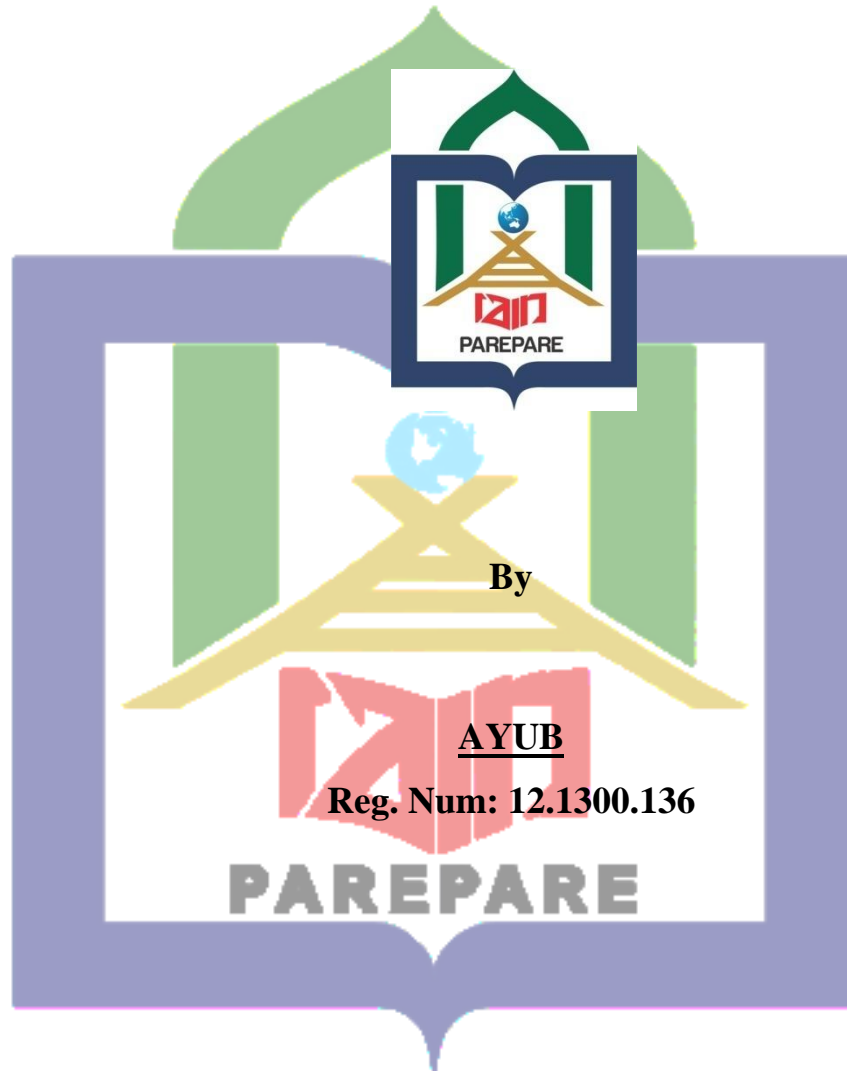


**AN ANALYZING OF MORAL VALUES EMBODIED IN
STUDENTS' ENGLISH BOOK AT THE SECOND
GRADE STUDENTS OF SMAN 1**

CAMPALAGIAN

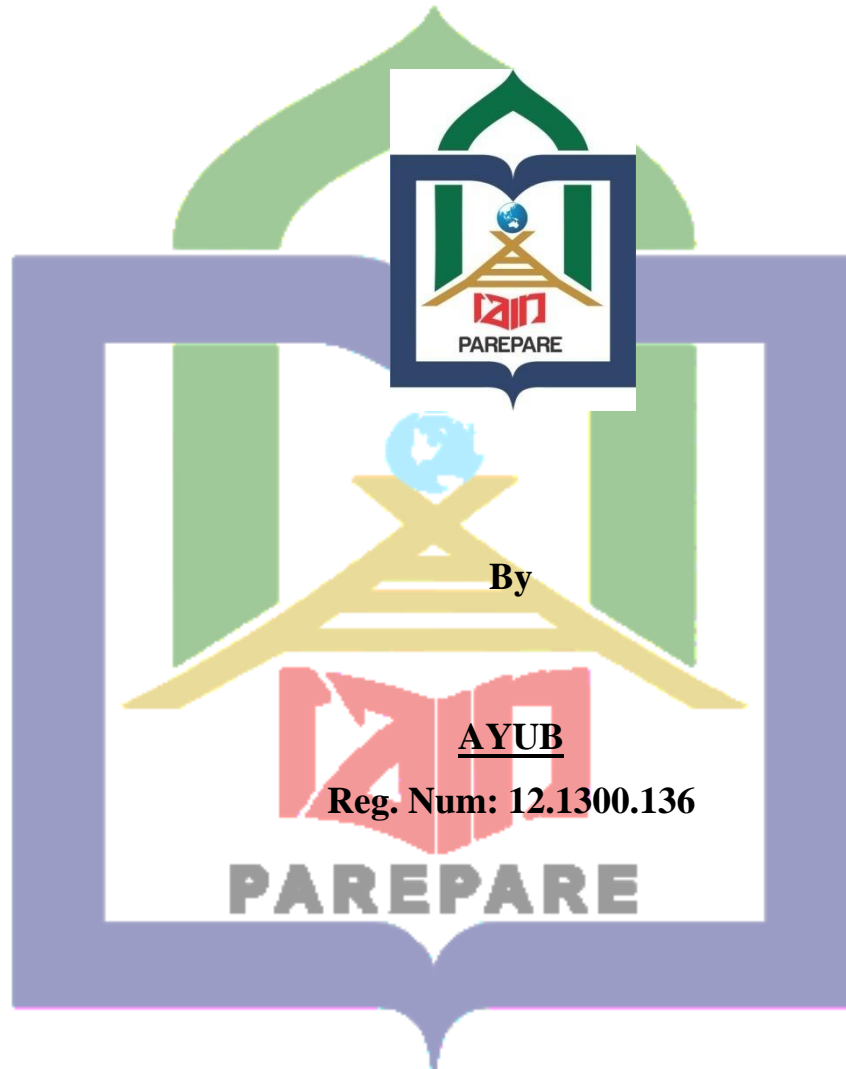


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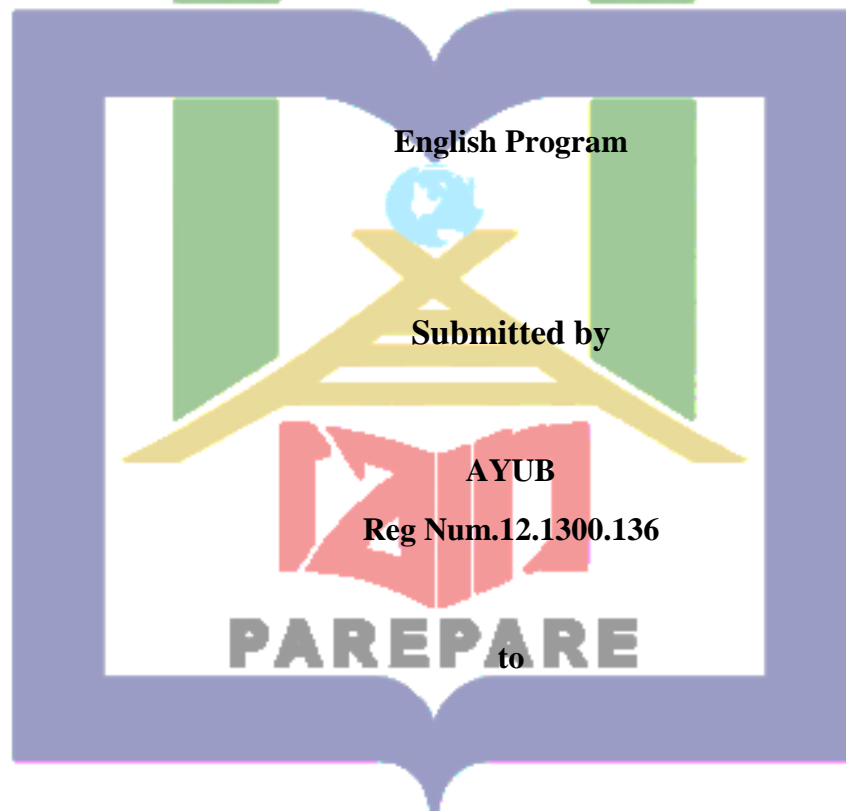
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CAMPALAGIAN**

Skripsi

**As Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**



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

2019

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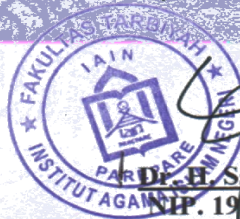
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent and The Merciful

Al. Hamdu Lil Lahi Robbil ‘Alamin, the writer would like to express her gratitude to the God Allah SWT to be the one transcendent Creator, Lord and Master of all that it, who has given the writer good health, blessing, mercy and finish the skripsi. Salawat and salam to the prophet Muhammad SAW peace be upon him. Who has guided us from uneducated person to be educated person.

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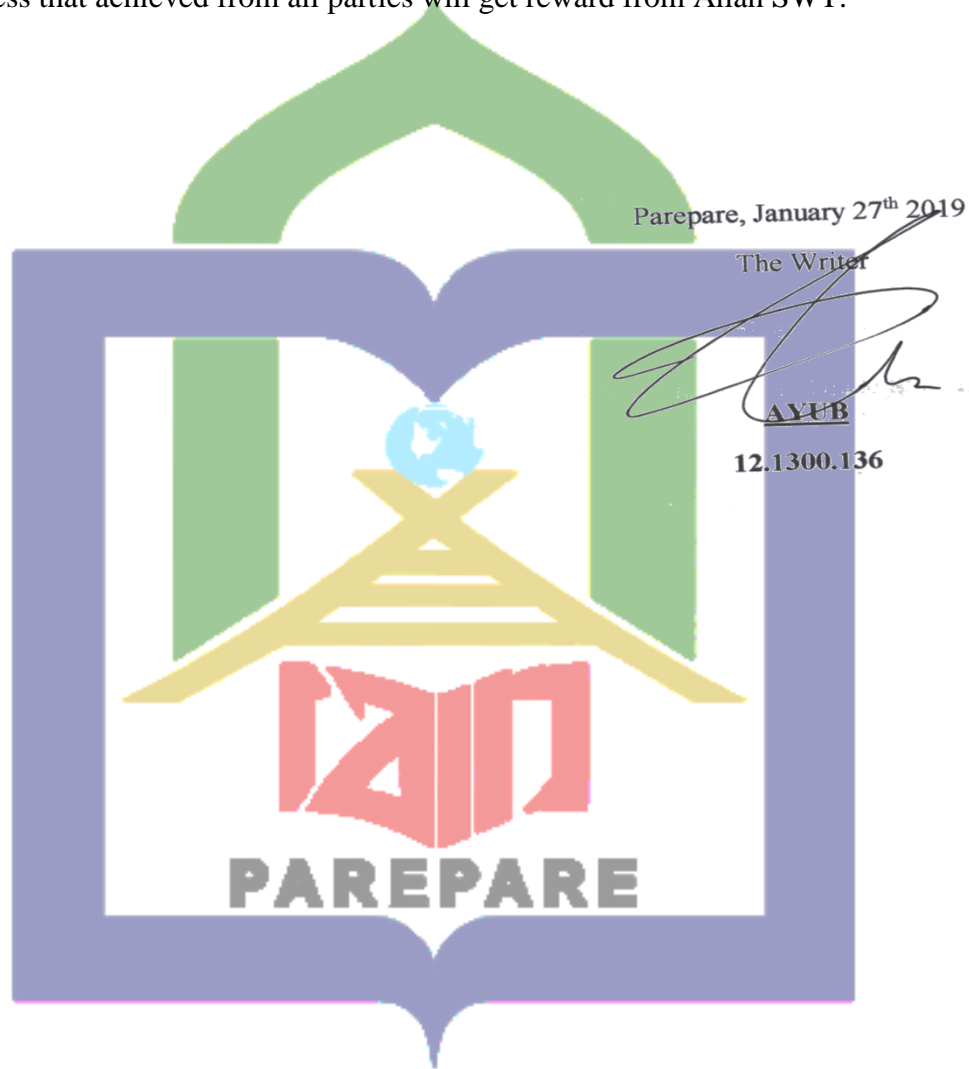
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The writer realize that this “Skripsi” is still far from being perfect, criticism and suggestion would be acceptable make it better.

Finally, the researcher prays and wishes to God, hopefully all of the help and goodness that achieved from all parties will get reward from Allah SWT.



DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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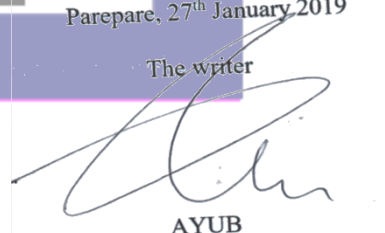
Department : Tarbiyah

Title of Skripsi : An Analyzing of Moral Values Embodied in
Students' English Book at The Second Grade
Students of SMAN 1 Campalagian

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

Parepare, 27th January 2019

The writer



AYUB

Reg. Number: 12.1300.136

ABSTRACT

Ayub. *An Analyzing of Moral Values Embodied in Students' English Book at The Second Grade Students of SMAN 1 Campalagian, English Program of Tarbiyah Department, State Islamic Institute (IAIN) Parepare* (Supervised by Anwar Sani and Abdul Haris Sunubi).

Students' English Book, like other types of Textbook, is used as a standard work on basis of instruction in any branch of knowledge. The students' English Book is one of a tool in learning process that conveyed the message of character of education based on the competence in curriculum 2013 that becomes the main parts in strengthening character of education.

This research attempts to describe the moral values in students' English book at the second grade students of SMAN 1 Campalagian and the way the students' English book presented them. The source of the data is students' English book of Curriculum 2013. The researcher did several steps of extracting the data commencing trough reading the whole textbook carefully, categorizing the various moral values by highlighting statements or activities which are considered as moral values, to making table based on the specifications of moral values. The findings reveal that there are several moral value presented explicitly by the students' English book of curriculum 2013.

From this study the researcher found kinds of moral values in social attitude, there are some of the kinds of moral values: (1) Interactions of the human to themselves is called individual moral, such as: honesty, discipline, responsibility, being polite, care, responsive and proactive. the major type of moral value is discipline. (2) Interactions of the human to others and environment is called social moral, such as: Environmental friendly, mutual cooperation, teamwork, peace (care for peace). The most presented type of moral value is mutual cooperation and teamwork.

Keyword: *Moral value, students' English Book of Curriculum 2013.*

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CHAPTER I

INTRODUCTION

1.1 BACKGROUND

The problem of moral deficiency and destructive behavior of youth has become a world concern nowadays. There is a little debate of which whether or not we come back to the conventional method of education in which more focusing on moral and character of the students. Emotional intelligence involves being aware of our emotions and how we react to them. Consider how often students quit or get angry when they experience failure or frustration. Now imagine what it would be like if those students developed a growth mindset in which they expected and embraced frustrating emotions and recognized how those emotions can contribute to their growth and improvement.¹

It is totally true that moral education is not something new. Moral education or character education is as old as the education itself. However, it has different challenges for every years and decades. Therefore, the spirit of character education should be renewed and updated in order to protect the students from the negative behavior as resulted from negative influences through the media and other external sources prevalent in today's culture.

Given the importance of character education as abovementioned, the Government of the Republic of Indonesia also sees the essence of character education to be rebirthed and re-implemented in education system within the country. The

¹Leigh Anderson and Donald R. Glover, *Building Character, Community and A Growth Mindset In Physical Education* (Australia: Human Kinetics, 2017), p. 1.

Ministry of Education of the Republic of Indonesia is implementing its new curriculum named 2013 Curriculum. This curriculum was designed to provide a more enjoyable learning experience for students and to produce well-rounded graduates, who are not only knowledgeable and skillful in the traditional subjects, but also possess high moral and ethical standards.

One of the ultimate goal of this new curriculum is to improve the moral and character of the students. The spirit of the new curriculum obviously has a positive aims, however with the immature planning and socialization of its implementation; the new curriculum has led to some controversy. Meanwhile, the demands of the character reforms of the education system in Indonesia, and even in this world are pretty high; the dilemma of new curriculum implementation and the character education mandate is raised. In addition to the immature planning of the new curriculum, the absence of readiness of the teachers as the front-liners of the curriculum implementer is believed as the most problem in implementing the new curriculum.

Indeed, the Deputy Minister of Education, Musliar Kasim, explained the push for a new, morally focused curriculum, stating, “Right now, many students don’t have character, tolerance for others, [or] empathy for others.”² One of the strong example up to now, “We hear about cyber bullying often in the news as well. Students are going online and bullying other students using Facebook, text messages or other social technologies. There have been instances that have been so hurtful to the victim that it has led to suicide.

²Elizabeth Kennedy, [http /Indonesiaful.com](http://Indonesiaful.com), (Accesed on December, 22 2017).

Unfortunately, teachers are also on the receiving end of cyberbullying, especially when it comes to disgruntled students. There are so many cases of high-school students walking out of class, going to the school library, or home, and immediately creating fake accounts to humiliate their teacher. They can also write derogatory comments and insults on their own pages and then invite fellow students to chime in. In many cases, this all occurs because a student was not satisfied with what they deem to be an unfair grade on a test or assignment.³

Especially the researcher has observed that in senior high school students are lack of morality. One of the most important thing that can help the student to get the morality is moral values embodied in students' book.

Based on the explanation above the writer was interested to take a research under the title of "An Analyziz Moral Values Embodied of The Students' English Book at The Second Grade of SMAN 1 Campalagian".

1.2 Problem Statement

After looking over the background above, the problem statement is :

- 1.2.1 What are the categories of moral values embodied in the students' English book at the second grade students of SMAN 1 Campalagian?
- 1.2.2 How the way of the moral values embodied in students' English book at the second grade students of SMAN 1 Campalagian ?

