or variables in the form of notes, transcripts, books, newspaper, magazines, inscriptions, and so on.

In this research, using documentation technique means the researcher as a key instrument to read carefully, scrupulous, category the moral value of “Students’ English book” in order to obtain the desired data. The documentation technique can be the main technique if researchers do content analysis.<sup>12</sup> The results of the data source will be organizing the data in table based on the category.

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<sup>12</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998), p. 34.

### 1. Observation

The researcher did observation in the school based on object of the research that would be researched by describing and knowing the moral values in students' English book at the first grade students of SMAN 7 Pinrang. The researcher as observer would read repeatedly all of the content of the students' English book and observe the students' activity in learning process that had relation with moral values as secondary source of data and wrote related information.

### 2. Technique of Interview

The interview held in SMAN 7 Pinrang. The researcher as interviewer will interview the English teacher, and the students as secondary source of data.

### 3. Technique of Collecting Data

The process of collecting data for this research through students' English book, students, and English teacher. First collected data did by reading the students English book carefully. After reading the English book, the researcher categorized the types of moral value that contained in students English book. After finding the moral value, Next the researcher made the table based on the categorizes of moral value.

Second collecting data, after reading and organizing the moral value, the researcher did observation in students learning activity based on the moral value that the researcher find in English book. This observation helped the researcher to support the primary source.

The third collecting data the researcher did interview. The researcher would be interviewer to interview the students and English teacher. The list question of interview was related to the moral value of students' English book. The secondary source of this data based on the result of the interview.

#### 4. Technique of Data Analysis

Suharsimi Arikunto states in his book that, Data analysis in qualitative research is the process and the preparation are systematically obtained from the technical documentation, by way of organizing data into categories, describe into the units, synthesize, organize into a pattern, choose what is important and that will be studied and make conclusions invitation of words or phrases separated by category for the conclusion.<sup>13</sup> It means that the technique of data analysis is very important to make conclusion.

Besides, Miles and Huberman states in their book that, analysis can be defined as consisting as three current flows or activity that are data condensation, data display, and conclusion drawing and verification.<sup>14</sup> This research used Miles and Huberman's theory in analyzing the data. So, there are three steps to do such are:

##### 1. Data Condensation

Miles, Huberman and Sandana said that data condensation refers to the process of selecting data, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.<sup>15</sup>

In this research, the data was the sentences or utterances in the students' English book. Based on this theory, in this step firstly is analyzing the data by reading English book to see the context. First, selecting the sentences, the paragraph or utterance which is contains the moral values. Next, focusing on the

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<sup>13</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (p. 41)

<sup>14</sup>M.B Miles, A.M Huberman, and J Saldana, *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. (USA: Sage Publications, 2014), p.14

<sup>15</sup>M.B Miles, A.M Huberman, and J Saldana, *Qualitative Data Analysis, A Methods Sourcebook*. P.10.

sentences, the paragraph or utterance which is contains the moral values focusing on the moral values. After that, simplifying the sentences, the paragraph or utterance which is contains the moral values. Then, abstracting the sentences, paragraph or utterance which is contains the moral values. The last, writing the conclusion of the analysis.

## 2. Data Display

The second step is data display. According to Miles, generally a display is an organized, compressed assembly of information that permits conclusion drawing and action.<sup>16</sup> In this step, the data which reflect moral not only generally but specifically and clearly. The data that showed are the sentences, paragraph or utterance that contains moral values. In this step, the research explained what are types of moral values in those sentences, paragraph or utterance? It also gave the reason why the sentences, paragraph or utterance called as those types of moral value in the table form.

## 3. Conclusion Drawing/Verification

After finishing doing in data reduction and data display, the last steps to analyze the data in this research is drawing conclusion/verification. Miles said that final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively.<sup>17</sup> In this step,

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<sup>16</sup>M.B Miles, A.M Huberman, and J Saldana, *Qualitative Data Analysis, A Methods Sourcebook*. P.11.

<sup>17</sup>M.B Miles, A.M Huberman, and J Saldana, *Qualitative Data Analysis, A Methods Sourcebook*. p.11

concluding the result of the research based on the problem of the research and the theory of moral values that has been used.



## CHAPTER IV

### FINDING AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provides information about the result of data collected through documentation, observation and interview that can be discussed in this section below:

#### A. FINDING

In this chapter, the researcher analyzed the moral value in students' textbook Bahasa Inggris at the first grade of SMA 7 Pinrang. The problem statements are answered in this analyzing of students textbook. The result of documentation, observation, and interview will explain below:

##### 1. Finding through Documentation

The researcher analyzed the moral value by reading students English textbook. The title of the book is "Bahasa Inggris" 2017 revised edition curriculum, 2013 that written by Utami Widiati, Zuliati Rohmah, and Furaidah, this book for students in the first grade. The researcher analyzed the moral value by reading students English textbook to select the sentences, the paragraph or utterance which is contains the moral values based on social attitudes competence in 2013 curriculum. The formulation of Social Attitude Competency is "Show honest behavior, discipline, responsibility, care (mutual cooperation, teamwork, tolerance, peace), polite, responsive, and pro-active. The collected data are presented in the form as bellow:

##### a. Honest behavior

Honest behavior is first moral value that written as goals in curriculum 2013. This kind of moral value is shown by the enrichment session in the dialog: complimenting in students' English book, as presented in the following passage.

Sinta: Excellent! We had lovely time there. You should have gone there with us.

Rahmi: Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.

Sinta : Thanks a lot. My sister bought it for me last month.

Rahmi : Wow! That's wonderful.

Sinta : Oh, Rahmi, can I ask you something?

Rahmi : Oh. Sure. Please

Sinta : Have you finished writing the book we discussed two months ago?

Rahmi : Yes. Come to my room. Look at this. What do you think?

Sinta : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.

Rahmi : Thanks a lot. You've inspired me to do this.

Sinta : Your publisher should send it to all bookstores here.

Rahmi : Yes, you're right. The publisher will do it for me.

Sinta : Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now. Have nice day!.

Rahmi : You, too.

From the dialog above show the students how to be honest with our friend by giving praises to others. The researcher also found moral value honest behavior in reading about Meeting My Idol. There are sentence that show the kind of moral value honest

I thought it was really cool to seeing him that because he really just felt like a moral person, which was awesome. He asked my name so that he could

write it on the CD to say ‘To Mia, Love Afgan’. He was also very friendly, so I didn’t feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.

The researcher also found in another chapter In reading comprehension about Strong Wind show moral value honest

When Strong Wind was coming, his sister asked the girl, “Do you see him?”

“No,” the girl answered. “I don’t see him.”

Strong Wind’s sister was surprised because the girl had told the truth.

“Now do you see him?” asked Strong Wind’s sister.

“Yes,” answered the girl. “Now, I do see him. He is very wonderful.”

Based on story above, there is a part telling truth that has been underline. In this textbook, there are some parts telling about honest behaviors that we can find in reading comprehension and dialogue.

#### b. Discipline

Discipline also one of moral value that include in curriculum 2013. You may find in chapter 9 in part warmer. That active asked the students to be discipline. If they were disciple they will be the winner. You may see in appendix on pages 121.

