

CHAPTER IV

RESEARCH FINDING DISCUSSION

This chapter presented the findings of the study which was involved to answer the research questions. In this case, it mentioned the way of investigating the integration of moral values in EFL english textbook published by Intan Pariwara in first grade senior high school. The analysis findings in this textbook are presented in the form of text and images. In this analysis, the focus is on the value of moral represented in this textbook compares to the eighteen moral values set by the Ministry of National Education. The disclosure of this value is important in understanding the values of integrity represented in EFL textbooks, because textbooks are learning tool and useful resource for students in learning activities. In this Indonesian senior high school EFL textbook, there are various kinds of reading text and pictures that contain moral values.

A. Research Object Description

This sub-chapter describes the data and research results. The researcher presents the data of the Indonesian senior high school EFL textbook as the object of this research. The data displays are based on what has been written in the Indonesian EFL textbook. This chapter also describes data related to research. The researcher presents the profile of the Indonesian senior high school EFL textbook, the parts of the textbook and the description of the material from the textbook.

1. The profile of Indonesian Senior High School EFL

This textbook is student English textbooks are prepared by the PT. Intan Pariwara refers to the 2013 curriculum. This textbook also used in several Indonesia senior high schools for the 2013 curriculum implementation. This textbook is specially designed so that students can hone various competencies. This textbook also comes with various exercises for evaluation purposes. The textbook was written by Sonny Irawan Putra and Yuniarti Dwi Arini and published by PT. Intan Pariwara.

There are several reasons behind this research, which is the researcher wants to know the moral values contained in the interactive book published by Intan pariwara that used by several schools in Indonesia. Researcher choose high school textbook for this research because it teaches moral education

because high school students have reached adulthood and of course have to be ready for the relationship they will go through in high school, especially when student graduate from school. In material textbooks not only bring knowledge but also implicit and explicit moral values for education young learners. Therefore, increase moral education in high school students are very suitable and needed, where the students not only studying learning materials but also being able to learn moral education, one of which is through textbooks that are used daily in teaching and learning activities so that students know and are familiar with exiting moral values. The description of the textbook can be seen in the following:

Table. 4. 1. The Description Of The Textbook

No.	Items	10 th grade
1	Tittle	Buku Interaktif Bahasa Inggris untuk SMA/MA
2	Writers	Sonny Irawan Putra and Yuniarti Dwi Arini
3	Publisher	Intan Pariwara
4	Year of publication	2020
6	Number of page	2 cover+120
7	ISBN Number	ISBN: 978-979-28-4077-3 (no.jilid lengkap) ISBN: 978-979-28-4078-0 (no.jilid 1a)

2. The inside of Interactive textbook EFL for senior high school

This Interactive textbook EFL for senior high school is arranged based on the outline division, including the front (introduction), the content, and the back (cover), the details are as follows:

a. The Front (Introduction)

This part includes the tittle of the textbook (front cover), publication catalogue (consisting of copyright, disclaimer, writer, reviewer, publishing supervisor, print number and file code), and table of contents, manual for use of books and introduction.

b. The Contents

The contents of this EFL textbook include material for learning activities for first semester. The materials in the textbook consisting of 6 chapters for first semester grade X senior high school.

c. The Back (closing)

This section contains some glossary, bibliography, writer biographies, reviewers biographies, editor biographies, and also back cover (containing book titles, selling prices, and book synopsis).

3. The description of the material from Indonesian Senior High School EFL textbooks

The Indonesian senior high school EFL textbook for grade X consist of 6 chapters, which are as follows:

Table.4.2 The Description of The Material Indonesia Senior High School for Grade X

No.	Chapter and Theme	Page
1	Chapter I. I'd like you to introduce Myself	1
2	Chapter II. Congratulations on your success!	19
3	Chapter III. What are you going to do?	37
4	Chapter IV. Let's have a safe holiday	59
5	Chapter V. Historical Place	75
6	Chapter VI. Announcement	93