1.3 Objective of the Research

The following are objectives of the research:

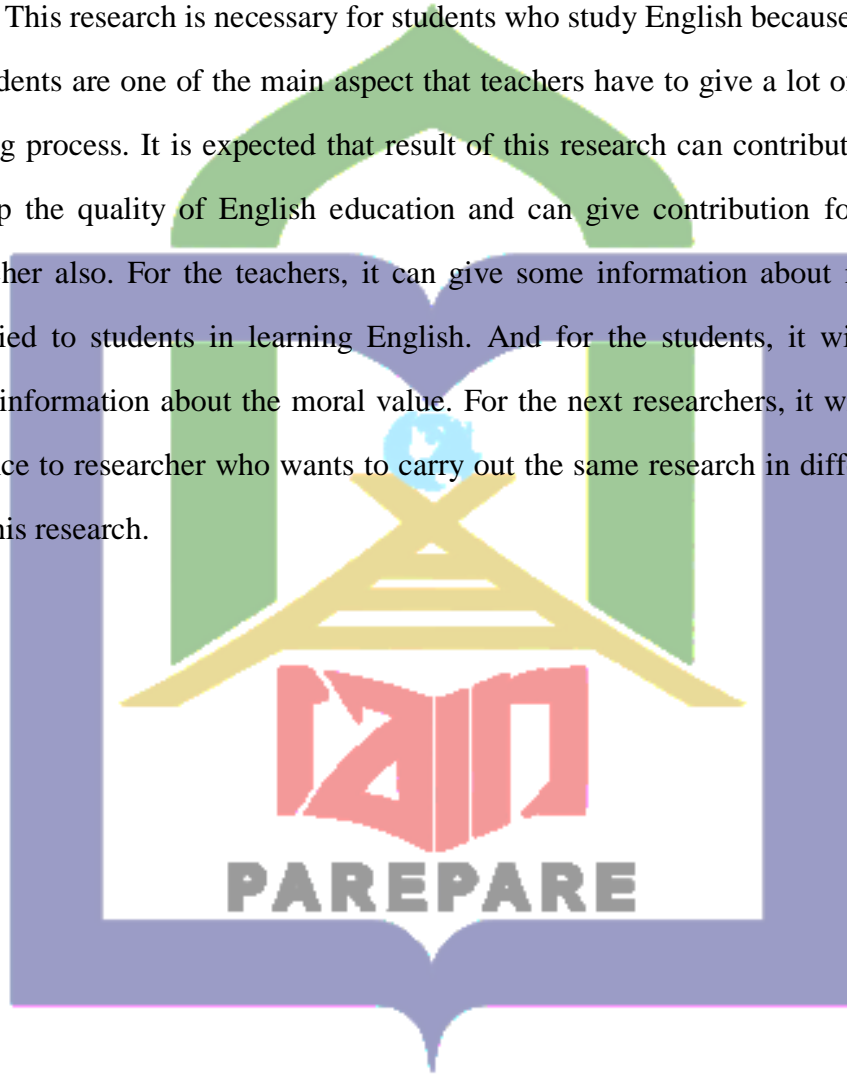
- 1.3.1 To find out the Moral values in students' English book at the second grade students of SMAN 1 Campalagian.

³<https://nobullying.com/students-bullying-teachers-a-new-epidemic/>, 18 October 2016

1.3.2 To describe the way of presenting the moral values embodied in students' English book at the second grade students of SMAN 1 Campalagian.

1.4 Significance of the Research

This research is necessary for students who study English because moral value for students are one of the main aspect that teachers have to give a lot of attention in learning process. It is expected that result of this research can contribute teachers to develop the quality of English education and can give contribution for the further researcher also. For the teachers, it can give some information about moral values embodied to students in learning English. And for the students, it will be a very useful information about the moral value. For the next researchers, it will be a good reference to researcher who wants to carry out the same research in different aspects from this research.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

2.1 Previous Research Findings

The following is some of previous research has found results relating to test analysis:

Nur Fitriani stated in her research that Moral value has grown up since we are born then our parents teach us how to act property, it is important for me to begin by trying to define morality. Talking about moral, the points is not only on something we usually act but also about our opinion and our conscience of what is right and what is wrong, about what we have to do and what we should not to do from the moral point of view we know whether we have done is right or wrong, and whether the side effect good or bad. Moral brings one's attitude into a good relationship with the other people in society.⁴

Syahara Dina Amalia in her research stated whether language is employed to load cultural contents, especially in the form of English Foreign Language textbook, it will depend on several aspects such as the writers, the policy maker such as the government who establishes the curriculum, and the goal of the language learning. In this research, I found that the curriculum plays a significant role in building the national character by inserting the intended cultural contents in the textbooks. It is the writers who then interpret what is aimed in the curriculum through their presentations of the content in the textbooks they write.

⁴Nur Fitriani, *An Analysis Of Moral Values of Jules Verne's Round The World In Eighty Days* (Salatiga: A script of STAIN Published, 2009), p. 19.

Regarding National Character Building, as an English teacher, I believe that the National Character Building values implanted in the English Language Teaching or English Foreign Language textbooks can assist the learners to understand more about themselves as Indonesians who possess distinctive character as identified in the state's ideology.⁵

New Paradigm of learning brought by the 2013 curriculum is not adopted by the official textbook issued to support the curriculum. The textbook failed to represent two core competencies stated by the curriculum as learning outcomes out of four totals. Spiritual attitude core competency was not represented at all while social attitude was represented in very low percentage. Learning process saw a relatively low percentage of character building with the exception of the learning held by experienced teacher. In general, low representation of curriculum's objectives in the textbook followed by relatively poor implementation in the classroom. The character building progress intended by the 2013 curriculum's enactment.⁶

Based on the cited research findings, the researcher concludes that curriculum has to be able to objective. Curriculum planning is content to be used and methods to be employed to bring about learning, in other word the students are able to know how to learn, we must know the demand in our society for people with specialist knowledge.

⁵Syahara Dina Amalia, *Representations of National Character Building in Indonesian English as a Foreign Language Textbooks* (Yogyakarta: Muhammadiyah Surakarta University, 2014), p. 13.

⁶Bony Irawan, *Analysis of Character Building Content on Science Texbook of The 2013 Curriculum and Teachers's Implementation Performances* (Indonesia: Maritime of Raja Ali Haji University, 2016), p. 75.

2.2 Several Pertinent Ideas

2.2.1 Moral Value

Based on “Oxford Advanced Learner’s Dictionary of Current English” stated that value is quality of being useful or desirable.⁷

A value is a conception of what is desirable; it is a guideline for a person’s actions, a standard for behavior. Notice that attitudes are directed toward objects, people, and situations; values are broad, abstract notions. Because values are more general than attitudes, there are few values but many attitudes. Just as an attitude can be seen as a system of cognitive, affective, and behavioral components, so a value can be seen as containing many interrelated attitudes. The value of equality could give rise not only to the attitude, say, that more women and members of different ethnic groups should hold office but also to countless other attitudes relating to the innumerable people, objects, issues, and ideas toward which one might direct thoughts, feelings, and behaviors.⁸

Students must be able to conform with them and able to adapt with environment in where they live. Children need socialization in order to know how they should act in the middle of societies and cultural environments. Finally we learn about values since when we still young until now, we grow and learn from the experience.

⁷A.S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English* (New York: Oxford University Press), p. 950.

⁸Kenneth S. Bordens and Irwin A. Horowitz, *Social Psychology* (The United State of America: FreeLoad Press, 2008), p. 159.

Based on the aspect of assessment in 2103 curriculum, The main assessment attitude or moral. Merriam Webster stated that moral is expressing or teaching a conception of right behavior.⁹

According to Colin Wringle in his book “Moral Education Beyond The Teaching of Right or Wrong” stated that it is therefore perhaps not surprising, if faced with concern about rising rates of largely petty crime and anti-social behaviour among the young, occasionally highlighted by particularly shocking actions by individual young people, politicians should simply and straightforwardly locate the root cause of the problem in the failure of schools to be sufficiently energetic in teaching children the difference between right and wrong. If the supposed shortcomings of schools in teaching other things also happen to be in the news at the time, such a reaction will be all the more predictable. The particular moral lessons which schools were supposedly required to teach by one British Secretary of State for Education included regard for proper authority, loyalty and fidelity and the development of a strong moral conscience.¹⁰

According to Margaret Urban Walker “Moral Understandings a Feminist Study in Ethics” stated that Morality allows and requires people to understand themselves as bearers of particular identities and actors in various relationships that are defined by certain values. People learn to understand each other this way and to express their understandings through *practices of responsibility* in which they assign, accept, or deflect responsibilities for different things.¹¹

⁹Merriam Webster, <https://www.merriam-webster.com/dictionary/moral>, 18 December 2018

¹⁰Colin Wringle, *Moral Education Beyond the Teaching of Right or Wrong* (Netherlands: Springer, 2006), p. 3.

¹¹Margaret Urban Walker, *Moral Understandings A Feminist Study In Ethics* (New York: Oxford University Press, 2007), p. 11.

Based on the statement above, it means moral is one of the main point to keep the students attitude or behavior as teenager because the purpose of moral education is instrumental from the point of view of the adult world. Young people are being brought up, often quite unashamedly, in the interests of that adult world.

Curriculum 2013 becomes the main parts in strengthening character of education. Based on the standard of competence in 2013 curriculum for senior high school, the competence divided in two parts namely core competence and basic competence.

The core competence is the translation or the SKL operationalization in the form of a must-have quality people who have completed education at a particular educational unit or level of education, on overview of the key competencies that are categorized into aspects of attitudes, knowledge, and skill (affective, cognitive, and psychomotor) learners to be learned for a school level, class and subject. Core competence should describe the quality of the balance between the achievement of hard skills and soft skills.

Core competence serves as elements organizers (organizing element) basic competence. As an organizer element, core competence is a binder for vertical organization and horizontal organization of basic competency. Basic Competence vertical organization is the relationship between the content of the basic competence or education class to class/level so fulfill the principles of learning that occurs a continuous accumulation between content learned. Horizontal organization is the relationship between the content of the subject basic competence with the content of different subjects in the weekly meetings and the same class so that a process of

mutually reinforcing. Core competence is consists of for religious, for social attitude, for knowledge and for skill.

The aspects of moral value based on what has been stated in social attitudes competence in 2013 curriculum for senior high school are divided in ten sections. Those sections consist of moral values namely *honesty, discipline, responsibility, care, being polite, environmental friendly, mutual cooperation, teamwork, piece (care for peace) and responsive and proactive*,¹² as presented in the following picture.

Picture 2.1: Core Competence and Basic Competence Curriculum 2013 for English Subject at Senior High School

KELAS XI

KOMPETENSI INTI	KOMPETENSI DASAR
1. Menghayati dan mengamalkan ajaran agama yang dianutnya	
2. Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan proaktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia	2.1 Menunjukkan perilaku tanggung jawab, peduli, responsif, dan proaktif dalam mengajukan solusi untuk mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan alam dalam bentuk <i>discussion text</i> 2.2 Menunjukkan perilaku tanggung jawab, peduli, responsif, dan proaktif dalam mengajukan solusi untuk mengantisipasi dan mengatasi permasalahan yang terkait dengan lingkungan sosial dalam bentuk <i>discussion text</i> 2.3 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional dalam bentuk <i>description text</i> 2.4 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional dalam bentuk <i>procedure text</i> 2.5 Menunjukkan perilaku jujur, tanggung jawab, peduli, responsif, dan proaktif dalam mengolah, menalar, dan menyajikan informasi yang terkait dengan sejarah, seni budaya, dan pariwisata Indonesia untuk diperkenalkan di dunia internasional dalam bentuk <i>narrative text</i>

(Source: Basic Competence from Kementerian Pendidikan dan Kebudayaan 2013)

¹²Badan Penelitian Pengembangan, *Kompetensi Dasar* (Indonesia: Kementerian Pendidikan dan Kebudayaan, 2013), p. 68.

1. Honesty

Absolute honesty is also about doing the right thing for the right reasons. It is recognizing when decisions and actions either are unwise or are not within the bounds of ethical and moral standards— and it's about having the courage to voice your opinions about those decisions so they can be corrected.¹³

Honesty is the component of moral character which develops good attributes. For students, being honest can be started by conveying something and acting accordingly. They can tell something to their friends correctly or doing homework without cheating their friends.

2. Discipline

Discipline is training that develops self-control and character.¹⁴ Discipline is the practice of making people obey rules or standards of behavior and punishing them when they do not.

Discipline in school life is very important for students. We can't be well educated without discipline. Without learning and the following discipline in school life can cost students later in their career. In school education, discipline is a set of rules & regulations that remind us of the proper code of behavior. Discipline is ever more important during school life. But discipline is not only important for school students it's for everyone. Discipline is self-improvement practice. It is what helps us all to achieve our goals in life.

¹³Larry Johnson and Bob Phillips, *Absolute Honesty* (New York: American Management Association, 2003), p. 6.

¹⁴Elizabeth Pantley, *The No-Cry Discipline Solution* (United State of America: McGraw-Hill, 2007), p. 6.

3. 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. It is our responsibility, as human beings who wield enormous power, to refrain from acting when we realize the future harms resulting from actions and to modify our actions when we are uncertain as to the harmful long-term consequences.¹⁵

In the school, students have a responsibility to follow the schools' regulations regarding leaving the classroom and the school. Students have a responsibility to secure a pass from their teacher in order to leave the classroom and to show that pass when asked to by school personnel.

4. Care

Care is a characteristic where someone serious attention or consideration applied to doing something correctly or to avoid damage or risk. In the school, the students are able to care for others, regulation, environment and anything else.

5. Polite

Polite is a Character that exhibiting in manner or speech a considerate regard for others. Who is polite has at least some care for the opinions of others, and if polite in the highest and truest sense, he cares for the comfort and happiness of others in the smallest matters.¹⁶

¹⁵Theresa Morris, *Hans Jonas's Ethic of Responsibility* (New York: Suny Press, 2013), p. 188.

¹⁶Deluxe Encyclopedic Edition, *The International Webster's Comprehensive Dictionary of The English Language* (Columbia: Trident Press International, 2003), p. 978.

Politeness is an important social skill that can help you make friends, succeed professionally, and show respect. You may have good manners already but are looking to expand them for an upcoming dinner party, work event, or just for life in general. Being polite can be done by offering a proper greeting and showing good manners with words and actions.

6. Mutual Cooperation

Mutual cooperation refers to the help received by one from the other and vice versa while teamwork is the combined action of a group of people, especially when effective and efficient.

7. Teamwork

Teamwork is the activity of working well together as a team.¹⁷ It is generally understood as the willingness of a group of people to work together to achieve a common aim. Teamwork is absolutely fundamental for teams to work effectively. Only when the skill and strengths of individual team members are joined with share goals, and a focus on collective performance, will you start to see the benefits of a team at work.

Teamwork is necessary between students, between students and teachers, and among parents and educators. The more teamwork fundamentals exhibited, the more opportunity exists for students to learn the vital skills of compromise and collaboration.

¹⁷A S Hornby, Oxford Advanced Learner's Dictionary of Current English (New York: Oxford University Press, 2000), p. 1387.

8. Peace (Care for Peace)

Peace is the concept of harmonious well-being and freedom from hostile aggression. In a social sense, peace is commonly used to mean a lack of conflict (such as war) and freedom from fear of violence between individuals or heterogeneous (relatively foreign or distinct) groups.

The moral values embodied of peace to students are most important because peace education is the process of acquiring the values, the knowledge and developing the attitudes, skills, and behavior to live in harmony with oneself, with others, and with the natural environment.

9. Responsive

Responsive is a characteristic where someone acting quickly. It means Students take part in the activities eagerly and if teacher asks them, the students answer the questions very well.

10. Proactive

Being proactive is able to make choices based on the principles and values that apply. For students, A proactive person is a can-do person -- an assertive person who makes things happen rather than a passive person who waits for things to happen. Fundamentally, a proactive student is one who assumes control of and takes responsibility for his education. Begin by taking control of your time -- your most valuable asset. Keep an electronic or paper calendar of your quizzes, tests, assignments and other due dates. Schedule your extracurricular school and social activities around your academic obligations.

Proactive students find ways to round out their education and develop meaningful relationships, both of which can enhance their education. For example, form a study group with fellow students to pool resources and ideas and to encourage each other -- something that is particularly helpful if a class proves difficult or seek out a mentoring relationship with a teacher, academic adviser or other respected campus leader so that you have a mature person you can talk to, confide in and seek counsel from to keep you focused and on track

2.2.2 Two kinds of moral motivation

Talk of moral education commonly conceals a distinction between two rather different sets of goals, their rationales and appropriate modes of achieving them. I shall refer to these as:

2.2.2.1 The social utility view

A social utility view of moral education is taken when people become interested in the topic because of concern with such things as the incidence of mostly rather petty delinquency among the young, such as individual acts of violence, burglary, car-crime, vandalism and the like as well as intoxication, drug taking and sexual license undermining the established order of family life. Classroom disruption destructive of a satisfactory learning environment for others may also be included. This kind of concern and the consequent interest in moral education may from time to time be heightened by spectacular acts of violence or, at a different social level, cases of business fraud or political corruption which add to the impression that society as a whole is in a parlous moral state.

2.2.2.2 The group values view.

To be contrasted with this is the group values view according to which certain kinds of conduct, commitment and belief are promoted not primarily because they are convenient to the respectable adult world but because they form part of a valued way of life with a particular system of beliefs, practices and relationships. The way of life may be that of a religious group. Quaker, Catholic, Muslim and other religious communities are characterized almost as sharply by their moral priorities as by their theological tenets. But equally it may be largely or wholly secular. Aristocratic codes of honor, the rules of polite society in recent centuries which defined the conduct to be expected of a gentleman, or a lady, the respectable materialism of the aspiring lower middle classes, would all be cases in point, each with their formal or informal modes of moral education.¹⁸

Based on the statement above, it means moral is one of the main point to keep the students attitude or behavior as teenager because the purpose of moral education is instrumental from the point of view of the adult world. Young people are being brought up, often quite unashamedly, in the interests of that adult world.