Another discipline we can find in announcement in task 1. That announcement told about payment. The announcement stated the last date of payment and the announcement date for the event to be held so that members are expected to pay before the date written in the announcement. The announcement is an example for students to be disciplined. Because it will be an obstacle if they are not penalized to pay as an example of an announcement in the textbook on pages 92.

c. Responsibility

Responsibility is a characteristic where someone is aware of his behavior or acts that could be intentional or unintentional and is ready to bear all the risks. Responsibility found in reading text 1 An Announcement about Concert Cancellation are shown moral value responsibility. The announcement announced that the cancellation of an event that had become widespread would be held. so that the form of responsibility of the organizer makes announcements and apologies to all parties for this cancellation. You may see in appendix 2.

d. Care (mutual cooperation, teamwork, tolerance, peace)

Caring is also one of moral value that include in curriculum 2013, but caring divide into some parts such as mutual cooperation, teamwork, tolerance and peace. The words that represented about caring itself you may find it in chapter 2.

Reading Text 1

Samuel : Alif, congratulations. You deserved it, Man.

Alif : Thank you very much. This is because you always help me.

Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.

Alif : (replies with a happy tone) Thank you. I cannot forget your collaboration with me, and I will still need your help. (pages 23)

Based on dialog snippet above, the words that underline are including caring. Congratulating to the others mean care. Another words that showed caring we can find in the same chapter is chapter 2 in Reading Text 2.

Ditto : Cita, congratulations for being first winner of the school story telling competition! Excellent. You really did it well.

Cita : Thanks, Ditto.

In first and second dialogue are talking about congratulating. Students are thought how to care to others one of the way is congratulate it. The next dialog is still about caring. It comes from chapter 3 the dialogues snippet below:

Dialog : expressing intention

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! My dad and I are going to go fishing.

The dialogue above is talking about expressing intention. The sentences that underline include in moral value of caring. Bayu suggest to his friend to do something more interesting, that's one of example caring.

#### 1. Mutual Cooperation

Mutual cooperation means work together (mutual help, helping each other). Mutual cooperation found in speaking chapter 9.the dialogue snippet below:

Ami : What did you do?

Riza: My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.

Ami: That's very good program.

Riza : Yes, it was. We also planted some trees around it.

Another mutual cooperation the researcher found in the task 2 on page 79 are shown moral value about mutual cooperation you may see in appendix...

## 2. Teamwork

In this textbook almost all warmers ask students to work together both in groups and couples. Chapter 1 warmer: Chinese Whisper, also in chapter 2 warmer show how the students need to teamwork to accept their goal. Also in chapter 4 the warmer show the students how to teamwork. and in chapter 5 in warmer also show the students how to teamwork.

From all warmer that mention above aims to teach teamwork to the students cause teamwork also one of moral value that include in curriculum 2013. The researcher also found in task 2 collaborative description show moral value teamwork.

Teamwork also showed in speaking task on pages 105. The task need to find partners to do speaking. They will ask each other about the material so the couple need teamwork.

Another teamwork showed in pages 130 about speaking game that show moral value team work. The speaking game work in group of four students, so they need to work in teamwork. You may see in appendix 2.

The warmer in chapter 11 about Describe and Guess showed moral value teamwork. Because doing the warmer students need teamwork to make it successfully. In speaking pages 178 also show moral value teamwork because that speaking will be held in group consist of 8 members each group.

In speaking Task 3 about role play ask the students to work in team. And also in writing chapter 14 also showed the moral value teamwork because it is about collaborative story writing.

### 3. Tolerance

Tolerance means patience and restraint. Tolerance can also mean an attitude of mutual respect and respect between groups or between individuals in society or in other spheres. Tolerance showed in reading comprehensive page 123 you may see in appendix 2

Another chapter in reading comprehension Cut Nyak Dhien in this text show moral value tolerance (pages 145) showed tolerance. From the reading comprehension give students example to be tolerance.

#### e. Responsive and pro-active

##### 1. Responsive

Responsive include one of moral value in curriculum 2013. The researcher was analyzing the English textbook and found about responsive in dialogue below:

Dialog : expressing intention

Bayu : Definitely! My dad and I are going to go fishing.

Santi : Fishing? Are you going to go fishing in the river near your house?

Bayu: No. We plan to go fishing in a lake near my uncle's house. Would you like to come with us?

Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.

Bayu : What about you, Riri? What would you like to do on the long weekend?

Riri: I have made a plan with my mother about what to do on this long weekend. We are going to practice baking cookies.

Santi : that sounds like a very good plan!

This dialog show we should be responsive although we want to go or not but we keep responds.

## 2. Pro-Active

Pro-active showed in reading about Meeting My Idol there are sentence that showed the kind of moral value pro-active.

A day before concert, there would be a meet and greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.

Another chapter the researcher found pro-active in reading comprehension about B.J Habibie showed moral value pro-active pages 135

When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn.

That's story in reading comprehensive showed the students that B.J Habibie work hard to get his goals, and that include pro-active. Because he worked different with human usual.

### 4.1.2 Finding through Observation

The result of observation that researcher did in learning process X IPA 1 at SMAN 7 Pinrang, the teacher considered the spiritual attitude in moral values. The researcher saw that the teacher started the class by praying together and also reminded the students by giving motivation to be a good person with others, this is for the social attitude. The researcher also saw the teacher came earlier to the class. But based on the researcher saw the teacher more

The researcher saw the students pray only before studying, they didn't pray after studying. Based on the moral value that researcher analyzing in the textbook the researcher saw that the students did teamwork, polite, and responsive in learning process. The researcher also saw the students were not discipline because some of them always going out the class in learning process, they also were not honest because when the teacher gave task some of them cheating and indifferent to do the task. When the researcher did observation the researcher got the information that one of the students from the class is victim of bullying.

## **2. Finding through Interview**

The researcher interviewed four students and one teacher by asking some questions about moral values in students' English book to support the primary data of finding. The data was presented, as follow;

### **a. The Result of Interview Students**

The researcher took four students as informant:

#### **1. The Opinion of the informant 1**

The first informant said that she is using textbook of curriculum 2013, 2017 revised edition. She said there are moral value include in the textbook such as work hard, diligent, and confident. She said that the conversation about interview with the Wright Brothers she can took moral value from the conversation. And it is easy to understand the moral value from the textbook.

Based on the result interview with the first informant, we can conclude that there are many moral values that students can learn from the textbook.

## 2. The Opinion of the informant 2

The second informant said that she is using English textbook of curriculum 2013, 2017 revised edition. The moral value that she found from textbook such as work hard, honest behavior and diligent. She also said from the textbook can help them adding insight and teach them to work hard, discipline because it is easy to understand and complete.

The result of interviewing the second informant that the moral value of the textbook really help the students.

## 3. The Opinion of the informant 3

The third informant said that he is using English textbook curriculum 2013 that have been revised 2017 edition. He said that from the textbook it can help him to add his knowledge and he will be spirit in learning. And the moral value from textbook is very good cause can help him and the moral value easy to understand.

Based on the result of the third informant, it can be seen that the student understand the moral value in textbook seriously.

## 4. The Opinion of the informant 4

The fourth informant said that he is using English textbook curriculum 2013, 2017 revised edition. There are some moral values that he got from the textbook such as diligent, honest, and work hard. According to the fourth informant learning by using the textbook can help him in studying especially diligent and spirit in learning.

From interview students the researcher conclude that the textbook have many moral value that they can learn it and have positive impact to the students.