B. Research Data Description and Analysis

1. The Categories of Moral Values embodied in The Indonesian EFL Textbook For Senior High School Grade X

Here are the summaries of moral values in the contextual English textbooks for Indonesian senior high school grade X compares to eighteen moral values set by ministry of national education:

Table.4.3. The Categories of Moral Values embodied in The Indonesian EFL Textbook for Senior High School Grade X

No	Eighteen moral values set by Ministry of National Education	Morals values found contextual EFL textbook published by Intan Pariwara
1	Religiosity	
2	Honesty	✓
3	Tolerance	
4	Discipline	✓
5	Hardworking	✓
6	Creativeness	✓
7	Independence	✓
8	Democratic	
9	Curiosity	✓
10	Spirit of Nationally	
11	Love homeland	✓
12	Rewarding Achievement	✓
13	Friendly/Communicative	✓
14	Love Peace	
15	Joy of Reading	✓

16	Environmental Care	✓
17	Social Care	✓
18	Responsibility	✓

From the eighteen (18) moral values by Ministry of Education, in this contextual English textbooks for grade X researcher only found (13) moral values, meanwhile moral values Religiosity, Tolerance, Spirit of Nationally, Democratic, and Love Peace are not found in Interactive textbook.

2. **The Ways the Moral Values are Presented in the Textbooks**
- After describing and analyzing several moral values found in the English textbook employed in MAN 1 Kudus, the researcher took representation from moral values embodied in this book. In fact there are several features in a text book, so the writer could use several features to convey moral values in this book. So the teachers could both teach the materials and introduce the moral values to the students.

The following explanations below found there were six methods used by researcher to include those moral values in feature, namely: 1. Tittle of Chapter, 2. Objectives of Chapter, 3. Quotes, 4. Pictures, 5. Exercise Instruction, 6. Examples of sentence.

a. **Tittle of Chapter**

The title is the first part that is read when we open some chapter, in this study, moral values are integrated in the title of some chapter. In the table below, some examples of moral values will be presented through chapter tittles as follows:

Table. 4.4. The Titles of Chapter and Moral Values

No	The Tittle of Chapter	Moral Values	Page
1	Chapter I. I'd like to introduce my self	Friendly/communicative	1
2	Chapter II. Congratulations on your Success.	Rewarding Achievement	19
3	Chapter III. What	Curiosity	37

	are you going to do?		
4	Chapter IV. Let's have a safe holiday?	Social Care	59

Based on the data in the Table 4.4 above, it shows that the title of chapter could be used to integrate the moral values. One example of sentence is found in chapter I entitled “what are you going to do?” contains the moral value of curiosity. It can be said that the sentence is part of the moral values of curiosity because the sentence is a form of curiosity from one person to another about something that person will do. Curiosity is an emotion that is associated with a natural digging attitude such as exploration, investigation, and of course with learning. This emotion represents the desire to know new things, curiosity can be likened to the the “gasoline” of the “vehicle” of science and other disciplines in human learning activities.¹ if a student has curiosity in accordance with the moral values shown by the Indonesian ministry of education, this generation will have broader insight and knowledge. People who are more broad-minded will certainly think in carrying out a behavior.

b. Objectives of the Chapter

Chapter objective are a form of indication of a goal in studying each chapter in a book. The objective of chapter is conveyed to students and teachers in order to achieve the goals according to the lesson plan. The following table will describe some examples of chapter objectives that contain the moral values listed in the objectives of the chapter, as follows:

Table.4.5. The Objectives of the Chapter and moral values

No	The objective of Chapter	Moral Values	Page
1	Chapter II: students are able to congratulate others	Rewarding Achievement	19

¹ Mustari M. 2017. nilai karakter refleksi untuk pendidikan. Depok:Raja Grafindo Persada.page.85-86

	and respond it accordingly after doing several English activities.		
2	Chapter III: students are able to identify expressions to ask about and state intentions accurately after practicing several dialogs.	Curiosity	37
3	Chapter IV: students are able to create spoken and written descriptive texts related to tourist destinations using the proper and accurate social function, text structure, and language features after doing several English activities.	Creative	59
4	Chapter VI: students able to deliver spoken announcement clearly and accurately after doing several English activities.	Communicative	93

