



The Moral Values Found in EFL Textbook “When English Rings a Bell”

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ABSTRACT

This study aims to find out what moral values are represented in an EFL textbook for Indonesian Junior High School students: “When English Rings a Bell”. This study used qualitative research. This study was focused on the English textbook “When English Rings a Bell” produced by the Ministry of Education and Culture of Indonesia for eighth-grade junior high school students. The data are collected using content analysis methods. The findings revealed the total frequencies from chapter one until chapter thirteen from the least to the most apparent in the English Textbook “When English Rings a Bell”. The result of the data also showed the most frequent moral values that appeared in this English textbook are Discipline (20%), Hard work (16%), and Love to Read (9%). These three words are the most apparent in the particular chapter of the English textbook and they relate to the eighteen moral values in the table.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui nilai-nilai moral apa saja yang direpresentasikan dalam buku teks EFL untuk siswa SMP Indonesia: “When English Rings a Bell”. Penelitian ini menggunakan penelitian kualitatif. Kajian ini difokuskan pada buku teks Bahasa Inggris “When English Rings a Bell” yang diproduksi oleh Kementerian Pendidikan dan Kebudayaan Indonesia untuk siswa SMP kelas VIII. Data dikumpulkan dengan menggunakan metode konten analisis. Temuan mengungkapkan frekuensi total dari bab satu hingga bab tiga belas dari yang paling sedikit hingga yang paling jelas dalam Buku Teks Bahasa Inggris “When English Rings a Bell”. Hasil data juga menunjukkan nilai-nilai moral yang paling sering muncul dalam buku pelajaran Bahasa Inggris ini adalah Disiplin (20%), Kerja Keras (16%), Suka Membaca (9%). Tiga kata ini paling jelas dalam bab tertentu dari buku teks bahasa Inggris dan terkait dengan delapan belas nilai moral dalam tabel.

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INTRODUCTION

A nation's moral values are a sign of its impending demise. Numerous instances of students acting immorally can be found in newspapers and on television, including disrespect for peers, parents, instructors, and others. Activities at school frequently feature this type of conduct. Even worse, students treat older people like teachers and staff with indifference. There is also an increase in youth violence, inappropriate language use, peer pressure, the phenomenon of drug, alcohol, and sex use, moral decline, unclear behaviour, a lowered work ethic, low civic responsibility, ingrained dishonesty, and interpersonal mistrust and hatred. This culture not only targets uneducated citizens in general but has also spread to educated groups like students and even the country's elite. Many teenagers are entertained by the apps, games, and other features that technology has to offer. They will spend more time on their telephones and other technology and be unable to interact with those around them. Worse still, some individuals operate motor vehicles or cross the street while talking on the phone, endangering not only themselves but also others. In addition, there is a lack of religious understanding, ineffective moral instruction in educational institutions, and general inattention. Helping parents educate their kids. Nowadays, the issue of moral deficiency and destructive behaviour among youngsters has become a global concern. There is a heated argument about whether moral values are included in the lesson or not.

Additionally, Abdullah Hassan Mydin (2021) asserts that morality is a reflection of the state of one's soul. A noble character is born when a person's soul is free of blemishes and immorality. These phrases all refer to morals, which are strongly associated with human behaviours and conduct. Moral education in ELT must be established and developed. Using textbook material to teach moral ideals is one approach to doing so in ELT. In a language learning program, textbooks are the primary source (Richards, 2010). Thus, material creators and teachers can learn how to build ELT materials that can help learners realize and comprehend their moral identities by doing a critical analysis of an ELT textbook that is related to moral values (Canh, 2017).

The Republic of Indonesia's government has acknowledged the critical function and great importance of character education in the country's educational system. A deliberate attempt is being made to bring character education back into the national educational system because of its acknowledged value. The Indonesian Ministry of Education's 2013 Curriculum launch is one of the major efforts in this direction. The goal of this curriculum reform is to produce graduates who are not only academically proficient but also have strong moral and ethical values. The curriculum aims to inculcate values and ideas essential to character development in students while creating a fun and stimulating learning environment.