**b. The Result of Interview Teacher**

The English teacher said that the school socializes character education for example every ceremony and in class the students are always reminded like cleaning, preparing and so on. He implements moral values such as preparing material, praying and asking questions because every reading text contains moral values such as honesty, patriotism, heroism, and so on. He also said the average student behavior is naughty, stubborn, and various because from seven hundred students must have different characters. A matter of fighting he said that students usually if there are differences of opinion, mutual profusion, ridicule, there must be a fight. Because they have different characters there are quiet, stubborn, easily offended. He said that the students understood the moral values from the textbook. For example they answer questions based on their beliefs and answer honestly and the moral values of cooperation. As for the constraints experienced by the teacher that students lack understanding of the contents of the reading must be given an understanding of the moral values contained in the textbook, other obstacles such as vocabulary and students who are not honest in doing ordinary tasks cheating from his friends' answers. On the other hand there are also supporting factors that English teachers find such as the media. The media really helps students better understand specifically about moral values because every material there must be an element of moral values contained.

The result of interviewing the teacher, the textbook help him in teaching to reach moral value as what the curriculum 2013 goals, but some of students are not honest in doing task, fight each other that because of the different characteristic.

## B. DISCUSSION

The result finding of this research revealed many interesting fact. After presenting the categories of moral value in the students' English book, the researcher intends to discuss the findings and how they answer the research questions proposed in the first chapter. There are two research questions that are concerned with the moral value in the students' English book.

The first question concerns about what are moral value that can be found of students' textbook "Bahasa Inggris" in first grade. The researcher was doing a data collected with used data analysis. The sections of moral values based on competence in 2013 curriculum that are the formulation of Social Attitude Competency is "Show honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive, and pro-active.

In the textbook, the moral categories that can be found such as honest behavior, discipline, responsibility, care (mutual cooperation, teamwork, tolerance), responsive and pro-active. The other moral categories such as polite and peace it can be found in observation.

It can conclude that, the moral value that can be found in students textbook dominant include in the first types of moral value about the human relationships with themselves such as honest behaviour, discipline, responsibility, responsive and pro-active. And also some of moral value such as peace (mutual cooperation, teamwork, and tolerance include in the second types of moral value about humans with other humans in the social live, including their relationship with nature. The other moral value such as peace and polite and also spiritual attitude found in observation.

The second research question is how is moral values represented in words in students' English textbooks for first grade in SMAN 7 Pinrang. It could be seen almost all warmers in each chapter contain moral values teamwork. The contents of the textbook on a part of the warmer can help students in forming the moral values of teamwork. One the example of warmer about Chinese whisper in chapter 1 "your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner." To do the activity successfully and became the winner the students need to do it in teamwork, this warmer show the moral value about teamwork. In observation the researcher found that the teacher was sometimes giving the warmer based on the textbook, but also the teacher was sometimes not giving them. However, the students were doing teamwork when the teacher gave duty in group.

There some sentences showed about honest behavior the researcher found in dialogue but two of them are "Hey, what a beautiful skirt you are wearing. It matches your blouse." In this dialogue showed the honest behavior. Because Rahmi as speaker is complimenting to Sinta about her skirt and Sinta respond it in honest "Thanks a lot. My sister bought it for me last month." As we know that complement is an expression to appreciate or praise other people. Rahmi do compliment showed the students to be honest by appreciate their friends and also Sinta respond it in honest that she didn't buy it by herself but it was given from her sister. In textbook there are some words represented in honest behavior to give examples to students so that they are accustomed to being honest and also this is one of the moral values expected in

curriculum 2013. However, in observation the researcher showed some of students were not honest in doing their task because they were cheating.

In warmer of chapter 9 showed discipline “work in pairs to find them as fast as possible”, “those who can finish the earlier are the winners” these sentences means that telling the students to be discipline because if can be discipline they will be the winner. Discipline aims to teach the students used to obeying the rules. In the textbook, that describes the moral values of the discipline is not much, but what researchers saw when observing the teacher gives an example by entering the class on time. However, there were still some students going in and out in the learning process for various reasons.

Caring is an action based on the concerns of other people's problems. in curriculum 2013 caring becomes one of the goals in shaping student character. in the textbook there are several examples of words caring for others in some dialogue. Even though it cares about little things like the example words taken from the following dialogue “Cita, congratulations for being first winner of the school story telling competition! Excellent. You really did it well.” That sentences contains the moral value of caring. as the researchers found in the observation that the teacher motivated students to always do good to others because we humans must always care for one another, humans are social beings who need help from one another.

In the textbook researcher found some dialogues consist of moral value of Mutual cooperation that related to the students environment. One of the sentence is “My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it’s clean and tidy.” It can be found in

dialogue pages 129. The dialogue is telling about their plant to clean the monument with schoolmates, teachers that include mutual cooperation in moral value.

Tolerance means patience and restraint. Tolerance can also mean an attitude of mutual respect and respect between groups or between individuals in society or in other spheres. One moral value of tolerance showed in reading comprehension Cut Nyak Dhien. As human we should be tolerance one another, also with the heros. Appreciating them is one form of tolerance. The reading comprehension very suitable for the students in new era to make them aware and appreciate that there are some heroes who used to struggle in various aspects. As for the research analyst there are some reading material in this textbook about heroes and this is very helpful for students to know them and appreciate them, from some examples of moral values found in the reading material students are expected to be able to tolerate others not only with the students.

Students English textbook also consist of moral value of responsibility. It can be found in reading text 1 An Announcement about Concert Cancellation. In the reading text consist of announcement about concert cancellation, by giving announcement and apologize to all people that waiting for the event it's one way to be responsibility. From the reading text tell the students how to responsibility with what we have done. As students they should responsibility with the task that their teacher gave, but the fact some of students don't care with the task that teacher gave.

In the textbook we also can found Responsive and pro-active. "that sound good" the sentence showed that the speaker respond the invitation friendly although the speaker not sure to join. Also the researcher found from analyzing the textbook in reading about Meeting My Idol there are sentence that show the kind of moral value

pro-active “a day before concert, there would be a meet and greet event at a local radio station. Feeling excited, I packed all my Afgan’s CDs to get his signature at the event.” The story included pro-active cause she took all Afgan’s CDs to get his signature.

That’s all categories of moral value that found in the textbook and observation. But there are also some categories of moral value that researcher found in observation such as peace and polite. From the observations made by the researcher, the researcher sees that students are polite to their teacher, as in terms of clothing, they use it neatly and speak words with a gentle and polite teacher. They know how to behave with their teacher and friends.

Peace means there is no war, there is no chaos, calm, peaceful, harmonious. peace means there is no war, there is no chaos, calm, peaceful, harmonious. When interviewing the researcher got some information that the class of the researcher was involved in bullying where the victim and the bullying were from the class of the researcher. Therefore the researchers conclude that there is no peaceful moral value in students because of the case of bullying occurring at school.

The result of interviewing the students almost all informants said that from the textbook they can learn moral value such as work hard, honest, discipline, and so on. The teachers said that every text in the textbook consist of moral value. The textbook give example to do good things to the students but some students still cheating, fight each other but also some students did teamwork.

Based on the results of the analysis of researchers, researcher can conclude that the textbook used by class X students at SMAN 7 Pinrang contains moral values in accordance with the objectives in the 2013 curriculum, but based on the results of

researchers' observations that teachers are not total in conveying the values contained in the textbook because sometimes the teacher is monotonous with its intellectual aspects, the teacher does not focus on the spiritual aspects. as we know that in this 2013 curriculum the goal is 60% spiritual aspects and 40% intellectual aspects. As for students, there are some students who are not honest in working on assignments, even researchers find bullying occurs at the time of observation. it can be concluded that the textbook is not the only design to improve student morale or to achieve character education but must get supporters of several factors such as teachers, parents, and the environment.