Based on the data in the table 4.5.above, it shows that the objective of chapter contained moral values. An example, Chapter IV: “students are able to create spoken and written descriptive texts related to tourist destinations using the proper and accurate social function, text structure, and language features after doing several English activities” Contained moral values Creative because that sentence contains an order that students finish an assignment from the material presented, therefore students are also requires to think creatively to carry out the task. In this case, students are required to look for new ideas or emphasize creative values. By thinking creatively, of course, students will be more accustomed to solving a problem.

c. **Quotes**

The quote is a short sentence said or written by someone that aims to motivate or encourage someone to do what are says. Quotes in a textbook usually aim to motivate

students to imitate the values in it. The following table presents examples some quotes that contain moral values in the book, as follows:

Table. 4.6. The Quotes and Moral Values

No	The Quotes	Moral Values	Page
1	Chapter I: “always develop your talent and broaden your knowledge”	Work Hard	3
2	Chapter I: “spend your time by doing positive and meaningful activities”	Responsibility	8
3	Chapter II: “be grateful for what you have achieved”	Rewarding Achievement	21
4	Chapter II: “stay humble even though you reach great achievement”	Friendly	22
5	Chapter II: “be genuine in giving compliment to someone”	Honest	28
7	Chapter III: “care for people around you. a little help will be meaningful for those who are in trouble”	Social Care	44
8	Chapter IV: “let’s preserve the beauty of our nature for our comfort”	Environmental Care	64

Based on the data in the table 4.6 above, it shows that the quotes of the book contained representation about moral values responsibility. To make an example, Chapter I: “spend your time by doing positive and meaningful activities” contained moral values responsibility. Why we can say that quotes contained moral values? There was because the sentence means that everyone has a responsibility to the opportunity to use their time wisely. when students can use time wisely, a student will spend his

time on positive things and of course will avoid bad activities.

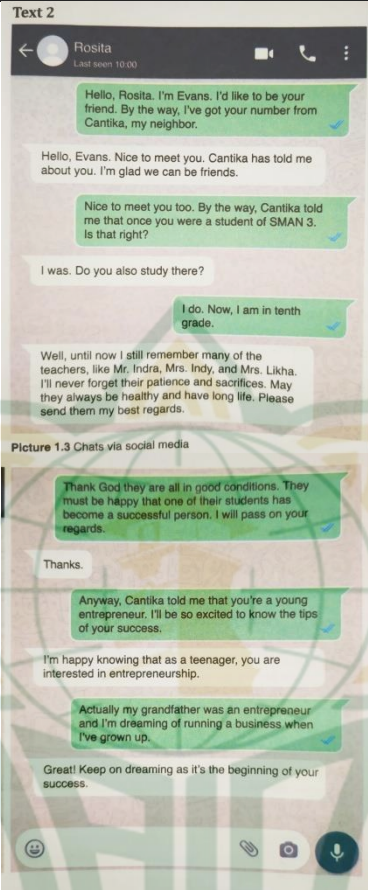

Another example in chapter II: “be genuine in giving compliment to someone” in the sentence there is a suggestion that students give sincere words in praising someone. Sincere, what is meant is an honest attitude without fabricating a word. In this sentence, one of the moral values of honesty is integrated. Students in this case are expected to be motivated to be sincere in conveying praise to their friends. Honesty is one of the morals in the category of moral values made by the Ministry of National Education. By integrating the moral value of honesty in this book, students will learn to be honest and moral human beings.