The government's dedication to fostering an all-encompassing educational experience that extends beyond traditional academics is demonstrated by the introduction of the 2013 Curriculum. This program aims to generate graduates who possess not just academic prowess but also integrity and character, with a focus on fostering strong moral and ethical principles. The goal of incorporating character education into the curriculum is to shape pupils into accountable, morally-responsible people who can make valuable contributions to society. The focus on

improving the enjoyment of learning is a reflection of the knowledge that meaningful educational experiences play a critical role in molding students' moral fiber, guaranteeing that they will not only achieve academic success but also assimilate the values essential for individual development and the advancement of society.

Several scholarly investigations have explored the moral values found in textbooks for teaching purposes, with a particular emphasis on grades 7, 9, elementary, and primary school levels. There is, nevertheless, a discernible vacuum in the body of research on moral principles that are especially relevant to eighth-grade and higher education materials. In order to close this gap, the researcher conducted a study that examined the moral precepts found in the eighth-grade textbook "When English Rings a Bell," which is consistent with the precepts found in the publication released by the Indonesian government. The purpose of this study is to clarify the moral lessons that an eighth-grade EFL (English as a Foreign Language) textbook tries to teach.

The main goals are examining how moral principles are portrayed and incorporated into the material of "When English Rings a Bell for Eighth Grade." The main goal of this research project is to fill the knowledge gap about moral principles in upper-level textbooks, specifically focusing on eighth-grade textbooks. Through an examination of the content of "When English Rings a Bell" from the perspective of the moral principles upheld by the Indonesian government, this study seeks to clarify the nuances of how moral values are portrayed and integrated into an EFL textbook intended for students at this particular educational level. This study aims to ascertain how these moral principles are expressed in the textbook and to evaluate how they are incorporated, looking at how well they are taught to eighth-grade students. In the end, this study aims to provide essential perspectives on how moral values are portrayed and incorporated into EFL textbooks designed for upper-grade students, with a particular emphasis on the subtleties found in "When English Rings a Bell for Eighth Grade."

METHOD

Qualitative research aims to comprehend how individuals see their surroundings. Although there are numerous ways to conduct qualitative research, most of them are adaptable and put a strong emphasis on preserving rich meaning when analyzing the data. Grounded theory, ethnography, action research, phenomenological research, and narrative research are examples of common methodologies. Despite certain similarities, they highlight various goals and viewpoints. There are numerous approaches to analyzing qualitative data. The pragmatic approach regards literary works as a vehicle for achieving specific ends with readers. These objectives may have to do with politics, religion, ethics, or other matters. The pragmatic approach also regards literary works as having been produced or constructed to achieve or impart specific things to literary enthusiasts, whether in the form of enjoyment, aesthetics, moral instruction, religion, education, or other purposes.

The subject of the study was the English textbook "When English Rings a Bell," written by the Indonesian Ministry of Education and Culture for eighth-grade junior high school students. The place of research is in the library of IAIN Palangkaraya. The research has been conducted since February 7, 2023, until all data has been collected. Reading and taking notes are the methods used to collect this data. Data trustworthiness uses credibility, dependability, confirmability and transferability. And for data analysis procedures used according to Miles et al., 2014. (1) Data condensation, (2) data display, and (3) drawing and verifying conclusions are three parallel activity flows that we see in the analysis.

RESULTS AND DISCUSSION

The information in Table 1 carefully outlines the eighteen moral standards that the researcher found to be different in each of the chapters. This extensive chart provides an analytical mapping of the recurring themes observed within the examined chapters by outlining the frequency and percentage of recurrence for each moral ideal. Even though Table 1 is only a mapping tool that the researcher created, it produces significant results that are consistent with the moral ideals that have been determined. The table's analysis provides a thorough overview of the distribution and occurrence of certain values across the chapters by highlighting patterns and relationships linked to particular values.