Character education is not a new program. It has been part of human life since centuries ago. Indeed, education itself is a media to reach knowledge and wisdom to live life and create excellent life for human being. Related to character education, education terminology is called as a process of accumulating good knowledge, attitude, and action. Education begins with building the awareness, feeling, caring, intension, knowledge, believes and habits formation. Therefore, the concept of character education, namely: Firstly, character is not taught but it is a habitual formation for example internalizing values, choosing good choice, doing them as habits, and providing examples; Secondly, educating character to youth has to involve the youth situation and condition. 3. In Education some issues should be considered are; learning situation, learning process, learning materials, and learning evaluation. 4. Character education is never ending process.<sup>18</sup>

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<sup>18</sup>Fathur Rokhman, Ahmad Syaifuddin and Yuliati, *Character Education For Golden Generation 2045: National Character Building for Indonesian Golden Years* (Indonesia: Semarang State University, 2013), p. 1163.

This we can see that it is not only the textbook that is a factor that influences moral values but also teachers and their parents, as the results of the study Nurlaela Sari in her research said that Moral values have to be taught to the students by an education at school and also at their house. Teachers, parents and also the students have to work together to create a caring relationship between them. There are several strategies to teach moral values to the students, such as Character Building program which the activities arranged to increase the students' emotional quotient, Caring School Community which the activities arranged to create a caring relationship between teachers-students and Integrative Ethical Education model which has five steps for moral character development: supportive climate, ethical skills, apprenticeship instruction, self-regulation and adopting a developmental system approach. And the teachers, they should have four basic principles in teaching at the class such as Amanah, Rahmah, Taadubah and Sillah, it calls Religiulitas Profesional.<sup>19</sup>

As we know that moral value have good impact to the students both in terms of their habits and achievements. The most important is the moral value taught to the students while maintaining moral values in the textbook, and the teacher learns and sacrifices literacy about the 2013 curriculum. So that teachers can easily convey knowledge to students in accordance with the objectives of the 2013 curriculum.

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<sup>19</sup>Nurlaela Sari, *The Importance of Teaching Moral Values to The Students* (Indonesia: University of Education, 2013), p. 161.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After the researcher presented the data and analyzing them in the preceding chapter, the researcher intends to draw the conclusion of this study. Additionally, the researcher also owns several suggestions to offer that could be beneficial for readers or other researchers.

#### **A. Conclusion**

Based on the findings and discussions of the researcher by doing analysis text of documentation to the students' English book of the previous chapter, the researcher gets the aim of this research which wants to know and represented the moral value in word from students' English book at the first grade students of SMAN 7 Pinrang.

The moral categories that can be found in the textbook such as honest behavior, discipline, responsibility, care (mutual cooperation, teamwork, tolerance), responsive and pro-active. The other moral categories such as polite and peace it can be found in observation. It can conclude that, the moral value that can be found in students textbook dominant include in the first types of moral value about the human relationships with themselves such as honest behaviour, discipline, responsibility, responsive and pro-active. And also some of moral value such as peace (mutual cooperation, teamwork, and tolerance include in the second types of moral value about humans with other humans in the social live, including their relationship with nature. The other moral value such as peace and polite and also spiritual attitude found in observation.

Based on the results of the analysis of researchers, researcher can conclude that the textbook used by class X students at SMAN 7 Pinrang contains moral values in accordance with the objectives in the 2013 curriculum, but based on the results of researchers' observations that teachers are not total in conveying the values contained in the textbook because sometimes the teacher is monotonous with its intellectual aspects, the teacher does not focus on the spiritual aspects. as we know that in this 2013 curriculum the goal is 60% spiritual aspects and 40% intellectual aspects. As for students, there are some students who are not honest in working on assignments, even researchers find bullying occurs at the time of observation. it can be concluded that the textbook is not the only design to improve student morale or to achieve character education but must get supporters of several factors such as teachers, parents, and the environment.

Moral values presented in the students' English textbook can be used as a guide to live a life meaningfully. This students' English textbook represented how students establish a good relationship with themselves, other people, and God.

### **B. Suggestion**

Based on the results and discussion of this research, there is some suggestion that the researcher intends to convey:

1. For the academics who read the findings of this study, the researcher suggests them to instill the moral values adapted from the students' English textbook.
2. For the teachers who use the curriculum 2013, the researcher suggests them to apply the moral values in the students' English textbook to the students well.
3. For the students who read the findings of this study, the researcher suggests them to apply the moral values in their live; school, family and environment.

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## Appendix 1

## HASIL ANALISIS DATA PENELITIAN

## Analisis buku Bahasa Inggris siswa kelas X IPA 4 SMAN 7 PINRANG

Table 1. Moral Value of Honest Behavior

No.	DATA
1.	<p>Page 32-33</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Rahmi : Hello. How are things going on, Sintia?  Sintia : Hi. Good, and you?  Rahmi : I'm feeling great today. How was your weekend with your family in Batu?  Sintia : Excellent! We had a lovely time there. You should have gone there with us.  Rahmi : Really? Hey, what a beautiful skirt you are wearing. It matches your blouse.  Sintia : Thanks a lot. My sister bought it for me last month.  Rahmi : Wow! That's wonderful.  Sintia : Oh, Rahmi, can I ask you something?  Rahmi : Oh, sure. Please.  Sintia : Have you finished writing the book we discussed two months ago?  Rahmi : Yes. Come to my room. Look at this. What do you think?  Sintia : Terrific. I like the cover. Let me see the contents. This book is excellent. You really did a great job.  Rahmi : Thanks a lot. You've inspired me to do this.</p> </div> <p>Sintia : Your publisher should send it to all bookstores here.  Rahmi : Yes, you're right. The publisher will do it for me.  Sintia : Well, that's great. I am proud of you, Rahmi. By the way, I've got to go now. Have a nice day!  Rahmi : You, too.</p>
2.	<p>Page 111</p> <p>Then, he started the event by singing his hit single "Dia dia dia". Afganism went even crazier; they sang along with him throughout the song. Of course, I did too. I couldn't take my eyes off this amazing singer who had released three albums. When he was finished with the song, the host announced that it was time for autographing the memorabilia. I prepared my CDs and began to stand in the line. When I arrived at the table, I was speechless. It was unreal just seeing him that close. I thought it was really cool seeing him like that because he really just felt like a normal person, which was awesome. He asked my name so that he could write it on the CD to say "To Mia, Love Afgan". He was also very friendly, so I didn't feel too nervous when I had a chance to take pictures with him. He was just an amazing person. That was one of the best days in my personal life history.</p>

3.	<p>Page 184</p> <p>One day the youngest daughter went to try and see Strong Wind. She was wearing _____ (5), and burn covered her face. People laughed at her, but she kept going. When she got to Strong Wind's tent she waited.</p> <p>When Strong Wind was coming, his sister asked the girl, "Do you see him?"</p> <div style="display: flex; align-items: flex-start;">  <div style="margin-left: 20px;"> <p>"No," the girl answered. "I don't see him."</p> <p>Strong Wind's sister was surprised because the girl had told the truth. "Now do you see him?" asked Strong Wind's sister.</p> <p>"Yes," answered the girl. "Now, I do see him. He is very wonderful."</p> </div> </div> <p>Source: Dokumen Kemdikbud Picture 14.3</p>
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Table 2. Moral Value of discipline