2.2.3 Textbook

In analyzing textbook, firstly we have to know what textbook is. According to “Webster’s Comprehensive Dictionary of The English Language” stated that Textbook is a book used as a standard work on basis of instruction in any branch of knowledge.¹⁹

¹⁸Roy Gardner, *Education for Values* (London: the Taylor & Francis e-Library, 2005), p. 38.

¹⁹Deluxe Encyclopedia Edition, *Webster’s Comprehensive Dictionary of The English Language* (Columbia: Trident, Press International, 2003), p. 1.300.

2.2.3.1 The main categories of textbooks

Textbooks which are organized in a systematically progressive fashion: these are educational texts which propose a structure, an order and a progression in the teaching-learning process:

- 2.2.3.1.1 Instruction is structured, organized in chapters and in units;
- 2.2.3.1.2 The content of learning (information, explanations, comments, practical exercises, summaries, evaluation) is presented in an order;
- 2.2.3.1.3 There is systematic progression of learning towards the acquisition of new knowledge and learning new concepts, based on known items of knowledge.

These textbooks are real working tools for the teacher and the pupil. Whilst teacher's guides do enter into this category, they are intended only for the teacher and their structure, organization and content differs from textbooks for pupils.

2.2.3.2 The Roles of Textbooks

From the instructional standpoint, the textbook has three main roles:

- 2.2.3.2.1 An information role, implying:
 - 2.2.3.2.1.1 Presentation of a selection of items of knowledge about a specific subject and on a specific theme, taking into account that the acquisition of knowledge should be progressive and sequenced according to succeeding years of scholarship and bearing in mind that curricula must not be overloaded;

2.2.3.2.1.2 Filtering of items of information in order to synthesize them, sometimes simplify them and render them accessible and clear for pupils at the level concerned.

2.2.3.2.2 A role of structuring and organizing learning

2.2.3.2.2.1 From practical experience to theory;

2.2.3.2.2.2 From theory to practical exercises with assessment of what has been learned;

2.2.3.2.2.3 From practical exercises to theoretical elaboration;

2.2.3.2.2.4 From statements to examples and illustration;

2.2.3.2.2.5 From examples and illustrations to observation and analysis.

2.2.3.2.3 A role of guiding learning

2.2.3.2.3.1 Repetition, memorization, copying models;

2.2.3.2.3.2 More open and creative activities where the pupil can make use of his own experiences and observations.²⁰

It is like what Jack C. Richards said that textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lesson, the balance of skills taught and the kinds of language practice the students take part in. In other situations, the textbook may serve primarily to supplement the teacher's instruction.

²⁰Roger Seguin, *The Elaboration of School Textbook* (Paris: Unesco, 1989), p. 18.

For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher.

In the case of inexperienced teachers textbooks may also serve as a form of teacher training - they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge.²¹

The textbook is very important in teaching learning. It will help the teacher in teaching by standardize instruction. In other hand, by using textbook in teaching the teachers have to give a lot of attention the lesson for the students because the lesson that have been learned by students will influence student's character based on the purpose of curriculum namely building character.

Even the textbook has a big role for the teachers and learner, but it has advantages and disadvantages also.

2.2.3.3 Some Advantages and disadvantages 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. The following list contains the most frequently stated advantages of using textbooks.

²¹Jack C. Richards, "Role of Textbooks", <https://www.professorjackrichards.com/articles/role-of-textbooks/> (Accessed on January, 9th 2018).

- 2.2.3.3.1 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.
- 2.2.3.3.2 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 the following list contains the most frequently stated disadvantages of using only ready-made textbooks.
- 2.2.3.3.3 The content expected from them.

Textbooks also have limitations, which can lead to teachers' and learners' dissatisfaction with the course 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.²²

2.2.3.4 Criteria for Textbook Evaluation

Cunningsworth proposes four criteria for evaluating textbooks, particularly course books:

- 2.2.3.4.1 They should correspond to learner's needs. They should match the aims and objectives of the language-learning program.
- 2.2.3.4.2 They should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip student to use language effectively for their own purposes.
- 2.2.3.4.3 They should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".

²²Dragana M. Gak, Article: A textbook – *An Important Element In The Teaching Process* (Novi Sad: Faculty of Science Engineering, 2014), p. 79.

2.2.3.4.4 They should have a clear role as a support of learning. Like teachers, they mediate between the target language and the learner.

The type of evaluation a textbook receives, however, will also reflect the concerns of the evaluator. One teacher may look at a book in terms of its usability. The teacher is primarily interested in whether the book works easily in her class, can be used flexibly, and could easily be adapted. Another teacher may look at a book much more critically in terms of its theoretical orientation and approach.²³

Attending to students' social experiences can contribute much to their social and moral development. However, schools can extend their impact upon moral and social development through the academic curriculum in several ways.

First, the academic curriculum contains many instances in the context of literacy and social studies of stories or events that replicate or reinforce social and moral values that students may be addressing in their everyday experiences. Uses of literature employing constructivist teaching methods with attention to children's developmental levels has been shown to impact both social and emotional learning as well as moral development.

Second, the formal curriculum moves the students' knowledge base beyond their own historical or cultural framework and has the potential to motivate students to project themselves as members of a global community with responsibilities for the social welfare of persons beyond their immediate experience.²⁴

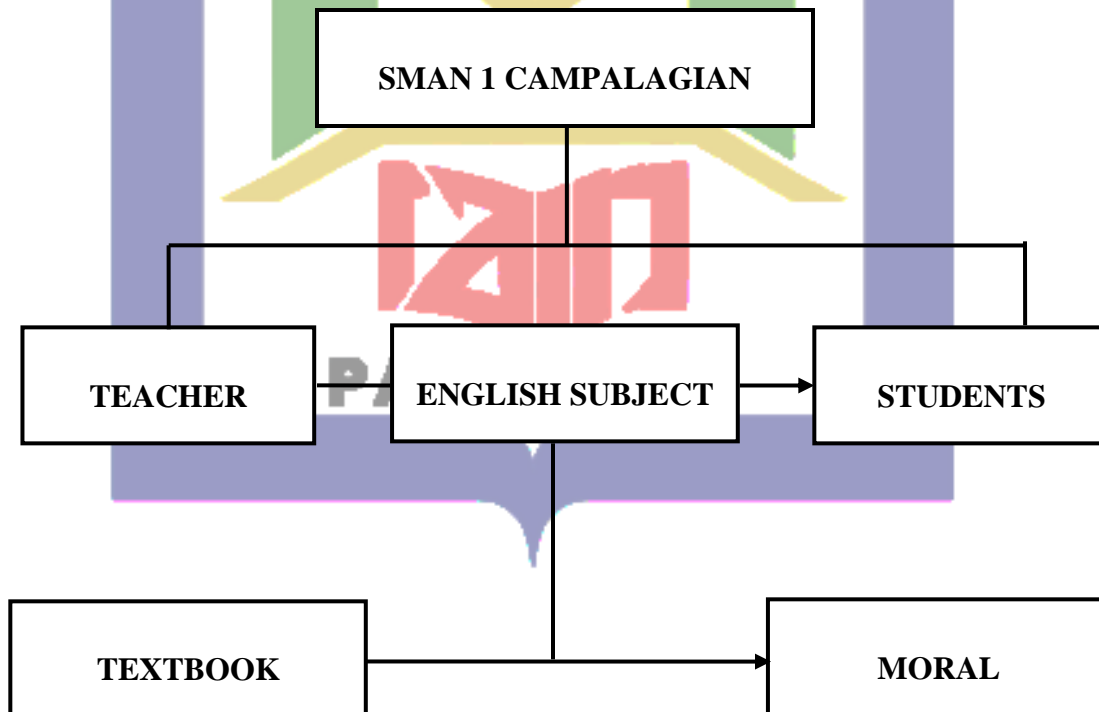
²³Jack C. Richards, "Role of Textbooks", <https://www.professorjackrichards.com/articles/role-of-textbooks/>, (Accessed on January, 9 2018).

²⁴Larry Nucci, Darcia Narvaez and Tobias Krettenauer, *Handbook of Moral and Character Education* (New York: Routledge, 2014), p. 131.

It means moral development of students in their social depend on the students' social experiences. From the textbook, the teachers not only have a clear role as a support of the learning by textbook or correspond to students' need but also school can extend their impact upon moral and social development through the academic curriculum in several ways.

2.3 Conceptual Framework

Conceptual framework is the researcher's position on the problem and gives direction to the study. It may be an adaptation of a model used in a previous study, with modifications to suit the inquiry. Aside from showing the direction of the study, through the conceptual framework, the researcher can be able to show the relationships of the different constructs that he wants to investigate.²⁵



²⁵Sembrani, <https://syafiqb.com>, (Accessed on December, 22nd 2017).

In this case, the conceptual framework that is shown above, it is the way how to collecting data according the parts. The researcher need to describe what kind of the moral values embodied in students' English book at second grade students of SMAN 1 Campalagian according to the conceptual framework.

2.4 Review of Conceptual

The title of this research is An Analyzing of Moral Values Embodied In Students' English Book At The Second Grade Students of SMAN 1 Campalagian. It means the researcher conclude the action of disentangling of operational definition to know and understand the base main and discussion development. So, the researcher gives some definitions from the variable of the title, namely:

- 2.4.1 Moral Values Embodied is an effort to educate students to be better and wise based on the intelligence, emotional and spiritual. So, students can contribute for the positive things in their environment.
- 2.4.2 Students' English Book is one of the textbook that is used by students in english learning process. The textbook is used as a standard work of the curriculum.

CHAPTER III

RESEARCH METHOD

3.1 Design of The Research

The approach used in this research is qualitative. In qualitative research, the researcher addresses research problems where the variables are unknown and require exploration. A central phenomenon is the key concept, idea, or process studied in qualitative research. This type of research views something as a central phenomenon that is required to be explored and understood.

In qualitative research, that has six characteristics at each stage of the research process, such as; The first is exploring a problem and developing a detailed understanding of a central phenomenon. The second, having the literature review play a minor role but justify the problem. Then, stating the purpose and research questions in a general and broad way so as to the participants' experiences. The fourth, collecting data based on words from a small number of individuals so that the participants' views are obtained. the fifth, analyzing the data for description and themes using text analysis and interpreting the larger meaning of the findings. The last is writing the report using flexible, emerging structures and evaluative criteria, and including the researchers' subjective reflexivity and bias.²⁶

It means qualitative research discusses how to collect, analyze, and use qualitative data. The data for qualitative analysis typically come from fieldwork.

²⁶John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Addison Wesley Publisher, 2011), p. 16.

During fieldwork, the researcher spends time in the setting under study—a program, an organization, a community, or wherever situations of importance to a study can be observed, people interviewed, and documents analyzed.²⁷

The Method that the researcher used in this assessing the moral values embodied in students' English book at second grade students of SMAN 1 Campalagian is qualitative descriptive method, in which most of the data are collected in the forms of words. the researcher decides to employ the method in this study because it requires him to describe something, determine the existing conditions, and analyze the research findings without drawing a generalized conclusion from them.

Qualitative descriptive method findings grow out of three kinds of data collection; firstly, in-depth, opened interviews; Secondly, direct observation; and the last is written documents. Interviews yield direct quotations from people about their experiences, opinions, feelings, and knowledge. The data from observations consist of detailed descriptions of people's activities, behaviors, actions, and the full range of interpersonal interactions and organizational processes that are part of observable human experience. Document analysis includes studying excerpts, quotations, or entire passages from organizational, clinical, or program records; memoranda and correspondence; official publications and reports; personal diaries; and open-ended written responses to questionnaires and surveys.²⁸

3.2 Research Variable

²⁷Michael Quinn Patton, *Qualitative Research and Evaluating Methods* (London: Sage Publications, 2002), p. 4.

²⁸Michael Quinn Patton, *Qualitative Research and Evaluating Methods* (p. 4)

The research consists of one variable, which is independent variable, namely “An Analyzing of Moral Values Embodied in Students’ English Book”.

3.3 Location and Duration of the Research

The researcher took the place of this research in SMAN 1 Campalagian. The duration of this research would be done one month because need several time to collect and analyze the data.

3.4 Population and Sample

3.4.1 Population

The population of this research is the second grade students of SMAN 1 Campalagian. Based on the researcher observation there are ten classes of the second grade students there. They are class XI IPA 1, XI IPA 2, XI IPA 3, XI IPA 4, XI IPA 5, XI IPS 1, XI IPS 2, XI IPS 3, XI IPS 4, and XI IPS 5.

This is the table of the number of the second grade students there:

Table 4.1: The total of the second grade students of SMAN 1 Campalagian school year 2018/2019

No	Class	Total
1	XI IPA 1	34
2	XI IPA 2	32
3	XI IPA 3	32
4	XI IPA 4	30
5	XI IPA 5	30
6	XI IPS 1	35
7	XI IPS 2	34
8	XI IPS 3	32

9	XI IPS 4	32
10	XI IPS 5	32
Total Number		323

(Source : Administration of SMAN 1 Campalagian)

3.4.2 Sample

The researcher applied accidental sampling in this researcher. Because the class XI IPA 5 makes more easy to collect the information for researcher then the other class. So the researcher took class XI IPA 5, as sample in this research. And the numbers of sample of this research were 3 students of 323 total numbers of populations.

3.5 The Instrument of the Research

The instrument is a tool used to help researchers to find some data or information that is researched. Without using instrument, a research will not get some information accurately that they aspire. Hence, one of way to get accurate data is by using instrument. In related with it, the researcher applied some instruments of this research, they are:

3.5.1 Technique of Documentation

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

Document analysis is often used in combination with other qualitative research methods as a means of triangulation 'the combination of methodologies in the study of the same phenomenon. Although document analysis has served mostly as a complement to others research method, it has also been used as a stand-alone

method'. Indeed, there are some specialized forms of qualitative research that completely rely on the analysis of documents.

The documentation technique can be the main technique if researchers do content analysis.²⁹ In using this technique, researcher as a key instrument to read carefully, directed, and scrupulous the “Students’ English book” in order to obtain the desired data. The results of the data source will be recorded for use in prepare the research report in accordance with the aims and objectives to be achieved. The data will be the primary source of data.

3.5.2 Technique of 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 embodied in students’ English book at the second grade students of SMAN 1 Campalagian.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 embodied as secondary source of data and wrote related information.

3.5.3 Technique of Interview

The interview would be carried on SMAN 1 Campalagian. The researcher as interviewer will interview the teacher of english subject, Headmaster and the students as secondary source of data.

3.6 Technique of collecting data

²⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1998), p. 34.

Based on the instrument above, The steps of data collection of this study are as follows:

- 3.6.1 Researcher reads the students' English book carefully
- 3.6.2 The researcher categorizes the various moral values contained in students' English book by bolding a phrase that considered as moral value.
- 3.6.3 Researcher finds the moral values contained in students' English book.
- 3.6.4 Researcher makes a table based on the specifications of moral values.
- 3.6.5 Then, researcher observes the students' activity in learning process that have relation with moral values embodied that obtained to support the primary source.
- 3.6.6 The last, researcher interview the Headmaster, teacher of English subject in XI IPA 5 and students about some questions that relate to moral values embodied in students' English book to be secondary source.

3.7 Technique of Analyzing Data

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.³⁰

Data analysis techniques used in this study is by using textual studies. Textual research work system may use two models of reading that are reading techniques heuristic and hermeneutic. Readings heuristic is the study of words (line), and the

³⁰Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (p. 41)

terms of literature, while the hermeneutic reading an interpretation of the totality of literature.

Hermeneutic readings or retroactive heuristic is a continuation of reading for meaning in linguistic. Furthermore, the second step hermeneutic reading is performed by the reader by to work continuously through the reading of literary texts back and forth from start to finish. With these readings, the reader may recall events or happenings with each other to be able to find the meaning of a literary work at the highest literary system, that the overall meaning of a literary text as a system of signs.

Heuristic and hermeneutic readings can be run simultaneously together, but theoretically in accordance with the scientific method to facilitate the understanding of the process of understanding can be analyzed gradually and systematically, that is mainly performed on hermeneutic reading.³¹ The steps taken by researcher in the analysis of data as follows:

- 3.7.1 Clarifying data based on the specifications of each focus research problems.
- 3.7.2 Analyzing data based on data clarification.
- 3.7.3 Making Conclusion.

³¹Syamsul Fajar, *Moral Values Analysis in The Rainbow Troops Novel Written by Andrea Hirata* (Banda Aceh: UIN Ar-Raniry, 2017), p. 40.

CHAPTER IV

FINDING AND DISCUSSION

4.1 Finding

This chapter is deals with finding of the data analysis and the discussion of research. In this chapter, the researcher displays and analyzes the data on the moral values presented in the *Students' English Book at Second Grade Students of SMAN 1 Campalagian*. This analysis is an attempt to answer the research problems in the first chapter.

4.1.1 Findings Through Data Analysis

After the researcher read, understood and analyzed the *students' English book at second grade students of SMAN 1 Campalagian*, the researcher found that there are some moral values in the students' English book.

To achieve the goal of this present research, the data are divided into ten sections. These sections are related to the moral values based on what has been stated in social attitudes competence in 2013 curriculum. Those sections consist of the data presentation of moral values namely honesty, discipline, responsibility, care, being polite, being environmental friendly, mutual cooperation, teamwork, peace (care for peace) and being responsive and proactive. The collected data are presented in the form of the tables as follow:

4.1.1.1 Honesty

Being honest can be started by conveying something and acting accordingly. This kind of moral value is shown by the enrichment session in the reading activity "*Vanity and Pride*" in students' English book, as presented in the following passage.

Madame Loisel: The necklace you have is actually just a replacement. **I'm afraid that I lost yours. We borrowed money to purchase a replacement and have spent the past ten years paying off the debt,** but today, we have made the last payment.

Madame Forestier: Ten years? Surely it could not have taken that long to pay off the amount needed to replace the necklace?

Madame Loisel: What do you mean?

