

**MORAL VALUES REPRESENTATION IN ELT TEXTBOOK:  
A COMPARISON OF LOCALLY AND INTERNATIONALLY PUBLISHED  
TEXTBOOKS**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

**By**

**TIA WIDARI**  
**1802050069**



**UMSU**

Unggul | Cerdas | Terpercaya

**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**

**MEDAN**

**2022**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata - 1  
Fakultas Keguruan Dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Panitia Ujian Skripsi Strata – 1 Fakultas Keguruan Dan Ilmu Pendidikan Dalam Sidangnya  
Yang Diselenggarakan Pada Hari Sabtu, Tanggal 24 September 2022 Pada Pukul 08.30  
WIB Sampai Dengan Selesai. Setelah Mendengar, Memperhatikan, Dan Memutuskan :

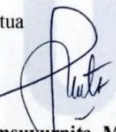
Nama Mahasiswa : Tia Widari  
NPM : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Moral Values Representation in ELT Textbook: A Comparison of  
Locally and Internationally Published Textbooks

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai  
gelar Sarjana Pendidikan ( S.Pd )

Ditetapkan : ( A ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

PANITIA PELAKSANA

Ketua

  
**Dra. Hj. Syamsuyurnita, M.Pd**

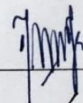
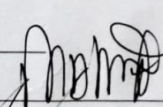
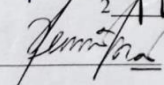


Sekretaris

  
**Dr. Hj. Dewi Kusuma Nst, M.Hum**

ANGGOTA PENGUJI :

1. Dr. Hj. Dewi Kusuma Nst, M.Hum
2. Mandra Saragih, S.Pd., M.Hum
3. Yenni Hasnah, S.Pd., M.Hum

1.   
2.   
3. 



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**LEMBAR PENGESAHAN SKRIPSI**



Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Tia Widari  
N.P.M : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Moral Values Representation in ELT Textbook: A Comparison of  
Locally and Internationally Published Textbooks

sudah layak disidangkan.

Medan, 17 September 2022

Disetujui oleh:

Pembimbing

**Yendi Hasnah, S.Pd., M.Hum.**

Diketahui oleh:

Dekan Fkip

**Dra. Hj. Syamsuyurnita, M.Pd.**

Ketua Program Studi  
Pendidikan Bahasa Inggris

**Pirman Ginting, S.Pd., M.Hum.**



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama : Tia Widari  
NPM : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan bahwa skripsi saya yang berjudul “ **Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbooks** ” adalah benar bersifat asli (*original*), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini, maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

YANG MENYATAKAN



(Tia Widari)

## ABSTRACT

**Tia Widari. 1802050069. Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbooks. Skripsi. English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2022.**

This research deals with moral value representation in local and international ELT textbooks. This study aimed to investigate and describe moral values found in local and international English textbooks. This research applied a descriptive qualitative method with content analysis design. The researcher used the documentation method in collecting data. The data were gained from English junior high school textbooks published locally and internationally. The local English textbook entitled "English Think Globally, Act Locally for Junior High School/MTs Grade IX." The internationally published textbook was "Cambridge Global English for Junior High School Grade 9". The data were analyzed by using the analysis model of Miles et al. (2014) that involved: (a) data condensation, (b) data display, and (c) conclusion. The research findings revealed that there were eighteen moral values realized in both local and international English textbooks. The most dominant moral value in local ELT textbook was discipline, with 85 occurrences (18.6%). The most negligible moral value was nationalism, with 7 occurrences (0.9%). Meanwhile, in the international textbook, the highest moral value was the discipline with 84 occurrences (17.1%) and the lowest one was democracy, with 2 occurrences (0.4%). It was concluded that since the eighteen moral values in the local and international textbooks were applied totally, the two textbooks were categorized as good in term of covering moral values recommended by the Ministry of National Education. In addition, both textbooks were recommended for English teachers and were appropriate for English language learning resources for junior high school grade 9.

**Keywords:** Moral values, ELT textbook, local textbook, international textbook

## ACKNOWLEDGEMENTS



In the name of Allah, The Most Gracious and The Most Merciful, firstly the researcher would like to thank Allah SWT who has blessed and given her chances in finishing her study. Secondly, blessing and peace be upon our prophet Muhammad SAW, who has brought us from the darkness into the bright era.

The researcher would like to thank her beloved parents, Dedi and Nurhaidah for their love, prayer, and great support materially and morally before, during and after her study.

This research entitled “Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbooks” and it was written to complete one of the requirements for the Sarjana Pendidikan degree at the Universtas Muhammadiyah Sumatera Utara in Faculty of Teacher Training and Education. The researcher encountered several challenges and problems while producing this research, but this did not deter her efforts to create a better one, which was impossible to do without the assistance of others. As a result, the researcher would like to thank:

1. Prof. Dr. Agussani, M. AP., as the rector of Universitas Muhammadiyah Sumatera Utara .
2. Dra. Hj. Syamsuyurnita, M. Pd., the Dean of Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

3. Pirman Ginting, S. Pd., M. Hum., and Rita Harisma, S. Pd., M. Hum., as the head and secretary of the English Education Department of FKIP UMSU, who had allowed and facilitated the researcher to carry out the research.
4. Yenni Hasnah, S. Pd., M. Hum., who had given her guidance, valuable suggestions, and advices to complete the ideas of this research.
5. All of lecturers, especially those of the English Education Program who had given their valuable knowledge during her academic year in UMSU.
6. Muhammad Arifin, S. Pd., M. Pd., as head of the library of UMSU who had allowed her to run the research in the library.
7. The administrative employees who have given help in administrative system service of completing necessary requirements. So all administrative system could be resolved easily.
8. Her siblings, Elly Megawati, Fakhur Rozy and Nayla Tul Izzah who had given support and prayer her.
9. Her beloved friends, especially Habibah Eka Agustriani, Rika Liandini, and Putri Ramadhani who had always supported her.
10. Her friends in class VIII B Morning of 2018/2022 who had given help, support and motivation.
11. All people who loves, helps, and supports the researcher during this study, may Allah SWT bless them.

Finally, the researcher realized that the thesis paper was far from perfectness. As a result, the researcher required suggestions and constructive comments for its improvement, which may be valuable to all of us. Aamiin.

Medan, September 2022

The Researcher,

**TIA WIDARI**  
NPM: 1802050069



## TABLE OF CONTENTS

<b>ABSTRACT</b>	<b>i</b>
<b>ACKNOWLEDGMENTS</b>	<b>ii</b>
<b>TABLE OF CONTENTS</b>	<b>v</b>
<b>LIST OF TABLE</b>	<b>vii</b>
<b>LIST OF APPENDICES</b>	<b>viii</b>
<b>CHAPTER 1 INTRODUCTION</b>	<b>1</b>
A. Background of Study	1
B. Identification of the Problem	4
C. Focus of Study	4
D. Formulation of the Problem	4
E. Objective of the Study	5
F. Significance of the Study	5
<b>CHAPTER II REVIEW OF LITERATURE</b>	<b>7</b>
A. Theoretical Framework	7
1. Moral Value	7
1.1 The Importance of Moral Value	9
1.2 The Characteristics of Moral Value	14
2. Textbook	16
2.1 The Function of Textbook	17

2.2	Advantage and Disadvantage of Textbook .....	18
2.3	Characteristic of Good Textbook.....	19
B.	Previous Relevant Study.....	20
C.	Conceptual Framework.....	21
	<b>CHAPTER III METHOD OF RESEARCH.....</b>	<b>23</b>
A.	Research Design .....	23
B.	Data and Source of Data.....	24
C.	Instrument of the Research.....	24
D.	Technique of Collecting Data.....	25
E.	Technique of Analyzing Data.....	25
	<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>27</b>
A.	Research Findings.....	27
B.	Discussion .....	61
	<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>64</b>
A.	Conclusion .....	64
B.	Suggestion .....	65
	<b>REFERENCES</b>	
	<b>APPENDICES</b>	

## LIST OF TABLES

Table 2.1	The Characteristics of Moral Education.....	12
Table 4.1	The Occurrences of Moral Values In Local and International English Textbook.....	28

## **LIST OF APPENDICES**

Appendix 1	Moral Values in the Local English Textbook
Appendix 2	Moral Values in the International English Textbook
Appendix 3	Form K – 1
Appendix 4	Form K – 2
Appendix 5	Form K – 3
Appendix 6	Berita Acara Bimbingan Proposal
Appendix 7	Lembar Pengesahan Hasil Seminar Proposal
Appendix 8	Surat Keterangan Izin Riset
Appendix 9	Surat Keterangan Selesai Riset
Appendix 10	Surat Bebas Pustaka
Appendix 11	Berita Acara Bimbingan Skripsi
Appendix 12	Surat Pernyataan Bebas Plagiat
Appendix 13	Curriculum Vitae

# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the Study**

Morality is a habit that a person makes to his environment. It means that any environment is good or bad depending on the human's attitude. Sukma et al. (2021: 1038) explain that morality concerns what people think is good and right in human relations. When someone has morals or ethics, they are a good person. Whereas someone is immoral or unethical, they are a terrible person. The statement means that applying morals in society determines someone good or bad. It is relevant to what Kaur (2015: 22) explains that morality is defined as the right thing to do in social relations and with fellow citizens, as each society's correct behavior is guided or determined.

Moral values are fundamental to be taught to students because most of the conditions of students in Indonesia today are very alarming such as many cases of juvenile delinquency, drug use, bullying, and free sex. This problem never ends today. One example of a case of moral decline is bullying. America is a country that has cases of bullying, with as many as 15,600 students from elementary to high school. 17% reported being victims of bullying, and 19% admitted bullying while in school (Dafiq et al., 2020: 121). Indonesia is also experiencing a moral decline. Saputro & Murdiono (2020: 460) explain that Education in Indonesia remains extremely complex, with numerous issues that must be addressed and resolved. Moral

decline paints a hazy picture of the Indonesian education scene which is now seen as more commonplace. This can be seen from the widespread distribution of several student porn videos, student brawls, drug use among students, and others that have become moral corruption. Especially in North Sumatra, from the results of research Pohan & Siregar (2022: 1) conducted research in Patumbak Village, Patumbak District, Deli Serdang Regency, North Sumatra Province. It gets the result of juvenile delinquency in Patumbak Village 1 in the form of stealing his parents' money, stealing helmets, like a demo, fighting, drinking, etc. Therefore, the application of moral values is significant to be applied in school. Especially in every subject, so that good character is formed in every student. One of the essential functions of the school is to prepare pupils to be good citizens capable of participating in social and political events (Tan et al., 2017: 1).

Seeing many cases of moral decline today is making the role of teachers, teaching academics and moral values. Wardani et al. (2019: 231) explain that a teacher does not only impart knowledge to pupils but also instills character education in them during the teaching and learning process. The statement means that teachers have a role beyond teaching academics. They also have a role in teaching and fostering moral values in students. Similarly, Asyahidah et al. (2021: 7359) say that in improving the morals of students, a teacher as an educator not only teaches material but teaches about the view of life. A teacher can provide an example by means of teacher discipline and the teacher's attitude in getting along. Teachers as motivators are essential in interacting in learning and teaching because teachers are

called professionalization and self-socialization in improving the moral quality of students.

Assisting teachers in realizing their role of not only teaching academics but also teaching moral values, textbooks can help teachers in the learning process. This is relevant to what Gailea et al. (2019: 52) explain, that the textbook is one of the essential things in the teaching-learning process. Textbooks are described as books that teach selected subjects that are used mainly in schools and colleges. In the textbooks, several sections will be familiarized to integrate characters such as tasks performed, materials provided, texts, dialogues, utterances, pictures or photos, and themes per unit. Therefore, to be able to integrate moral values into the learning process, teachers must be selective in choosing textbooks that can help improve moral values in students.

Many prior scholars researched textbooks, including moral principles, recognizing the importance of textbooks in teaching and developing students' morals. For example, the research by Renette et al. (2021) analyzed the English students' textbooks for senior high school in Indonesia. The data were examined based on character values identified in the three books by the researchers and obtained the study's results that all character values are dominantly found in textbooks. Similar studies have also been found in other countries, such as research by Feng (2019) analyzing 19 textbooks from primary 1 to secondary 4–6 and getting results that the textbooks are more concerned with the didactic education of good citizens than cultivating children's critical thinking. Tan et al. (2017) got the result from the

research that the moral value of responsibility is more dominant in Malaysian textbooks and other important moral values such as respect, helpfulness, hard-working, and caring.

From the explanation above, the researcher was interested in explaining the moral values included in local and international books. So then this study was conducted under the title of the research " Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbooks."

### **B. Identification of the Problem**

Based on the explanation above, the identification of the problems was outlined as followings:

1. The decrease of student's moral values becomes an important thing in education.
2. The need for moral strengthening carried out by teachers in every subject, especially English.
3. Textbooks used in teaching, especially English must have moral values.

### **C. Scope and Limitation of the Study**

In this research, the focus was to investigate some moral values represented in the textbooks. It was limited to English textbooks from local and international publishers for junior high school at grade 9.



#### **D. Formulation of the Problem**

Based on the focus of this study, the researcher was formulated some problems as follows:

1. What are moral values frequently found in local and international English textbooks?
2. How are the moral values integrated into the EFL textbooks in local and international?

#### **E. Objectives of the Research**

Based on some problems, the objectives of this study were listed in the followings:

1. To investigate moral values frequently found in local and international English textbooks.
2. To describe the moral values integrated into the EFL textbooks in local and international.

#### **F. Significance of the Study**

This research is expected that contributed theoretically and practically. The contributions are detailed below:

## 1. Theoretically

This research is expected in increasing the knowledge of moral values, particularly in English textbooks. Those enlarged the insight of readers, like teachers, curriculum maker, and textbooks publishers.

## 2. Practically

### a. For Government

This research was expected to help the government to be more selective in issuing and providing the textbooks to schools.

### b. For Students

This study encouraged students to apply good moral values, as presented in ELT textbooks. They did not learn English only, but also apply such moral values.

### c. For Teachers

This research contributed to encouraging the teachers more adaptive and selective in using textbooks which motivate for students to realize the good moral values.

### d. For English Textbook Writers and Publishers

This research also provided benefits for writers to write more relevant textbooks to students values need. While for publishers, it can be a consideration to be careful and selective in publishing any textbook.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

##### **1. Moral Value**

The point of morality is the moral itself. The word “moral” can be defined etymologically and terminologically. Etymologically morals come from Latin, namely *mores* which comes from the word *mos* means decency, character, or behavior. Terminologically, morality is the same as decency, containing teachings about good and bad actions (Salam, 2000: 2). This utterance is relevant to what Fathurrohman (2019: 80) describes as decency is central to morality. If a person acts following existing moral rules, he or she is said to have good morals. Conversely, individuals are said to be immoral if they do not follow the existing rules. Morality is the system for determining what it is right and wrong behavior, which ultimately leads us to the ethical path (Siddiqui & Habib, 2021: 59).

