

## MORAL VALUES IN ENGLISH TEXTBOOK: “WHEN ENGLISH RINGS A BELL”

Sherina Kusramadhani<sup>1</sup>, Rahmadi Nirwanto<sup>2</sup>, Hesty Widiastuty<sup>3</sup>

State Islamic Institute of Palangka Raya

<sup>1</sup> sherinakusramadhani99@gmail.com, <sup>2</sup> rahmadi.nirwanto@iain-palangkaraya.ac.id,

<sup>3</sup> hesty.widiastuty@iain-palangkaraya.ac.id

### Abstract

This research was aimed to know about moral values in the textbook. Textbooks were analyzed by using critical discourse analysis (CDA) data was obtained through analyzing the whole texts. This study attempts to examined the moral values which appeared in the English textbook "When English Rings a Bell" for seventh of Junior high school or equivalent based on the curriculum and presidential decree to teach character education to students, which included 18 moral values and to describe the moral values represented in the practice of conversational texts. It was designed as content analysis in the form of descriptive qualitative research. The result of this study were (1) The most apparently of moral values found in the English textbook were social awareness, curiosity, and responsibility, and (2) Moral values in English textbook was found in the conversation text through implicitly in the form of a moral message conveyed by the writer. it can be concluded that the authors of this textbook focus more on social values such as social awareness, curiosity, responsibility in the form of teaching moral values as character education for students at an early age. Then, the textbook was contained the moral values based on the presidential decree about character education. The textbook was quite good, but it can be improved.

**Keywords:** Moral Value, English Textbook, Critical Discourse Analysis

### INTRODUCTION

A good textbook includes all of the material that must be taught in school while also serving as a learning tool. Textbooks are a tool for learning and a repository of information, including moral ideals. Each textbook has a wide range of potential values. The government has included character education in the 2013 curriculum to help pupils develop their personalities. The curriculum promotes 18 (eighteen) values, including religious observance, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, patriotism, nationalism, appreciativeness, friendliness, peacemaking, love of reading, environmental awareness, social awareness, and responsibility (Kemendiknas, 2011). Based on the background mentioned previously, the objective of the present study was to investigate the moral values about moral values in an English textbook for Junior High School.

Some scholars conducted studies related to textbooks. According to Sulistiyo et al., (2020) focus on critical discourse analysis was used to investigate moral content in primary school English textbooks. The purpose was to substantiate the content of an English textbook for young learners (EYL) that teaches moral values. Moral content was discursively included in EYL textbooks, according to critical discourse studies (CDA). The textbooks material was processed and gathered using vocabulary choices, visual representations, and chosen literature used by textbook authors to illustrate their point of view. Character is prioritized in helping others, behaving nicely, and caring in this relationship to the notion of character education in textbooks. This clarified the significance of these values, which were the foundational ideals for engaging

with others in real-life situations. According to Masyi'ah & Ciptaningrum, (2018) The purpose of this research was to assess the quality of textbooks based on their content. criteria developed by certain ELT specialists and *Pusat Perbukuan* and assess the merits and shortcomings of the textbooks used by students for grade VIII, titled "When English Rings a Bell" and "Bright". It revealed "When English Rings a Bell" meets all of the criteria for being a good textbook (78.6 %). In terms of offering information regarding local culture, the book has specific benefits and disadvantages, such as a lack of recall. Meanwhile, "Bright" was a good textbook (87.2%), has a number of advantages and disadvantages, such as providing target cultural components but lacking local cultural resources.

According to Widodo, (2018) the purpose of this study was to examine how values are represented in an Indonesian Ministry of National Education-approved secondary school English textbook that uses a variety of lexico-grammatical and discursive techniques. The findings revealed that the textbook covers character development intending to expose pupils to a wide range of moral beliefs. Visual and textual language, as well as multimodal texts, are used to convey these values. Visual artefacts appear to be seen as value-free texts, according to the critical micro-semiotic textual analysis. According to Setyono & Widodo, (2019) this research was to examine how multicultural principles were depicted in an EFL textbook for senior high school students. It was a textual analysis mean that, as English becomes greater essential as a worldwide lingua franca, multicultural content from outer and increasing circle international locations ought to be blanketed in ELT textbooks. As a result, English teachers should incorporate multicultural elements into their lessons and employ various teaching methods.