No.	DATA
1.	<p>Page 92</p> <div style="text-align: center;">  </div> <div style="background-color: #0072bc; color: white; padding: 5px; margin: 10px 0;"> <p><b>Task 1:</b> The following announcement about regional games is not written properly. Edit the announcement so that it makes sense.</p> </div> <div style="text-align: center; margin: 10px 0;"> <p><b>ANNOUNCEMENT</b></p> </div> <div style="padding: 10px;"> <p>To All Members of Riza's Club Please be informed that Riza Regional Games 2013 will be on May 5 - 12, 2013 at Malang City.</p> <p>Please pay your 2nd smester contributions on or before April 30, 2013.</p> <p>All checks will be payed to the order of Rizas Club with account # 02051527.</p> <p>Thank you for your attention. Managemen of Riza's Club</p> </div> <div style="text-align: center; margin-top: 20px;"> <p>92 Kelas X SMA/MA/SMK/MAK</p> </div>

2. Page 121

**WARMER**

Observe the crossword puzzle below. In the puzzle, there are 10 regular and 10 irregular verbs in past tense. Work in pairs to find them as fast as possible. Write your answer on a piece of paper. Post your answer on the white/black board or on a wall of your classroom as soon as you finish doing it. Those who can finish the earliest are the winners. As the winners, you can tell the class to sing an English song that you like and tell them to dance, too.

C	M	A	B	R	E	A	D	X	Z	A	C	K
O	D	I	E	D	I	N	T	O	B	Z	S	G
M	E	T	A	D	V	A	N	C	E	D	U	O
I	F	R	O	W	O	N	G	A	G	S	R	T
C	E	O	K	W	O	M	A	N	A	F	R	I
S	N	O	L	O	S	T	N	O	N	E	E	D
T	D	H	A	M	P	E	R	E	D	L	D	R
O	E	S	W	T	H	O	U	G	H	T	E	O
O	D	O	E	O	T	O	T	A	L	L	R	P
K	O	L	A	L	O	W	H	O	L	E	E	P
M	K	D	P	D	L	C	A	U	S	E	D	E
A	A	I	O	H	D	S	W	H	E	R	O	D
S	N	D	N	R	E	F	U	S	E	D	I	S
S	R	X	E	S	T	A	R	T	E	D	O	T
O	U	B	E	T	R	A	Y	E	D	T	O	O

Regular verb

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Irregular verb

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\_\_\_\_\_

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\_\_\_\_\_

Table 3. Moral Value of responsibility

No.	DATA
1.	<p>Page 83</p> <div style="border: 1px solid gray; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Text 1: An Announcement about Concert Cancellation</b></p> <p style="text-align: center;"><b>Cancellation of JYJ Concert in Singapore</b></p> <p style="text-align: center; font-size: small;">by Faith &amp; D Entertainment on Monday, March 28, 2011 at 5:19am</p> <p style="text-align: right; font-size: small;">+ Write a Note</p> <hr/> <p style="font-size: small;">Dear Fans and Media</p> <p style="font-size: small;">This is an official announcement to inform everyone that we have just been notified by CJes Entertainment, the artiste agency of JYJ that they have decided to cancel JYJ World Tour Concert in Singapore which is scheduled on 23 April 2011 at Singapore Indoor Stadium.</p> <p style="font-size: small;">It is with utmost regret that we have to accept this cancellation notice from the artiste agency at this point in time. We have submitted the final plans for stage, seating and ticketing for the agency's approval so as to proceed with the official announcement on ticket sale. These plans are in accordance with the regulations required by the authorities in Singapore and the budget allocated for the concert. It is most unfortunate that the plans are not approved by CJes and their decision is to cancel the concert. We respect the agency's decision and, with great regret, we are unable to change their mind but to accept this unforeseen circumstance that is beyond our control.</p> <p style="font-size: small;">We understand the disappointment as well as the inconvenience caused due to the cancellation and we sincerely apologize – especially to the fans of JYJ.</p> <p style="font-size: small;">The Management Faith &amp; D Entertainment</p> <p style="font-size: x-small; text-align: center;">(Taken from <a href="http://www.dbsknights.net/2011/03/info-faith-d-entertainment-announces.html">http://www.dbsknights.net/2011/03/info-faith-d-entertainment-announces.html</a>)</p> </div>

Table 4. Moral Value of care

No.	DATA
1	<p>Page 23</p> <p><b>Text 1</b></p> <p><i>After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.</i></p> <p>Samuel : Alif, congratulations. You deserved it, Man.  Alif : Thank you very much. This is because you always help me.</p> <p>Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.</p> <p>Alif : <i>(replies with a happy tone)</i> Thank you. I cannot forget your collaboration with me, and I will still need your help.</p> <p><i>Other friends shake his hands and congratulate him too.</i></p> <p>Deni : That's wonderful, Alif.  Alif : Oh, thanks.  Santi : Good for you. Good luck.  Alif : Thank you very much.  Bejo : Well done.  Alif : Thank you for saying so.  Ivan : That was great. You must be very proud of your achievement.  Alif : Thanks. I'm glad you think so. But I still have to learn a lot.</p> <p><i>His staff also congratulate him.</i></p> <p>Eny : Please accept my warmest congratulations, Sir.  Alif : It's very kind of you to say so. Thank you.</p>
2	<p>Page 41</p> <p>Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.</p> <p>Bayu : Stay at home? Well, you could do something more interesting!</p> <p>Santi : So, what about you Bayu? Do you have any plans?  Bayu : Definitely! <b>My dad and I are going to</b> go fishing.  Santi : Fishing? Are you going to go fishing in the river near your house?</p> <p>Bayu : No. We plan to go fishing in a lake near my uncle's house.  <b>Would you like</b> to come with us?</p> <p>Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.</p> <p>Bayu : What about you, Riri? <b>What would you like</b> to do on the long weekend?</p> <p>Riri : I have made a plan with my mother about what to do on this long weekend. We <b>are going to</b> practice baking cookies.</p> <p>Santi : That sounds like a very good plan!</p>

Moral Value of Mutual Cooperative

No.	DATA
1.	<p>Page 79</p> <p><b>Task 2:</b> Collaborative Description</p> <p><b>Your teacher will assign you to sit in groups of 12-15 students. Sit in a circle and do the following steps.</b></p> <ol style="list-style-type: none"> <li>Write a sentence about an interesting place. Start with a topic sentence. When your teacher gives a signal to stop, stop writing and give your paper to your friend on your right, and you'll receive your friend's paper. Continue writing a sentence on your friend's paper, one sentence at a time. Continue doing this, until your paper is back to you.</li> </ol> <p>When writing, pay attention to the following guiding questions:</p> <ol style="list-style-type: none"> <li>What is the name of the place and why is it interesting?</li> <li>What attractions are available in this place? Describe one by one.</li> <li>What is your overall impression about the place?</li> </ol>  <p>Source: <a href="http://www.ecoliteracy.org/sites/default/files/uploads/shared_files/rethinkers_circle.jpg">http://www.ecoliteracy.org/sites/default/files/uploads/shared_files/rethinkers_circle.jpg</a> Picture 5.11</p> <ol style="list-style-type: none"> <li>Read your and your friends' description. What do you think? Is it a funny description? Does your paragraph make sense? If not, then go to the next activity.</li> </ol>
2.	<p>Page 129</p> <p><b>Task 1: Read the following dialog. Take turns reading it.</b></p> <p>Ami : Riza, look! That heroic monument stands high and strong.  Riza : Hmm.... It is a remembrance for us to our heroes' struggle on this country.  Ami : Yeah, many of them became casualties of the war.  Riza : I had an unforgettable experience there.  Ami : Really? What was it?  Riza : When I was in Junior High School, my school held a program called "Keep our city clean and green!"  Ami : What did you do?  Riza : My schoolmates, my teachers, and I rallied in the monument area at 6 a.m and began to clean the area around the monument until it's clean and tidy.  Ami : That's a very good program.  Riza : Yes, it was. We also planted some trees around it.</p>