Madame Forestier: **Mine was a fake; the replacement should have cost you nothing more than 500 francs.**

Oh my poor, poor, dear Matilda. (Page. 141)

In this case, Madame Loisel says to Madame Forestier honestly if she lost her necklace and borrowed money to purchase a replacement. Then, Madame Forestier says also honestly if her necklace was a fake and the replacement should have cost nothing more than 500 francs.

Another honesty value is also shown by enrichment session “Benefit of Doubt” in students’ English book, as presented in the following story.

“The Postman who came across this letter become curious because he had never seen a letter addressed to God. **He wanted to open the letter but his job ethics stopped him from doing so.** He decided to take the letter to the postmaster”. (Page. 148)

This incident occurs when the Postman want to open the letter but his job ethics stopped him from doing so. Then finally, he realized his mistake when he do that and decide to take the letter to the Postmaster.

4.1.1.2 Discipline

Discipline is the quality of being able to [behave](#) and work in a controlled way which involves obeying particular rules or standards. The moral values embodied of discipline in students' English book are shown by activity of *Writing Connection* in chapter one, chapter two, chapter three, chapter four, chapter five and chapter six. You may open in appendix 3. (Table 3.2)

In this activity, the students are instructed to do exercises by obeying the rules or standards of the topic of the chapter. Obedience is one of forms of discipline.

4.1.1.3 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. This kind of moral value is shown by Pre-Ativity in the second chapter "*Opinion and Thoughts*" in the students' English book, as presented in the following conversation.

Siti: Why are you looking so sad?

Jane: I was reading an opinion article on bullying. It made me extremely sad.

Siti: Ah! People like to exaggerate things, bullying as such is no big deal.

Jane: No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.

Siti: I don't agree with you. Little bit teasing here and there is acceptable.

Jane: I'm of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Siti: Hey! Stop! You are getting too serious!

Jane: Yes! You should be serious about it as well. **I would like to point out that bullying is everyone's problem and responsibility.** If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent. (Page. 19)

In any problems of bullying in the school and environment, the dialogue above conveyed that bullying is everyone's responsibility.

The moral values embodied of responsibility is also shown by forth chapter "*Natural Disasters An-Exposition*" in the students' English book, as presented in the following quote.

"In conclusion, global warming is not a new problem nor are we solely responsible for it. **But as the citizens of the world, we have to take every possible action to help overcome this issue.**

It is not only for us but for all the future generations to follow".

(Page. 46)

In any cases of environment, there is irrefutable evidence that human have changed the atmosphere of our earth and started polluting our waters and air. The transcript above advises the students become responsible person as the future generations.

In another activity, the moral values embodied are shown by Pre-Reading Activities in *Hopes and Dream* of enrichment session. You may open in appendix 3. (Table 3.3)

In the activity, the students are instructed to do exercise, it is about how to responsible when the students have ever borrowed something and their lost it. It is one of the moral values embodied of responsibility.

4.1.1.4 Care

Care is a characteristic where someone serious attention or consideration applied to doing something correctly or to avoid damage or risk. This kind of moral value is shown by the Pre-Activity in the second chapter “*Opinion and Thoughts*” in the students’ English book, as presented in the following conversation.

Siti: Why are you looking so sad?

Jane: I was reading an opinion article on bullying. **It made me extremely sad.**

Siti: Ah! People like to exaggerate things, bullying as such is no big deal.

Jane: No, I don’t think so. Bullying is prevalent in our society. **It is important that everyone should be made aware of this social evil.**

Siti: I don't agree with you. Little bit teasing here and there is acceptable.

Jane: I'm of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.

Siti: Hey! Stop! You are getting too serious!

Jane: Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent. (Page. 19)

In any problems of bullying in the school and environment, it makes Jane extremely sad. Besides moral value of responsibility, the conversation above also embodies value of care.

In another activity of the second chapter "*Opinion and Thoughts*" in the students' English book, the moral value of care is also shown by activity of Let's Practice. You may open in appendix 3. (Table 3.4)

In the exercise, all of them are about statement of care about problem issues. It means the exercise embodies the moral value of care.

In the fourth chapter "*Natural Disasters – An Exposition*", the moral value of care is shown by the exercise of Let's Create/Contribute. You may open in appendix 3. (Table 3.4)

In the exercise, the moral value of care especially for animals and environment. How students support conservation of nearly extinct animals in Indonesia.

In the fifth chapter "*Letter Writing*", the moral value of care is shown in a letter that is written by Jane. You may open in appendix 3. (Table 3.4)

In the case, Jane sends a letter to her friend. There are some statements that showing if Jane as a friend cares to her friend. For example as presented in the following statement.

"I hope your new life is going well"

In the sixth chapter "*Cause and Effect*", the moral value of care is shown by Pre-Activity, as presented in the following conversation.

Jane: Hi Ray! What are you doing?

Ray: Hey Jane! I am reading an article on smoking.

Jane: Smoking! Why?

Ray: For presentation in science class.

Jane: So tell me what you learnt about smoking.

Ray: Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substance.

2. Smoking causes heart attacks, strokes, ulcers.

Jane: Really? It sounds scary.

Ray: It is! **If we do not educate people about the effects of smoking, There will be a lot of people suffering from these diseases.**

Jane: You are right. **We have to do it.** (Page. 75)

In the conversation above, Ray cares about the effects of smoking and he tells the causes of sickness in smokers to Jane. Both of them agree to educate people about the effects of smoking.

4.1.1.5 Polite

Polite is a characteristic where someone having or showing behavior that is respectful and considerate of other people. The moral value of being polite is shown by activity of Let's Practice in the second chapter "*Opinions and Thoughts*". You may open in appendix 3. (Table 3.5)

In the exercise, the moral values embodied of polite are shown when students are instructed to identify which one the statement that polite and impolite.

4.1.1.6 Environmentally Friendly

Environmentally friendly is attitude or acts where is not harmful to the environment. This moral value of environmentally friendly is shown by Pre-Activity of fourth chapter "*Natural Disasters-An Exposition*". You may open in appendix 3. (Table 3.6)

Besides moral value of responsibility, in the activity of exposition text also convey to students the value of environmentally friendly.

In another activity of the fourth chapter, there are some example about exposition text also that convey the environmentally friendly, as presented in the appendix 3. (Table 3.6)

4.1.1.7 Mutual Cooperation and Teamwork

Mutual cooperation refers to the help received by one from the other and vice versa while teamwork is the combined action of a group of people, especially when effective and efficient. Especially in students' English book the meaning of activity is same, how students do together exercise in a grup or partner. This moral value is shown by activity of Let's Create/Contribute in the first chapter of students' English book. You may open in appendix 3. (Table. 3.7)

The activity of mutual cooperation and teamwork also are shown by Let's Create/Contribute in the second chapter "*Opinions and Thoughts*". You may open in appendix 3. (Table. 3.7)

In the third chapter "*Part Time*", the value of mutual cooperation and teamwork is shown in the Active Conversation. You may open in appendix 3. (Table.3.7)

Besides the activity of active conversation, the moral value of mutual cooperation and teamwork are also shown by Let's Create/Contribute of the third chapter. You may open in appendix 3. (Table. 3.7)

The activity of mutual cooperation and teamwork are shown by sixth chapter “*Cause and Effect*” in the activity of Let’s Create/Contribute. You may open in appendix 3. (Table. 3.7)

In the activities, the students are instructed to do the exercises in a group or partner, it means the moral values embodied of mutual cooperation and teamwork are going on.

4.1.1.8 Peace (Care for Peace)

Peace is when people are able to resolve their conflicts without violence and can work together to improve the quality of their lives. The moral values embodied of peace are shown by Pre –Activity of seventh chapter “*Meaning through Music*” in a song. The title of the song is “*Stand By Me*”. You may open in appendix 3. (Table. 3.8)

In another song of this chapter also shows the value of peace, as presented in the song “*We Shall Overcome*”. You may open in appendix 3. (Table. 3.8)

The value of peace is also shown by Hopes and Dreams activity in the Enrichment session. The value of peace is conveyed by ex-President Soekarno of Indonesia in his speech. You may open in appendix 3. (Table. 3.8)

4.1.1.9 Responsive and Proactive

Responsive is a characteristic where someone acting quickly and positively and being proactive is able to make choices based on the principles and values that apply. It is shown by fourth chapter “*Natural Disaster-An Exposition*” in Let’s Create and Contribute activity. **You may open in appendix 3. (Table. 3.9)**

Based on the exercise, the students are instructed to responsive and proactive to support conservation of nearly extinct animals in Indonesia.

In another activity, the values of responsive and proactive are shown by sixth chapter “*Cause and Effect*” in Active Conversation. You may open in appendix 3. (Table. 3.9)

In the exercise above, the students are instructed to think of two endangered animals in Indonesia and why the animals become endangered and how can it be prevented. It means the exercise embodies the moral value of responsive and proactive to students.

4.1.2 The Result of observation

Based on the observation that researcher did in learning process XI IPA 5 of SMAN 1 Campalagian, the teacher more often consider the spiritual attitude in moral values embodied. The researcher saw that the teacher started the class by praying together first and also the teacher asked students to pray duhur when the time arrived. The researcher also saw that sometime the teacher gave spiritual cleansing to students relate the material of learning. For the social attitude, the researcher saw that the teacher used to remind the students to be a good person with others.

For students, the researcher saw that students did exercises independently and enjoyed the class until the end. In doing exercises, the students also discussed well with other in a group although there are some students that came late in the class at the time.

4.1.3 The Result of Interview

The researcher interviewed three students in XI IPA 5 of SMAN 1 Campalagian by asking some questions about moral values embodied in students’

English book to support the primary data of finding. The data was presented, as follow;

4.1.3.1 The Result of Interview Students

The researcher interviewed three students in XI IPA 5 of SMAN 1 Campalagian by asking some questions about moral values embodied in students' English book to support the primary data of finding. The data was presented, as follow;

4.1.3.1.1 The Opinion of the informant 1:

Ahmad Agung Anugerah as the first informant said that he studied by using textbook of curriculum 2013. He said there are many moral values embodied in the textbook, it is like mutual help, responsibility, polite and many friendship. He also said that from learning English, he knew how to make formal and non-formal invitation, how to make conversation politely each other and study together to be care with our friends.³²

Based on the sample above, it can be seen that the students' English book has many kinds of moral values. As the result, Ahmad Agung Anugerah understands the values of friendship, be polite, mutual help and how to be responsibility person.

4.1.3.1.2 The Opinion of the informant 2:

Verayanti as the second informant said that she studied by using the book of stop bullying now. She said that the moral values embodied are exist in the book. She learnt about politeness in speaking like how to ask by a polite question to people who are

³²Ahmad A. Anugerah, *Interview*, Student, SMAN 1 Campalagian, on October 31 2018.

older than us. She also said that in the book she learnt how to be independently person.³³

Based on the sample above, it can be seen that the student understand the moral value in the book seriously.

4.1.3.1.3 The Opinion of the informant 3:

Zulfiah as the third informant said that she studied by using the textbook of curriculum 2013. She also said that the moral values embodied in the textbook are very well, it is like the mutual help and friendship. In some conversation, she learns to make dialogue by making offers. For example, “Can I help you? Thank you, you are so kind”. She also studies together in making dialogue. In the last, she said that she like study English because she learn how to collaborate with friends.³⁴

Based on the sample above, it can be seen that the textbook succeed in moral values embodied. The student enjoys the class with friends in learning process.

4.1.3.2 The Result of Interview Teacher of English Subject of XI IPA 5

Irfan S.Pd.I as the teacher of English Subject said that in English learning process, it is not only about teaching material but also there is application of moral value because sometimes there is student that has good intelligence but has no attention in learning process. It can happen when student has no good attitude. So, in every meeting, as a teacher I always apply the moral value to improve the student knowledge, good attitude and skill.

³³Verayanti, *Interview*, Student, SMAN 1 Campalagian, on October 31 2018.

³⁴Zulfiah, *Interview*, Student, SMAN 1 Campalagian, on October 31 2018.

In learning process, as a teacher I teach the moral value that is exist in textbook based on the lesson plan. For example, the important thing that I have to do in the class is pray together before start the class. As I know the students attitude around the school is better now because they never fight or engage in a gang fight. Every year, SMAN 1 Campalagian also always carries out socialization in the first meeting with new students.

As a teacher, sometimes I also get obstacle in moral values embodied because some students have no attention in learning process, but for helping me to embody the moral value for students I usually use LCD, so I can show the students some video motivation or picture even the material well.³⁵

4.1.3.3 The Result of Interview Headmaster of SMAN 1 Campalagian

Drs. Suriadi, M. M.Pd as the Headmaster of SMAN 1 Campalagian said that there are some items to support moral values embodied in the school. The first, applying the school rules, for example the students wear uniform neatly and coming in the class on time. The second, carry out socialization about character of education. The third, all of the teachers apply character of education in English learning process.³⁶

4.2 Discussion

After presenting the classification 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.

³⁵Irfan, *Interview*, The English Teacher of XI IPA 5, SMAN 1 Campalagian, on October 30 2018.

³⁶Suriadi, *Interview*, The Headmaster of SMAN 1 Campalagian, SMAN 1 Campalagian, on October 31 2018

The first question concerns about category of moral values in the students' English book. The researcher was doing an data collected with used data analysis. The data are divided into ten sections. These sections are about the sections of moral values based on what has been stated in social attitudes competence in 2013 curriculum that are honesty, discipline, responsibility, care, environmental friendly, mutual cooperation, teamwork, peace (care for peace), responsive and proactive.

In conclusion, the ten mentioned types of moral values can be classified from most frequent type to the least one. The category of the relationship of humans with themselves ranks as the highest category; it is followed by the second category which is relationship about human with others. The last and least category found is relationship of human with God. The fact that relationship of human with God ranks as the least can be caused by the basic concern of students' English book of curriculum 2013 which is concentrating on delivering character of education.

After analyzing the data, it appears that the most frequent value in term of human relationship with themselves that is discipline. It is proven from the activity in the writing connection in students' English book start in the first chapter into sixth chapter. It is followed by the most dominant value of the case of human relationship with others that is care. It is proven from the title of the textbook "Stop Bullying Now" and the purpose of curriculum 2013 "Character of Education.

Based on the theory of Koesoema in his book Character of Education, he said that character is a human anthropological structure, that's where humans live their freedom and live up to their limitations. In this case the character is not just an act, it is a result and process. For this reason, a person is expected to appreciate his freedom

more, so that he can be responsible for his actions, silabus.org, both for himself as a person or development with others and his life³⁷

The second research question is how the way of the moral values embodied in students' English book at the second grade of SMAN 1 Campalagian. It could be seen from the activity in every chapter of the textbook. The moral values conveyed by the textbook, either explicitly or implicitly. But, what is more dominant is what is being conveyed explicitly. Explicit way is easier for the students to get what the textbook intends to convey because the moral are directly described in practice activity and tasks. In this sense, the textbook conveys overall message of the activity very clearly by using understandable language. Therefore, the students can get attain fine understanding successfully.

Based on the argument of Prasetyo and Rivasintha, they stated that definition of character education as a system of planting character values to students which includes the components of knowledge, awareness or willingness, and actions to implement these values, both to God Almighty, oneself, others, environment, and nationality so that they become man.³⁸

Based on the explanation above, it can be concluded that in realizing characterized education is able to instill character values to students as the foundation for the formation of a quality generation of silabus.org that is capable of living independently in daily life. So that it can become human beings who have the principle of a truth that can be responsibility.

³⁷Doni Koesoema A., *Pendidikan Karakter* (Indonesia: Grasindo, 2010), p. 3.

³⁸Agus Prasetyo and Emusti Rivasintha, *Konsep, Urgensi dan Implementasi pendidikan Karakter di Sekolah* (2013), p. 30.

Individually, character can be inborn but it does not work for the nation character. Nation character is not inborn. Nation character will be strong if the individual character of the people is also strong. As important elements which determine nation power, nation character must be implanted or cultivated to young generation. Young generation is the owner and the agent of change of the nation. They do not experience the process of growing the nation character from the beginning as the one did by some leaders in the past. Without any action to internalize and socialize the value of the nation character, it is considered that the young generation will have weak foundation in building the nation. Thus, character education is essential for them.

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.³⁹

It is abundantly clear nowadays that ultimately the crucially important questions of the curriculum are complex practical questions which no mere philosopher of education has a right to answer. Anyone who today advocates curriculum changes on purely philosophical grounds without considering the psychological and sociological factors that are relevant is simply irresponsible. For rational curriculum planning, we must, for instance, have sound empirical evidence on how children learn we must know the demand in our society for people with specialist knowledge. On these technicalities, no mere philosopher is competent to pronounce. But if a philosopher cannot hope to give any definitive answers, this does not mean that he has nothing to say on curriculum matters, or that what he has to say of only peripheral importance.

Indeed, some of the most basic doubts and questionings about the curriculum from which we now suffer would seem to be in part philosophical in character, and philosophers have at least some centrally important things to say on them.

Philosophy, I shall take it, is above all concerned with clarification of the concepts and propositions through which our experience and activities are intelligible. It is interested in answering questions about the meaning of terms and expressions, about the logical relations and the presuppositions these terms and expressions involve. As I shall regard it, philosophy is not a speculative super-science that tries to answer questions about some ultimate reality; it is not the pursuit of

³⁹Fathur 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.

moral knowledge; it is not the great integrator of all human understanding into a unified view of man, God and the Universe; it is not a science as is, for instance, psychology or sociology-concerned to understand what is the case in terms of experiment and observation. It is rather a distinctive type of higher order pursuit, primarily an analytical pursuit, with the ambition of understanding the concepts used in all other forms of lower-order knowledge and awareness.

Philosophy, as I see it, is a second-order area of knowledge, concerned above all with the necessary features of our primary forms of understanding and awareness in the sciences, in morals, in history and the like. Philosophical questions are not about, say, particular facts or moral judgments, but about what we mean by facts, what we mean by moral judgments, how these fundamental elements in our understanding relate to each other, and so on.