Character education is essential to develop moral intelligence or develop moral ability. According to Jhon W. Santrock, cited in Fadilah et al. (2021: 2), character education is education carried out by direct methods to students to cultivate moral values that guide students regarding knowledge of moral cultivation. Similarly, Sukma et al. (2021: 1038) say that character education as known as moral education building, is defined as "the strategic teaching of basic values and principles such as fairness, honesty, and respect for others-that will develop a sense of social and

personal responsibility in others". Therefore, it means that moral and character education is the same, integrated into teaching to make students develop and motivate their morals or good character.

Moral education linked to character education has the same meaning and purpose. The moral is the good or bad behavior of a person based on the environment, and character is the nature or good or bad behavior of a person. The purpose of moral education and character education at school is to develop students' character by living the values and beliefs of society as a moral force in their lives. As explained by Qorib & Zaini (2020: 16), morality is a person's unique character or disposition to be polite and respectful of others reflected in his behavior and life. In contrast, the character is a person's overall drive, attitudes, decisions, habits, and good moral values, which are covered in one term as a virtue. This statement means that morality is a character, and character is the entirety of moral values. This statement is relevant to what Suwardi (2020: 35) explains: moral education is the essence of character education. The essence of character education is the cultivation of moral values, decency, and politeness. Therefore, character education, whose essence is the internalization of moral values, is included in the development of the affective domain.

The explanation above concludes that either moral or character values are values that build a person's good or bad. The point is that morals are behavior, character, and individual attitudes related to social. People accept good morals in society, while bad morals are socially deviant.

## **1.1 The Importance of Moral Value**

Currently, Indonesia is experiencing a moral decline in many cases among teenagers or students, such as pregnancy, marriage due to accidents, free sex, abortion, or cases of bullying/intimidation. It is in line with what Nadhif (2017: 81) explains that currently rampant in Indonesia that manifests in various wrong actions such as corruption, intolerance, free sex, and violence, so many parties are demanding the government improve the quality of character education in Indonesia. This statement means that nowadays, Indonesian education has experienced a decline in student morals which can be seen from the cases that occur in students today.

Good morals can be done through education, which means that education in schools has an enormous contribution to the formation of a person's character through the learning and habit-forming processes in students. Usadiati & Norahmi (2019: 182) explain that Character education is an old term for efforts to instill good character traits in students' behavior. Good characters are expected to envelop individual knowledge and skills and strengthen their personalities in order for them to be ready to face their future. In Indonesia, education at any level aims to produce graduates who are not only academically successful but also of good character.

The following are some researchers who say moral education is essential. Such as Saputro & Murdiono (2020: 462), Character education has become a standard that recommends being able to effectively and efficiently shape character in humans, particularly students, in order for them to become individuals who are noble, honest, responsible, and behave following Indonesian philosophy. Therefore,

character education is essential to create students with noble character so that it does not occur like the bullying incident reported by Fanani (2022) was reporting that a junior high school student was bullied in which the victim suffered a fractured thigh bone. Furthermore, Qodar (2022) reported that the police arrested a student from a high school in Jatinegara for killing a student after a brawl. That is one of many news related to juvenile delinquency, so it is essential to strengthening students' moral values.

Moral education is thus concerned with standards of behavior justified by people as proper, and it is to be carried out willingly and without interference from the law. Moral education has always been emphasized as one of the most important educational goals. This shows that First, Morality, then Knowledge (Canh, 2018: 116). As explained by Wardani et al. (2019: 233), the goal of character education is to raise children to be insightful, caring, optimistic, and pious people and individuals who use their best abilities to do their best and understand the purpose of life. It also assists children in becoming aware of and desiring the good, as well as eventually engaging in good actions, and having good character requires a continuous learning process that is carried out in education. Good character cannot be appropriately developed unless it is fostered through education. Therefore, character education is expected to help the formation of a new generation in Indonesia to better.

Lickona (1992), as cited by Suwardi (2020: 74), listed the reasons for the importance of character education, including a) many young people hurt each other because of weak awareness of moral values, b) providing moral values to the younger

generation as one of the main functions of civilization, c) there are still many children who receive little moral instruction from their parents, which causes the role of schools as character educators to become increasingly important, d) there are still universally accepted moral values such as care, trust, respect, and responsibility, e) moral education is a particular need for and by society, f) there is no such thing as a value-free education. Schools teach value-free education. Schools teach values every day through design or without design, g) commitment to character education becomes crucial if we want and continue to be good teachers, and, h) effective character education makes schools more civilized, cares about the community, and refers to increasing academic performance.

Moral values help in determining the good or bad character of a student. Moral values are a good campaign for peace and harmony because when everyone acts well, there is no need for violence or disaster. According to Kaur (2019: 231), The following are the benefits of moral education in students' lives: 1) Moral values aid in determining whether a student's character is good or bad; 2) Moral values also keep students on the right side of the law because having proper morals shows that you are always on the right side of the law; 3) Your moral values influence whether you attract good friends. The good will always want to be around good people, just as the bad will want to be around bad people; 4) moral values let you decide what is good for you and what is wrong. Thus, you get a decision-making ability with the help of moral values; 5) moral values show the actual identity of a person. A person's character and spirituality get determined by the moral values he has; 6) moral values

are the key to building good relationships with people, and 7) students who practice moral values and have an understanding of their importance are more likely to become good citizens that will take the world on the right path.

## **1.2 The Characteristics of Moral Education**

Based on Borba (2001: 7) stated that Moral intelligence is the ability to distinguish between what is right and wrong. It involves good morals and acting on such beliefs to conduct rightly and honestly. Borba (2001: 7) explains seven moral bits of intelligence: (1) empathy is identifying with and feeling other people's concerns. The core moral emotion enables your child to comprehend how others feel. This is the virtue that enables him to become more sensitive to the needs and feelings of others, to be more likely to assist those who are hurt or troubled, and to treat others with more compassion, (2) conscience is the understanding what is right and moral to do and doing it. It indicates that your child has a powerful inner voice that helps her decide what is right and wrong and stay on the moral path, zapping it with guilt anytime she deviates from this inner voice, (3) self-control is the ability to regulate your thoughts and behaviors so that you can resist influences from inside and without and act in the way you know and believe is right. It explains that this value helps children control their impulses and consider before acting so that they behave appropriately and are less likely to make reckless decisions with possibly dangerous consequences. This is the moral that will help your child become self-sufficient since he will realize he has a choice of his actions, (4) respect is shown by treating people



with courtesy and consideration. It involves teaching children to treat others with respect because she considers them worthy. This is the virtue that encourages your child to treat others as he would like to be treated, providing the foundation for avoiding violence, injustice, and hatred, (5) kindness demonstrates concern for the well-being and feelings of others. This value enables children to demonstrate in concern for the well-being and feelings of others. Your child will grow less selfish and more empathetic as he develops this virtue, and he will understand that treating others kindly is simply the correct thing to do, (6) tolerance means respecting the dignity and rights of all people, including those with ideas and behaviors that differ from ours. This concept teaches children to recognize various characteristics in others, and being open to different perspectives and beliefs, and respect people regardless of their color, gender, appearance, culture, beliefs, abilities, sexual orientation, or other differences, and (7) fairness is the decision to be open-minded and to act justly and fairly. This value teaches children to treat people in a righteous, impartial, and fair manner so that they are more likely to follow the rules, take turns, share, and listen to all sides before passing judgment.

As explained by Lickona (1991: 6), moral education is not a new idea but as old as education itself. In nations all around the world, schooling has had first-rate dreams: to assist younger humans to grow to be clever and to help them turn out to be good. Lickona (1991: 37) said that there are moral values should schools teach, namely: (a) honesty, (b) fairness, (c) tolerance, (d) prudence, (e) self-discipline, (f) helpfulness, (g) compassion, (h) cooperation, (i) courage, and (j) democratic.

Then, The Ministry of National Education (Kemendiknas) established the basis of character education. Those 18 characters are described by Kemendiknas (2010: 9-10). There are religiousness, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, the spirit of nationality, love of homeland, appreciation, friendliness/communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility.

**Table 2.1 The Characteristics of Moral Education**

<b>Values</b>	<b>Description</b>
1. Religiousness	Has an obedient attitude and behavior in carrying out the teachings of the religion he or she adheres to, is tolerant of the implementation of worship of other religions, and lives in harmony with followers of other religions.
2. Honesty	Behavior is based on making oneself a person who can always be trusted in words, actions, and work.
3. Tolerance	Attitudes and moves that respects differences of religion, race, ethnicity, opinions, attitudes, and actions of others who are one of a kind from themselves.
4. Discipline	Attitudes that show orderly behavior and observe diverse regulations and regulations
5. Hardworking	Behavior shows earnest effort in overcoming various learning and task barriers and completing the task as well as possible.
6. Creative	The action of doing something or generating new ways, or the final result of something held.
7. Independence	Attitudes and behaviors that do not rely on others to do tasks fast.
8. Democracy	A method of thinking, responding, and

	acting that analyzes one's own and other's rights and obligations.
9. Curiosity	The depth and spread of something taught, seen, or heard are determined by attitudes and actions.
10. Spirit of Nationality	To think, act, and sound in a way that prioritizes national interests over self-interest and organization.
11. Love Homeland	How to think, act, and act shows loyalty, caring, and high appreciation for language, physical environment, social, culture, nation's economy, and politics.
12. Appreciating Achievements	Attitudes and actions inspire him to produce something beneficial for society and understand and appreciate the fulfillment of others..
13. Friendliness/communication	Actions that show pleasure in speaking, socializing, and cooperating with others.
14. Love of peace	Attitudes, words, and actions that cause people others feel happy and secure in his presence.
15. Reading Interest.	Habits of making time to read various reading that are good for him.
16. Environmental Awareness	Attitudes and actions always try to prevent damage to the surrounding natural environment and development efforts to improve natural damage.
17. Social Awareness	Attitudes and movements have usually desired to assist different human beings and community in want.
18. Responsibility	Attitudes and acts of people that perform the obligations, he needs to do network, surroundings, and God Almighty.

## 2. Textbooks

A textbook is a book containing material on a particular subject that is usually used by teachers to teach in class. According to Dragana ( 2011: 79) explains that a textbook is a book that is used as a source of information for the formal study of a

subject as well as a teaching and learning resource. It is not only teachers who have an essential impact on textbooks but also students. For students, textbooks are significant for them because it helps them in managing learning and can involve them in learning, and students get motivated to complete learning. Therefore, textbooks are essential for teachers and students in the learning process.

Textbooks are a resource for students and teachers in teaching and learning. Textbooks contain the lesson content, skills taught, and language practices needed by students. Textbooks are the most widely used teaching materials in foreign language classes, especially in the language materials specified for English language teaching and learning are presented (Bojanic & Tapalov, 2016: 138; Jannah & Robiasih, 2019: 68; Patel & Jain, 2008: 68). As described by the regulation of the minister of education and culture republic of Indonesia number 8 of 2016 Article 1 paragraph 1 said textbooks are the primary source of learning to achieve essential competencies and core competencies and are declared eligible by the ministry of education and culture for use in academic units.

To summarize the above opinion, textbooks are necessary learning resources for teachers and students. They provide essential information related to the subjects contained in the book so that the teaching and learning process runs well.

## **2.1 The Function of Textbook**

Textbooks are a popular medium for teaching and learning English. It serves as a guide for both teachers and students both inside and outside of the classroom.

Textbooks are important in teaching and learning English because they contain both material and exercises for students (Jannah & Robiasih, 2019: 68). In addition according to Tandlichová (2003: 146) there are seven functions of the language textbook, namely : 1) the informative role refers to the transmission of knowledge about the English language, its socio-cultural background, and the context of its global use in international communication, as one of the sources for establishing acculturation, 2) the growth of activity, independence, and creativity in students and teachers is referred to as stimulating and developing function, 3) the integrating function refers to the integration of students' knowledge and experience from other subjects, as well as the integration of students' personal experience in the English language; 4) the effort to build and develop learners' personalities, moral, ethical, and aesthetic qualities and values, as well as students' intrinsic desire for foreign language study and acquisition, is referred to as the educating and motivating role. 5) the respect for a contrastive approach to linguistic material of home tongue and other languages, as well as to both cultures, customs, and experience; it also involves the receptive and productive relationships of teachers and students to the textbook (set); 6) facilitating and relating function, it means to imply monitoring and facilitating role of an EFL teacher, students' active work at school and independent work at home by means of tasks, activities, exercises, etc. in the textbook and in the workbook; it also implies the cyclic character of the second language acquisition process through real-life situations in mother tongue and target language; and 7) testing function, there is material appropriate for testing productive and receptive acquisition of linguistic and

communicative competence from the teacher and self-control of the student information about the English language.

## **2.2 Advantages and Disadvantages of Textbooks**

The use of textbooks has many advantages and disadvantages. According to Graves (2000: 174), the advantages of textbooks are as follows: a) it provides a syllabus for the course because the authors have decided what will be learned and in what order; b) it provides a set of visuals, activities, reading, etc., saving teachers time in finding or developing such materials; c) it provides a basis for teachers to assess students' learning. Furthermore, some texts contain tests or evaluation tools; d) they may contain accompanying materials (for example, a teacher's handbook, cassettes, worksheets, and video). Some disadvantages of using textbooks are as follows: a) the content or examples may be irrelevant or inappropriate to the group you are teaching, b) the content may be at the wrong level, and d) there may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include; e) there may not be the right mix of activities; e) the sequence is lockstep; f) the activities, reading, visuals, etc. may be boring.

## **2.3 Characteristics of Good Textbook**

The textbook is used for teachers as teaching and learning resource. The following are the characteristics of a good textbook according to Patel & Jain (2008:

69), namely: a) the words and structure are carefully graded; b) no problematic words and new words are given in a good textbook; c) the size of the textbook should be handy for the students; d) the subject matter should be printed on good quality paper; e) illustration should be attractive. For every young pupil, the picture should be well drawn and realistically colored and not in black and white; f) unambiguous instruction should be given alongside the test and practice and exercise; g) the subject matter of the textbook should provide new information so that students could get new knowledge and h) textbook should cover whole syllabus and textbook must contain the lesson of national integration, world peace, love and co-operation among people without the distinction of caste, sex, and race.

Furthermore, According to Permendikbud (2016), article 2 number 8/2016, textbooks must be acceptable and have positive cultural values, such as not containing pornographic substances, populism, radicalism, terrorism, sexism, gender bias, and other harmful values. Book subject texts and non-text books required for necessary lessons fulfill the assessment criteria as a respectable book used by the education unit and specify that the textbook's contents must meet (1) material aspects, (2) linguistic aspects, (3) material presentation elements, and (4) graphic aspects.