According to Feng, (2019) this study aims to look at how social ideals were represented in English as a EFL textbook in Hong Kong and their ontogenetic development. This study additionally discovered that textbooks were more focused with the didactic coaching of correct residents than with the development of essential questioning skills in college students. The findings and analytical method can be employed in English language teaching for explicit training and vital examine of social values. Rahim & Daghigh, (2019) the purpose of this study was to determine if imported English textbooks satisfy the needs of local students. Local culture content includes materials from learners' source cultures, target language cultures, and other cultures, and should be presented in a dynamic manner to allow learners to investigate and assess local and global social, political, and economic information.

According to Qatawneh & Rawashdeh, (2018) the purpose of this study was to look at gender representation in an Arabic language textbook, this is one of the most significant textbooks in the UAE's government and private schools' curriculum. The study looked at the gender ratio (male to female) of appearances, the gender ratio (male to female) of religious and historical, educational professional, social and family, the traditional, the language used in the assessment questions, titles of address for women, and the sequence of mention. It indicated that gender prejudice still exists, as seen by the phenomena of males-first, which refers to women's secondary standing in the textbook studied. The findings, on the other hand, show that the neutral word Ms is often used to address women. Gender representation in textbooks should be adjusted in educational settings to provide fair gender representation in educational resources.

According to Dahmardeh & Kim, (2020) this study aimed to look into the research question, photographs, images, names, roles, frequency of presence, and female/male-oriented subject presentation in discussions and reading passages. The preponderance of male writers might have influenced the uneven and stereotypical gender representation shown in this study, and different findings would likely have been obtained if the number of female authors had been

more significant. Both of them can be sexist; nevertheless, increasing the number of female authors may help to change the situation. According to Blinkova & Vermeer, (2019) the textbook was more catechetical, but when paired with Obernähina's teacher's handbook, a patriotic and nationalistic RE develops.

Lee & Li, (2019) This study aimed to look at the function of cultural teaching textbooks in the portrayal of chosen English language textbooks released in mainland China and Hong Kong. The findings of this investigation revealed an imbalance in both textbook series' cultural elements. Instead of dealing with cultural components related to morals and global concerns and their remedies, the textbook emphasizes static cultural aspects, usually dealing with neutral or celebratory themes such as travel, food, and famous individuals.

Moral values taught through image has given a solid illustration for learners at an early age. The textbooks that students have studied in the primary source for learning about moral values and how they were practised in the social world. One of the educational goals was to promote these moral values in the educational landscape (Lovat, 2017). Honesty, self-respect, perseverance, equality, interdependence, and tolerance of diversity were among the critical moral values typically taught in schools (Feng, 2019). Teaching moral values to learners has a positive impact and help them to build a better character.

Moral values can be interpreted as an act of behaviour in a social context in society, such as showing concern and interacting with ethnic groups without differences in ancestry or socioeconomic status. Xiong, (2012) contends that moral value is an education that has quality in general as an aspect with the concept of a worldview. The textbook shows that most people believe in high cultural, communal values, such as helping others, being polite, and caring. These values can be a sign of social humanity or civilized culture. Textbooks were managed to become empirical evidence in realizing moral values and moral sensitivity to present balanced moral values in language textbooks. Character, moral education must be explicitly integrated into all school subjects, including English (Mambu, 2015). Therefore, the researcher investigates the moral values that appear and explains the presence of moral values in the English textbook for Junior High School.

## **METHOD**

This study was analyzed using critical discourse analysis (CDA) to investigate the moral values described in English textbooks related to cultural values as character education applied nationally in Indonesia. CDA was selected as an analysis tool because textbooks are seen as educational texts which contain a myriad of discursive meanings through verbal and nonverbal language (Widodo, 2018). CDA is an interdisciplinary discourse study that examines language as a social practice (Fairclough, 2001 in Widodo, 2018) and considering the context language used (Wodak, 2001 in Widodo, 2018). Critical discourse analysis (CDA) aimed to explain how text represented and constructed social reality contextually with a particular ideological (value) system through implicit or explicit messages (Widodo, 2018). Textbooks contained dominant cultural values in education and were illustrated through pictures or conversations in English textbooks.