## Moral Value of teamwork

No.	DATA
1.	<p>Page 2</p> <p> <b>WARMER: CHINESE WHISPER</b></p> <p>Your teacher will ask you to make groups of 4 students and show you how to play Chinese Whisper. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.</p>  <p>Source: <a href="http://eashe.media.education.gov.fr">http://eashe.media.education.gov.fr</a> Picture 1.2</p> <p>Discuss with your classmates what characters your group needs in order to do the activity successfully and to become the winner.</p>
2.	<p>Page 21</p> <p> <b>WARMER</b></p> <p><b>Describing and Guessing</b></p> <p>Do this game in groups. Your teacher will tell you how to play this guessing game. You have to guess what words that your teacher has described.</p> <p><b>For example:</b></p> <p>'A person who serves passengers in a flight.' He/She is a 'flight attendant.'</p> <p>After you know how to play the game, your teacher will ask you to make groups of three to play the game. The group who can guess more words will be the winner.</p>

3. Page 51



### WARMER

**Task 1:** Let's play odd man out game.

Below are lists of words related to tourist destinations. Let's play odd man out game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Compete with other groups to finish this game.

outdoor      camping ground      air ~~conditioner~~      sleeping bag

4. Page 70



### WARMER

#### Draw and Guess

Your teacher will divide the class into two big groups and show you how to play **Draw and Guess**. Listen to your teacher's explanation and do the activity as quickly as possible. Try to be the winner.



Source: Dokumen Kemdikbud  
Picture 5.2

5. Page 105

**SPEAKING****Task 1:**

Look at the sentences that your partners make for the simple past tense. Ask further questions about the activities he/she did yesterday using *what, where, why, who, when* or *how*. Look at the example below.

**Example:****Your classmate's sentence:**

I ate dinner with my family last night.

**Possible extended questions:**

- What did you eat?
- Where did you eat?
- When did you finish eating? etc.

**Task 2:**

Look at the sentences that your partners make for the present perfect tense. Ask further questions about him/her using *what, where, why, who, when* or *how*. Look at the example below.

**Example:****Your partners sentence:**

I have helped my mom in the kitchen since I was 12 years old.

**Possible extended question:**

How have you helped your mom in the kitchen?

**Task 3:****Interview with an inventor**

1. Work in pairs. One of you will be the interviewer. Another will be the interviewee.
2. Discuss a popular person (it can be an inventor, popular people in the past like actresses, actors, athletes, etc.) who is going to be interviewed. The interviewee will pretend to be this person.

6. Page 130

**Task 3: Speaking Game**

Play this game in groups of four students. Divide each group into halves. Each half opposes the other half. Now do the following things:

- a. Read the Battle of Surabaya again carefully.
- b. Choose the words that you like. You must know the meaning of the chosen words.
- c. Then, take turns telling your opposing partners to make sentences based on the words that you chose. Those who can make communicative sentences get score. Each communicative sentence will get 100. Don't forget to count the minutes used to make it. You can decide the length of time for making one sentence.
- d. The winners are those who can make more sentences in less time.

7. Page 144



### WARMER: DESCRIBE AND GUESS

Your teacher will tell you how to play this game. You have to guess what words that your teacher has described.

For example: 'A person who is forced to leave his/her place.' He/she is an 'exile'.

After you know how to play the game, your teacher will divide the class into two groups to play the game. The group who can guess more words will be the winner.

8. Page 178

#### Task 3:

Write sentences with the adverbs of time you have from the previous section.

Example: Mia went to Surabaya with her mother last week.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



### SPEAKING

1. Make groups of 8 members.
2. Read the text again. Prepare a simple performance.
3. Each student in the group is cast to be one character in the story.

student A	→	as Malin Kundang
student B	→	as Malin Kundang's wife
student C	→	as Malin Kundang's mother
student D	→	as the merchant
student E	→	as one of the ship crew
student F	→	as one of the ship crew
student G	→	as one of the local people
student H	→	as one of the local people

4. Discuss together the sentences that you will say when performing the Malin Kundang Story.

9. Page 190



## SPEAKING

### Task 1: Pair Work

Discuss with your classmates: 1) important stages in Strong Wind story. 2) discuss whether they have similar story to Strong Wind folktale.

### Task 2: Writing a Script

Work in groups of 4: 1) choose a fragment from Strong Wind or other folktales you love to perform, 2) write a scenario and decide who plays what.



Source: [http://1.bp.blogspot.com/-8j2ervYk2aM/VUBDy\\_mXZel/AAAAAAAAACA/CZi7sSpXoTM/s1600/cip2.jpg](http://1.bp.blogspot.com/-8j2ervYk2aM/VUBDy_mXZel/AAAAAAAAACA/CZi7sSpXoTM/s1600/cip2.jpg)

Picture 14.4

### Task 3: Role play

In your groups, do the following: 1) rehearse for your performance, 2) perform in the class for maximum of 10 minutes.

 **WRITING**



Source: <http://icesams.ru/images/meeting2.gif>  
Picture 14.5

### Collaborative Story Writing

Your teacher will assign you to sit in a big circle and ask you to write a story collaboratively with your classmates. Follow her/his instructions:

#### Step 1:

- Prepare a piece of paper. Choose a story to write.
- Write a sentence to start your story. Think of a sentence that can be easily continued by your classmate.
- Give your paper to your classmate on your right and get another piece of paper from your classmate on your left.
- Read your classmate's sentence. Continue writing another sentence. Try to connect your sentence and your classmate's. Then, give the paper to your classmate on your right.
- Continue the activities until your paper arrives back to you.

#### Step 2:

- Read the story that you've written with your classmates. What do you think? What's good and not good about it?

#### Step 3:

- Rewrite your story. Don't forget to include connecting words and phrases. Use clear references, too.