## **B. Previous Relevant Study**

There were some relevant study in this research. The first was research by Canh (2018) entitled 'A critical Analysis of Moral Values in Vietnam-produced EFL

textbooks for upper secondary schools. This study was conducted to examine the moral values contained in EFL textbooks for high school, where the researchers chose level 3 senior high school English books written and published by Vietnam itself. Through the descriptive method, the analysis results show that the moral values included in the three textbooks are adequate.

The second previous related research was by Tan et al. (2017). It was entitled 'Moral Values and Good Citizens in a Multi-Ethnic Society: A Content Analysis of Moral Education Textbooks in Malaysia'. It aimed to identify the dominant moral values of a good citizen conveyed by Malaysian moral education textbooks. The findings demonstrated that 'responsibility' was the dominant value for shaping a good citizen in Malaysia.

The third related research is carried out by Renette et al. (2021) entitled 'A Content Analysis of Character Education Values in the English Students' Textbooks for Senior High School in Indonesia.' The aim of the researchers was to find character values in textbooks by using qualitative analysis and they got results that all dominant character values were found in the textbook.

The three relevant previous studies above have similarities and differences with what the researchers did in this study. Everything was focused on the same point, namely moral values or character values. The first study focused on EFL textbooks for high school from local publishers. The second studies analyzed moral values based on moral education textbooks and the third study used senior high school English textbooks and focused on analyzing reading text. But in this paper the

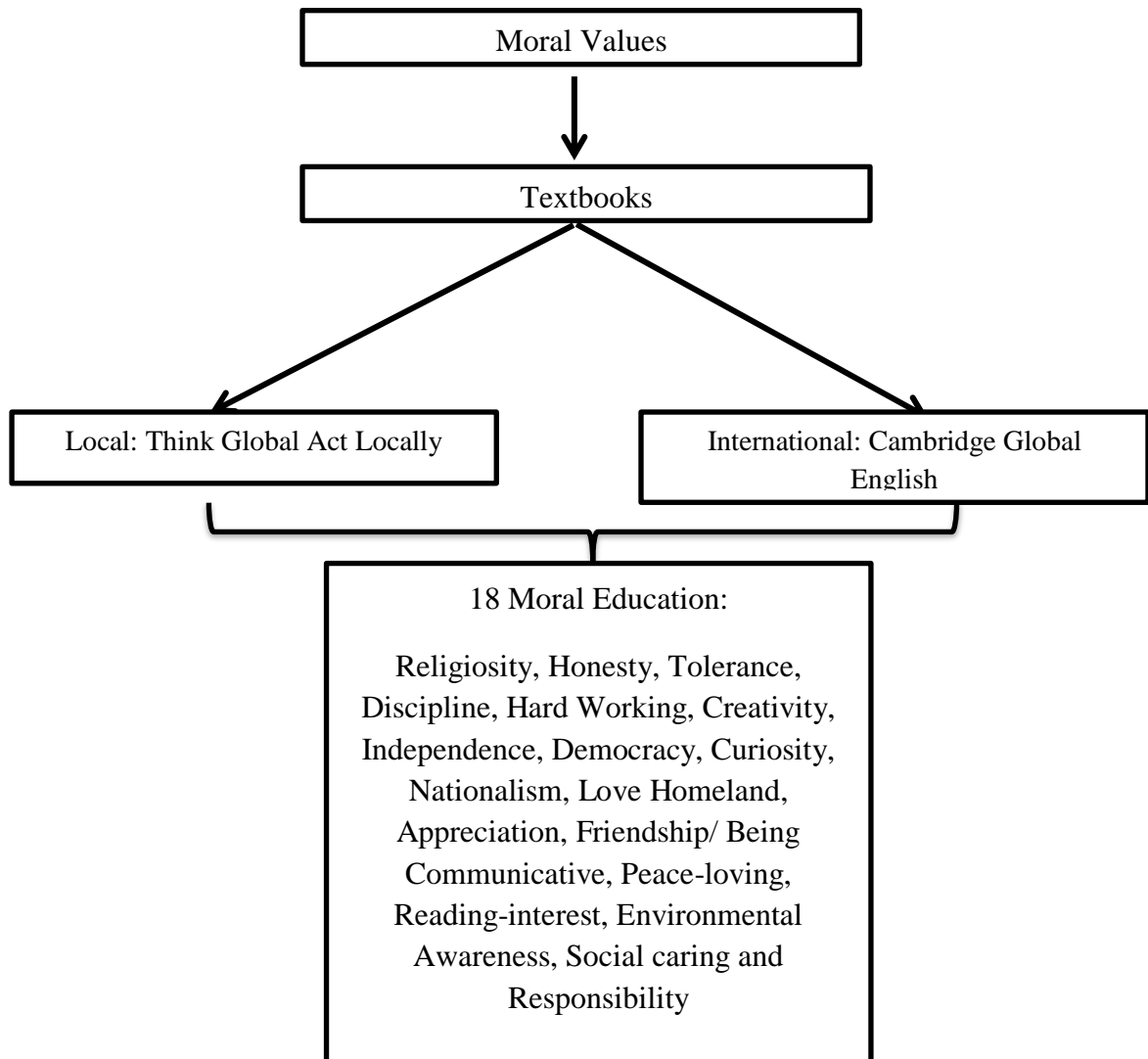


researcher compared the moral values of local and international EFL textbooks for junior high school level.

### **C. Conceptual Framework**

Moral values were currently decreasing even though having morals was very important because someone who has morals will be said to be a good person. Therefore schools and the government must be able to work together to build morale in students. For this reason, textbooks which were learning resources used by teachers and students in the teaching and learning process must embed moral values inside, especially in ELT textbooks.

The results of the research can assist teachers in choosing the textbook to be used for teaching and can be used as evaluation material to design English textbooks that contain moral values. So, it helped the students to identify and even apply moral values in textbooks. Thus, to draw the flow of this study, the researcher presented the conceptual framework below.



## **CHAPTER III**

### **METHOD OF RESEARCH**

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

This research used a descriptive qualitative method with content analysis. As explained by Ary et al. (2010: 29) that descriptive data was a characteristic of qualitative research data where descriptive data were conveyed in the form of words or pictures from documents, field notes, interviews or excerpts from video recordings, etc. It was also described that content analysis was a qualitative research analysis that focuses on interpreting material where the material comes from public records, textbooks, letters, films, and others. Referring to this statement, this research focused on descriptive qualitative in the sense that the data from this research were in form of words or pictures.

#### **B. Data and Source of Data**

This study involved the data was moral values included in English textbooks taken from two ELT textbooks for junior high school published locally and internationally. The local English textbook entitles ‘English Think Globally Act Locally for Junior High School/MTs Grade IX .’ This textbook was authorized by Siti Wachidah, Asep Gunawan, and Diyantari and published in the 2018 revised edition. Meanwhile, the internationally published textbook entitled ‘Cambridge Global

English for Junior High School Grade 9'. The book was authorized by Chris Barker and Libby Mitchell and published in 2016.

### **C. Instrument of the Research**

The researcher needed the tools as instruments. This research was designed by qualitative approach, the researcher as the instrument of this research. The functions are as the key-instrument in this research.

### **D. Technique of Collecting Data**

The researcher used the documentation method in collecting data. The documentation method was a data collection technique in qualitative research. As elaborated by Ary et al. (2010: 29) that document analysis was a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material. The materials analyzed can be textbooks, newspapers, web pages, speeches, television programs, advertisements, musical compositions, or any of a host of other types of documents. In brief, the data collected by some steps:

1. Read the textbooks and identifying all moral values based on the textbooks.
2. Coding the identified moral values in ELT textbooks to be easily to classify.
3. Classifying the moral values in ELT textbooks to make easier to analyze.

## **E. Technique of Analyzing Data**

After collecting the data from the English Textbooks, the data were analyzed by using the analysis of Miles et al. (2014) which involves: (a) data condensation, (b) data display, and (3) conclusion. Those are explained as follows:

### **a. Data Condensation**

The first step was data condensation. This means the process of selecting, focusing, simplifying, abstracting or transforming the data. The researcher selected data from English textbooks and focus on images and words that refer to moral values. Irrelevant data was reduced and useful data had been included.

### **b. Data Display**

Data display was the process of displaying data in the form of a table and using the checklist mark to analyze the data for easily to understand. Looking the displays which help to understand is happening and doing something. The researcher used a table and checklist mark in displaying the data because it was the most common data display used in qualitative research in this research.

### **c. Conclusion**

The last step of data analysis will be concluding. Here, the researcher has begun to see what the data were. Then, the researcher classified the data with the same code, merged the categories, and found some kinds between the categories.

Then, continued give the explanation and description. Finally, the researcher had been led to the result and conclusion of the research.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Research Findings**

This chapter presented the findings related to answer the research questions. It discussed what the moral values included and how they were integrated into ELT textbooks published locally and internationally for junior high school. The local English textbook entitled "English Think Globally Act Locally for Junior High School/MTs Grade IX and the internationally published textbook entitled "Cambridge Global English for Junior High School Grade 9".

Based on the data analysis, eighteen moral values were found as proposed by the Ministry of National Education. The eighteen moral values contained of religion, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, national spirit, love for the country, respect, friendship/communication, love of peace, interest in reading, environmental care, social care, and responsibility. Those moral values were presented in the texts and pictures. The detail of the analysis displayed in this table.

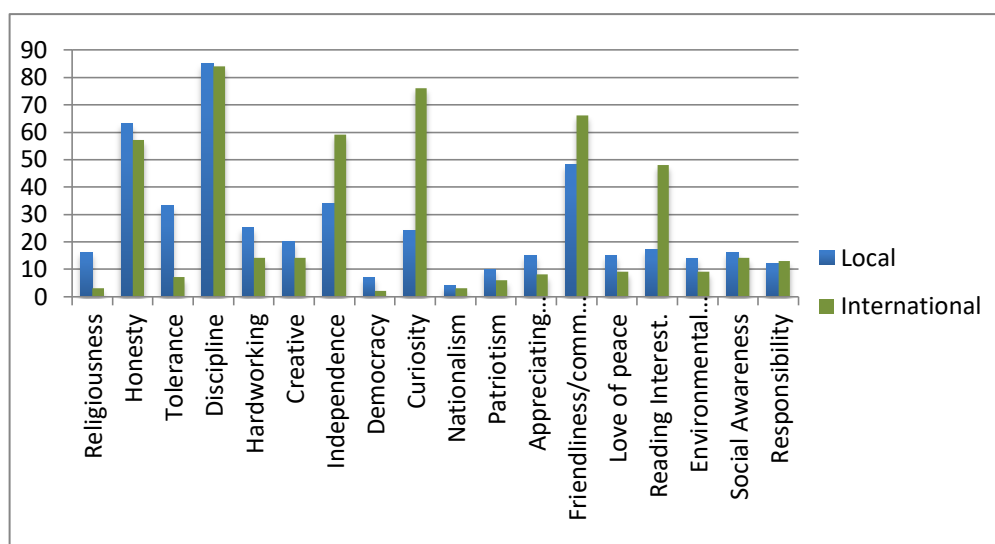
**Table 4.1 The Occurrences of Moral Values in Local and International English****Textbooks**

<b>Moral values</b>	<b>Occurrences</b>		<b>percentages</b>	
	<b>Local</b>	<b>Inter.</b>	<b>Local</b>	<b>Inter.</b>
Religiousness	16	3	3.5%	0.6%
Honesty	63	57	13.7%	11.6%
Tolerance	33	7	7.2%	1.4%
Discipline	85	84	18.6%	17.1%
Hardworking	25	14	5.5 %	2.8%
Creative	20	14	4.4 %	2.8%
Independence	34	59	7.4%	12%
Democracy	7	2	1.5%	0.4%
Curiosity	24	76	5.2%	15.5%
Nationalism	4	3	0.9%	0.6%
Love Homeland	10	6	2.2%	1.2%
Appreciating Achievements	15	8	3.3%	1.6%
Friendliness/communication	48	66	10.5%	13.4%
Love of peace	15	9	3.3%	1.9%
Reading Interest.	17	48	3.7%	9.8%
Environmental Awareness	14	9	3.0%	1.9%
Social Awareness	16	14	3.5%	2.8%
Responsibility	12	13	2.6%	2.6%
<b>Total</b>	<b>458</b>	<b>492</b>	<b>100%</b>	<b>100%</b>

Based on Table 4.1, there were eighteen moral values with the total occurrences at 458 realized by the local English textbook entitled "English Think Globally Act Locally for Junior High School/MTs Grade IX. The three most dominant moral values were discipline with the occurrences at 85 (18.6%) and followed by the values of honesty and friendliness/communication at 63 and 48 occurrences (13.7% and 10.5%) respectively. The least moral values were nationalism with the occurrences at 4 (0.9%) followed by democracy with occurrences at 7 (1.5%).



At the internationally published textbook entitles "Cambridge Global English for Junior High School Grade 9" identified 18 moral values, with a total of 492 occurrences. The three frequent moral values were discipline, with occurrences 84 (17.1%), curiosity and Friendliness/communication with 76 and 66 occurrences (15.5% and 13.4%) in both. Democracy and religiousness had the fewest moral values, with 2 and 3 occurrences (0.4% and 0.6%) in both.



The chart above shows the difference and comparison between the moral values contained in the local and international ELT textbooks. The blue-colored chart showed the data in the local book, and the green-colored chart showed the data in the international book.

The chart showed the moral values contained in the book. For local books, it can be seen that the chart with the highest value was disciplined with a value of 85,

followed by honesty and friendliness/communication with a value of 63 and 48. For the lowest value, it can be seen that the chart has the lowest value, namely nationalism with a value of 4 and followed by the value of democracy and love homeland with a value of 7 and 10.

Furthermore, the moral values in the international book were shown in green charts. The chart with the highest value was disciplined with a value of 84, followed by moral values of curiosity and friendliness/communication with a value of 76 and 66. The lowest moral values can be seen on the lowest chart, which is democracy, religiousness, and nationalism, with a value of 2, 3, and 3, respectively.

### 1. Religiousness

Religiousness is obedient attitude towards religious teaching, tolerant of other religion, and live in harmony with followers of other religions. The theory was relevant with this data.

Data 1



[Re.LET.C1]

The data above were classified into the moral value of religiousness. It was indicated by the student wearing a hijab. This data meant the student was wearing the hijab. She was a Muslim. A Muslim woman used the hijab to cover her genitals as one of her religious observances. This statement was explained in their holy book, the Qur'an in surah Al Ahzab, verse 59. It explained that Allah SWT ordered women to cover their genitals with hijab to protect his servants. Therefore, Muslim women must prioritize the use of clothing that can cover their aurat. Clothes that could cover women's aurat were clothes that did not show curves were not short, and also used the hijab (Hammam, 2010: 24).