Philosophers, therefore, come into their own not when people begin to question about particular facts or about particular moral judgments, but when they come to ask questions about these fundamental units in our understanding. They come into their own not when people begin to ask for particular facts about our present secondary school curriculum, about its effectiveness in providing the general knowledge people need in our society, or how best to interest pupils in what we wish to teach; they come into their own when we turn from questions of empirical investigation to ask what is the nature of the things we wish pupils to achieve, what we mean by the acquisition of knowledge and what we mean by capturing students' interests.

It is when people recognize that in planning the curriculum we are working with unclear and confused nation that logical issues come to the fore. Just as in a time

of moral upheaval, when a reformulation of the moral code is necessary, people may well begin to ask not simply what actions are right and wrong but rather what is meant by right and wrong anyway, and how any justification of moral claims is possible, so today when well established curricular practices are being re-assessed, it may be necessary for us to get a better logical grip on some of the fundamental concepts we are using. That, in the questionings that are now going on, there are signs of serious philosophical confusion in our ideas about the curriculum, I do not doubt, and it is with these alone that I am here concerned. Let me repeat, however, philosophical clarification will not of itself answer our practical problems, even if it cannot but help in promoting more rational solutions of them.

If we are to be concerned with problems in curriculum planning, it is surely important to be clear at the start what precisely a curriculum is. The term curriculum is, of course, used very variedly, but I shall take it to mean a program of activities designed so that pupils will attain by learning certain specifiable ends or objectives. I do not wish to imply by this that a curriculum must be a program or sequence of activity that is not to be changed in any respect by the pupils, that it must be completely determined by teachers. Nor do I wish to imply that curriculum activities are teachers' activities as distinct from the activities of pupils. I am concerned, of course, with both.

Activities on the part of the child are essential if there is to be any significant learning at all, and activities on the part of the teacher are necessary to produce the learning with which the curriculum is concerned. What I want to bring out, in making this very brief statement as to how I understand the term curriculum, are the three

elements that seem to be implied in the very notion of a curriculum and which are therefore essential features in rational curriculum planning.

First there can be no curriculum without objectives. Unless there is some point to planning the activities, some intended, learnable outcome, however vague this might be, there is no such thing as a curriculum. But if a curriculum is a plan of activities aimed at achieving objectives, it is a plan involving two other elements, a content to be used and methods to be employed to bring about learning.

By content is usually meant the particular plays of Shakespeare that are studied, the particular elements of history considered—say, the foreign policy of Great Britain in 1914 - the particular social or moral problems that are discussed, and the like. And by methods, we usually mean the types of activities pursued by teachers and pupils together in discussions, group work, surveys, demonstrations, film and TV viewing, and so on. Although we can distinguish the content of the curriculum and the methods employed, this distinction is at times rather artificial, for the content used sometimes depends closely on the sort of methods employed and vice versa. Yet for my present purposes it is important to keep these two elements clearly distinguished, for changes in the one do not necessarily demand a revolution in the other.

For any particular curriculum, deciding what the objectives are to be involves making value judgments of immense complexity and importance. But we must get clear precisely *what* it is we think is of value, characterizing it with the greatest possible precision. We may, for instance, wish to pass on our notions of justice, but we shall have to work out in great detail what these notions are before we have any adequate curriculum objectives.

In particular we need to know how general terms like this apply in specific situations. If it is not clear what the objectives of the enterprise are, then from a rational point of view the whole pursuit is being vitiated from the start. And a very great deal of curriculum experiment has been vitiated on just these grounds. With no clear statement of objectives set out to guide them, teachers only too easily take the statement of the mere content of the curriculum or syllabus as a statement of the objectives to be pursued.

In this way the teacher pares down what is to be achieved to the acquisition of a body of information and the ability to perform a number of stated operations. Of course the content stated is intended to be gone through and much to be learnt in the process. Curriculum planning it is not just a question of whether what is learnt is worthwhile, it is a question of whether or not what we wish to be learnt is in fact being learnt.⁴⁰

Ethics relationship management is a strategy for defining, understanding, regulating, supporting and sustaining relationship. It is assumed that this can be a process, which can be controlled and managed, and that it may have a long-term success and impact. It consists out of knowledge, skills and competencies for managing relationships. These relationships include external and internal relationships. The former are merely relationships that the school, kindergarten or some other learning community has with its wider environment, which include stakeholders such as local community, media, school or education authorities, etc. The latter include relationships between children, teachers and other educators and parents.

⁴⁰Paul H. Hirst, *Knowledge and The Curriculum* (London: Taylor & Francis e-Library, 2010), p. 1.

Relationship management's role is to prevent possible conflicts, avoid discrimination, harassment, exploitation, harm and other unethical practices and phenomena, as well as building synergies among all agents involved and creating a community of respect and responsibility.⁴¹

Finally, moral character is nurtured by the community in which it will be lived. The last critical piece of the Integrative Ethical Education model emphasizes the restoration of the ecological network of relationships and communities that support the child's development. Too often today, adults are distracted from attending to a child's unique developmental course. For optimal development, children need multiple supportive relationships from adults within and outside of the family. When goals and practices for child development and education are mutually adopted by families, neighborhoods and schools, optimal results are more likely.⁴²

Based on the statement above, the researcher have tried to describe and know the moral values embodied in students' English book at the second grade students of SMAN 1 Campalagian. It is the most important thing in character of education based on curriculum 2013.

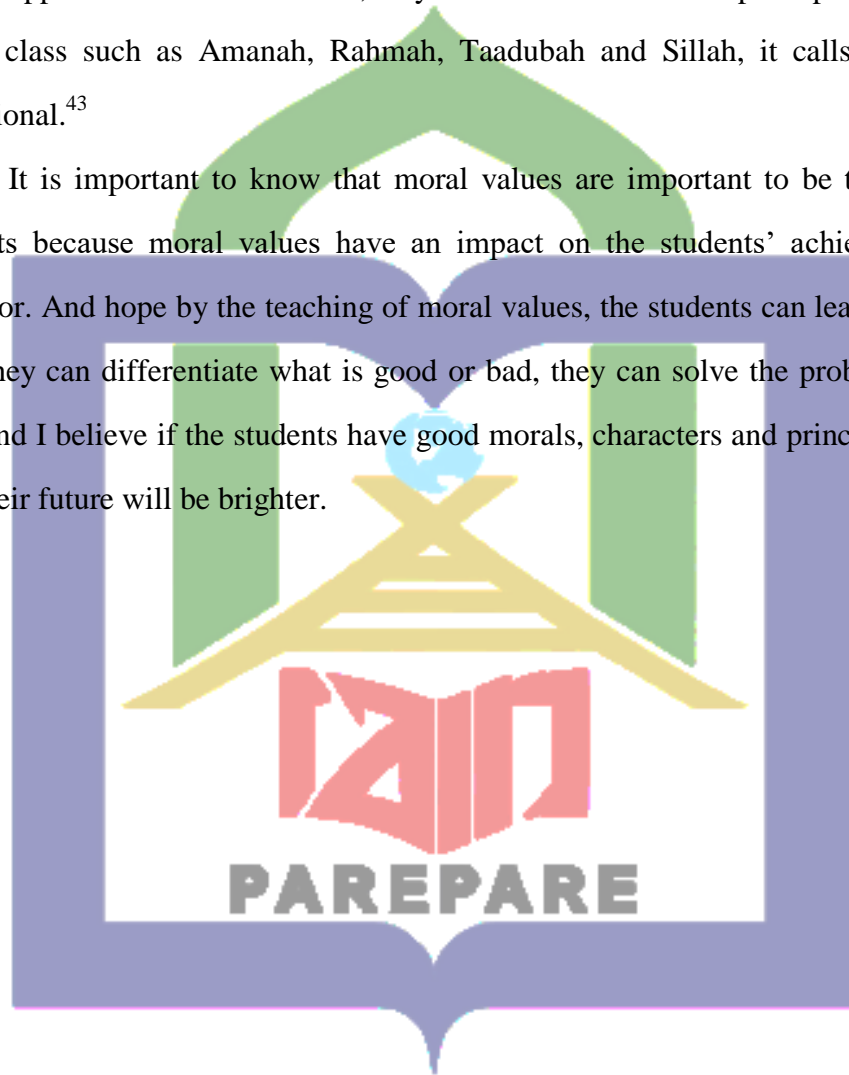
Nurlaela Sari in her research said that Moral values have to be taught to the students by an education at school and also at their house. Teachers, parents and also the students have to work together to create a caring relationship between them. There are several strategies to teach moral values to the 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

⁴¹Bruno Curko etc, *Ethics and Values Education: Manual for Teacher and Educators* (Erasmus+: European Commission, 2015), p. 13.

⁴²Doret J de Ruyter and Siebren Miedeme, *Moral Education and Development: A Lifetime Commitment* (Netherlands: Sense Publishers, 2011), p. 37.

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.⁴³

It is important to know that moral values are important to be taught to the students because moral values have an impact on the students' achievement and behavior. And hope by the teaching of moral values, the students can learn what they will, they can differentiate what is good or bad, they can solve the problem of their life. And I believe if the students have good morals, characters and principles in their life, their future will be brighter.



⁴³Nurlaela 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.

5.1 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 describe the moral value in students' English book at the second grade students of SMAN 1 Campalagian.

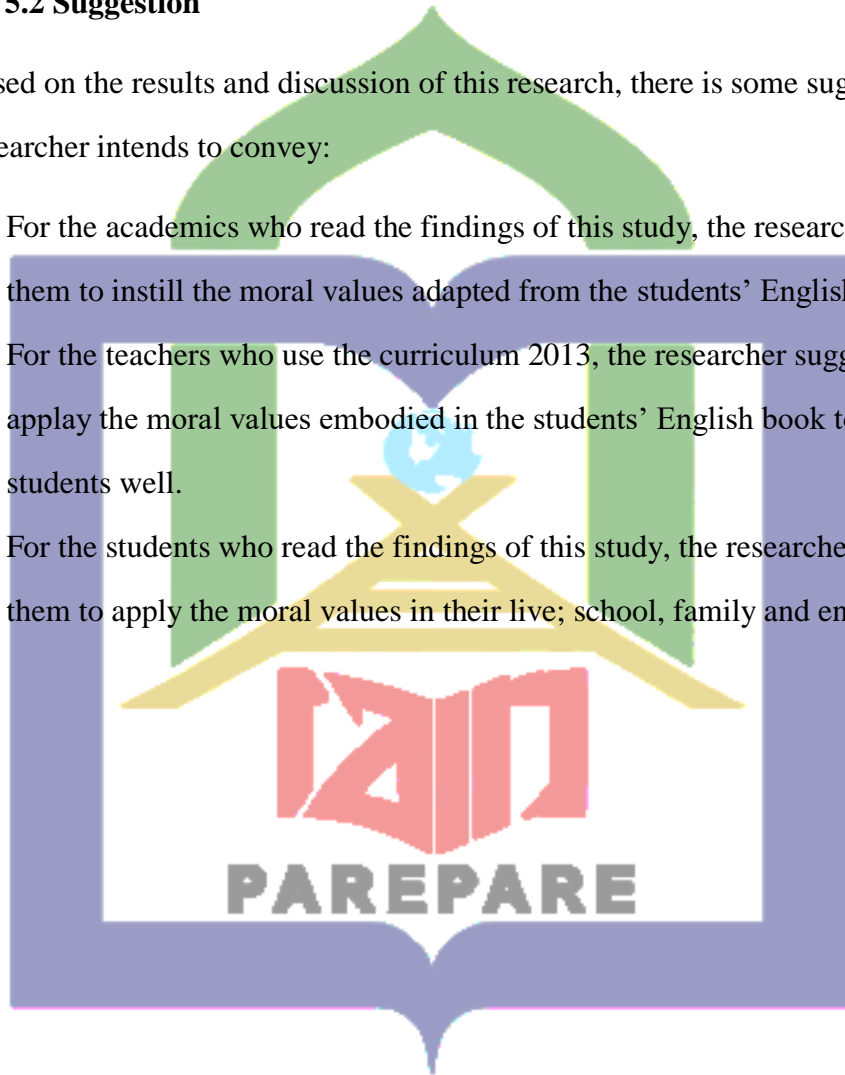
In the students' English book, there are moral values conveyed where the most dominant is the values that are being conveyed explicitly, it can be easily seen and applied by students. Based on the analysis, the results reveal that there are moral values in the students' English book of curriculum 2013 which are presented through the statements and activity of the material. These moral values are about the issues of human relationships with themselves (individuality), the relationship of humans with other (society), and the human relationship with God (god). The issues of human relationships with themselves are responsibility, honesty and care. Next is the relationship of humans with other humans are friendship, kinship and mutual help. Finally the human relationship with God are have positive thought and gratitude.

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

5.2 Suggestion

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

- 5.2.1 For the academics who read the findings of this study, the researcher suggests them to instill the moral values adapted from the students' English book.
- 5.2.2 For the teachers who use the curriculum 2013, the researcher suggests them to apply the moral values embodied in the students' English book to the students well.
- 5.2.3 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

**VISI DAN MISI SMAN 1 CAMPALAGIAN KECAMATAN
CAMPALAGIAN KABUPATEN POLEWALI MANDAR**

VISI	MISI
<p>Berprestasi dan berbudi pekerti berdasarkan imtaq ipteq dan budaya lokal</p>	<ol style="list-style-type: none"> 1. Menyelenggarakan pembinaan terhadap peningkatan, penghayatan, dan pengalaman terhadap nilai-nilai keimanan dan ketakwaan 2. Menyelenggarakan pembelajaran dan bimbingan secara efektif untuk mengoptimalkan potensi dan prestasi akademik siswa, sesuai dengan tuntutan kurikulum berbasis tik dan lingkungan 3. Mengimplementasikan manajemen berbasis sekolah (mbs) dalam pengelolaan kelembagaan sekolah 4. Mengembangkan sikap sopan santun dalam perilaku keseharian berdasarkan budaya lokal 5. Mengintensifkan pembinaan terhadap kegiatan akademik dalam meningkatkan prestasi siswa dalam berbagai lomba 6. Mendorong dan membantu siswa dalam mengenal dirinya dalam upaya peningkatan prestasi non akademik

Appendix. 2

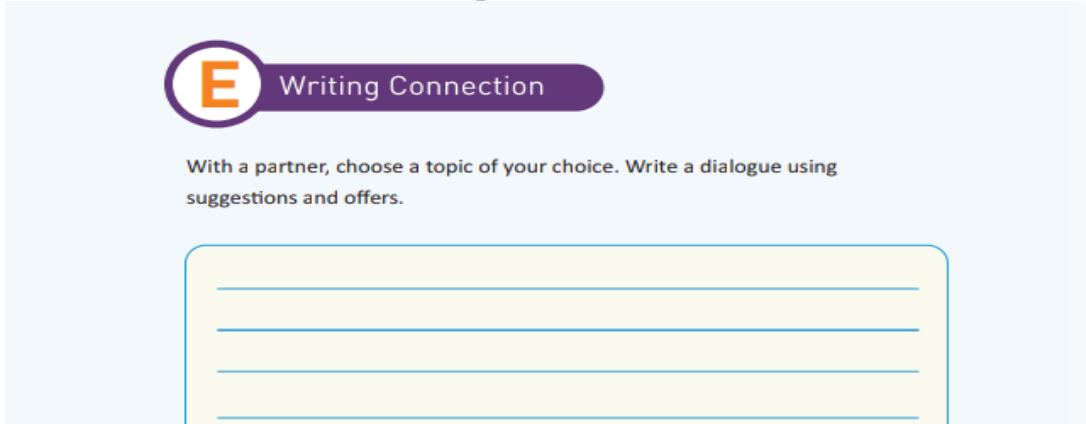
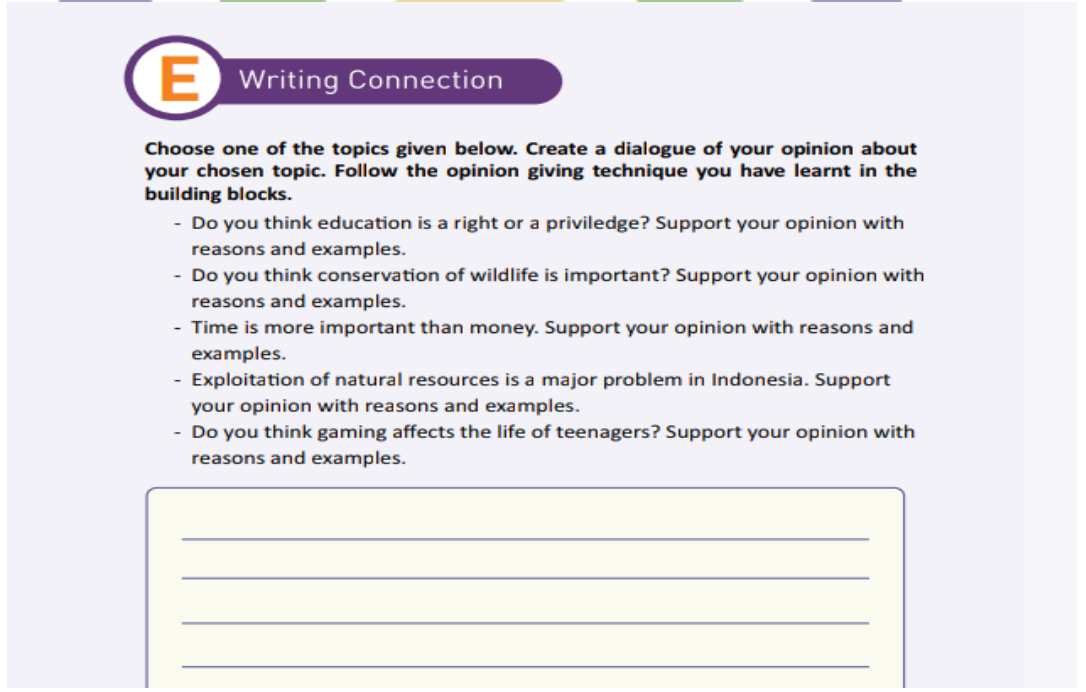
HASIL ANALISIS DATA PENELITIAN