To comprehend the distribution of moral values in the chapters the researcher looked into, Table 1 is an essential resource. This extensive data helps identify recurring themes by not only listing the eighteen moral standards in the text but also quantifying their frequency and percentage occurrence. Although the table is meant to be a mapping tool rather than a definitive analysis, its results offer insightful information on the moral themes that reoccur throughout "When English Rings a Bell." The deeper comprehension of the moral undertones that are consistently present throughout the chapters is provided by the correlations and matches between specific values and their frequency percentages, as illustrated in Table 1.

Table 1. Words Containing Moral Values in the English *Textbook*

No	Moral Values	Chapter																		Total Frequency	Total percentage (%)										
		I		II		III		IV		V		VI		VII		VIII		IX				X		XI		XII		XIII			
		F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%			F	%	F	%	F	%	F	%		
1	Religious	0	0%	0	0%	0	0%	0	0%	2	8%	0	0%	0	0%	0	0%	0	0%	0	0%	1	1%	1	2%	0	0%	0	0%	4	1%
2	Honesty	8	15%	3	7%	0	0%	0	0%	0	0%	0	0%	0	0%	8	13%	10	23%	1	2%	0	0%	0	0%	0	0%	0	0%	30	5%
3	Tolerance	3	5%	0	0%	1	3%	1	2%	0	0%	0	0%	0	0%	1	2%	0	0%	2	3%	1	1%	0	0%	0	0%	9	1%		
4	Discipline	7	13%	7	15%	8	24%	11	24%	5	20%	6	29%	13	22%	11	18%	11	26%	12	19%	17	18%	11	23%	3	43%	122	20%		
5	Hardwork	4	7%	6	13%	4	12%	3	7%	2	8%	4	19%	12	21%	13	21%	9	21%	13	21%	18	20%	9	19%	2	29%	99	16%		
6	Creativity	0	0%	1	2%	0	0%	3	7%	2	8%	0	0%	2	3%	0	0%	0	0%	1	2%	7	8%	1	2%	0	0%	17	3%		
7	Independence	0	0%	3	7%	1	3%	0	0%	0	0%	0	0%	2	3%	0	0%	0	0%	5	8%	0	0%	0	0%	0	0%	11	2%		
8	Democracy	4	7%	0	0%	1	3%	0	0%	0	0%	0	0%	0	0%	1	2%	0	0%	1	2%	4	4%	2	4%	0	0%	13	2%		
9	Curiosity	12	22%	4	9%	0	0%	5	11%	0	0%	0	0%	0	0%	8	13%	2	5%	2	3%	0	0%	0	0%	0	0%	33	5%		
10	Patriotism	0	0%	2	4%	3	9%	0	0%	1	4%	0	0%	3	5%	1	2%	1	2%	5	8%	10	11%	5	10%	0	0%	31	5%		
11	Nationalism	4	7%	0	0%	2	6%	2	4%	0	0%	0	0%	2	3%	4	7%	0	0%	2	3%	5	5%	6	13%	0	0%	27	4%		
12	Appreciativeness	5	9%	2	4%	0	0%	2	4%	2	8%	0	0%	2	3%	0	0%	4	9%	1	2%	0	0%	0	0%	0	0%	18	3%		
13	Friendliness	2	4%	0	0%	1	3%	4	9%	3	12%	0	0%	2	3%	8	13%	1	2%	4	6%	3	3%	5	10%	1	14%	33	5%		
14	Peace Making	0	0%	0	0%	1	3%	0	0%	4	16%	2	10%	2	3%	2	3%	0	0%	4	6%	2	2%	1	2%	0	0%	18	3%		
15	Love to Read	3	5%	6	13%	3	9%	9	20%	2	8%	5	24%	0	0%	1	2%	4	9%	5	8%	11	12%	4	8%	2	29%	55	9%		
16	Environmental awareness	2	4%	2	4%	1	3%	0	0%	0	0%	2	10%	8	14%	5	8%	1	2%	0	0%	5	5%	2	4%	0	0%	28	5%		
17	Social awareness	0	0%	6	13%	3	9%	4	9%	2	8%	2	10%	4	7%	1	2%	0	0%	4	6%	6	7%	3	6%	0	0%	35	6%		
18	Responsibility	1	2%	4	9%	4	12%	1	2%	1	4%	0	0%	6	10%	7	11%	0	0%	1	2%	2	2%	7	15%	0	0%	33	5%		
	Total	55	100%	46	100%	33	100%	45	100%	25	100%	21	100%	58	100%	61	100%	43	100%	63	100%	92	100%	48	100%	7	100%	616	100%		