The following is the description of "When English Rings a Bell" English textbook for the seventh grade of Junior High Schools.

**Table 1.1**  
**Tittles of Each Chapter**

The Textbook: "When English Rings A Bell"
Chapter I "Good Morning. How are you?"
Chapter II "It is me!"
Chapter III "What Time is it?"
Chapter IV "This is my world."
Chapter V "It is a beautiful day."
Chapter VI "We love what we do."
Chapter VII "I am proud of Indonesia."
Chapter VIII "That is what friends are supposed to do."

## RESULTS AND DISCUSSION

### Results

This section discusses the results of data analysis of moral values that are found in the English textbook: "When English Rings a Bell" seventh grade of Junior high school

**Table 1. 2 The words portraying moral values in the English textbook "Bahasa Inggris: When English Rings A Bell" for Seventh grade of Junior high School**

Moral Values		Chapter																Total Frequency	Total Percent age (%)
		I		II		III		IV		V		VI		VII		VIII			
		<i>"Good Morning. How are you?"</i>		<i>"It is Me!"</i>		<i>"What Time is it?"</i>		<i>"This is my world"</i>		<i>"It is a beautiful day."</i>		<i>"We love what we do"</i>		<i>"I am proud of Indonesia."</i>		<i>"That is what friends are supposed to do"</i>			
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%			
Religiosity	0	0%	0	0%	1	72%	0	0%	0	0%	0	0%	0	1%	0	0%	1	1%	
Honesty	0	0%	0	0%	0	0%	0	0%	1	4%	0	0%	16	43%	0	0%	16	11%	
Tolerance	3	7%	0	0%	0	0%	0	0%	1	4%	0	0%	0	1%	0	0%	4	3%	
Discipline	0	0%	0	0%	4	29%	0	0%	1	4%	2	17%	2	5%	0	0%	9	6%	
Hard work	0	0%	0	0%	0	0%	0	0%	0	0%	1	7%	1	3%	0	0%	2	1%	
Creativity	0	0%	0	0%	0	0%	0	0%	0	0%	2	17%	1	3%	0	0%	3	2%	
Independence	0	0%	0	0%	3	22%	0	0%	0	0%	1	7%	0	1%	0	0%	4	3%	
Democracy	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Curiosity	2	5%	2	100%	2	14%	8	80%	9	33%	2	17%	4	11%	0	0%	29	20%	
Patriotism	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Nationalism	0	0%	0	0%	1	7%	0	0%	0	0%	0	0%	1	3%	0	0%	2	1%	
Appreciativeness	1	3%	0	0%	0	0%	0	0%	0	0%	0	0%	0	1%	0	0%	1	1%	
Friendliness	0	0%	0	0%	1	7%	1	10%	6	22%	1	7%	6	16%	0	0%	15	10%	
Peacemaking	0	0%	0	0%	1	7%	1	10%	2	7%	0	0%	1	3%	0	0%	5	4%	
Love to read	0	0%	0	0%	1	7%	0	0%	0	0%	1	7%	0	1%	0	0%	2	1%	
Environmental awareness	0	0%	0	0%	0	0%	0	0%	3	11%	1	7%	2	5%	0	0%	6	4%	
Social awareness	30	75%	0	0%	0	0%	0	0%	4	15%	1	7%	2	5%	1	50%	38	26%	
Responsibility	4	10%	0	0%	0	0%	0	0%	1	4%	1	7%	1	3%	1	50%	8	6%	
Total	40	100%	2	100%	14	100%	10	100%	27	100%	12	100%	37	100%	2	100%	145	100%	

### Results of the frequency analysis

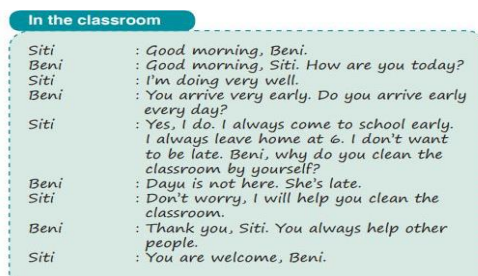
The total frequency of 18 moral values that appeared from each chapter in the English textbook were social awareness (26%), curiosity (20%), honesty (11%), friendliness (10%), discipline

(6%), responsibility (6%), environmental awareness (4%), peacemaking (4%), tolerance (3%), independence (3%), creativity (2%), hard work (1%), nationalism (1%), love to read (1%), appreciativeness (1%), religiosity (1%), democracy (0%), patriotism (0%). The results of the data showed the most frequently moral values that appear in this English textbook are social awareness (26%), curiosity (20%), and responsibility (6%). These three words are apparently in specific chapters of the English textbook and related to the eighteen moral values in the table.