Analisis Buku Bahasa Inggris Siswa Kelas XI IPA

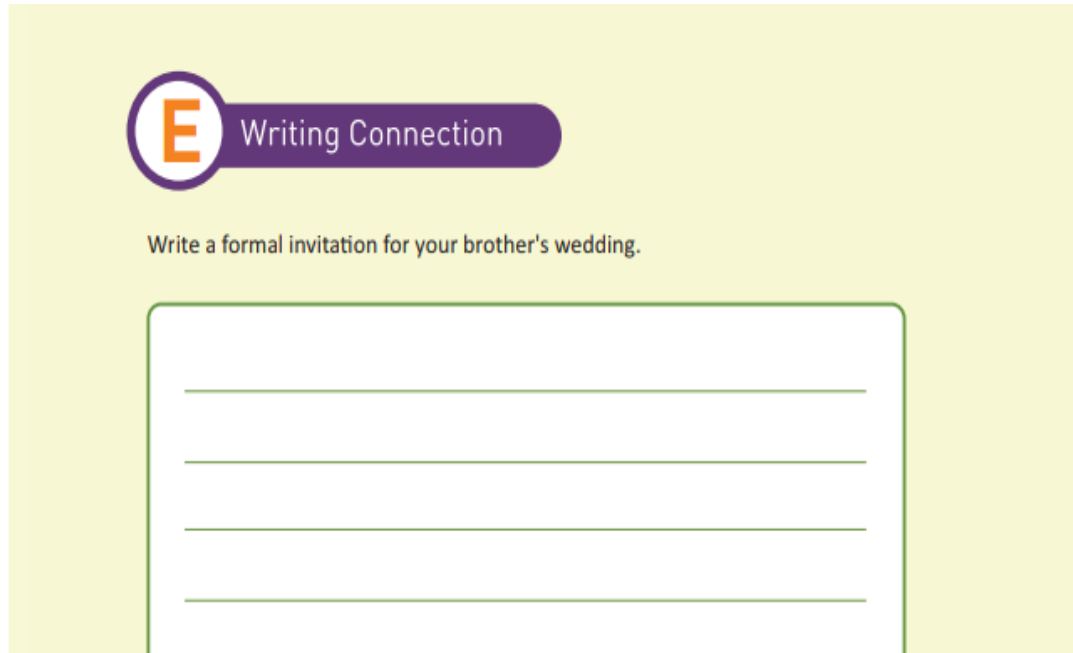
Tabel 3.1 Moral Value of Honesty

NO	DATA
1.	<p>(Page.141)</p> <p>MADAME LOISEL : <i>The necklace you have is actually just a replacement. I'm afraid that I lost yours. We borrowed money to purchase a replacement and have spent the past ten years paying off the debt, but today, we have made the last payment.</i></p> <p>MADAME FORESTIER: <i>Ten years? Surely it could not have taken that long to pay off the amount needed to replace the necklace?</i></p> <p>MADAME LOISEL : <i>What do you mean?</i></p> <p>MADAME FORESTIER: <i>Mine was a fake; the replacement should have cost you nothing more than 500 francs. Oh, my poor, poor, dear Matilda.</i></p>
2.	<p>(Page.148)</p> <p>He put the letter inside an envelope and addressed it to "God, 7th Heaven" and placed a stamp on it and dropped it in the mailbox. The workers at the post office were preparing the letters to mail when they came across the letter addressed to God. The postman who came across this letter became curious because he had never seen a letter addressed to God. He wanted to open the letter but his job ethics stopped him from doing so. He decided to take the letter to the Postmaster. The Postmaster was a very nice and kind gentleman. He always helped people in any way he could. When the postman gave him the letter, he looked at it and said, "It takes a man with strong faith to start a communication with God. I wish I had such strong faith."</p>

Tabel 3.2 Moral Value of Discipline

NO	DATA
1.	<p>(Chapter 1, Page.15)</p>  <p>E Writing Connection</p> <p>With a partner, choose a topic of your choice. Write a dialogue using suggestions and offers.</p>
2.	<p>(Chapter 2, Page.28)</p>  <p>E Writing Connection</p> <p>Choose one of the topics given below. Create a dialogue of your opinion about your chosen topic. Follow the opinion giving technique you have learnt in the building blocks.</p> <ul style="list-style-type: none"> - Do you think education is a right or a privilege? Support your opinion with reasons and examples. - Do you think conservation of wildlife is important? Support your opinion with reasons and examples. - Time is more important than money. Support your opinion with reasons and examples. - Exploitation of natural resources is a major problem in Indonesia. Support your opinion with reasons and examples. - Do you think gaming affects the life of teenagers? Support your opinion with reasons and examples.

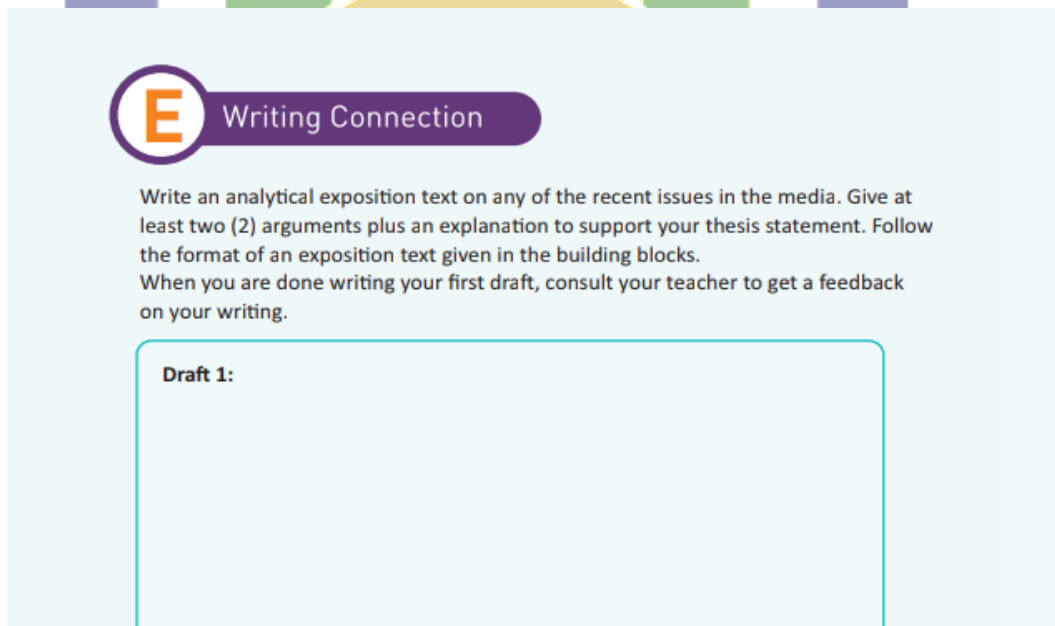
3. (Chapter 3, Page.42)



E Writing Connection

Write a formal invitation for your brother's wedding.

4. (Chapter 4, Page.56)



E Writing Connection

Write an analytical exposition text on any of the recent issues in the media. Give at least two (2) arguments plus an explanation to support your thesis statement. Follow the format of an exposition text given in the building blocks. When you are done writing your first draft, consult your teacher to get a feedback on your writing.

Draft 1:

5. (Chapter 5, Page.71)

E Writing Connection

Choose one of the following activities.

- Write a letter to your friend telling her/him all about your adventures during your trip to the Bromo mountain. Use the proper letter-writing format you have learnt in the building blocks.
- Write a letter to your uncle telling him about the birthday party you organized for your grandmother. Use the proper letter-writing format you have learnt in the building blocks.

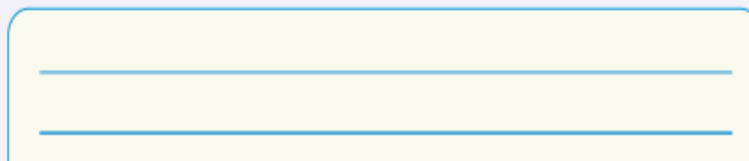


6. (Chapter 6, Page.83)


E Writing Connection

Choose one of the topics given below and create a dialogue.

1. Causes and effects of flooding in Jakarta
2. Causes and effects of corruption
3. Causes and effects of bullying on teenagers





Tabel 3.3 Moral Value of Responsibility

NO	DATA
1.	<p>(Page.19)</p> <div data-bbox="342 579 1422 1692"> <p>A Pre-Activity</p> <p>With a partner, read the conversational text given.</p>  <p>Why are you looking so sad?</p> <p>I was reading an opinion article on bullying. It made me extremely sad.</p> <p>Ah! People like to exaggerate things, bullying as such is no big deal.</p> <p>No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.</p> <p>I don't agree with you. Little bit teasing here and there is acceptable.</p> <p>I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.</p> <p>Hey! Stop! You are getting too serious!</p> <p>Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.</p> <p>Siti</p> <p>Jane</p> </div>

2.	<p>(Page.46)</p> <div data-bbox="363 369 1443 1339" style="border: 1px solid #ccc; padding: 10px;"> <div style="text-align: center;">  Pre-Activity </div> <p>Read the text below.</p> <h2 style="text-align: center; color: #c00000;">Global Warming</h2> <p style="text-align: center; color: #c00000; font-weight: bold;">Is it an end to our world?</p> <p>Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.</p> <p>First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.</p> <p>Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).</p> <p>In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.</p> <p style="font-size: 0.8em; color: #ccc;">Picture 4.1 Effect of global warming (source: nationalgeographic.com)</p> </div>
3.	<p>(Page.135)</p> <div data-bbox="363 1339 1443 1745" style="border: 1px solid #ccc; padding: 10px; background-color: #f0f0f0;"> <div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center;">  Pre-Reading Activities </div> <p>Personal Connection Have you ever borrowed something and lost it? How did you try to find it? Write it down in the space provided and share with your teacher and classmates.</p> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 10px;"> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin-bottom: 5px;"/> </div> </div>

Tabel 3.4 Moral Value of Care

NO	DATA
1.	<p>(Page.19)</p> <div data-bbox="337 569 1386 1734" style="border: 1px solid #ccc; padding: 10px;"> <p style="text-align: center;">A Pre-Activity</p> <p style="text-align: center;">With a partner, read the conversational text given.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Siti</p> </div> <div style="text-align: center;">  <p>Jane</p> </div> </div> <div style="margin-top: 20px;"> <p>Why are you looking so sad?</p> <p>I was reading an opinion article on bullying. It made me extremely sad.</p> <p>Ah! People like to exaggerate things, bullying as such is no big deal.</p> <p>No, I don't think so. Bullying is prevalent in our society. It is important that everyone should be made aware of this social evil.</p> <p>I don't agree with you. Little bit teasing here and there is acceptable.</p> <p>I am of the opinion that no one has any right to harass or make people feel inferior. No one should have that kind of power.</p> <p>Hey! Stop! You are getting too serious!</p> <p>Yes! You should be serious about it as well. I would like to point out that bullying is everyone's problem and responsibility. If you condone bullying in any way, shape or form it means you are taking part in it whether it is directly or indirectly by being silent.</p> </div> </div>

2.

(Page.25)

C Let's Practice

A. Fill in the blanks using the opinion expressions given in the box below.

1. I _____ with you bullying should be banned.
2. It is all right if you don't agree with me but I have every right to my _____.
3. As far as I _____, I will not support bullying in my school.
4. I _____ that medical care should be free for everyone.
5. Some people _____ eating fish and yogurt at the same time causes a severe skin disease.
6. I feel quite _____ about this issue.

totally agree, opinion, am concerned, strongly believe, believe that, strongly

3.

F Let's Create/Contribute

Choose one of the activities given below.

1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers.
2. Create a pamphlet or a movie to educate people in your school on "Dangers of drug abuse and cigarette smoking."

Make sure to put lots of pictures in your pamphlet.



4.

(Page.68-69)

Jl Cinangka Raya
2014
Ciputat - Tangerang Selatan

31st March

My dearest Lana,
Hey sweetie

I hope all is well with you. It's been a while since you moved to the new city for college. It is so sad that you are not few houses away anymore. I hope your new life is going well. It must be exciting living on your own in the hostel college. Everything is fine here. You know nothing much happens here. Have you already settled in? When is your college starting? Do you like the place you are living in? How is the neighborhood? I can't believe you live on boarding. I will be starting college soon as well but my parents insisted that I live at home.

68 Kelas XI SMA/MA/SMK/MAK

Di unduh dari : Bukupaket.com

Anyway, a bunch of us were talking about a reunion in summer holidays. So you better keep your calendar free. Nothing has been decided so suggestions are welcome!!!

That reminds me if you need anything let me know. I will gladly help. Have fun and don't stay out late. we miss you so much!!!

P.S. I saw your mother the other day she misses you a lot and wishes that you called more often.

Take care and stay safe. Write as soon as you can.

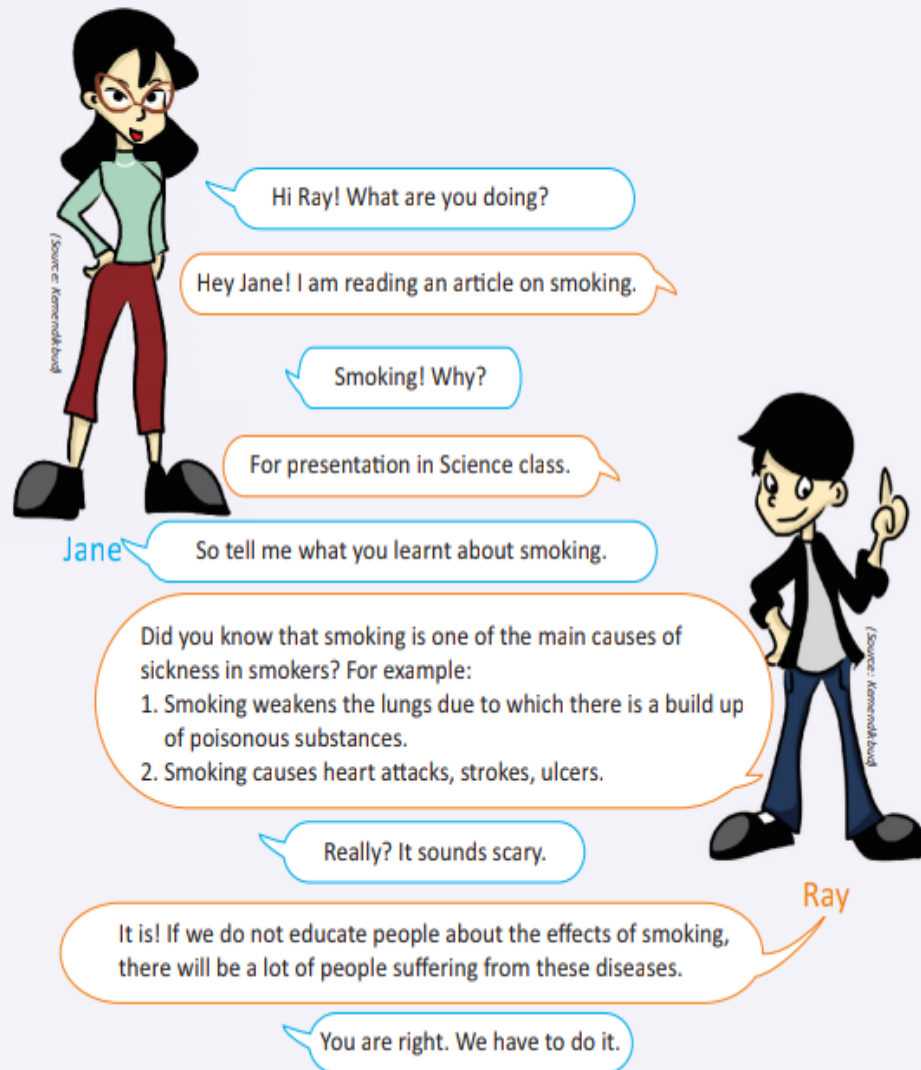
Love always,
Jane

5.

(Page.75)

A Pre-Activity

With a partner, read the conversation given below.



Jane: Hi Ray! What are you doing?

Ray: Hey Jane! I am reading an article on smoking.

Jane: Smoking! Why?

Ray: For presentation in Science class.

Jane: So tell me what you learnt about smoking.

Ray: Did you know that smoking is one of the main causes of sickness in smokers? For example:

1. Smoking weakens the lungs due to which there is a build up of poisonous substances.
2. Smoking causes heart attacks, strokes, ulcers.

Jane: Really? It sounds scary.

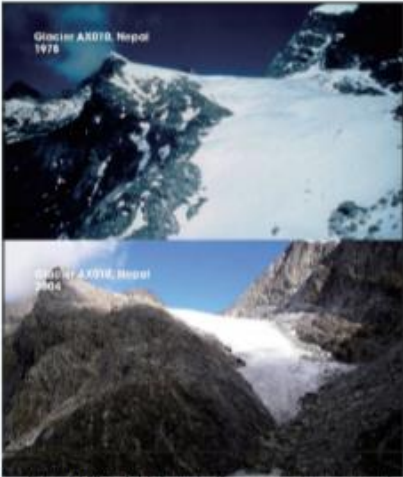
Ray: It is! If we do not educate people about the effects of smoking, there will be a lot of people suffering from these diseases.

Jane: You are right. We have to do it.