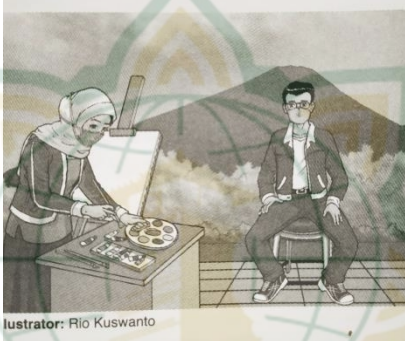

d. Pictures

Pictures were one of media used in the textbook learning. Media picture are usually used to describe a place, person, or event. Picture media is a media that is quite effective so that students understand a material and success in describing something, picture media also can be used as a tool in communicating between students and teachers or students with other students. In this study, the researcher analyzed several pictures in the book that contained the moral values needed in learning. As an example shown in the table below:

Table. 4.7. The Pictures and Moral Values

N o.	Pictures	Moral Values	Page
1	Chapter I	Friendly, communi cative	3

	<p>Text 2</p>  <p>Picture 1.3 Chats via social media</p>		
2	<p>Chapter II</p>  <p>Picture 2.1 Inauguration of a new course Illustrator: Anis Setyaningrum</p>	Social care	19
3	<p>Chapter III</p>	Environmental care	31

	<p>Practice the things with your friend</p>  <p>Illustrator: Aries Setyawan</p>		
4	Chapter III	Creative	47
	 <p>Illustrator: Rilo Kuswanto</p>		
5	Chapter IV	Love Homeland	77
	 <p>Picture 5.2 Plaosan Temple Photographer: Aries Setyawan</p>		
6	Chapter V	Discipline	93

7	Chapter VI	Discipline	100

Source: Interactive book published by Intan Pariwara

Based on the data in the table 4.7 above, it shows that pictures integrate the moral values education. Such as an example, Chapter II: “picture of a child who is sweeping” the picture implies an activity to clean the environment can be started from our closest environment such as sweeping our own room. From this, the students are expected to imitate the image in caring for environmental cleanliness.

Another example in chapter VI: “picture of poster about the 5 M recommendations and discipline in complying with health protocols”. As we know and understand, that in the current era there is a pandemic that requires our discipline as a good society so that the number of cases of pandemic patients immediately decreases. This forms a sense of self-awareness and discipline for our students.

e. **Exercise Instruction**

What is exercise Instruction? The exercise instruction is command at the beginning of the exercise that explains how to answer or do an exercise in a book. The exercise instruction expected can make it easier for students to do

their assignment. In an instructional exercise there are several moral values, for example as in the following table:

Table. 4.8. The Exercise Instruction and Moral Values

N o.	The Exercise Instruction	Moral Values	Page
1	Chapter I: Work in pairs. Create dialogs based on the following situations. The, practice the dialogs.	Communicative	9
2	Chapter II: let's play the guessing game. Follow the instructions.	Curiosity	20
3	Chapter III: interview on of your friend or family members about his/her intention for the next holiday. Record the interview. Create a monolog based on the interview and present it before the class.	Curiosity	48
4	Chapter IV: choose one of the attractive tourist objects in your hometown. Write a descriptive text about the place. Attach the picture or video of the place. share your work with the class.	Love homeland	70
5	Chapter V: present the description of the historical place in activity 18, orally. You may record your performance.	Love homeland	86
6	Chapter VI: compose a spoken school announcement. You are free to choose your	Independent	101

	topic. Present it orally and record your performance.		
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Based on the data in the table 4.8 above, it shows that exercise instruction could to integrate the moral values. For the example, Chapter I: “Work in pairs. Create dialogs based on the following situations. The, practice the dialogs.” Contained moral values communicative. In the sentence explained the command to carry out the task with a friend to make a dialogue and practice it together. From the exercise instruction, students can learn communicative moral values.