The English textbook for eighth-grade junior high school students offers a thorough analysis of word frequencies associated with moral principles throughout its chapters, based on the information shown in Table 1. The research demonstrates how different moral principles are prevalent in each chapter of the novel "When English Rings a Bell." The three most frequently mentioned moral precepts are love of reading (9%), hard effort (16%), and discipline (20%). The table also shows the frequencies of other morally significant traits, which include environmental consciousness, responsibility,

patriotism, curiosity, honesty, social awareness (6%), and friendliness (5%). In addition, the table illustrates the prevalence of values such as nationalism (4%), creativity, appreciation, and peacemaking (3%), independence and democracy (2%), and religion and tolerance (1%), as they are represented in the chapters.

The analysis presented in Table 1 of the eighth-grade junior high school English textbook, "When English Rings a Bell," provides a thorough understanding of the way moral concepts are distributed throughout its chapters. The data analysis highlights how important moral principles are present throughout the material. With 20% of the total word frequency, discipline emerges as the most frequently stressed moral concept. Hard effort comes in second with 16% and love of reading with 9%. The table also shows that a number of moral precepts have an equivalent frequency of 5%, including social awareness, honesty, curiosity, patriotism, friendliness, environmental awareness, and responsibility. In addition, the frequencies of other values—such as nationalism (4%), creativity, appreciation, and peacemaking (3%), independence and democracy (2%), and religion and tolerance (1%), among others—are also listed, offering a thorough understanding of their occurrence across the English textbook's chapters.

An analysis of the overall frequency found in the first three to the fifth belas of the English-language book "When English Rings a Bell" reveals the existence of a threshold for the frequency of words that appear from the least frequent to the most frequent. The results of this analysis also indicate that the three moral principles that most frequently appear in this English-language textbook are discipline (20%), kerja keras (16%), and comprehension (9%). The third phrase is the most noticeable in the current batch of English-language textbooks, and it is related to the moral decay seen in the table. Data that is displayed with the frequency of words from the first to the third baby in the English-language book "When English Rings a Bell" provides an illustration of the emergence of words from the most common to the least common. In addition, the analysis's results show that the three moral principles that appear most frequently in this book are discipline (20%), kerja keras (16%), and comprehension (9%). The third phrase appears most frequently in several specific instances in this English-language textbook, and it is related to the moral decay found in the table.

CONCLUSION

The eighteen moral values were found in the English textbook "When English Rings a Bell" for eighth-grade Junior High School published by The Ministry of Education and Culture. There was discipline (20%), hard work (16%), love to read (9%), social awareness (6%), honesty, curiosity, patriotism, friendliness, environmental awareness, and responsibility have the same frequency (5%), nationalism (4%), creativity, appreciativeness, and peace-making have the same frequency (3%), independence & democracy have the same frequency (2%), and religious & tolerance have the same percentage (1%).

"When English Rings a Bell" employs a variety of techniques to incorporate moral ideals. These techniques include the use of chapter titles, objectives, dialogues, pictures,

music, exercise instructions, sentences, and statements. This broad range of strategies used by the author suggests that a significant amount of the textbook material acts as a vehicle for the teaching of moral lessons. As a result, textbooks like this one are essential resources for strengthening and developing students' moral principles, demonstrating how much they can do to advance and strengthen students' ethical foundations.

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