Furthermore, the data above was also considered a religious, moral value because the data above contained an attitude of tolerance towards other religions. This data can be proven by a girl wearing a hijab getting the same treatment as other friends. They did not discriminate in friendship. This data can be seen from her friend's response, "thank you, siti, udin for your support" her response showed that she did not discriminate against girls with hijab. She responded to her friends, both friends who used the hijab and those who did not. Marpuah (2019: 264) explained that tolerance for other religions is an attitude and behavior that does not discriminate against groups or people with different beliefs.

Data 2



**[Re.IET.C1]**

The data above was involved in the moral of religiousness. It can be seen from the picture that a girl used a hijab. This data showed that she was a Muslim because she wore a hijab. Hijab is a rule of her religion because in her religion, women or girl must cover their genitals with a hijab. So from the data, it can be concluded that the data showed values of religiousness because it showed her religious identity and attitude obedient to her religion.

## **2. Honesty**

Honesty is the behavior of someone who can be trusted both in words, actions and work. This theory was associated with the following data.

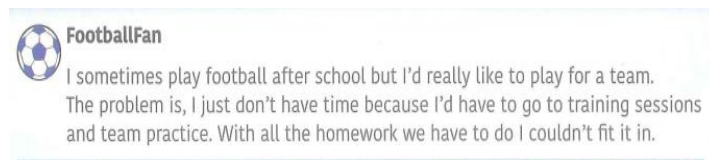
Data 3

“Yes, it’s my dream. And I have practiced every day for the last two months with my dad” **[Ho.LET.C1]**

Based on data 3, it was shown that the value of honesty was involved in the data. From the data showed a student was honest about her words. Namely, she admits that it is her dream. Her words were proven through her action that she practiced every day for two months with her father to achieve her dream. This

situation depicted both her words and actions. According to Saeful (2021: 126), honesty is human behavior based on efforts to make himself a person who can be trusted in words, actions, and work. So the theory was associated with the data because the data showed the behavior of someone who can be trusted from words and action.

#### Data 4



[Ho.IET.C6]

From the data 4, it displayed value of honesty where a person honestly said that he sometimes plays football and he prefers to play with the team. From the data also showed behavior can be trust in actions. It can been proven from the data “ I just don’t have to go to training sessions....” it showed with his action didn’t have time to play football because he would have to go to training sessions, so from the data matched with the theory of honesty, namely showing honest with word and action.

### 3. Tolerance

Tolerance is Attitude or act namely: 1. respects differences of race, ethnicity, 2. Respect to difference attitudes and actions of others, 3. Respect to difference opinions,. The following data supported the theory of tolerance.

## Data 5

“The rule may not be suitable in our culture. But it may be necessary in their culture” [To.LET.C2]

"We must respect to friends who are working seriously" [To.LET.C.2]

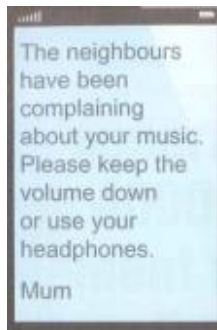
"That's a good idea...." [To.LET.C3]

Data 5 showed the value of tolerance because it also showed respect for race and ethnic differences shown in the sentence "not suitable in our culture but it may be necessary in their culture" the data showed that he appreciated differences. He did not demonize and demean cultural and racial differences, so his attitude showed tolerance for race and ethnicity. It is relevant to Yulianti and Dewi (2019: 62) said that the attitude tolerance is attitude mutual respect and respect for each other also builds positive behavior to the diversity of tribes, ethnicities, races, cultures and religions So the theory of tolerance matches with the data.

Furthermore, the data on tolerance was shown in the sentence "respecting friends who work seriously" from his words proved that he has attitudes and actions that respect his friends who work hard. As explained by Muawanah (2018: 62), tolerance was a human attitude or behavior that respects any differences in the attitudes and actions of others.

Finally, the data was also shown to respect differences of opinion with others. It was shown with the sentence "That's a good idea" from these words showed that his attitude respected the opinions of others. The statement had Similarity with Azzahrah & Dewi (2021: 2) said that tolerance is to respect and allow opinions. So it can be concluded that the data above showed the moral values of tolerance.

## Data 6



When the school bus arrived and we got on, Kim began again. “Then why do your parents keep saying these bad things if they don’t mean it? I’d be really hurt if my mom said I did a terrible job – after I worked so hard, too.” 50

What Kim said made me thoughtful. I suddenly realised that whenever people said good things about us, my parents always contradicted them and said how bad we really were. We kids knew perfectly well that our parents didn’t mean it, so our feelings weren’t hurt in the least. It was just the way 55 Chinese parents were supposed to talk.

Finally I said to Kim, “I think that if my parents agreed with the compliments, then that would be the same as bragging. It’s good manners to contradict people when they compliment your children.” 60

“It’s bragging only if you say good things about *yourself*,” protested Kim. “It’s different when your parents are talking about *you*.” 65

I shook my head. “We Chinese feel it’s the same thing. Boasting about our children, or husband, or wife, is the same as boasting about ourselves. People even think it’s bad luck.”

[To.IET.C1]

[TO.IET.C14]

“My teacher says that even when I don’t know something, i can always come up with answer”. [To.IET.C11]

Based on the data, it showed tolerance values with respect to different actions of others. For example, it was shown from the data that a mother asked her child to keep the volume down to respect their neighbors “please keep volume down or use your headphones” her attitude showed tolerance with others.

The following picture showed two children from different countries discussing their families' differences in culture and attitudes. It can be seen from the sentence” we chinese feel it’s the same thing...” this sentence showed tolerance for their race and ethnicity, namely the different cultures of family between America and Chinese.


Finally, respect for different opinions was shown from the sentence”... even when I don’t know something, i can always come up with an answer”. The sentence

explained tolerance because her words explained her teacher's attitude that she respected her student's different opinions and helped her student if she did not know something.

#### 4. Discipline

Discipline is behavior that shows obedience to rules or regulations. The theory was applicable with data below.

Data 7



Work in your group. You will analyse the labels on the packaging of the three products below. Focus your attention only on the seven most important facts below.

1. The name of the product
2. The description about the product
3. The content or amount of the product in the package
4. The ingredients of the product
5. The direction to use the product
6. The direction to store the product
7. The expiration date of the product

Hand-write your work on a piece of paper. Make sure you know the meaning of every word, how to spell and say them. Use the punctuation marks correctly, too.

While you are writing, say the words loudly, clearly, and correctly.

Use a dictionary. If you have any problem, come to me.

#### [Di.LET.C4]

Based on the data above, the picture showed the moral value of discipline. Furthermore, the picture showed the rules and regulations for making assignments that students will do. One example of the rule was found in the sentence "work in groups" this showed that students must work in groups in doing assignments. According to Akmaluddin and Haqqi (2019: 3), discipline is an action or behavior that shows an attitude of orderly behavior and obedience to all provisions and rules,



both written and unwritten. Therefore, the data showed the value of discipline because students must obey the assignment rules.

## Data 8

<p><b>Speaking</b></p> <p>3 Work in groups. Discuss these questions. Give reasons for your answers.</p> <ol style="list-style-type: none"> <li>1 Which of the articles gives the most specific data?</li> <li>2 Which of the articles gives the most arguments for and against the banning of mobile phones?</li> <li>3 Why do you think banning mobile phones in schools is the equivalent to adding an hour into the school timetable every week?</li> </ol>	<p><b>Speaking</b></p> <p>5 Work in groups. Discuss reasons for and against banning mobile phones in schools.</p> <p><b>Writing</b></p> <p>6 Write an article for a newspaper giving the arguments for and against banning mobile phones in school. Make sure you support your arguments with examples and evidence where possible.</p> <ul style="list-style-type: none"> <li>• Paragraph 1: Introduce the topic. <i>There has been a lot of discussion recently about whether mobile phones should be banned in schools. There is evidence to suggest that there should be a ban but there are also reasons for allowing students to have access to mobile phones.</i></li> <li>• Paragraph 2: Give reasons for banning mobile phones.</li> <li>• Paragraph 3: Give reasons against banning mobile phones.</li> <li>• Paragraph 4: Draw a conclusion.</li> </ul>
--	--

### [Di.IET.C9]

The data above also referred to the values of discipline because the data showed disciplined behaviour. As in the picture above where students must follow the rules and regulations that the teacher had conveyed. One example of the rules was shown by the sentence "work in groups, discuss these questions..." this showed the rules that students must do to do their assignments. Therefore, this offered an attitude of discipline because students must obey the rules. As explained by Masruroh (2012: 3), discipline is obedience/compliance with regulations.

## 5. Hardworking

Hardworking is a person's effort to solve obstacles and complete tasks in earnest. The following data supported this theory.

Data 9

The road workers have been working night and day to make the roads ready for the holiday season. It's midnight, and they **are still working**. Yesterday, when I went home from work, they **were working**. I'm sure, tomorrow morning when I go to work, they **will still be working**.



[Hw.LET.C6]

Data 9 showed the value of hard work because it described workers who work hard to complete their tasks. This data showed by the sentence "the road workers have worked day and night to make the road ready...." explained that the workers worked very hard as Kholilah et al. (2021: 13) explain that hard work is done earnestly without knowing fatigue or stopping until the task is completed. This statement was in line with the data above. Therefore, it was explained that road workers work earnestly every day without getting tired to complete their work. From this explanation, the theory of hard work followed the data.

Data 10

"Tom: I know I didn't do well in the exam but I will try harder next time"  
[Hw.IET.C1]

The data above also referred to hardworking values because the data showed that a son would be hardworking for the next exam. The sentence " ....i will try harder..." showed his effort to solve obstacles and finish his task. It is the same with the explanation by Kholilah et al. (2019: 13) said that hardworking is an attitude with the entire motivation to get what is aspired. So it concluded that the data matched with the theory because it can be seen from the data that he works hard by showing a motivated attitude to get good exam results..

## 6. Creative

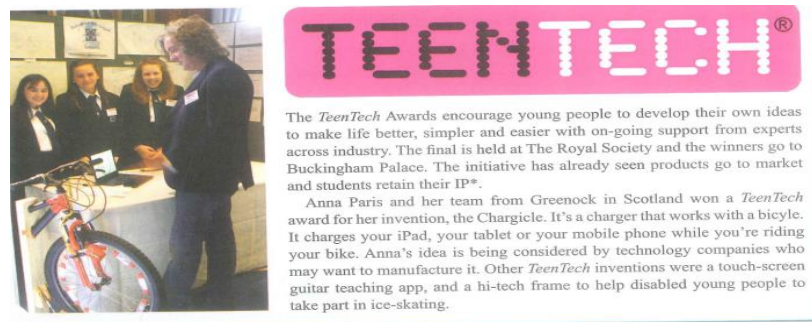
Creative is thinking or doing something new from something that already exists. This theory was relevant with this data.

Data 11

“Siti has just made a very beautiful handicraft from pandan leaf”  
**[Cr.LET.C1]**

Data 11 expressed creative moral values. It can be seen from the sentence "handicrafts from pandan leaves." This data showed a child making something new from something that already exists, namely pandan leaves. According to Sunarto (2018: 108), creativity is an ability to create something new, a person's ability to give birth to something new in the form of ideas and real work. Therefore, the data obtained was under this theory because she can make something new.

## Data 12

**[Cr.IET.C12]**

Based on the data, it showed the creative value. The data explained that students made technological innovations, namely a charger that works with bicycles. The data could be proven from the sentence, "Anna Paris and her team from Greenock in Scotland won a youth technology award for their invention...." This data showed that students had new ideas and make something new. In line with Febrianti et al. (2016: 121), creative thinking is developing unusual ideas and producing ideas. So it can be concluded that the data followed the theory, namely having an extraordinary idea producing something unusual such as a charger that worked with a bicycle.

**7. Independence**

Independence is an attitude that does not depend on others in carrying out tasks. This theory was associated with this data.

## Data 13

“In your journal, write your reflection on your learning process in this chapter” **[In.LET.C14]**

Data 13 were classified into the moral value of independence. It can be seen from the sentence "...write a reflection of your learning process". This data showed that students are asked to do their assignments independently without depending on others. This data was relevant to Nova and Widiastuti (2019: 115) that independence is an attitude or behavior of an individual that does not depend on others. From this, the theory of independence was associated with the data because students must do their work.

## Data 14

- 3** Listen again. Then answer these questions.
- 1** What did the speaker say about the exam results?  
She said that they were the best they'd ever had.
  - 2** What did she say about the progress in Maths, English and Science?  
She said ...
  - 3** What did she say about the school play?
  - 4** What did she say about swimming at the inter-schools sports event?
  - 5** Why was she pleased that students had taken part in community events?
  - 6** What did she say about plans for the future?

**[In.IET.C10]**

Data 13 showed the moral value of independence. This data could be seen in the sentence "...write a reflection of your learning process". This data showed that students are asked to do their assignments independently without depending on

others. This data was relevant to Nova and Widiastuti (2019: 115) that independence is the attitude or behavior of individuals who do not depend on others. From here, the theory of independence was associated with the data because students must do their work.

## 8. Democracy

Democracy is the attitude of a person who evaluates and someone else's rights and obligations. The theory appropriated the data below.

Data 15

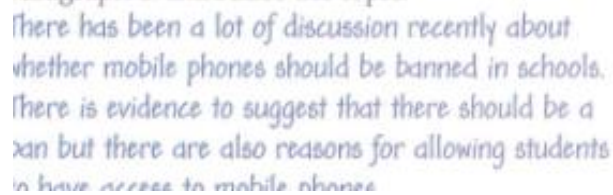
Beni: "I think we should start our wall magazine now."  
 Dayu: "I don't think we can start now. We should plan it carefully. We should go to people who know how to make a wall magazine."  
 Siti: "I agree with Dayu. We should think before we leap."  
 Siti: "I think we need a lot of money to make a wall magazine."  
 Edo: "I don't think so. We can use used paper. We can also use used wood for the frame."  
 Lina: "Yes we can, so we do not need a lot of money to make a wall magazine. What we need is hard work."  
 Edo: "What should our wall magazine contain? Can we put any writing we have made there?"  
 Udin: "I don't think so. We should not just put anything there. The texts should be good and interesting."  
 Lina: "And, there should not be many mistakes there."  
 Udin: "I think only good texts, with few or no mistakes, can be published."  
 Edo: "But how do we know that a text is good enough to publish?"  
 Dayu: "I think our English teachers can help check our English. Do you think Mrs. Tini is willing to be the editor of our wall magazine?"  
 Lina: "It seems that none of us knows how to make a wall magazine. What if we go to Mrs. Tini and ask her for advice. I think she has a lot of good ideas."  
 Siti: "I think so too. Let's go to her now."  
 Dayu: "I don't think we can see her now. She is in the staff meeting."

### [De.LET.C2]

The data above was involved in democracy. From the dialog that contained democratic attitudes, children must respect different opinions and obligations. For example, the sentence "I don't think so, we can't just put anything there...." showed a student expressing the right to give his opinion, and the sentence "What should our wall magazine contain?" showed his obligation to give his friend the right to an

opinion. Ujipriayti et al. (2019: 28) explain that democracy as individual behavior that shows that he and others have equal rights and obligations. The data showed the value of democracy because the sentence showed the participant that he gives his right to have an opinion and gives others the right to give opinions.