### Discussion by the narrative analysis

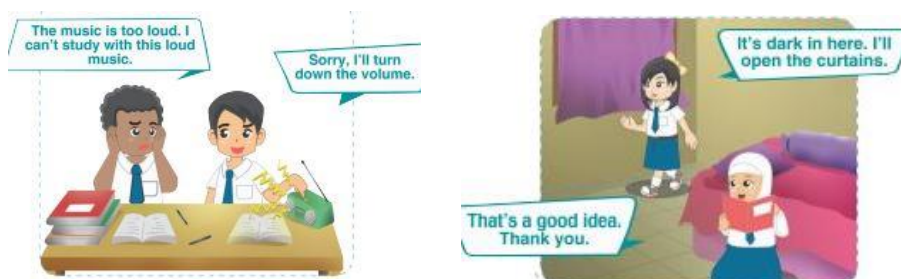
According to table 1.2 as the results showed that all of the moral values that have been found by the researcher. This part discussed the result of the study analyzed and found from the English textbook “When English Rings a Bell” for the seventh grade of Junior High School. The aimed of the discussion focused on analyzed and found the moral values in the textbook. The researcher discussion the moral values by narrative analysis in each chapter. The narrative analysis shows the representation of the most dominant value of being social awareness, curiosity, and responsibility in the textbooks below.

#### 1. Social awareness



**Figure 1.** Example of Moral Value Social Awareness in When English Rings a Bell grade 7

This conversation has several situations in the classroom. The researcher found several moral values in this conversation. Siti said, “Yes, I do. I always come to school early.” This text implied a moral value about discipline because she always came early to school. In the following text, they were talking about clean the classroom. This condition indicated that Beni was doing his job, namely, scheduled to clean the classroom. There was a moral value that was a sense of responsibility. Siti was looked at and asked where is his partner and Beni answered his partner was coming late. Then, Siti helped Beni to clean the classroom together. This situation showed some moral values. They were social awareness and environmental awareness.



**Figure 2 and Figure 3.** Example of Moral Value Social Awareness When English Rings a Bell Grade 7



These two images were in the same condition. This situation indicated that their study had been disturbed by something. A moral value shown in both images is social awareness for their friends who were studying. There was a slight difference between the situation in the first and second images. The first image was the disturbance caused by noise. While for the second image, annoyance is caused by the darkness. Fauzi et al., (2017) stated that social awareness is an attitude that assists others in need. The author may want to convey the moral value of social awareness to the student, especially when his friend struggled to learn.



**Figure 4 and Figure 5.** Example of Moral Value Social Awareness When English Rings a Bell Grade 7

The researcher found moral value in the image and dialogues where the author intended to convey the implied moral message. The first image was a situation where a father arriving from his work and his son welcomed his father with a greeting and asking about his condition. It was a behaviour that should exist in the human relation to care for each other, especially for the family. In the dialogue, his son said, "good evening, Dad. How are you?" this dialogue has a meaning. It was to know how his father's condition. The father said, "Good evening, Beni. Yes, I'm very tired. I want to take a bath and then have dinner". It was clarifying that his father was in a state of exhaustion after work. The expression has a moral value that is social awareness. The textbook author may convey a moral message to each student by showing social care among human beings. It was referring to show the students' care and concern in their life. Individual welfare for the community in health and social awareness will lead to the interest of individuals complementary and an important commitment in health and social life (Brand, 2012). The dialogue taught the students to have an attitude of social awareness. It implied that students should show his care to their parents, friends, teacher, and other.