Another example in Chapter IV: “choose one of the attractive tourist objects in your hometown. Write a descriptive text about the place. Attach the picture or video of the place. Share your work with the class” contained moral values homeland. It was because the sentence was to increase knowledge about attractive object in student’s homeland, more information about attractive object could cultivate a sense of love for our homeland.

f. Example of sentences

To emphasize in explaining a material being studied, every teacher needs an example for students so that the class in carried out successfully. Example of sentences used so that students easily understand the writer’s point of view in a learning material, practice instructions, carry out orders or answer questions. The following table describes some examples of sentences that integrate moral values in a textbook as follows :

Table.4.9. The examples of sentence and Moral Values

No.	The examples of sentence	Moral Values	Page
1	Chapter I Haris: “Hello, my name is Haris. Are you Sonia?” Sonia: “Yes, I am Sonia.” Haris: “You are Mr. Andra’s daugther, aren’t you?” Sonia: “I am.”	Communicative, Responsibility	15

	<p>Haris: "Mr. John has asked me to fetch you and your brother."</p> <p>Sonia: "Great! Sorry, we arrived late."</p> <p>Haris: "That's O.K. Travelling by ship is often unpredictable anyway, where is your brother?"</p> <p>Sonia: "here he is. Radit, this is Haris. Uncle John has asked him to fetch us."</p> <p>Radit: "glad to meet you,Haris."</p> <p>Haris: "Glad to meet you too, Radit."</p> <p>Radit: "How is ucle John? Is he fine?"</p> <p>Haris: "He is. He cannot fetch you because he and his family are preparing party."</p> <p>Radit: "Yup! He has told me about it."</p>		
2	<p>Chapter II</p> <p>Dialog 1.</p> <p>Erwin: "where have you been, rio?"</p> <p>Rio: "I went jogging."</p> <p>Erwin: "your clothes so dirty, what happened to you?"</p> <p>Rio: "oh, a scavenger man was carrying a lot of stuff on his bike while I was jogging. Suddenly, his bike collapsed because the stuff was too heavy. I</p>	Social Care	27

	<p>tried to help him clean up the mess. I think it was dirty because of that.”</p> <p>Erwin: “you are really kind.”</p> <p>Rio: “that is not a big deal.”</p> <p>Erwin: “then, what happened to the man?”</p> <p>Rio: “fortunately, he was fine.”</p>		
3	<p>Chapter II</p> <p>Vina: “Good morning, Rara.”</p> <p>Rara: “Good morning, please come in, Vina.”</p> <p>Vina: “Thank you. Wow! Your house looks different from the last time I was here. Did you renovate it?”</p> <p>Rara: “Yes, I did a little renovation to this house several weeks ago and I redesigned it myself.”</p> <p>Vina: “Awesome! Your house looks more modern and spacious now.”</p> <p>Rara: “I don’t really like a crowded house actually, so I only put some essential furniture here.”</p> <p>Vina: “a minimalist house like yours can be the solution for someone who wants to have a small house</p>	Curiosity, Independent	28

	<p>with a roomy interior. You've designed this house really well."</p> <p>Rara: "Thank you. I'm glad you like it."</p>		
4	<p>Chapter II</p> <p>Nana: "congratulation! You've got the black belt in Karate. I'm so proud of you!"</p> <p>Rio: "Thanks, I also have a bigger responsibility at this level."</p> <p>Nana: "what is that?"</p> <p>Rio: "as a black belt Karate athlete, I must be able to control my emotion and be disciplined to all aspects of my life."</p> <p>Nana: "Wow! I believe you can do that."</p> <p>Rio: "Thank you."</p>	<p>Rewarding achievement, Responsibility</p>	33
5	<p>Chapter III</p> <p>Text 1.</p> <p>"Hi, my name is Dewi. The holiday is coming. I'm going to make accessories, such as hair clips, headbands, and hair ribbons from wool. I have never made them before, so my cousin will teach me how make them. I want make accessories in unique and attractive shapes, different from others. Then, I will sell them online. I know that not</p>	<p>Creative, work hard</p>	43