Data 16



There has been a lot of discussion recently about whether mobile phones should be banned in schools. There is evidence to suggest that there should be a ban but there are also reasons for allowing students to have access to mobile phones.

**[De.IET.C9]**

Based on data, 7 showed the value of democracy. It could be seen from the data that showed a person's right to give right to express opinions in discussions. It can be seen from the sentence, " there has been a lot of discussion about whether mobile phones should be banned in schools...." The sentence showed a democratic attitude because the sentence showed a deliberative attitude which will provide freedom of opinion. In line with the opinion of HemaFitri et al. (2015: 179), democracy is an attitude of deliberation and respect for the opinions of others and tends to prioritize together. So that the data assessed is the value of democracy.

## **9. Curiosity**

Curiosity is a person's attitude or action wants to know more about something. The theory matched with the following data.

## Data 17

A: That cloth looks beautiful! **Is it made in** Indonesia?


B: Yes, it is a traditional cloth from the Batak culture, North Sumatra. **It is called** an 'ulos'.

A: How do they wear it? When?

B: It is worn by men and women in ceremonial events like weddings and funerals. **It is usually draped** over one shoulder. Sometimes it is **worn** to cover both shoulders.

A: What **is it made of**?

B: Ulos **is made of** cotton thread. The thread **is woven** by hand.



A: I got this awesome souvenir when I was working in Papua last year. I love it!

B: What is that? Is that a bag or basket?


A: It is a bag. **It is called** a 'noken'. **It is made in** Papua.

A: It looks strong. What **is it made of**?

B: **It is made of** wood fibre or leave fibre.

B: The bag is very big and the straps are very long. How do you carry it?

A: Traditionally it **is hung** on the head to carry many things. My noken is now hung on the wall of my office. I see it as a symbol of hard work.



## [Cu.LET.C11]

Data 17 were classified into the moral value of curiosity. It could be seen from the data where the data showed a conversation. They want to know more about traditional tools from Indonesia. Examples of sentences that showed curiosity was: "How do they use it? When?", "What is it made of?" and "It looks strong. What is it made of?". This was in line with Saridevita et al. (2020: 76) explain that curiosity is the attitudes and actions that always want to know deeply and widely from something new seen or learned. This sentence showed that participants have an attitude to know deeply and widely about something new seen or learned. So, the data followed the theory.

## Data 18

"In the age of the internet, do we still need teachers? Give your reasons"  
[Cu.IET.C11]



Data 18 also displayed that the data were the value of curiosity because the data showed a question where students have to think deeper to answer the question, “do we still need teachers? “. This sentence will form a curiosity attitude because someone wanted to more deeply and widely about something. Therefore the question contained the value of curiosity.

## **10. Nationalism**

Nationalism is attitudes that show the interests of the nation and states are more important than their own interests. The data below were suitable in this theory.

Data 19

"On the Independence Day his town got the Adipura award because it is the cleanest town in the province." [Na.LET.C9]

The data above was involved in the moral value of nationalism. This data can be seen from the “....the Independence Day his town got the Adipura award...” the data explained the attitude of citizens who love their country and put the interests of the country more important than their interests. According to Fauziah and Dewi (2021: 97) that nationalism is an understanding in which all citizens should love and defend their country. The enthusiasm indicated this for welcoming Independence Day to make the city clean which was carried out by city residents, showing that all residents in the city love their country, so this was under the theory of nationalism.

## Data 20

**Kabuki, the popular theatre of Japan,** has captured the hearts and minds of audiences from its appearance at the beginning of the seventeenth century to the present day. Plays range from realistic tragic dramas to fantastic adventure stories. Music and dance are skilfully employed, bringing to life characters from the Japanese past, both real and imaginary. Impressive costumes and make-up, and startling stage effects, add to the drama.



The 'Theatre of Shadows' is an ancient art form, still performed today in Java, Indonesia and neighbouring islands. Modern performances can last through the night and are carried out by a single puppeteer who manipulates the characters, often two in one hand. The puppeteer speaks the parts of all the characters and conducts the accompanying music performed by a *gamelan* orchestra, beating the time with a wooden hammer held in his toes.

*This puppet depicts Bima, one of the heroes of the Indian epic, the Mahabharata. It was used in performances of this epic during a 'Theatre of Shadows' performance at the Javanese court.*



[Na.IET.C18]

Data 20 also showed the value of nationalism because the data shows the spirit of nationalism, which is proud of the theatre activities owned by each country, such as theatre activities in Japan called kabuki, and in Indonesia called shadow theatre. This can be seen from the data, which shows a picture of someone wearing a kabuki costume and a picture of a puppet. According to Fauziah and Dewi (2021: 97), nationalism is a proud attitude to display their country's identity. The picture shows the theatre of each country. This gives the uniqueness of each country. So the data shows the moral values of nationalism.

## 11. Love Homeland

Love Homeland is attitudes show loyalty, caring, and high appreciation language, physical environment, social, cultural, nation's economy and politics. The theory was applicable with data below.

Data 21

"I will take part in the bike race to celebrate the Independence Day."  
**[Lh.LET.C1]**

Based on data 21, it included the value of homeland because the sentence explains that a person has an attitude of loyalty, care, and high appreciation for the homeland. This data showed from the sentence "following a bicycle race to celebrate Independence Day" his attitude shows loyalty and care by participating in a bicycle race to celebrate Independence Day. According to Wirnati (2019: 15), nationalism is an attitude that comes from a feeling of love, namely the spirit of nationality. From the sentence, it shows that someone participates in a bicycle race to celebrate Independence Day, where this attitude shows a strong sense of love and national spirit for his country. Therefore, it can be concluded that the data is in accordance with the theory of love for the country.

## Data 22

## From country doctor to medical pioneer

As a boy, Edward Jenner (1749–1823) had been inoculated against smallpox, using the method promoted by Lady Mary. When he became a doctor, he inoculated his own patients against the disease, despite being aware of the risks.



Jenner sometimes treated milkmaids, girls who looked after cows, for cowpox. Cowpox was similar to smallpox but not serious or fatal. He noticed that the girls who had had cowpox never got smallpox. In 1796, he carried out an experiment on an 8-year-old boy called James Phipps. He took infected material from a milkmaid with cowpox and inoculated James with it. Two months later, Jenner inoculated James with smallpox. The boy didn't get the disease.

This new process, using cowpox, was much safer than inoculating people with smallpox. Jenner even tested the process on his 11-month-old son. Shortly afterwards, in 1798, Jenner published the results of his work. At first, his discovery of 'vaccination', as he and his colleagues called it, was criticised and even laughed at. Cartoons appeared in newspapers showing people with cows' heads after he had vaccinated them.

However, by 1853, 30 years after Jenner's death, vaccination against smallpox had become compulsory throughout Britain. Just over a century later, in 1980, the World Health Organization declared that smallpox had been eradicated.

[Lh.IET.C5]

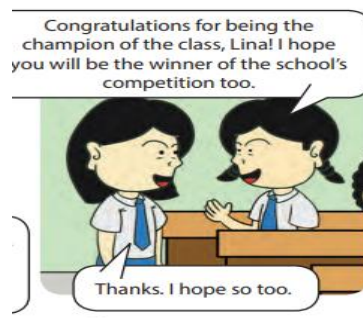
Data 22 also showed the value of Love for the country because the data explained that a doctor, Edward Jenner, struggled to help cure patients for spreading diseases at that time. He managed to find a cure and save the British state through his struggle. Until now, we know it as vaccination. The attitude Jenner took was to show patriotism because he cared about his Country's physical and social environment. As Wirnati (2019: 15) explained, one of the attitudes of Love for the Country is a willingness to sacrifice for the benefit of the nation and state. It was addressed by Jenner, who struggles to find medicine to cure his citizens. This data showed a willing attitude to sacrifice for the sake of the nation and state. The data is in accordance with the theory.

## 12. Appreciation

Appreciation is an attitude that recognizes and respects the success of others.

The theory matched with the data below.

Data 23



[Ap.LET.C1]

Based on the data above, it was classified into the moral value of appreciation. The data showed that a student appreciated her friend for her achievement, such as the statement, "Congratulations for being the champion of the class ."The attitude shown by the student was recognized and respected for her success. Such as Kirana and Al badri (2020: 178) said that appreciation is a statement that shows appreciation in the form of praise, congratulations, or expressions of pride. It can be seen from the data was a statement of appreciation in the form of congratulations. Therefore the data were included in the moral value of appreciation.

Data 24

. " Good news, she won! We're very proud of her". [Ap.IET.C13]

Data 24 also indicated the value of appreciation because the data showed from the sentence, "We're very proud of her." It showed an attitude of acknowledging and appreciating the person's success. According to Kirana and al badri (2020: 178), appreciation is a statement that shows appreciation in the form of praise, congratulations, or expressions of pride. Therefore, the data had proven that it includes moral values of appreciation because it is a statement that expresses praise and pride.

### 13. Friendliness/ Being Communicative

Actions that show pleasure in speak, socialize and cooperate with others.

This theory was suitable in this data.

Data 25

Siti: "I think Riri is the most interesting orphan I **have** ever **known**. She is not the oldest of all the children there, but she is very mature. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she **has come** to the orphan home?"

Dayu: "Well, I don't know much about her either, because I **have met** her only three times. What I know is that she was an only child. Her father died when she was a baby, and her mother eight years ago. She's **been** an orphan for eight years, but she's **lived** in the orphanage for only six years now."

Udin: "Why doesn't she live with her grandparents?"

Dayu: "They both **have passed** away. Her grandfather died even before she was born, and her grandmother died six years ago."

Beni: "Does she not have any uncles or aunts to take care of her?"

Dayu: "She has an uncle, her mother's brother. Two months after her grandmother's death he sent Riri to the orphanage."

Lina: "Why doesn't she live with him instead?"

[Fr.LET.C8]

From data 25, communicative moral values were shown. The data showed a dialog between several children who were discussing orphanages and orphans. This can be seen from the sentence, "I think riri is the most interesting orphan....". This showed the action or attitude of socializing and pleasure in speaking. The data showed that they are discussing. It can be seen from the dialog of siti, Bayu and udin. This is in line with Ramadhanti et al. (2019: 15), being friendly or being a communicative act that showed pleasure in talking, getting along, and working together. So it was concluded that the data is in accordance with the theory because the participants show an attitude of pleasure in talking, namely talking about orphans.

## Data 26

### Reading and speaking

- 1 Work in pairs.  
Partner A: Read *Lady Mary's campaign against smallpox*.  
Partner B: Read *From country doctor to medical pioneer*.

- 2 In the same pairs, with your books closed, tell your partner about Lady Mary / Edward Jenner.

Your partner can ask questions to find out more and to check that he / she understands:

How old were the children?

You said Jenner carried out an 'experience'. Do you mean an 'experiment'?

### Listening

- 3 Listen to a presentation about Edward Jenner. Four pieces of information are wrong. Put your hand up when you hear something you think is wrong.
- 4 Listen again. Compare what Victor says with the text about Edward Jenner. What are the four pieces of information that Victor gets wrong?

### Use of English: Prepositional and adverbial time phrases

Time phrases are useful when you're writing a narrative or giving biographical details. They go at the beginning or the end of a sentence.

*In 1716*

*During her time in Constantinople*

*After leaving prison*

*By 1853*

*Two months later*

*Shortly afterwards*

*Over a century later*

*At first*

- 5 Complete the time phrases in these sentences.

- 1 Louis Pasteur was born in France \_\_\_\_ 1822.
- 2 \_\_\_\_ his early years he was an average student.
- 3 He took the university entrance exam in 1842 but he failed. Two years \_\_\_\_ he passed the exam.
- 4 \_\_\_\_ 1848 he had become Professor of Chemistry at the University of Strasbourg.
- 5 Shortly \_\_\_\_, in 1849, he married Marie Laurent. They had 1 children.

### Project: Write a profile of a medical pioneer

- 6 Work in small groups. Find out more about Louis Pasteur or another famous medical pioneer. Write a short entry for a reference book about their contribution to medical history.
  - Divide the work among the members of the group.
  - Find out:
    - 1 when and where the person you have chosen lived
    - 2 how they made their discovery
    - 3 how the discovery was received at the time
    - 4 how the discovery helped people.

Data 26 stated the moral value of friendship or communication. It can be seen from the data showed there were group tasks and paired tasks that students will do. This can be seen from the sentence "work in pairs...." this made students enjoy tasks with others and socialize well. The last one from the data showed that students will discuss with others. According to Lisa et al. (2018: 159), communicative attitude can affect students' ability in group discussions, which requires students to communicate well with other students. This was consistent with the data because the data showed a task that students will do. In the task, students will carry out discussion activities that will affect student communicative attitudes.

In addition to group or pair tasks, students were asked to present their assignments. This can be shown in the sentence "listening to presentations about Edward Jenner...". So the data exposure showed the moral value of communication because students will conduct discussions with other friends. This will create a vibrant classroom atmosphere because students communicate and develop or channel their opinions.

#### **14. Love of Peace**

Peace loving is attitudes that make other people happy about their presence. The theory appropriated with the data below.



## Data 27

Beni: "Why don't we go back to *SMP Sumber Ilmu* tomorrow to look closely at their wall magazine. We will know what kinds of texts are published there."  
 Edo: "I agree with Beni. We will also look at the layout and the decoration. Do you remember the color of the background?"  
 Lina: "Sorry, I don't. What if we just ask for their permission to take a picture of the magazine?"  
 Siti: "I think the best thing to do is to meet the team who manages the magazine."  
 Udin: "I agree with Siti. We can ask them a lot of questions. I think they will be happy to help us start our wall magazine."  
 Dayu: "That's a very good idea. We need their help to plan our wall magazine."

**[PI.LET.C2]**

Based on the data, it shown the moral value of loving peace. The data showed a conversation where someone shows a happy attitude towards his presence. As in the sentence "That's a very good idea. We need their help to plan our wall magazine". The sentence makes someone feel happy about what he said. According to Erviana (2021: 3), Love of peace is the behavior of making people feel calm about their presence, thus avoiding quarrels and promoting harmony. This was shown in the sentence where the sentence spoken by the participant makes people feel happy. Therefore, this data showed the moral value of loving peace because the words shown by the data cause people to feel happy.

## Data 28

3 A: The cake was delicious. Could I have another piece?  
 B: Of course. (*help*)  
 4 A: Oh no. Did you fall off your bike?  
 B: Yes, but don't worry, I'm fine!

**[PI.IET.C12]**

Data 28 also showed the value of peace and love because the data from the sentence "The cake is delicious ..." shows a person's peace-loving attitude because his words make the atmosphere happy and create harmony. In line with what Ervina (2021: 3) said, peace-loving is a behavior that makes people feel calm about its presence, thus avoiding quarrels and promoting harmony. Therefore, the data were indicated as the moral value of peace and love..