**PAREPARE**

## Moral Value of Tolerance

No.	DATA
1.	<p data-bbox="407 415 526 447">Page 123</p> <div data-bbox="428 453 786 554">  <span data-bbox="561 485 716 516"><b>READING</b></span> </div> <div data-bbox="451 569 1317 814" style="background-color: #00838f; color: white; padding: 10px; border-radius: 10px;"> <p data-bbox="509 583 932 611"><b>Task 1: Reading Comprehension</b></p> <p data-bbox="485 615 1287 789">As you know on every 10 November we all celebrate Heroes Days. Why do you think the Heroes Day took that special date to commemorate our heroes' sacrifice? Discuss with your partners and come to a conclusion why the date has become special. After that, read through the passage and check whether your conclusion is the same as the reason stated in the text.</p> </div> <p data-bbox="485 848 1287 1052">On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in <b>remembrance</b> of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to <b>surrender</b> their weaponry to British army. British Army at that time was part of the Allied Forces. The <b>defiant</b> Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.</p> <p data-bbox="485 1056 1287 1230">It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A.W.W.S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.</p> <p data-bbox="485 1234 1287 1350">However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action <b>angered</b> the Indonesian troops and militia leaders because they felt betrayed.</p> <p data-bbox="485 1354 1287 1528">On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops' post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought in <b>reinforcements</b> to <b>siege</b> the city.</p>

2.	<p>Page 145</p> <div style="text-align: center;">  <span style="background-color: #f4a460; border-radius: 15px; padding: 5px 20px; font-weight: bold; color: white;">READING COMPREHENSION</span> </div> <p style="text-align: center;"><b>CUT NYAK DHIEN</b></p> <p>Cut Nyak Dhien was a leader of the Acehese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.</p> <p>Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Uleë Balang aristocratic class in VI <i>mukim</i>, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="width: 30%;"> <p>On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI <i>mukim</i> in 1873, followed by the Sultan's Palace in 1874.</p> </div> </div> <p><small>Source: <a href="http://tranquility-hati.blogspot.com">http://tranquility-hati.blogspot.com</a> Picture 11.2</small></p>
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Table 3.5 Moral Value of Responsive and Pro-Active

Responsive

No.	DATA
1.	<p>Page 41</p> <p>Bayu : Stay at home? Well, you could do something more interesting!</p> <p>Santi : So, what about you Bayu? Do you have any plans?</p> <p>Bayu : Definitely! <b>My dad and I are going to</b> go fishing.</p> <p>Santi : Fishing? Are you going to go fishing in the river near your house?</p> <p>Bayu : No. We plan to go fishing in a lake near my uncle's house. <b>Would you like</b> to come with us?</p> <p>Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.</p> <p>Bayu : What about you, Riri? <b>What would you like</b> to do on the long weekend?</p> <p>Riri : I have made a plan with my mother about what to do on this long weekend. We <b>are going to</b> practice baking cookies.</p> <p>Santi : That sounds like a very good plan!</p>

No	DATA
1	<p>Page 110</p> <div style="display: flex; align-items: flex-start;">  <div style="flex-grow: 1;"> <p><b>Meeting My Idol</b></p> <p>Afgan has always been my favorite singer. I had always been thinking of how I would feel when I met him. Then I was suddenly hit by lightning when I found out Afgan was coming to town for a concert in a local auditorium. A day before the concert, there would be a meet-and-greet event at a local radio station. Feeling excited, I packed all my Afgan's CDs to get his signature at the event.</p> </div> </div> <p><small>Source: <a href="http://www.mataberita.com/profil-dan-foto-afgan-syah-reza.html">http://www.mataberita.com/profil-dan-foto-afgan-syah-reza.html</a> Picture 8.4</small></p>
2	<p>Page 135</p> <p>When Habibie's minimum wage salary forced him into part-time work, he found employment with the Automotive Marque Talbot, where he became an advisor. Habibie worked on two projects which received funding from Deutsche Bundesbahn. Due to his work with Makosh, the head of train constructions offered his position to Habibie upon his retirement three years later, but Habibie refused.</p> <p>Habibie did accept a position with Messerschmitt-Bölkow-Blohm in Hamburg. There, he developed theories on thermodynamics, construction, and aerodynamics known as the Habibie Factor, Habibie Theorem, and Habibie Method, respectively. He worked for Messerschmit on the development of the Airbus A-300B aircraft. In 1974, he was promoted to vice president of the company.</p>

PAREPARE

## PEDOMAN WAWANCARA PENELITIAN

### A. Pertanyaan Wawancara untuk Guru Mata Pelajaran Bahasa Inggris Kelas X MIPA 1

1. Apakah sekolah pernah melakukan sosialisasi tentang pendidikan karakter?
2. Apakah anda menerapkan penanaman nilai moral pada siswa? Bagaimana cara anda mengajarkan nilai moral yang terkandung dalam buku paket kepada siswa/siswi?
3. Bagaimana perilaku siswa/siswi dilingkungan sekolah?
4. Apakah siswa /siswi pernah berkelahi?
5. Menurut anda, apakah siswa/siswi memahami tentang penanaman nilai moral yang anda berikan melalui buku paket yang digunakan?
6. Kendala apa saja yang anda temukan dalam proses menanamkan nilai moral pada siswa/siswi melalui buku paket?
7. Faktor pendukung apa saja yang bapak/ibu guru temukan selama dalam proses penanaman nilai-nilai moral pada siswa/siswi melalui buku paket?

### B. Pertanyaan Wawancara untuk Peserta Didik

1. Apakah dalam belajar bahasa inggris anda menggunakan pedoman buku paket?
2. Buku bahasa inggris apa yang anda gunakan?
3. Nilai moral apa saja yang anda dapatkan dari buku paket yang anda gunakan?
4. Menurut anda, bagaimana nilai-nilai moral dalam buku paket yang anda pelajari sekarang?
5. Apakah anda bisa memahami tentang nilai moral yang disampaikan dalam buku paket?

Appendix 3

LEMBAR OBSERVASI

Observasi untuk Peserta Didik

No	Judul Penelitian	Keterangan		Penjelasan
		Ya	Tidak	
1.	Peserta didik berdoa sebelum dan setelah belajar		✓	Peserta didik hanya berdoa sebelum belajar
2.	Peserta didik melakukan kerja sama	✓		Kerja Sama Kelompok
3.	Peserta didik disiplin dalam proses pembelajaran?		✓	Karna banyak siswa yg keluar masuk saat pembelajaran
4.	Peserta didik jujur dalam proses pembelajaran dan juga dalam mengerjakan soal-soal		✓	Karna banyak yg mencontek
5.	Peserta didik bertanggung jawab dalam proses pembelajaran		✓	Karna kadang Acuh tak acuh dgn tugas
6.	Peserta didik bersikap sopan santun	✓		
7.	Peserta didik responsif dalam proses pembelajaran dan terhadap tugas yang diberikan	✓		
8.	Peserta didik menghormati dan menghargai setiap perbedaan yang ada		✓	§

PAREPARE

**LEMBAR OBSERVASI**

Observasi untuk Guru Mata Pelajaran Bahasa Inggris

No.	Judul Penelitian	Keterangan		Penjelasan
		Ya	Tidak	
1.	Guru mengingatkan Peserta didik untuk selalu berdoa sebelum belajar dan setelah belajar	✓		Sebagi Memasudai Kelas
2.	Guru memberikan motivasi kepada Peserta didik untuk berbuat baik	✓	✗	
3.	Guru lebih mementingkan kecerdasan spiritual daripada kecerdasan intelektual dalam pembelajaran		✓	lebih mementingkan ke intelektual
4.	Guru disiplin	✓		
5.	Guru menjelaskan nilai-nilai moral yang terkandung didalam textbook		.	terkadang

Appendix 4

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : Junaidil  
Kelas : X MIPA 4  
Status : Pelajar

Menerangkan bahwa:

Nama : Suharsono  
NIM : 14.1300.116  
Perguruan Tinggi : IAIN Parepare  
Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris

Bahwa telah melakukan wawancara dengan saya dalam rangka penyusunan skripsi yang berjudul "An Analysis of Moral Values in "English Textbook" Students Text Book at the First Grade in Senior High School 7 Pinrang".