	easy, but I'm sure to be able to do it, step by step. Sincerity and accuracy will be the keys of my success."		
6	<p>Chapter III</p> <p>Dialog.</p> <p>Bara: "Do you have a plan next Sunday morning?"</p> <p>Isyana: "I don't. What's up?"</p> <p>Bara: "There lives a woman with her son at the bank of the river. You know, they live in a very poor condition. The boy has been an orphan since he was a baby."</p> <p>Isyana: "What a pity! So, what's your plan?"</p> <p>Bara: "I'm going to help them. I also plan to make a video about their condition and they share it on my social media. I do hope people watch it and are moved to donated, to help them out."</p> <p>Isyana: "Two thumbs up for you!"</p> <p>Bara: "Thanks. Anyway, would you like to join?"</p> <p>Isyana: "I'd like to"</p> <p>Bara: "That's great! Thanks."</p> <p>Isyana: "Before visiting them, why don't we collect</p>	Social care	49

	donations for them? It will be more meaningful.” Bara: “I agree with you.”		
7	Chapter III Mid-term test. Tyas: “you know, flood hit several areas in Puncak, Bogor. People have evacuated. Let’s help the victims. I am believed that they really need us. We can donate food and clothes.” Fikri: “I agree. I think we should invite our friends to participate”	Social care	57
8	Assesment Chapter VI Please read! To : All students. Our school has two new extra-curricular activities which are expected to be of great benefits to studnets in the future. The two activities are telemarketing and online sales. These two job areas are very much needed in the future. For more details, contact Ms.Nunuk and Mr. Jamal during the break. So, join the activities that interest you and let’s look	Creative	106

	forward to the bright future with great spirit! Oki septiani as OSIS chairperson.		
9	<p>Assesment Chapter VI</p> <p>The covid-19 pandemic has hit our country for some time. We also have to study without any face-to-face meeting. Furthermore, it also affect many people economically. As a result, many students have financial difficulties to attend online distance learning. Following this condition, our school would like to hold donations to help those students. Please send your donations to Mr.Lambang's bank account number 002345678 before November 14, 2021. Hopefully, it can ease the burden of your brothers and sisters who are in need. At last, I'd like to express my gratitude to everyone for your concern. Thank you.</p>	Social care	106
10	<p>Reading section Chapter VI</p> <p>Dear Mela, I'd like to be the first to congratulate you.</p>	Rewarding Achievement	110

	Finally, your dream has come true! You are the winner of the 2021 English debate. Hope to see you again in 2022 with the same achievement. Your friend, Rega.		
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Based on the data in the table 4.9 above, it shows that the examples of sentence could be used to integrate some moral values in learning process. The example is, Chapter III: Tyas: “you know, flood hit several areas in Puncak, Bogor. People have evacuated. Let’s help the victims. I am believed that they really need us. We can donate food and clothes” described someone’s care to other. By planning an aid, someone showed empathy to others. Therefore, the example sentence of course, it can be integrated in teaching and learning the moral values of social care.

Another example in chapter VI: “Dear Mela, I’d like to be the first to congratulate you. Finally, your dream has come true! You are the winner of the 2021 English debate. Hope to see you again in 2022 with the same achievement. Your friend, Rega” is an example sentence that contains moral values rewarding achievement. In this sentence, it is said that someone named Rega wrote a letter for her friends. In the letter, Rega wrote congratulations to his friend for achieving an achievement in the English debate competition. From this sentence, students are expected to be motivated in achieving an achievement and participate happily when their friends achieve an achievement.

Based on the data findings and the analysis that has been done. From the examples presented above, we can find thirteen moral values set by ministry of national education contained in a textbook published by Intan Pariwara, namely honesty, honesty, discipline, hardworking, creativeness, independence, curiosity, love homeland, rewarding achievement, friendly/ communicative, joy of reading, environmental care, social care and responsibility and five moral values not found in textbooks, such as religiosity, tolerance, democratic, spirit of nationally, and love peace.

Seeing several problems of moral degradation in Indonesia carried out by several teenagers who incidentally are students, both teachers and students must be aware of the moral values contained in a text also images in the textbooks as main material in learning teaching process. Moral values are embodied in a textbook will certainly strengthen the character of textbooks in Indonesia. Knowing and teaching correctly about moral values will have an impact on students' self-awareness about the importance of a moral in life. Some of these examples can be a reinforcement of a student's moral values. A small part of a book can have a big impact on the future of the nation's generation.