### 15. Reading Interest

Reading interest is an attitude or habits of making time to read. The theory was suitable with the following data.

Data 29



Now I know that reading novels is Siti's hobby. When I saw her in the canteen, she **was reading** a novel, now she **is reading** a novel. And, I'm sure when I meet her next time, she **will be reading** a novel, too.

[Ri.LET.C6]

Data 29 were classified into the moral value of reading interest. It can be seen from the data that shows the students are reading books and telling about the habits of their friends to read them. It can be seen from the sentence "now I know reading novels is siti's hobby..." from the sentence explaining the hobbies and habits of her friends to read novels. Therefore, the data shows the moral value of reading interest because the participant shows that he likes reading. According to Priasti and

Suyatno (2021: 397), reading interest is a passion for reading to obtain various informations.

Data 30

“Read the magazine article. Describe what’s happening in two pictures”

**[Ri.IET.C14]**

Data 30 also indicates the moral value of reading interest because the data shows that students take the time to read magazine articles. This can be seen from the sentence "Read magazine articles...". This will make students attitudes to have an interest in reading. As Salsabilah (2020: 116) explained, school and learning must familiarize students with reading. So from the data that students were asked to read articles, this is the same as taking the time to read. It can be concluded that the data is in accordance with the theory.

## **16. Environment Awareness**

Environment awareness is attitude that always strives to protect the surrounding environment. This theory was showed by data below.

Data 31

"Don't you think that our library looks dirty and messy? Let's do something to make it more tidy." **[Ea.LET.C2]**

Based on the data above, it was categorized into environmental awareness. It can be seen from the sentence about students caring about the environment. Namely, the environment around the library looked dirty and messy, and ask another to help him clean and tidy the library. It was relevant to the explanation by Purwanti (2017: 16) that caring for the environment is an attitude and action that always tries to prevent damage and efforts to repair the damage. So, the attitude's students were shown by the data showing the moral value of environment awareness.

#### Data 32



#### [Ea.IET.C7]

The data was also classified into environmental awareness. The data showed questions that must be answered by students, where the questions were related to the environment, such as "how many co-friendly products have you got?" each of these questions contained environmental awareness. Therefore, these questions indirectly

teach students about caring for and protecting the environment because learning associated with environmental awareness was expected to make students aware of their concern for the surrounding environment. According to Purwanti (2017: 167) that environmental care character education aims to instill a spirit of environmental care and prevent students from traits that can damage the environment so that it follows the theory.

### 17. Social Care

Social care is attitudes or actions that always want to help others. This theory matched with the following data.

Data 33



Siti: Hi Dayu, how are you? Mr. Ahmad said you were not in class today because you have diarrhea. Have you taken any medicine yet?  
 Dayu: Yes, I have. But it only helps a little.  
 Siti: Maybe you just **have to** take some rest **in order to** get well soon. Just **stay** in bed **to let** the medicine work to ease your diarrhea.

[Sc.LET.C3]

The data above were involved in social care. It can be seen from the data that showed a dialog between two friends. One example of the dialog "Hi Dayu, how are you? ....." The dialog describes a friend who cares for his friend by visiting her sick friend, this can be seen from the picture of a child visiting her friend who was lying

down because of illness. The attitude was shown by her refers to the moral value of social care because it showed empathy for others. According to Octaviani et al. (2022: 3455) that social care is an empathetic attitude towards others that was realized in the form of help. So the data were in accordance with the theory because participant showed empathy for humans or their friends.

Data 34

“She offered to carry his shopping” (Sc.IET.C1)

Data 34 also showed social care because the data shows someone who was offering help to her friend. This can be seen from the sentence, "She offered to carry his shopping." This showed an attitude of wanting to help others. This was in line with what Ningsih and Suzima (2021: 10) said that social care was an attitude and action that always wants to provide assistance. So it fit with the theory of social care because from the data, it can be seen that her attitude and actions wanted to help her.

## **18. Responsibility**

Responsibility is the attitude or behavior of someone who carries out the duties and obligations, he or she should do.

Data 35

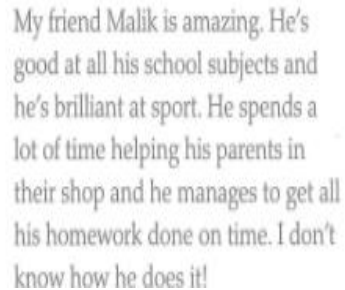


"Saskia is the eldest of four children in her family. She does the chores and takes care of her younger sisters and brother all the time. But she can always finish her homework, and she always gets good marks. She can manage her time very well."

**[Re.LET.C9]**

Based on data 35, it was displayed in the moral value of responsibility because the data showed an older sister carrying out her duties, namely taking good care of her younger brother and sister. This can be seen from the sentence "she does her chores and takes care of her sister and brother..." but did not forget her obligations, namely doing homework. This can be seen from the sentence, " but she can always finish her homework." Therefore, it showed her attitude toward carrying out duties and obligations. According to Juwita et al. (2019: 145), responsibility is a person's attitude and behavior to carry out their duties and obligations. Therefore, the data was in accordance with the theory of responsibility because the data showed that a girl has a responsible attitude toward her duties and obligations.

## Data 36



My friend Malik is amazing. He's good at all his school subjects and he's brilliant at sport. He spends a lot of time helping his parents in their shop and he manages to get all his homework done on time. I don't know how he does it!

**[Re.IET.C6]**

The data 36 also indicated the moral values of responsibility because the data showed a son who carries out his duties, namely helping his parents. It can be seen from the sentence "he spends a lot of time helping his parents...." but he did not forget his obligation, namely, to do his homework. Likewise, it can be proved by the sentence "...he manages to get all his homework done on time". In this regard, the attitude of students showed the value of responsibility.

From the results of the analysis of moral values integrated in the form of text and images. Moral values in text and sentences were implemented in the form of dialogues conversations between students or between friends, articles show about something such as about magazine, article of culture, and task for student where from the all words and sentences read and analyzed showed or matched with the theory of moral values.

Next moral values integrated into images, the pictures were analyzed based on the theories from moral values where the picture was showing of the moral values



would be taken and classified based the theory. Such images showed interaction between students or interaction with others, images student or someone used hijab, and images show culture and someone was speaking.

The two books showed some differences, namely first, for occurrences, the international book has a higher value than the local book, which was 492 and for local, 458. Second, moral discipline was the most dominant moral value in both books, but the local book was slightly superior to the international book. Third, for the local book, there were several moral values higher than in the international book, namely religious, honesty, tolerance, hardworking, creative, appreciation of achievements and environmental awareness. Fourth, international books also have moral values superior to local values, namely independence, curiosity, friendliness / being communication, and reading interest.

## **B. Discussion**

Based on the research findings, there were some points to discuss. Based on the first finding, there were eighteen moral values found on the local and international English textbooks for junior high school. The most dominant moral value found from the two books were discipline value with the percentage 18.6% in local book and 17.1% in international book. The moral value that was rarely found in local book was nationalism with the percentage 0.9%. In international book the value that was rarely found was democracy in 0.4% percentage. The findings were not in line with the

research conducted by Wardani et al. (2019: 231). In their study entitled "Analysis of Character Education Values in English Textbooks for Twelfth Grade High School Students: Sma/Smk English",. The results of this study were not in line with what the researchers did, the results of this study found 17 character education values out of 18 that should be included in textbooks. The value of character education that was not found was the love of peace. Second, the findings of the research by Gailea et al. (2019) titled "An Analysis of Character Education of English Textbook "When English Rings a Bell" for Eight Grade of Junior High School". It was consistent with the findings of the author's research. This study discovered that all eight moral values identified by the Ministry of Education and Culture were found in the ELT book, with friendliness/communication being the dominant moral value.

Referring to the second findings, there were four moral values in the textbook did not complete. They were religiousness, tolerance, democracy and love homeland. The first, moral value of religiousness at the local book did not show live harmony with other religiousness and international book did not show tolerant to other religion and live harmony with others. The second was honesty, at local and international did not show honesty to work. Third, value of democracy did not show obligation at international book. And the last is value of love homeland at local and international book did not show values appreciation language, national economy and politic.

Based on the discussion, the researcher concluded that the theory put forward by the Ministry of National Education (2010: 9-10) said that there were eighteen

moral values that must be used as the basis for character education. In this study, the eighteen morals were realized because all morals were found in both local and international textbooks.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Based on the research findings, there were some conclusions that were concluded by the researcher as follow:

1. Moral values based on The Ministry of National Education (2010: 9-10), there are eighteen moral values. After analyzing of the moral values in two English textbooks, the local English entitled "English Think Globally Act Locally for Junior High School/MTs Grade IX and the internationally published textbook entitled "Cambridge Global English for Junior High School Grade 9". There were eighteen moral values in both textbooks.
2. The moral value that was often or dominant in both books was the moral value of discipline. As for the lowest moral value or rarely found in local books was the value of nationalism and for ELT published international books was the value of democracy.
3. There were four moral values in the textbooks did not complete with indicators of theory. The first, moral value of religiousness at the local book did not show live harmony with other religiousness and international book did not show tolerant to other religion and live harmony with others. The second was honesty, at local and international did not show honesty to work. Third, value of democracy did not

show obligation at international book. And the last is value of love homeland at local and international book did not show values appreciation language, national economy and politic.

## **B. Suggestion**

Based on the conclusions above, the researcher get some suggestions were below:

1. It was suggested that in the teaching and learning process, both local and international books be recommended. Especially books published internationally because both books contain all of the moral values.
2. It was suggested for students to apply good moral values, as presented in ELT textbooks. They do not learn English only, but also apply such moral values.
3. It was suggested that teachers be more adaptable and selective in their use of textbooks in order to motivate students to realize good moral values.
4. It was suggested that English textbook writers and publishers write more relevant textbooks to the needs of students' values. While it is important for publishers to be cautious and selective when publishing any textbook.
5. It was suggested that other researchers used this research as inspiration and motivation to analyze other English textbooks.

## REFERENCES

- Akmaluddin, & Haqqi, B., (2019). Kedisiplinan belajar siswa di sekolah dasar (SD) Negeri Cot Keu Eung Kabupaten Aceh Besar. *Journal of Education Science (JES)*.5(2), 1-12. <https://doi.org/10.3314/jes.v5i2.467>.
- Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.). (C. Shortt, T. William, C. Cox, L. Stewart, & A. Cronin Eds.) Wadsworth : Cengage learning.
- Asyahidah, N. L., Furnamasari, Y. F., & Dewi, D. A. (2021). Peran guru dan orang tua dalam meningkatkan kecerdasan moral pada anak. *Jurnal Pendidikan Tambusai*, 5(3), 7357–7361. <https://doi.org/10.31004/jptam.v5i3.2150>.
- Azzahrah, A. A., & Dewi, D. A., (2021). Toleransi pada warga negara di {ndonesia berlandaskan sila ketuhanan yang maha esa. *De Cive:Jurnal Penelitian Pendidikan Pancasila dan Kewarganegaraan*. 1(6), 1-6.
- Bojanic, B. B. radic, & Tapalov, J. P. (2016). Textbooks in the EFL classroom: defining, assessing and analyzing. *Zbornik Radova Filozofskog Fakulteta u Pristini*, 46–4, 137–153. <https://doi.org/10.5937/zrffp46-12094>.
- Borba, M. (2001). *Building moral intelligence the seven essential vitues that teach kids to do the right thing* (1<sup>st</sup> ed.).(Raviyanto, Ed.) Jakarta: PT. Gramedia Pustaka Utama.
- Canh, L.V (2018). *A critical analysis of moral values in vietnam-produced EFL textbooks for upper secondary schools*. 9, 111–129. [https://doi.org/10.1007/978-3-319-63677-1\\_7](https://doi.org/10.1007/978-3-319-63677-1_7).
- Dafiq, N. D., Claudia Fariday Dewi, Nai Sema, & Sahrul Salam. (2020). Upaya edukasi pencegahan bullying pada siswa sekolah menengah atas di kabupaten Manggarai Ntt. *Randang Tana - Jurnal Pengabdian Masyarakat*, 3(3), 120–129. <https://doi.org/10.36928/jrt.v3i3.610>.
- Drgana, G. (2011). Textbook- an important element in the teaching process. *Journal Metodički Vidici Methodical Perspectives*, 2(2), 78–82. <https://doi.org/10.1145/1929887.1929892>.

- Erviana, V. Y., (2021). Penanganan dekadensi moral melalui penerapan karakter cinta damai dan nasionalisme. *Jurnal Penelitian Ilmu Pendidikan*. 14 (1), 1-9. <https://doi.org/10.21831/jpipfip.v14i1.27149>.
- Fadilah, Rabbiah, Alim, W. S., Zumrudiana, A., Lestari, I. W., Baidawi, A., & Elisanti, A. D. (2021). *Pendidikan karakter* (1<sup>st</sup> ed). (M. I. A. Fathoni, Ed.) Bojonegoro: CV. Agrapana Media.
- Fanani, A. (2022, Januari 11). *Siswa SMP di Banyuwangi di bully hingga tulang pahanya harus dipotong 4 cm*. Retrieved Juni 10,2022, from detikNews: <https://news.detik.com/berita-jawa-timur/d-5893944/siswa-smp-di-banyuwangi-di-bully-hingga-tulang-pahanya-harus-dipotong-4-cm>
- Fathurrohman, F. (2019). Implementasi pendidikan moral di sekolah dasar. *Jurnal Bidang Pendidikan Dasar (JBPD)*, 3(1), 79–86. <https://doi.org/10.21067/jbpd.v3i1.2929>.
- Fauziah, I. S. N., & Dewi, D.W., (2021) Membangun semangat nasionalisme mahasiswa melalui pendidikan kewarganegaraan. *IJOIS: Indonesian Journal of Islamic Studies* . 2(2), 93-103.
- Febrianti, Y., Djahir, Y., Fatimah S., (2016). Analisis kemampuan berpikir kreatif peserta didik dengan memanfaatkan lingkungan pada mata pelajaran ekonomi di SMA negeri 6 Palembang. *JURNAL PROFIT( Kajian Pendidikan Ekonomi dan Ilmu Ekonomi)*. 3(1), 121-127. <http://dx.doi.org/10.36706/jp.v3i1.5561>.
- Feng, W. D. (2019). Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong. *Discourse: Studies in the Cultural Politics of Education*, 40(4), 458–473. <https://doi.org/10.1080/01596306.2017.1356806>.
- Gailea, N., Syafrizal, Fargianti, Y., & Perdana, shela mutiara. (2019). An analysis of character education of english textbook"when english rings a bell" for eight grade of junior high school. *Jurnal Edulingua*, 6(1), 51–56. <https://doi.org/10.1128/AAC.03728-14>.
- Graves, K. (2000). *Designing language courses: a guide for teachers* (E. Gundresen Ed.) Boston: Heinle & Heinle Publishers.
- Hammam, A.( 2010). *Aku Takut Tak Berjilbab*. Jakarta: Mirqat