Demikian surat keterangan ini saya berikan untuk digunakan sebagaimana mestinya.

Parepare, 24 Februari 2020

Yang bersangkutan

PAREPARE 

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : *haedhako*

Kelas : *10 miin4*

Status : *Pelajar*

Mencerangkan bahwa:

Nama : *Suharsono*

NIM : *14.1300.116*

Perguruan Tinggi : *IAIN Parepare*

Fakultas/Jurusan : *Tarbiyah/Pendidikan Bahasa Inggris*

Bahwa telah melakukan wawancara dengan saya dalam rangka penyusunan skripsi yang berjudul "An Analysis of Moral Values in "English Textbook" Students Text Book at the First Grade in Senior High School 7 Pinrang".

Demikian surat keterangan ini saya berikan untuk digunakan sebagaimana mestinya.

Parepare, 24 Februari 2020

Yang bersangkutan



**PAREPARE**

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : M. RADI ABDI RAHIM

NTP :

Jabatan : ~~Pem~~ Pelajar

Menerangkan bahwa:

Nama : Suharsono

NIM : 14.1300.116

Perguruan Tinggi : IAIN Parepare

Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris

Bahwa telah melakukan wawancara dengan saya dalam rangka penyusunan skripsi yang berjudul "An Analysis of Moral Values in "English Textbook" Students Text Book at the First Grade in Senior High School 7 Pinrang".

Demikian surat keterangan ini saya berikan untuk digunakan sebagaimana mestinya.

Parepare, 24 Februari 2020

Yang bersangkutan



**IAIN PAREPARE**

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : ~~Risva Damayanti~~ AULIA RAHMAT

Kelas : X MIPA 4

Status : Pelajar

Mencerangkan bahwa:

Nama : Suharsono

NIM : 14.1300.116

Perguruan Tinggi : IAIN Parepare

Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris

Bahwa telah melakukan wawancara dengan saya dalam rangka penyusunan skripsi yang berjudul "An Analysis of Moral Values in "English Textbook" Students Text Book at the First Grade in Senior High School 7 Pinrang".

Demikian surat keterangan ini saya berikan untuk digunakan sebagaimana mestinya.

Parepare, 24 Februari 2020

Yang bersangkutan



**IAIN**  
**PAREPARE**

**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : *PAKIDA*  
Kelas : X·MIPA 4·  
Status : Pelajar

Menerangkan bahwa:

Nama : Suharsono  
NIM : 14.1300.116  
Perguruan Tinggi : IAIN Parepare  
Fakultas/Jurusan : Tarbiyah/Pendidikan Bahasa Inggris

Bahwa telah melakukan wawancara dengan saya dalam rangka penyusunan skripsi yang berjudul “An Analysis of Moral Values in “English Textbook” Students Text Book at the First Grade in Senior High School 7 Pinrang”.

Demikian surat keterangan ini saya berikan untuk digunakan sebagaimana mestinya.

Parepare, 24 Februari 2020

Yang bersangkutan



**IAIN PAREPARE**

Appendix 5

Surat Keterangan Meneliti

  
**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**CABANG DINAS PENDIDIKAN WILAYAH X**  
**UPT SMAN 7 PINRANG**  
Alamat: Jln. Poros Pinrang Pare Km.8, Bua, Kec. Mattirobulu, Kab. Pinrang.  
Kode Pos: 91271, Email: [sman7pinrang@gmail.com](mailto:sman7pinrang@gmail.com)/[sman7pinrang@yahoo.com](mailto:sman7pinrang@yahoo.com)

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**SURAT KETERANGAN PENELITIAN**  
No: 421.3 / 091 - UPT SMA.7/ PRG/ DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMAN 7 Pinrang menerangkan bahwa :

<b>N A M A</b>	<b>: SUHARSONO</b>
<b>N I M</b>	<b>: 14.1300.116</b>
<b>JENIS KELAMIN</b>	<b>: LAKI-LAKI</b>
<b>PROGRAM STUDI</b>	<b>: TARBIYAH / PENDIDIKAN BAHASA INGGRIS</b>

Benar telah melakukan penelitian dengan judul : *“An Analisis Of Moral Values In ”English Texbook” Students Tex Book At The Second Grade In Seniort High School 7 Pinrang”* dari tanggal 10 januari s/d 10 Februari.

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Pinrang, 11 Agustus 2020  
Kepala UPT SMAN 7 Pinrang

  
**Drs. KHAYAN MATU, M.Pd.**  
NIP. 196001231 199602 1 002



**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENDIDIKAN**  
**CABANG DINAS PENDIDIKAN WILAYAH X**  
**(Kab. Pinrang, Enrekang, Tana Toraja)**  
*Jl. Basuki Rahmat No.32, Watang Sawitto, Pinrang, Kode Pos 91213*

**SURAT IZIN PENELITIAN**

Nomor : 867/056-CD.WIL.X.1/DISDIK  
Tanggal : 10 Januari 2020

Berdasarkan surat Kementerian Agama Republik Indonesia Institut Agama Islam Negeri Pare - Pare Nomor : B.051/In.39.5.1/PP.00.9/01/2020 tanggal 09 Januari 2020, Perihal permohonan Izin Penelitian, maka Kepala Cabang Dinas Pendidikan Wilayah X memberikan izin penelitian kepada :

Nama : SUHARSONO  
Tempat/Tgl Lahir : Pinrang, 26 Mei 1996  
Nomor Induk Mahasiswa : 14.1300.116  
Fakultas / Pogram Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Lokasi Penelitian : UPT SMAN 7 PINRANG  
Judul

***“AN ANALYSIS OF MORAL VALUES IN ” ENGLISH TEXBOOK” STUDENTS TEX BOOK AT THE SECOND GRADE IN SENIOR HIGH SCHOOL 7 PINRANG”***

Dengan Ketentuan :

1. Mendapat Persetujuan Kepala Sekolah;
2. Tidak mengganggu proses belajar mengajar;
3. Pengambilan data penelitian berlaku maksimal 1 bulan sejak tanggal surat ini diterbitkan.

Demikian surat rekomendasi ini diberikan, untuk dipergunakan sebagaimana mestinya.



Kepala Cabang Dinas Pendidikan Wilayah X,  
Plt. Kasubag Tata Usaha

SYAHRANI R. S.Pd

18731231 199803 2 009

Tembusan:

1. Kepala Dinas Pendidikan Prov.SulSel (sebagai Laporan)
2. Peringgal



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B. 051 /In.39.5.1/PP.00.9/01/2020  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X  
Provinsi Sulawesi Selatan  
di,-

Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Suharsono  
Tempat/Tgl. Lahir : Pinrang, 26 Mei 1996  
NIM : 14.1300.116  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Bulu Kel. Manarang Kec. Mattirobulu Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah KAB. PINRANG dalam rangka penyusunan skripsi yang berjudul :

**"An Analysis Of Moral Values In "English Textbook" Students Text Book At The Second Grade In Senior High School 7 Pinrang"**

Pelaksanaan penelitian ini direncanakan pada bulan Januari sampai bulan Pebruari Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 09 Januari 2020

Wakil Dekan I,



Tembusan :

1. Rektor IAIN Parepare

Appendix 6

Documentation