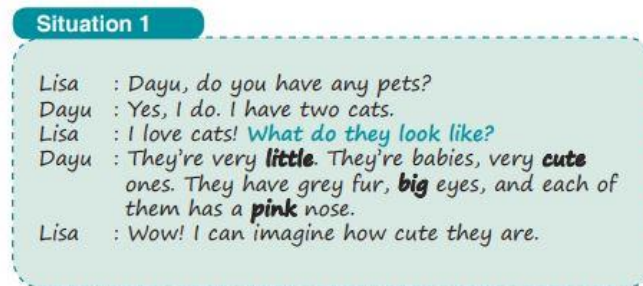
## 2. Curiosity



**3. Figure 6.** Example of Moral Value Curiosity When English Rings a Bell Grade 7

At this moment, the teacher and a student were having a conversation. As a teacher, she should know about her student's appearance. The purpose was to see each student's condition, situation, and attitude and take an approach to understand the student's behaviour and be able to educate in a good and correct way. In this conversation, the teacher gave several questions, and the students answered them. This situation showed the curiosity of the teacher to know the appearance of her student. The author presented the impression that moral value is curiosity.

**Figure 7.** Example of Moral Value Curiosity When English Rings a Bell Grade 7



This text indicated that two children with a conversation. Lisa and Dayu have been talked about the pet. Lisa said, "Dayu, do you have any pets?", "I love cats! What do they look like?" this question showed that Lisa wanted to know about Dayu's pets. The researcher found curiosity as a moral value in this conversation. The following displayed Dayu, who answered Lisa's questions and talked to her about his pets. The author implied a moral value "curiosity" in this short conversation.



**Figure 8.** Example of Moral Value Social Curiosity When English Rings a Bell Grade 7

In the picture and conversation, there were a student named Siti and a female teacher called mom. The conversation described Siti's condition as not good. Mom said, "How are you, Siti?" the teacher asked Siti's condition. Siti said, "I'm not feeling well, Mom." Siti was responding with an answer that looked bad. Siti was in poor condition to participate in the lessons. The teacher understood that Siti was not feeling well. The teacher was worried and asked more about her pain detailed and advised her to rest. In this conversation, the teacher showed curiosity in the student. The writer has implied that there is a moral value in curiosity towards the student's condition. In this situation, the writer described a caring teacher and curious about what her students felt. This has been demonstrated the moral value of curiosity that the students should possess.

#### 4. Responsibility



**Figure 9.** Example of Moral Value Responsibility When English Rings a Bell Grade 7

The researcher has seen the dialogue between student and teacher. The author tried to convey a message and impression to the student through this textbook. In the conversation, a student informed a teacher that his class was ready to absorb lessons from the teacher. The students said, "Good morning, Mr Erry. The class is ready, sir" this sentence indicated that the student has a sense of responsibility to remind his teacher that the class is ready to receive lessons. The teacher said, "Morning, Edo. Okay, thank you" In this situation, the teacher showed gratitude and will soon come to class to start the lesson. Responsibility and innovation have a compatible nature and provide an additional moral foundation (Bergen, 2017). The author makes the allegation that all students should have a sense of responsibility towards their obligation. The definition of responsibility was an important moral value and needed to be taught at an early age.



**Figure 10.** Example of Moral Value Social Responsibility When English Rings a Bell Grade 7

This situation showed a student who helped his teacher to buy the books for the class and two friends were looking at the event. The student named Edo showed that he was the student with responsibility for helping a teacher. The author explained this situation as implied to made students aware and also, it was a sense toward responsibility in various things.

## CONCLUSION

The research was investigation revealed that the moral values in conversation practice were for pupils in seventh Junior High School, the English textbook "When English Rings a Bell" was depicted. It can be included as described in the previous data findings and discussion, that the values of social awareness, curiosity, and responsibility were most often found. "When English Rings a Bell" English textbook for the seventh grade of Junior High Schools. As mentioned previously that there 18 (eighteen) values such as religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, patriotism, nationalism, appreciativeness,



friendliness, peacemaking, love to read, environmental awareness, social awareness, and responsibility that should be nurtured. (Kemendiknas, 2011). Moral values were expressed in the form of a conversational text or a paragraph, and were supplemented with photographs to exemplify pupils. It indicated that only a few values were delivered through textbooks. Ideally, the textbook should contain these values and they should be equally presented in the textbook. In addition, the values should be taught at an early age. For future researchers, it is important to examine textbooks from various perspectives.

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