- Hemafitria, Octavia, E.,Novianty, F., (2015). Implementasi sikap demokrasi dalam proses pembelajaran pendidikan kewarganegaraan pada mahasiswa ikip PGRI Pontianak. *SOSIAL HORIZON: Jurnal Pendidikan Sosial*. 2(2), 173-182. <https://doi.org/10.31571/sosial.v2i2.10>.
- Jannah, D. R. V., & Robiasih, R. H. (2019). English textbooks evaluation for the seventh grade. *Journal of English Language and Pedagogy*, 2(1), 65–76. <https://doi.org/10.36597/jelp.v2i1.3749>.
- Juwita, R. , Munajat,A. , Elnawati,(2019). Mengembangkan sikap tanggung jawab melaksanakan tugas sekolah melalui metode bercerita pada anak usia 5-6 tahun di tk aisyiyah bustanul athfal 2 kota Sukabumi. *Jurnal Utile: Jurnal Kependidikan*. 5(2), 144-152. <https://doi.org/10.37150/jut.v5i2.503>.
- Kaur, sandeep. (2015). Moral values in education. *IOSR Journal Of Humanities And Social Science*, 20(3), 21–26. <https://doi.org/10.9790/0837-20332126>.
- Kaur, N. (2019). Importance of moral values in student life. *International Journal of 360 Management Review*, 7(12), 231–234.
- Kemendiknas. (2010). Pengembangan pendidikan budaya dan karakter bangsa. Jakarta: *Badan Penelitian dan Pengembangan Pusat Kurikulum*.
- Kirana , Z. C, and Al Badri, A.N., (2020). Peranan apresiasi guru terhadap antusias belajar siswa Kelas XI madrasah aliyah hasan muchyi. *SALIMIYA: Jurnal Studi Ilmu Keagamaan Islam*. 1(3). 174-193.
- Kholilah, Pratiwi, M. R., Wahyuni, R., Yolviansyah, F., Wicaksono' L., (2021). Analisis karakter kerja keras terhadap mata pelajaran fisika di sma negeri 1 kota Jambi. *Jurnal Sains dan Pendidikan Fisika (JSPF)*. 17(1), 11-19. <https://doi.org/10.35580/jspf.v17i1.15528>.
- Lickona, T. (1991). *Education for character how our schools can teach respect and responsibility* (1st ed.). New York: Bantam Books.
- Lisa, N., W., N., Sujana, W., uadnyana, I., (2018). Hubungan antara sikap komunikatif sebagai bagian dari pengembangan karakter dengan kompetensi inti pengetahuan ips siswa. *Jurnal Mimbar Ilmu*. 23(2), 158-166. <https://doi.org/10.23887/mi.v23i2.16422>.



- Marpuah. (2018). Tolerance and social interaction between different religious adherents in Cigugur, Kuningan. *Jurnal Multikultural & Multireligius*, 18(2), 260-281. <https://doi.org/10.32488/harmoni.v18i2.309>.
- Masruroh, S., (2012). Upaya peningkatan kedisiplinan masuk kegiatan belajar mengajar melalui layanan konseling individu pada siswa kelas VII h smp negeri 4 surakarta semester satu tahun 2011/2012. 1, 1-11
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis a methods sourcebook* (3st ed). (H. Salmon Ed.) London: SAGE Publications.
- Muawanah. (2018). Pentingnya pendidikan untuk tanamkan sikap toleran di masyarakat. *Jurnal Vijjacariya*. 5(1), 57-70
- Nadhif, A. (2017). Representation of religious and moral values in the english textbook for indonesian junior high school. *Kodifikasia : Jurnal Penelitian Islam*, 11(1), 80-100. <https://doi.org/10.21154/kodifikasia.v11i1.1148>.
- Ningsi, A.P., & Suzima, A., (2020). Tingkat peduli sosial dan sikap peduli sosial siswa berdasarkan faktor lingkungan. *Jurnal Pelangi*. 12(1), 9-15. <http://dx.doi.org/10.22202/jp.2020.v12i1.3337>.
- Octaviani, J.N, Utaminingsih, S., Masfu'ah, S., (2022). Pembentukan sikap peduli sosial anak pada masa pandemi covid 19 di desa Pringtulis, Jepara. *Jurnal Inovasi Penelitian*. 2(10), 2453-2462. <https://doi.org/10.47492/jip.v2i10.1343>.
- Patel, M. F., & Jain, P. M. (2008). *English language teaching ( methods, tools, & Techniques)* (1th ed.). Jaipur: Sunrise publishers & Distributors. <https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>.
- Permendikbud. (2016). *Peraturan menteri pendidikan dan kebudayaan nomor 8 tahun 2016 tentang buku yang digunakan oleh satuan pendidikan*.
- Pohan, Z. A., & Siregar, M. F. Z. (2022). Strategi masyarakat menghadapi perilaku buruk remaja. *Khazanah : Journal of Islamic Studies*, 1(1), 1-15.
- Priasti, S.N., & Suyatno, (2021). Penerapan pendidikan karakter gemar membaca melalui program literasi di sekolah dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*. 7( 2), 395-407. <https://doi.org/10.33394/jk.v7i2.3211>.




- Purwanti, D., (2017). Pendidikan karakter peduli lingkungan dan implementasinya. *DWI JACENDEKIA : Jurnal Riset Pedagogi*. 1 (2), 14-20. <https://doi.org/10.20961/jdc.v1i2.17622>.
- Qodar, N. (2022, Mei 30). *Polisi tangkap remaja pelaku tawuran yang tewaskan pelajar SMP di Jatinegara*. Retived Juni 10, 2022, from Liputan6.Com: <https://www.liputan6.com/news/read/4973965/polisi-tangkap-remaja-pelaku-tawuran-yang-tewaskan-pelajar-smp-di-jatinegara>
- Qorib, M., & Zaini, M. (2020). *Integrasi etika dan moral spirit dan kedudukannya dalam pendidikan islam* (1<sup>st</sup> ed). (Akrim & GUnawan, Eds.) Yogyakarta: Bildung.
- Ramadhanti, M., Sumantri, M.S., Edwita,(2019). Pembentukan karakter dalam pembelajaran bcct (beyond center and circle time). *Educate: Jurnal Teknologi Pendidikan* . 4(1),9-17. <http://dx.doi.org/10.32832/educate.v4i1.1682>.
- Rita Nova, D.D.R., & Widiastuti, N. (2019). Pembentukan karakter mandiri anak melalui kegiatan naik transportasi umum. *JURNAL COMM-EDU*. 2(2), 113-118. <http://dx.doi.org/10.22460/comm-edu.v2i2.2515>.
- Renette, R., Safnil, S., & Yunita, W. (2021). A content analysis of character education values in the english students' textbooks for senior high school in Indonesia. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 1(3), 318–329. <https://doi.org/10.52690/jadila.v1i3.53>.
- Salam, B. (2000). *Etika individual ( pola dasar filsafat moral)* (1<sup>st</sup> ed). Jakarta: Pt. Rineka Cipta.
- Saeful, A. (2021). Implementasi nilai kejujuran dalam pendidikan. *Tarbawi : Jurnal Pemikiran dan pendidikan Islam*. 4(2), 124-142. <https://doi.org/10.51476/tarbawi.v4i2.260>.
- Salsabilah, I. D., Hakim, Z. R., & Taufik, M. Proses penanaman karakter gemar membaca pada siswa kelas III melalui pelaksanaan program literasi di sdn Banjar, sari 5, *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 4(2). 115-126. <https://doi.org/10.31326/jipgsd.v4i2.682>.
- Saputro, J. D., & Murdiono, M. (2020). Implementation of character education through a holistic approach to senior high school students. *International Journal of Multicultural and Multireligious Understanding*, 7(11), 460–470. <https://doi.org/10.18415/ijmmu.v7i11.2146>.


- Saridevita, A., Destiyantari, S., Asshiddiq, A., Suherdi, D.A., (2020). Mengidentifikasi rasa ingin tahu siswa terhadap pelajaran ips. *Nusantara : Jurnal Pendidikan dan Ilmu Sosial*. 2(1), 75-82. <https://doi.org/10.36088/nusantara.v2i1.543>.
- Siddiqui, R., & Habib, Z. (2021). Moral education at primary level in selected private schools of karachi: role of teachers and parents. *Pakistan Journal of Humanities and Social Sciences*, 9(2), 59–73. <https://doi.org/10.52131/pjhss.2021.0901.0113>.
- Sukma, D. W., Yanto, E. S., & Kusrin. (2021). Representation of moral values in one Elt textbook for senior high school students: critical discourse analysis. *PROJECT (Professional Journal of English Education)*, 4(6), 1037–1049.
- Sunarto. (2018). Pengembangan kreativitas-inovatif dalam pendidikan seni melalui pembelajaran mukidi. *Jurnal Refleksi Edukatika*. 8(2),108-113. <https://doi.org/10.24176/re.v8i2.2348>.
- Suwardi, N. P. (2020). “*Quo vadis*” pendidikan karakter dalam Merajut Harapan Bangsa yang Bermartabat (1th ed).(W.Wahyudi Ed.) Denpasar: UNHI PRESS.
- Tan, B. P., Mahadir Naidu, N. B., & Jamil Osman, Z. (2017). Moral values and good citizens in a multi-ethnic society: a content analysis of moral education textbooks in Malaysia. *Journal of Social Studies Research*, 42(2), 1–15. <https://doi.org/10.1016/j.jssr.2017.05.004>.
- Tandlichová, E. (2003). EFL coursebook in learner-centred learning and teaching. *Theory and Practice in English Studies*, 1, 145–152.
- Usadiati, W., & Norahmi, M. (2019). Character education in english package books for islamic unior high school students. *Journal on English as a Foreign Language*, 9(2), 181–198. <https://doi.org/10.23971/jefl.v9i2.1298>.
- Ujipriyati, Muryaningsih, S., Bintaro, T.Y., (2019). Peningkatan sikap demokratis dan prestasi belajar peserta didik melalui model pembelajaran group investigation (gi) pada tema 8 kelas iva SD muhammadiyah Purwokerto. *ELSE (Elementary School Education Journal)*. 3(2), 27-34. <http://dx.doi.org/10.30651/else.v3i2.3117>.
- Winarti, M., (2019). Mengembangkan nilai nasionalisme, patriotisme, dan toleransi melalui enrichment dalam pembelajaran sejarah tentang peranan yogyakarta selama revolusi kemerdekaan. *HISTORIA: Jurnal Pendidik dan Peneliti Sejarah*. 1(1), 13-22. <https://doi.org/10.17509/historia.v1i1.7004>.

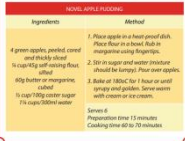


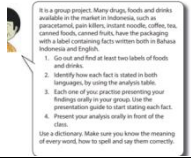
Yulianti, Dewi, D.A., (2021). Penanaman nilai toleransi dan keberagaman suku bangsa siswa sekolah dasar melalui pendidikan kewarganegaraan. *Edukasi Tematik: Jurnal Pendidikan Guru Sekolah Dasar*. 2(1), 60-70.

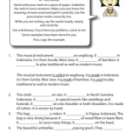


**APPENDIX 1**

**Moral Values in the Local English Textbook “English Think Globally Act Locally for Junior High School/MTs Grade IX”**


<b>MORAL VALUES</b>	<b>CHAPTER</b>	<b>DATA SAMPLE</b>	<b>PAGE</b>	<b>DATA CODE</b>
<b>Religiousness</b>	<b>Chapter 1</b>		P.4	<b>Re.LET. C1</b>
	<b>Chapter 6</b>		P.111	<b>Re.LET. C6</b>
	<b>Chapter 9</b>		P.168	<b>Re.LET.C9</b>

<b>Honesty</b>	<b>Chapter 1</b>	“Yes, it’s my dream. And I have practiced everyday for the lasttwo months with my dad”	p.4	<b>Ho.LET.C1</b>
	<b>Chapter 2</b>	“My mom was a bit angry with me because I got home too lateyesterday.....”	p.24	<b>Ho.LET.C2</b>
	<b>Chapter 6</b>	“.....Nobody was at home yesterday. I was going to the football practice.....”	p.115	<b>Ho.LET.C6</b>
	<b>Chapter 9</b>	“My father also rides on his bicycle to work....”	p.169	<b>Ho.LET.C9</b>
<b>Tolerance</b>	<b>Chapter 2</b>	"We must respect to friends who are working seriously"	p.28	<b>To.LET.C2</b>
		“The rule may not be suitable in our culture. But it may be necessary in their culture”	p.31	
	<b>Chapter 3</b>	"That's a good idea...."	p.38	<b>To.LET.C3</b>
	<b>Chapter 7</b>	“If you have any problems, come to me”	p.139	<b>To.LET.C7</b>
<b>Discipline</b>	<b>Chapter 4</b>		p.74	<b>Di.LET.C4</b>




	<b>Chapter 5</b>		p.90	<b>Di.LET.C5</b>
	<b>Chapter 10</b>		p.190	<b>Di.LET.C10</b>
<b>Hardworking</b>	<b>Chapter 2</b>	"Tom: I know I didn't do well in the exam but I will try harder next time"	p.29	<b>Hw.LET.C2</b>
	<b>Chapter 6</b>	The road workers have been working night and day to make the roads ready for the holiday season. It's midnight, and they are still <b>working</b> . Yesterday, when I went home from work, they <b>were working</b> . I'm sure, tomorrow morning when I go to work, they <b>will still be working</b> . 	p.129	<b>Hw.LET.C6</b>
	<b>Chapter 9</b>	"Now, it is clean and beautiful because the government and the people have been working hard together"	p.175	<b>Hw.LET.C9</b>
<b>Creative</b>	<b>Chapter 1</b>	"siti has just made a very beautiful handicraft from pandan leaf"	p.13	<b>Cr.LET.C1</b>
	<b>Chapter 4</b>		p.77	<b>Cr.LET.C4</b>
	<b>Chapter 6</b>	"I'm mixing the flour and the eggs for the pastry"	P.111	<b>Cr.LET.C6</b>


<b>Independence</b>	<b>Chapter 11</b>		p.210	<b>In.LET.C11</b>
	<b>Chapter 14</b>	“In your journal, write your reflection on your learning process in this chapter”	p.270	<b>In.LET.C14</b>
<b>Democracy</b>	<b>Chapter 2</b>		p.19	<b>De.LET.C2</b>
	<b>Chapter 8</b>	"I think so. Let's find them and ask them to go with us."	p.163	<b>DE.LET.C8</b>
<b>Curiosity</b>	<b>Chapter 6</b>	"Where is Edo? Usually he comes earlier than me." "Where are the others? They are not having lunch now?"	p.110 p.112	<b>Cu.LET.C6</b>
	<b>Chapter 11</b>		p.208	<b>Cu.LET.C11</b>