Tabel 3.5 Moral Value of Polite

NO	DATA
1.	<p>(Page.25-26)</p> <p>B. Below are several opinions. Some of them are polite and some impolite. Highlight an opinion with:</p> <p>red: if it is an impolite way of disagreeing.</p> <p>blue: if it is a polite way of disagreeing.</p> <p>green: if it is a polite way of giving an opinion.</p> <p>yellow: if it is an impolite way of giving an opinion.</p> <p>1. <u>I am afraid, I don't agree</u> with you on this matter.</p> <p>Bahasa Inggris 25</p> <p>Di unduh dari : Bukupaket.com</p> <p>2. <u>I agree with</u> you to a certain point but <u>I would appreciate</u> if you look at it from another point of view.</p> <p>3. <u>That's an interesting idea</u> but <u>I think</u> our idea is much better.</p>

Tabel 3.6 Moral Value of Environmental Friendly

NO	DATA
1.	<p>(Page.46)</p> <div data-bbox="337 569 1393 1759" style="border: 1px solid #ccc; padding: 10px;"> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="border: 2px solid #00aaff; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin-right: 10px;"> A </div> <div style="background-color: #00aaff; color: white; padding: 5px 10px; border-radius: 15px; display: inline-block;">Pre-Activity</div> </div> <p>Read the text below.</p> <h2 style="text-align: center; color: #c00000;">Global Warming</h2> <p style="text-align: center; color: #c00000;">Is it an end to our world?</p> <p>Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.</p> <p>First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.</p> <p>Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Green-peace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.</p> <div style="display: flex; align-items: flex-start;"> <div style="width: 45%; margin-right: 10px;">  <p style="font-size: 8px; margin-top: 5px;">Picture 4.1 Effect of global warming (source: nationalgeographic.com)</p> </div> <div style="width: 50%;"> <p>Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).</p> <p>In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.</p> </div> </div> </div>

2.


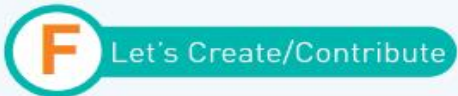

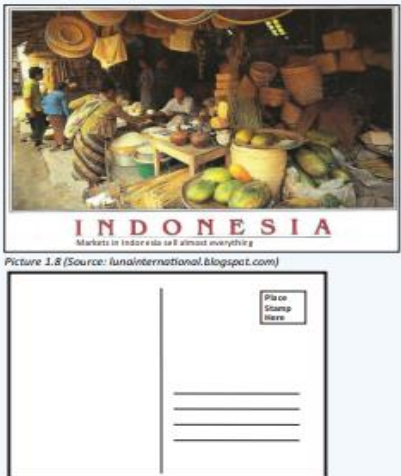
(Page.50-51)

Example of an exposition text

Text Organization	<u>Banning of motorbikes is necessary in housing areas.</u>	Language Features
Introduction (Thesis statement)	Motorbikes are a nuisance and a cause for great distress. Even though motorbikes are considered as the most convenient form of transportation, I think they are a hazard to humans, animals as well as the environment. I think motorbikes should be banned in housing areas due to the following reasons: cause of unreasonable amount of noise, air pollution, diseases, and accidents.	Mental verbs I think I believe
Argument 1 + elaboration	First of all , I would like to point out that motorbikes are a major contributor to the pollution in the world. Research has shown that motorbikes emit a deadly gas that is dangerous for the environment. Consequently , long-term emission of gas from motorbikes is a major contributor of global warming (Science Daily).	Conjunctive relations First of all Secondly Causal conjunctions Consequently
Argument 2 + elaboration	Secondly , according to a report from BBC News Channel, motorbikes are also responsible for causing diseases such as bronchitis, cancer and are a major trigger	Generic reference Accidents

	of asthma and high blood pressure. Some of the diseases are so ghastly that they can kill people (BBC News, 2009).	
Argument 3 + elaboration	Furthermore , motorbikes create so much noise. There is “vroom vroom” noise everywhere. It is extremely difficult to sleep. Parents with infants find it extremely challenging . The moment their babies fall asleep, one or another motorbike passes by and the baby wakes up. It is also arduous for children to concentrate on their homework. Experts are of the opinion that if there is extreme noise, it can lead to deafness and lack of concentration in children and adults (Fields, 1993).	Children Parents Expert opinion Expert Research show
Argument 4 + elaboration	Finally , motorbikes are responsible for horrible accidents . In some cases, there are deaths. Motorbike riders go so fast that they are unable to stop on time thus they end up hitting other people or animals. Many times a lot of animals are trampled and found dead on the road. Motorbikes are known to be the biggest killers on the road (Fields, 1993).	Present tense Are responsible Go so fast Are known
Conclusion (Reiteration of thesis statement)	In conclusion , from the arguments above, I strongly believe that motorbikes should be banned from housing areas.	

Tabel 3.7 Moral Value of Mutual Cooperation and Teamwork

NO	DATA
1.	<p>(Page.16)</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p>Choose one of the following activities for your project.</p> <ol style="list-style-type: none"> 1. With a partner, come up with ideas and suggestions to improve the English environment in your school. Make a poster and put these ideas and suggestions on the poster and share them with your teacher and classmates. 2. With your partner, come up with offers to improve the English environment school. Make a poster and present it in class. 3. With a partner, create a dialogue using suggestions and offers on any topic. Act this dialogue in front of the class. 4. Assume you and your friend win an all-expense-paid trip to the fisherman's village. Design a postcard about the location to send to your friends in other classes. <p>For creating the postcard, consider the following aspects:</p> <ul style="list-style-type: none"> - you can consider the fact that there is an enchanted fish in the waters; - you can consider suggesting them visit the place; - you can offer them incentives if they visit the place. <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>Example of poster</p>  <p>Picture 1.6 (Source: lunainternational.blogspot.com)</p> <p>Figure 1.1 Poster</p> </div> <div style="text-align: center;"> <p>Example of postcard</p>  <p>Picture 1.8 (Source: lunainternational.blogspot.com)</p> <p>Figure 1.2 Postcard</p> </div> </div>

2. (Page.30)

F Let's Create/Contribute

Choose one of the activities given below.

1. The objective of this activity is to gather opinions of people by conducting an interview. With a partner, choose a topic, preferably a social issue, for example social media, smoking, corruption, global warming, pollution, poverty, drug abuse, etc. Write a series of interview questions of not more than 6 that will help you collect opinions of people on the issue you have chosen. After the interview, create a dialogue using the opinions you have collected. You can present your work in the form of a role play, a poster, a movie or a PowerPoint presentation. Make sure you share it in your class.

Sample questions on the issue of corruption for the interview:

- What is corruption (in your opinion)?
 - Do you think that corruption is prevalent in our society?
 - How would you define corruption?
 - Do you think corruption should be a punishable crime?
 - Do you think the government is making enough efforts to eradicate corruption from our society?
 - What are you doing to help eradicate corruption?
2. With a classmate, write an opinion conversation using the expressions you have learnt in the building blocks. Using the role-play approach, reenact it in front of the class.
 3. Find an editorial in any English newspaper or magazine. Use the Visible Thinking technique or "Reporter's Notebook" to identify and separate facts and opinions from this article. Work in groups of five.
Focus on the following points:
 - Identify an issue or dilemma from the article.
 - Identify facts and opinions.
 - See if you understand them or you need more information.
 - After the discussion with your group members and teacher, express your opinion based on the information you have at hand.
 4. Smoking should be banned in public places. What is your opinion? What is the opinion of other people in your class on this issue? Do you agree or disagree with this opinion? Debate with your classmates on this issue. Work in groups of five or ten.

3. (Page.40)

D Active Conversation

With a partner create dialogues to accept and decline invitations. Using the role-play approach, re-enact the conversation with your classmates. You can model your conversation based on the examples of invitations given below.

Invitation to dinner

Joko: Would you like to come over for dinner tonight?
 Yeni: Thank you! I'd love to. Would you like me to bring something?
 Joko: No, nothing, just come.
 Yeni: OK. What time?
 Joko: At 7 p.m.
 Yeni: OK, see you then.

Invitation to the grand opening of ABC software company

Ariyanto : Mr. Budi, I would like to invite you to the opening of my software company.
 Mr. Budi: When and where?
 Ariyanto : This Saturday at 10 a.m.
 Mr. Budi: I am afraid I won't be able to come. I have a prior engagement.

(Page.43)

F Let's Create/Contribute

Choose one of the activities given below.

- With a partner, create a formal invitation for the head of your school, inviting him/her to the graduation ceremony in your school. Use the format you have learnt in the building blocks.
- With a partner, create a formal invitation for the head of your district, inviting him/her to the ribbon-cutting ceremony to inaugurate the new science laboratory in your school. Use the format you have learnt in the building blocks.
- Design and create a formal invitation card template.

5. (Page.84)

F Let's Create/Contribute

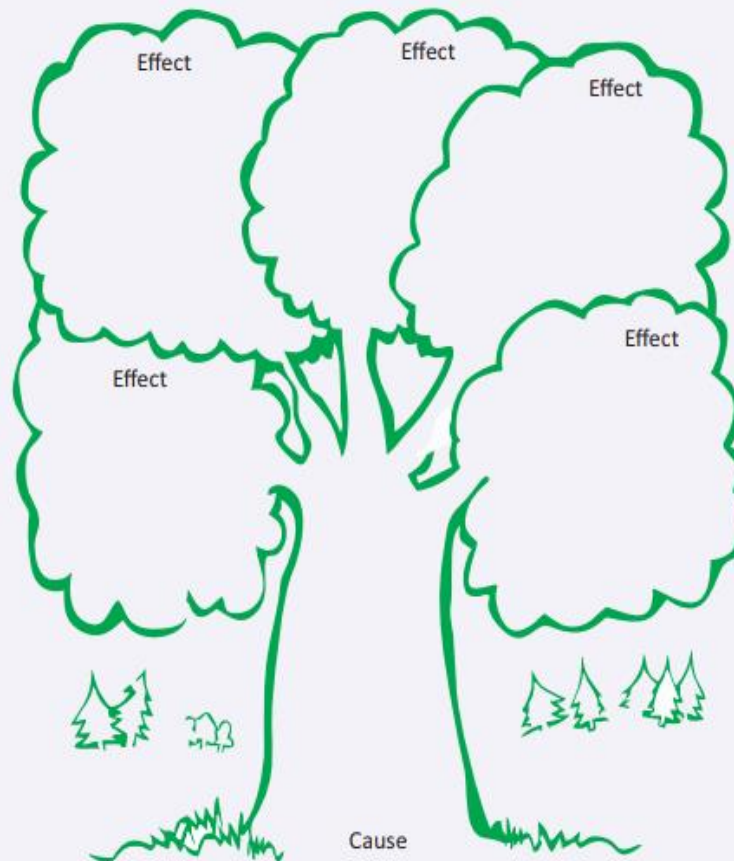
Cause and Effect Tree

Choose one of the following topics for your project.

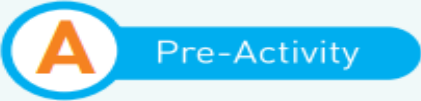
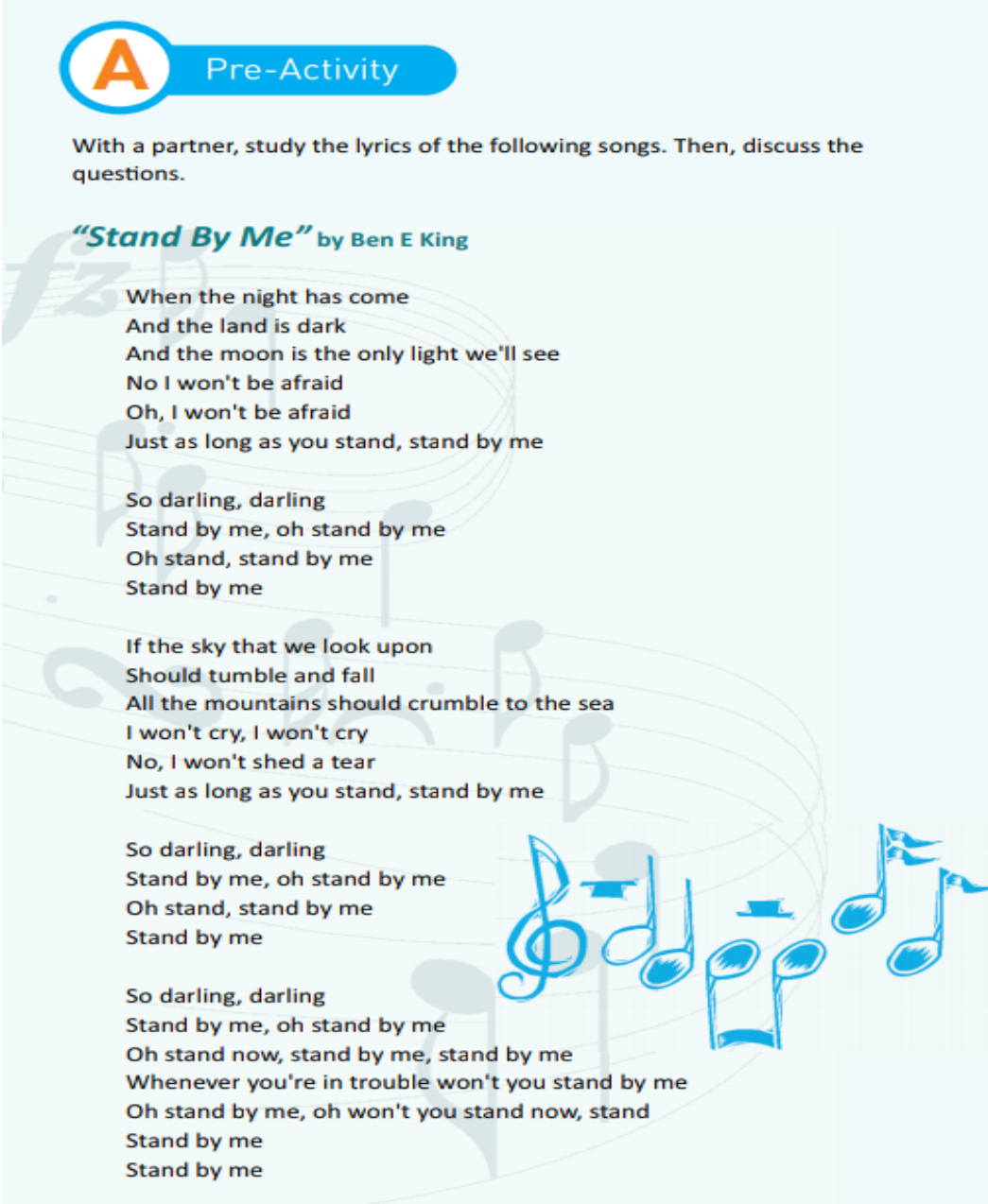
1. Effects of smoking
2. Extreme weather due to global warming
3. Effects of global warming

With your partner, explore the consequences of your topic by writing the cause on the roots of the tree and the effects on the branches.

Once you are done, you can present your work in class using one of the following forms: video, comic strip, PowerPoint presentation, or a blog.



Tabel 3.8 Moral Value of Peace (Care of Peace)

NO	DATA
1.	<p>(Page.87)</p> <div data-bbox="418 556 836 655">  <p>A Pre-Activity</p> </div> <p data-bbox="430 674 1263 730">With a partner, study the lyrics of the following songs. Then, discuss the questions.</p> <p data-bbox="430 766 852 802">“Stand By Me” by Ben E King</p> <p data-bbox="483 835 945 1012">When the night has come And the land is dark And the moon is the only light we'll see No I won't be afraid Oh, I won't be afraid Just as long as you stand, stand by me</p> <p data-bbox="483 1050 824 1165">So darling, darling Stand by me, oh stand by me Oh stand, stand by me Stand by me</p> <p data-bbox="483 1203 1003 1379">If the sky that we look upon Should tumble and fall All the mountains should crumble to the sea I won't cry, I won't cry No, I won't shed a tear Just as long as you stand, stand by me</p> <p data-bbox="483 1417 824 1533">So darling, darling Stand by me, oh stand by me Oh stand, stand by me Stand by me</p> <p data-bbox="483 1570 1079 1780">So darling, darling Stand by me, oh stand by me Oh stand now, stand by me, stand by me Whenever you're in trouble won't you stand by me Oh stand by me, oh won't you stand now, stand Stand by me Stand by me</p> 

2. (Page.89)

"We Shall Overcome" by Pete Seeger

We shall overcome,
We shall overcome,
We shall overcome, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We'll walk hand in hand,
We'll walk hand in hand,
We'll walk hand in hand, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We shall live in peace,
We shall live in peace,
We shall live in peace, some day.

Oh, deep in my heart,
I do believe
We shall overcome, some day.

We are not afraid,
We are not afraid,
We are not afraid, TODAY

Oh, deep in my heart,
I do believe
We shall overcome, some day.

The whole wide world around
The whole wide world around
The whole wide world around some day

Oh, deep in my heart,
I do believe
We shall overcome, some day.

3. (Page.130)

B Reading Activity

President Sukarno of Indonesia:

Speech at the Opening of the Bandung Conference, April 18, 1955

This twentieth century has been a period of terrific dynamism. Perhaps the last fifty years have seen more developments and more material progress than the previous five hundred years. Man has learned to control many of the scourges, which once threatened him. He has learned to consume distance. He has learned to project his voice and his picture across oceans and continents. He has learned how to make the desert bloom and the plants of the earth increase their bounty. He has learned how to release the immense forces locked in the smallest particles of matter.



(Source: <http://www.istia.wordpress.com/>)
Picture E.3 Sukarno giving speech

But has man's political skill marched hand-in-hand with his technical and scientific skill? The answer is No! The political skill of man has been far outstripped by technical skill. The result of this is fear. And man gasps for safety and morality.

Perhaps now, more than at any other moment in the history of the world, society, government and statesmanship need to be based upon the highest code of morality and ethics. And in political terms, what is the highest code of morality? It is the subordination of everything to the well-being of mankind. But today, we are faced with a situation where the well being of mankind is not always the primary consideration. Many who are in places of high power think, rather, of controlling the world.

Yes, we are living in a world of fear. The life of man today is corroded and made bitter by fear. Fear of the future, fear of hydrogen bomb, fear of ideologies. Perhaps this fear is a greater danger than the danger itself, because it is fear which drives men to act foolishly, to act thoughtlessly, to act dangerously.

All of us, I am certain, are united by more important things than those which superficially divide us. We are united, for instance, by a common detestation of colonialism in whatever form it appears. We are united by a common detestation of racialism. And we are united by a common determination to preserve and stabilize peace in the world.


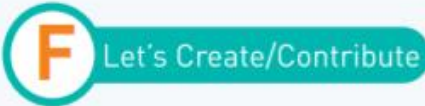

We are often told, "Colonialism is dead." Let us not be deceived or even soothed by that. I say to you, colonialism is not yet dead. How can we say it is dead, so long as vast areas of Asia and Africa are unfree.

And, I beg of you do not think of colonialism only in the classic form, which we of Indonesia, and our brothers in different parts of Asia and Africa, knew. Colonialism has also its modern dress, in the form of economic control, intellectual control, and actual physical control by a small but alien community within a nation. It is a skillful and determined enemy, and it appears in many guises. It does not give up its loot easily. Wherever, whenever and however it appears, colonialism is an evil thing, and one which must be eradicated from the earth . . .

Source:

(Excerpt taken from Africa-Asia Speaks from Bandung, (Djakarta Indonesian Ministry of Foreign Affairs, 1955, 19-29)

Tabel 3.9 Moral Value of Responsive and Proactive

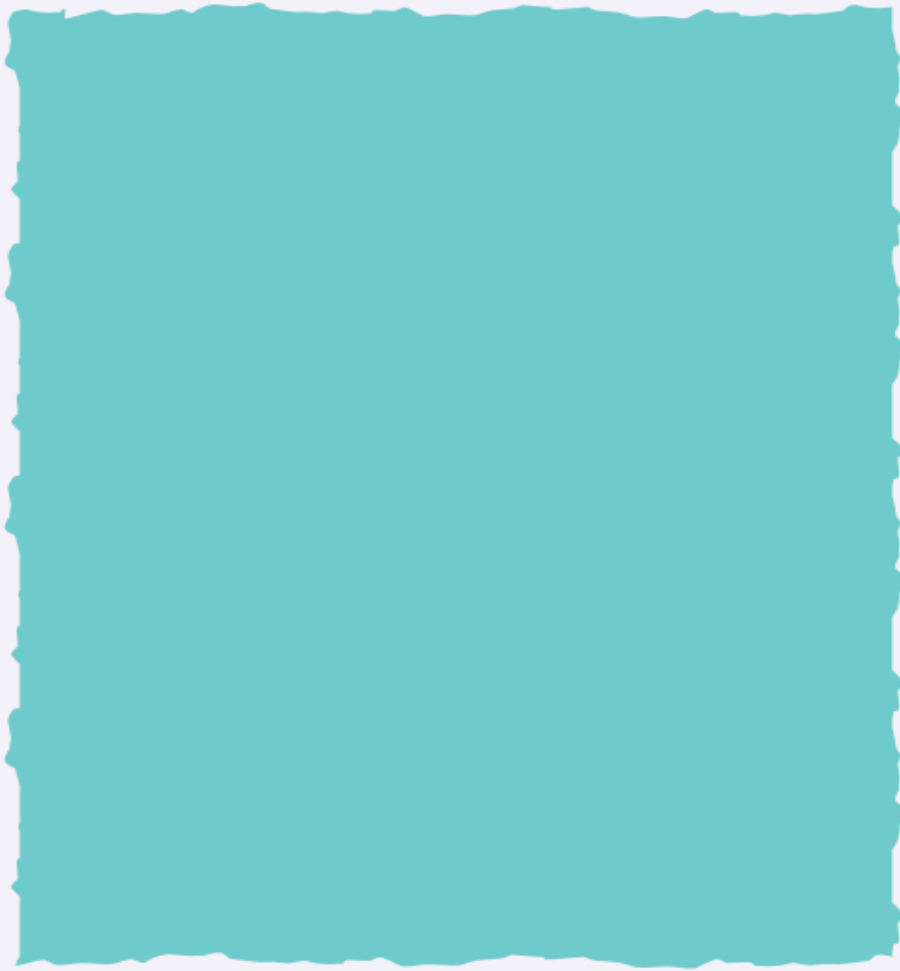
NO	DATA
1.	<p>(Page.59)</p> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <p>Choose one of the activities given below.</p> <ol style="list-style-type: none"> 1. You have been chosen as the project officer for showcasing an exciting wildlife art exhibition on the fauna and flora of Indonesia. The purpose of this wildlife showcase is to raise money to support conservation of nearly extinct animals in Indonesia. You have to write an exposition text on conservation of animals and use this exposition text as your speech for the opening of the event. You will also make posters to depict the plight of innocent creatures that are killed or captured by poachers. 2. Create a pamphlet or a movie to educate people in your school on "Dangers of drug abuse and cigarette smoking." <p>Make sure to put lots of pictures in your pamphlet.</p> <div style="text-align: center;">  </div> <p style="text-align: center; font-size: small;">Picture 4.2 Pamphlets (Source: designer.it)</p>

2.

(Page.82)

D Active Conversation

With a partner, think of 2 endangered animals in Indonesia. Why are the animals becoming endangered and how can it be prevented? Write a conversation about it and after that, do a role-play of the conversation you have created. Remember to use cause and effect signal words.



Appendix. 3

PEDOMAN WAWANCARA PENELITIAN

I. **Pertanyaan Wawancara untuk Kepala Sekolah SMAN 1 Campalagian**

Program apa saja yang Bapak lakukan di SMAN 1 Campalagian Kecamatan Campalagian Kabupaten Polewali Mandar ini yang dapat mendukung penanaman nilai moral peserta didik?

II. **Pertanyaan Wawancara untuk Guru Mata Pelajaran Bahasa Inggris Kelas XI IPA 5**

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

III. **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. Menurut anda, bagaimana nilai-nilai moral dalam buku paket yang anda pelajari sekarang?
4. Apakah anda bisa memahami tentang nilai moral yang disampaikan dalam buku paket?

Appendix. 4

LEMBAR OBSERVASI

Observasi untuk Guru Mata Pelajaran Bahasa Inggris

No	Judul Penilaian	Ket		Penjelasan
		Ya	Tidak	
1.	Guru selalu mengajak peserta didiknya untuk berdo'a bersama pada saat membuka dan menutup pelajaran.	✓		Guru mengajak aktifitas kelas dengan berdoa bersama
2.	Guru lebih mementingkan kecerdasan spiritual peserta didik daripada kecerdasan intelektual dalam hal penguasaan materi pelajaran.	✓		Guru mengajak siswa beribadah sejenak dalam proses belajar untuk meningkatkan sholih dzuhur
3.	Guru selalu memberikan siraman rohani kepada peserta didiknya pada saat proses pembelajaran terkait dengan materi yang diajarkan.	✓		Setelah dalam proses pembelajaran guru memberikan pencerahan kepada siswa.
4.	Guru memotivasi peserta didiknya untuk senantiasa berbuat baik kepada sesama.	✓		Guru selalu mengingatkan peserta didik untuk bersikap baik
5.	Contoh-contoh dalam penanaman nilai moral yang diajarkan oleh guru pada mata pelajaran Bahasa Inggris.	✓		berikap jujur, bertanggung jawab pada orang tua.

Observasi untuk Peserta Didik

No	Judul Penilaian	Ket		Penjelasan
		Ya	Tidak	
1.	Peserta didik bersikap jujur kepada guru dalam proses pembelajaran Bahasa Inggris?	✓		Siswa mengerjakan tugas secara mandiri
2.	Peserta didik memiliki sikap tanggungjawab dalam proses pembelajaran Bahasa Inggris?	✓		Siswa menyelesaikan tugas yang diberikan dan mengikuti pembelajaran hingga akhir
3.	Peserta didik bekerjasama dalam proses pembelajaran Bahasa Inggris?	✓		Peran dan didik berdistribusi antar sesama dalam kelompok
4.	Peserta didik bersikap disiplin dalam proses pembelajaran Bahasa Inggris?		✓	Terdapat mengikut proses pembelajaran
5.	Peserta didik memiliki sikap percaya diri dalam proses pembelajaran Bahasa Inggris?		✓	Siswa masih kurang aktif dibelas

Appendix. 5

DOCUMENTATION



SMAN 1 Campalagian Kecamatan Campalagian Kabupaten Polewali Mandar



Wawancara dengan Kepala Sekolah SMAN 1 Campalagian, Drs. Suriadi, M. M.Pd



Setelah Wawancara dengan Guru Bahasa Inggris Kelas XI IPA 5, Irfan S.Pd.i



Wawancara dengan Salah Satu Siswa Kelas XI IPA 5, Zulfiah Abdullah



Wawancara dengan Salah Satu Siswa Kelas XI IPA 5, Verayanti



Setelah Wawancara dengan Salah Satu Siswa Kelas XI IPA 5, Ahmad Agung Anugerah



Siswa sedang melakukan dialog tentang materi “*Offers and Suggestions*”



Siswa sedang melakukan diskusi dan kerja kelompok

Appendix. 6**SURAT KETERANGAN WAWANCARA**

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : Drs. Suriadi, M. M.Pd

NIP : 199312311988031312

Jabatan : Kepala Sekolah SMAN 1 Campalagian

Menerangkan bahwa:

Nama : AYUB

NIM : 12.1300.136

Perguruan Tinggi : IAIN PAREPARE

Jurusan/Prodi : TARBIYAH DAN ADAB/PBI

Bahwa benar telah melakukan wawancara dengan Saya dalam rangka penyusunan skripsi yang berjudul "An Analyzing Of Moral Values Embodied In Students' English Book At The Second Grade Students Of SMAN 1 Campalagian".

Demikian surat keterangan ini Saya berikan untuk digunakan sebagaimana mestinya.

Campalagian, 31 Oktober 2018



Drs. Suriadi, M. M.Pd
NIP: 199312311988031312

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini adalah:

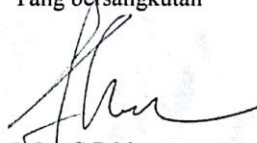
Nama Lengkap : Irfan S.Pd.i
NIP : 198204212010011030
Jabatan : Guru Bahasa Inggris
Menerangkan bahwa:
Nama : AYUB
NIM : 12.1300.136
Perguruan Tinggi : IAIN PAREPARE
Jurusan/Prodi : TARBIYAH DAN ADAB/PBI

Bahwa benar telah melakukan wawancara dengan Saya dalam rangka penyusunan skripsi yang berjudul "An Analyzing Of Moral Values Embodied In Students' English Book At The Second Grade Students Of SMAN 1 Campalagian".

Demikian surat keterangan ini Saya berikan untuk digunakan sebagaimana mestinya.

Campalagian, 30 Oktober 2018

Yang bersangkutan



Irfan S.Pd.i
NIP: 198204212010011030

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : Ahmad Agung Anugerah

Kelas : XI IPA 5

Status : Siswa

Menerangkan bahwa:

Nama : AYUB

NIM : 12.1300.136

Perguruan Tinggi : IAIN PAREPARE

Jurusan/Prodi : TARBIYAH DAN ADAB/PBI

Bahwa benar telah melakukan wawancara dengan Saya dalam rangka penyusunan skripsi yang berjudul "An Analyzing Of Moral Values Embodied In Students' English Book At The Second Grade Students Of SMAN 1 Campalagian".

Demikian surat keterangan ini Saya berikan untuk digunakan sebagaimana mestinya.

Campalagian, 31 Oktober 2018

Yang bersangkutan



Ahmad Agung Anugerah

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : Verayanti

Kelas : XI IPA 5

Status : Siswa

Menerangkan bahwa:

Nama : AYUB

NIM : 12.1300.136

Perguruan Tinggi : IAIN PAREPARE

Jurusan/Prodi : TARBIYAH DAN ADAB/PBI

Bahwa benar telah melakukan wawancara dengan Saya dalam rangka penyusunan skripsi yang berjudul "An Analyzing Of Moral Values Embodied In Students' English Book At The Second Grade Students Of SMAN 1 Campalagian".

Demikian surat keterangan ini Saya berikan untuk digunakan sebagaimana mestinya.

Campalagian, 31 Oktober 2018

Yang bersangkutan



Verayanti

SURAT KETERANGAN WAWANCARA

Yang bertanda tangan dibawah ini adalah:

Nama Lengkap : Zulfiah Abdullah

Kelas : XI IPA 5

Status : Siswa

Menerangkan bahwa:

Nama : AYUB

NIM : 12.1300.136

Perguruan Tinggi : IAIN PAREPARE

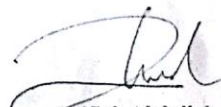
Jurusan/Prodi : TARBIYAH DAN ADAB/PBI

Bahwa benar telah melakukan wawancara dengan Saya dalam rangka penyusunan skripsi yang berjudul "An Analyzing Of Moral Values Embodied In Students' English Book At The Second Grade Students Of SMAN 1 Campalagian".

Demikian surat keterangan ini Saya berikan untuk digunakan sebagaimana mestinya.

Campalagian, 31 Oktober 2018

Yang bersangkutan



Zulfiah Abdullah



PEMERINTAH PROVINSI SULAWESI BARAT
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 CAMPALAGIAN
Alamat : Jl. Poros Majene Lapeo Campalagian Polewali 91152



SURAT KETERANGAN PENELITIAN

Nomor : 412/391/SMA.05/2018

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Campalagian Kecamatan Campalagian Kabupaten Polewali Mandar Provinsi Sulawesi Barat, menerangkan bahwa:

Nama : AYUB
NIM : 12.1300.136
Jenis Kelamin : Laki-Laki
Instansi/Pekerjaan : IAIN Parepare
Program Studi : Pendidikan Bahasa Inggris
Alamat : Kec. Mapilli Kab. Polewali Mandar

Benar Telah Mengadakan Penelitian Di SMA Negeri 1 Campalagian Pada Tanggal 01 Oktober – 01 November 2018, Dengan Judul Skripsi "*AN ANALYZING OF MORAL VALUES EMBODIED IN STUDENT'S ENGLISH BOOK AT THE SECOND GRADE STUDENT OF SMAN 1 CAMPALAGIAN*"

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Campalagian, 30 Oktober 2018
Kepala Sekolah,

Ditandatangani oleh: **BRIADI, M.M**
Pembina Tk. I
NIP. 96312311988031312



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/609/PL/DPMPSTSP/X/2018

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr (i) AYUB
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-623/Bakesbangpol/B.1/410.7/X/2018, Tgl. 01 Oktober 2018

MEMBERIKAN IZIN

Kepada :

Nama	:	AYUB
NIM/NIDN/NIP	:	12.1300.136
Asal Perguruan Tinggi	:	IAIN PAREPARE
Fakultas	:	-
Jurusan	:	PENDIDIKAN BAHASA INGGRIS
Alamat	:	DS. BUKU KEC. MAPILLI

Untuk melakukan Penelitian di SMAN 1 Campalagian Kecamatan Campalagian Kabupaten Polewali Mandar, terhitung mulai tanggal 01 Oktober s/d 01 November 2018 dengan Judul "AN ANALYZING OF MORAL VALUES EMBODIED IN STUDENTS' ENGLISH BOOK AT THE SECOND GRADE STUDENTS OF SMAN 1 CAMPALAGIAN".

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar
 Pada Tanggal, 03 Oktober 2018
 a.n. BUPATI POLEWALI MANDAR
 Pib. KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU,

Ir. **BUDI UTOMO ABDULLAH, MM**
 Pangkat : Pembina Utama Muda
 NIP. : 19660520 199203 1 017

Tembusan:

1. Unsur Forkopinda di tempat;
2. Ka. DISDIKBUD Kab. Polman di tempat;
3. Camat Campalagian di tempat;
4. Ka. SMAN 1 Campalagian di tempat.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

Jalan Amal Bakti No.8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
Po Box 909 Parepare 91100 website : www.iainpare.ac.id, email : mail@iainpare.ac.id

Nomor : B. 2174 /In.39/PP.00.9/09/2018
Lampiran : -
Hal : Izin Rekomendasi Penelitian

Kepada Yth.
Bupati Kab. Polewali Mandar
Cq. Kepala Badan Kesatuan Bangsa dan Politik
di
Kab. Polewali Mandar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri (IAIN) Parepare :

Nama : AYUB
Tempat/Tgl.Lahir : Parabaya, 23 Juni 1993
NIM : 12.1300.136
Jurusan/ Prodi : Tarbiyah dan Adab/ Pendidikan Bahasa Inggris
Alamat : Desa Buku, Kec. Mapilli, Kab. Polewali Mandar

Bermaksud akan mengadakan penelitian di wilayah **KAB. POLEWALI MANDAR** dalam rangka penyusunan skripsi yang berjudul :
"AN ANALYZING OF MORAL VALUES EMBODIED IN STUDENTS' ENGLISH BOOK AT THE SECOND GRADE STUDENTS OF SMAN 1 CAMPALAGIAN"

Pelaksanaan penelitian ini direncanakan pada tanggal 1 Oktober 2018 sampai tanggal 1 Nopember 2018.
Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih.

21 September 2018

Direktor,
Pjt. Wakil Rektor Bidang Akademik dan
Pengembangan Lembaga (APL)



Tembusan:
Ka. DPMPTSP

CURRICULUM VITAE



The writer, Ayub was born on June 23rd, 1993 in Polewali Mandar. He is the second in his family; He has four sisters and two brothers. His father name's is Kai and his mother name's is Tija. About his educational background, He began his study, 2000 in SDN 004 Buku, Kec. Mapilli, Kab. Polewali Mandar and graduated on 2006. He continued his study at the same year in SMPN 5 Katumbangan Lemo Kec. Campalagian, Kab. Polewali Mandar and graduated 2009. At the same year, he registreted in SMAN 2 Polewali, Kab. Polewali Mandar and graduated on 2012. He registered on State Islamic Institute of Parepare (IAIN) and finished his study with entitle of skripsi is "*An Analyzing of Moral Values Embodied in Students' English Book at The Second Grade Students of SMAN 1 Campalagian*".

During his study, he had joined in some organizations. When Junior High School, he had participated in *Pramuka*. In State Islamic Institute of Parepare (IAIN), he had joined in *Lembaga Pers Mahasiswa (LPM) Redline* and *Senat Mahasiswa (SEMA)* of STAIN Parepare as member of commission C on 2016.