<b>Nationalism</b>	<b>Chapter 3</b>	"She will sing in the celebration of the Kartini Day"	p.14	<b>Na.LET.C3</b>
	<b>Chapter 9</b>	"On the Independence Day his town got the Adipura award because it is the cleanest town in the province."	P.175	<b>Na.LET.C9</b>
<b>Love homeland</b>	<b>Chapter 1</b>	"I will take part in the bike race to celebrate the Independence Day."	p.6	<b>Lh.LET.C1</b>
	<b>Chapter 8</b>	"They have donated a lot of money, things, and gifts to the orphanage" "She has taught the young children to read and write."	p.151 p.152	<b>Lh.LET.C8</b>
<b>Appreciation</b>	<b>Chapter 1</b>		p.3	<b>Ap.LET.C1</b>
	<b>Chapter 8</b>	"Wow! That's amazing. I've never thought of that before...."	p.157	<b>Ap.LET.C8</b>



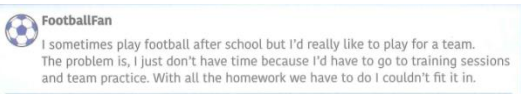
<b>Friendship / being communication</b>	<b>Chapter 1</b>	"you will represent this class for the story-telling competition of our school next month"	p.2	<b>Fr.LET.C1</b>
	<b>Chapter 8</b>	<p>Siti: "I think Riri is the most interesting orphan I <b>have ever known</b>. She is not the oldest of all the children there, but she is very mature. Unfortunately, I didn't have a chance to talk to her personally. Can you tell me how she <b>has come</b> to the orphan home?"</p> <p>Dayu: "Well, I don't know much about her either, because I <b>have met</b> her only three times. What I know is that she was an only child. Her father died when she was a baby, and her mother eight years ago. She's <b>been</b> an orphan for eight years, but she's <b>lived</b> in the orphanage for only six years now."</p> <p>Udin: "Why doesn't she live with her grandparents?"</p> <p>Dayu: "They both <b>have passed</b> away. Her grandfather died even before she was born, and her grandmother died six years ago."</p> <p>Beni: "Does she not have any uncles or aunts to take care of her?"</p> <p>Dayu: "She has an uncle, her mother's brother. Two months after her grandmother's death he sent Riri to the orphanage."</p> <p>Lina: "Why doesn't she live with him instead?"</p>	p.147	<b>Fr.LET.C8</b>
<b>Peace loving</b>	<b>Chapter 2</b>	<p>Beni: "Why don't we go back to SMP Sumbur Binu tomorrow to look closely at their wall magazine." We will know what kinds of texts are published there."</p> <p>Edo: "I agree with Beni. We will also look at the layout and the decoration. Do you remember the color of the background?"</p> <p>Lina: "Sorry, I don't. What if we just ask for their permission to take a picture of the magazine?"</p> <p>Siti: "I think the best thing to do is to meet the team who manages the magazine."</p> <p>Udin: "I agree with Siti. We can ask them a lot of questions."</p> <p>Dayu: "I think they will be happy to help us start our wall magazine."</p> <p>Dayu: "That's a very good idea. We need their help to plan our wall magazine."</p>	p.12	<b>PI.LET.C2</b>
	<b>Chapter 3</b>	"That's a good idea. The closest drug store is quite far from here"	p.38	<b>PI.LET.C3</b>
<b>Reading Interest</b>	<b>Chapter 5</b>	"Let's read the recipes together, one by one. First, listen to me carefully"	P.80	<b>Ri.LET.C5</b>

	<b>Chapter 6</b>	 <p>Now I know that reading novels is Siti's hobby. When I saw her in the canteen, she <b>was reading</b> a novel, now she <b>is reading</b> a novel. And, I'm sure when I meet her next time, she <b>will be reading</b> a novel, too.</p>	p.130	<b>RI.LET.C6</b>
<b>Environment Awareness</b>	<b>Chapter 1</b>	 <p>Lita: Mum, I have cleaned up my room. Mum: Good job! It looks tidy now, well it is now it.</p>	p.11	<b>Ea.LET.C1</b>
	<b>Chapter 2</b>	"Don't you think that our library looks dirty and messy? Let's do something to make it more tidy."	p.23	<b>Ea.LET.C2</b>
<b>Social Care</b>	<b>Chapter 1</b>	"Mr. Sidin is sick and has been in hospital for two days. Why don't we go and see him this afternoon".	p.24	<b>Sc.LET.C1</b>
	<b>Chapter 3</b>	 <p>Siti: Hi Deyu, how are you? Mr. Ahmad said you were not in class today because you have diarrhea. Have you taken any medicine yet? Deyu: Yes, I have. But it only helps a little. Siti: Maybe you just have to take some rest in order to get well soon. Just <b>stay in bed</b> to let the medicine work to ease your diarrhea.</p>	p.37	<b>Sc.LET.C3</b>


<b>Responsibility</b>	<b>Chapter 6</b>	"I went to your house around ten yesterday to return your magazine, but the door was closed"	p.115	<b>Re.LET.C6</b>
	<b>Chapter 9</b>	 <p>"Sakia is the eldest of four children in her family. She does the chores and takes care of her younger sisters and brother all the time. But she can always finish her homework, and she always gets good marks. She can manage her time very well."</p>	p.178	<b>Re.LET.C9</b>


## APPENDIX 2

### Moral Values in International Textbook “Cambridge Global English for Junior High School Grade 9”




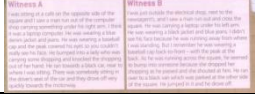
MORAL VALUES	CHAPTER	DATA SAMPLE	PAGE	DATA CODE
Religiousness	Chapter 1		P.8	Re.IET. C1
	Chapter 2		P.16	Re.IET. C2
Honesty	Chapter 1	“No, I haven’t. Mum! Sara’s just accused me of drinking all the juice.	P.11	Ho.IET.C1
	Chapter 4	“I wasn’t hurt when I fell off the horse. I was just embarrassed/ embarrassment”	p.34	Ho.IET.C4
	Chapter 6		p.49	Ho.IET.C6


<b>Tolerance</b>	<b>Chapter 1</b>		p.12	<b>To.IET.C1</b>
	<b>Chapter 11</b>	“ My teacher says that even when I don’t know something, I can always come up with answer”	p.89	<b>To.IET.C11</b>
	<b>Chapter 14</b>		p.97	<b>To.IET.C14</b>
<b>Discipline</b>	<b>Chapter 3</b>		p.24	<b>Di.IET.C3</b>
	<b>Chapter 9</b>		p.75	<b>Di.IET.C9</b>

	<b>Chapter 16</b>	<p>4 Read the text again. Match each of the following headings to a paragraph.</p> <ul style="list-style-type: none"> <li>a By using certain colours, painters can sell their work for more money.</li> <li>b Colour does not exist in the external world.</li> <li>c It is thought that emotions are stimulated by certain colours.</li> <li>d Some animals are better than humans at seeing colours.</li> <li>e Some people can see more colours than others.</li> </ul> <p>5 Work in pairs. Read the text once more. Then close your book. Which of the facts can you remember? Tell your partner.</p> <p>6 Complete these sentences using one of the following conjunctions followed by the verb in brackets in the -ing form.</p>	p.129	<b>Di.IET.C16</b>
<b>Hardworking</b>	<b>Chapter 1</b>	<b>"What we need is hard work"</b>	p.29	<b>Hw.IET.C1</b>
	<b>Chapter 5</b>	<p>When Lady Mary returned to England, she persuaded doctors to test the method on six prisoners who were promised their freedom if they agreed. All the prisoners survived and were released. After leaving prison, one was exposed to two children with smallpox and he was found to be immune to the disease. After the two daughters of the Prince of Wales were inoculated, the process became widely used in Britain. But despite the success of inoculation, there were still risks. First, because inoculating with too little of the infected material did nothing, while too much overwhelmed the immune system. Second, inoculated people were temporarily carriers of smallpox and could infect others. It wasn't until Edward Jenner's use of cowpox to inoculate people against smallpox that the process became safe, providing immunity without risk of infection.</p>	p.45	<b>Hw.IET.C5</b>
	<b>Chapter 16</b>	<b>"She worked hard extremely so she deserved do well"</b>	p.135	<b>Hw.IET.C16</b>
<b>Creative</b>	<b>Chapter 2</b>	<p>The history of the polo shirt</p> 	p.18	<b>Cr.IET.C2</b>

	<b>Chapter 12</b>		p.98	<b>Cr.IET.C12</b>
<b>Independence</b>	<b>Chapter 10</b>	<p>1 Listen again. Then answer these questions.</p> <p>1 What did the speaker say about the exam results? She said that they were the best they'd ever had.</p> <p>2 What did she say about the progress in Maths, English and Science? She said...</p> <p>3 What did she say about the school play?</p> <p>4 What did she say about swimming at the inter-schools sports event?</p> <p>5 Why was she pleased that students had taken part in community events?</p>	p.81	<b>In.IET.C10</b>
	<b>Chapter 15</b>	<p>1 Complete the sentences with a suitable verb in the present.</p> <p>1. He's working <u>hardly</u> the working time.</p> <p>2. Precious or 'new' ... <u>is made</u> by artists and groups of like-minded ...</p> <p>3. The traditional gift ... <u>is often</u> ...</p> <p>4. In Rome, Rome ... <u>is often</u> ...</p> <p>5. To mark the occasion, a ceremony ... <u>is held</u> every year on 12 November.</p> <p>6. Being gentle ... <u>is essential</u> for those who play by the sea.</p> <p><b>Vocabulary</b></p> <p>2 Match the verbs and the nouns to make collocations associated with engagement and marriage. Look back to the text in Exercise 1 to help you.</p> <p>1. to meet an engagement 2. to break ... ring 3. to hold ... an engagement 4. to propose ... marriage 5. to exchange ... a date</p>	p.121	<b>In.IET.C15</b>
<b>Democracy</b>	<b>Chapter 9</b>	<p>There has been a lot of discussion recently about whether mobile phones should be banned in schools. There is evidence to suggest that there should be a ban but there are also reasons for allowing students to have access to mobile phones.</p>	p.75	<b>De.IET.C9</b>
<b>Curiosity</b>	<b>Chapter 8</b>	"Why is water essential for life?"	p.62	<b>Cu.IET.C8</b>
	<b>Chapter 9</b>	"The fewer the facts, the stronger the opinion, what do you think this means?"	P.74	<b>Cu.IET.C9</b>
	<b>Chapter 11</b>	"In the age of the internet, do we still need teachers? Give your reasons"	p.88	<b>Cu.IET.C11</b>



<b>Nationalism</b>	<b>Chapter 2</b>			p.14	<b>Na.IET.C2</b>
	<b>Chapter 18</b>			p.144	<b>Na.IET.C18</b>
<b>Love homeland</b>	<b>Chapter 5</b>			p.45	<b>Lh.IET.C5</b>
	<b>Chapter 17</b>			p.141	<b>Lh.IET.C17</b>
<b>Appreciation</b>	<b>Chapter 4</b>	<b>"We really appreciated their friendly..."</b>		p.38	<b>Ap.IET.C4</b>

	<b>Chapter 6</b>	My friend Malik is amazing. He's good at all his school subjects and he's brilliant at sport. He spends a lot of time helping his parents in their shop and he manages to get all his homework done on time. I don't know how he does it!	p.49	<b>Ap.IET.C6</b>
	<b>Chapter 13</b>	." Good news, she won! We're very proud of her"	p.113	<b>Ap.IET.C13</b>
<b>Friendship/ being communication</b>	<b>Chapter 5</b>		p.44	<b>Fr.IET.C5</b>
	<b>Chapter 14</b>	<b>Speaking and writing</b> 3 Work in pairs. Discuss what you think the proverbs above mean. <b>Partner A:</b> Birds of a feather flock together. What do you think that means? <b>Partner B:</b> I think it means that people who like the same things usually get on well together. <b>Partner A:</b> And perhaps enjoy spending time with each other. <b>Partner B:</b> Yes.	p.114	<b>Fr.IET.C14</b>
<b>Peace Loving</b>	<b>Chapter 11</b>	"We've been learning some poems by heart. I've really enjoyed it. There was one called "Let no one steal your dreams". It was the best ever!" Fatima	p.92	<b>Pl.IET.C11</b>

	<b>Chapter 12</b>	<p>3 A: The cake was delicious. Could I have another piece? B: Of course. (help)</p> <p>4 A: Oh no. Did you fall off your bike?</p>	p.103	<b>PI.IET.C12</b>
<b>Reading Interest</b>	<b>Chapter 14</b>	“ Read the magazine article. Describe what’s happening in two pictures”	p.112	<b>Ri.IET.C14</b>
	<b>Chapter 17</b>	<p>5 Read the newspaper extracts. Two of the crimes were featured in the reports you heard in Exercise 3. Which are they?</p> <p>A 24-year-old man appeared in court yesterday charged with assaulting a teenager and stealing a mobile phone at the Shopping Centre on 24 June. He pleaded guilty to six similar charges of obtaining money and other valuables from members of the public. He was sentenced of seven years of theft and sentenced to six months in prison.</p> <p>A 21-year-old man appeared at National Magistrates Court accused of breaking into a van in Newport and driving it at high speed around the inner-city ring road. He was fined £200 for speeding and given two months community service.</p>	p.137	<b>Ri.IET.C17</b>
<b>Environment Awareness</b>	<b>Chapter 7</b>		p.58	<b>Ea.IET.C7</b>
<b>Social Care</b>	<b>Chapter 1</b>	"she offered to carry his shopping"	p.12	<b>Sc.IET.C1</b>
	<b>Chapter 8</b>	<p>1771</p> <p>In 1771, Richard Arkwright set up a large water-powered mill to drive a cotton-spinning machine which was known as the Water Frame. Up to then, people had been working in their homes, spinning cotton by hand. But Arkwright brought the workers together in one place. He built cottages for them close to his mills. He welcomed large families so that women and young children could work in his factories.</p>	p.65	<b>Sc.IET.C8</b>

<b>Responsibility</b>	<b>Chapter 6</b>	My friend Malik is amazing. He's good at all his school subjects and he's brilliant at sport. He spends a lot of time helping his parents in their shop and he manages to get all his homework done on time. I don't know how he does it!	p.49	<b>Re.IET.C6</b>
	<b>Chapter 11</b>	"we need to give our project to the teacher tomorrow"	p.101	<b>Re.IET.C11</b>

**Note :**

**Re : Religiousness**

**Lh : Love Homeland**

**Ho : Honesty**

**Ap : Appreciation**

**To : Tolerance**

**Fr : Friendship**

**Di : Discipline**

**Pl : Peace Loving**

**Hw : Hardworking**

**Ri : Reading Interest**

**Cr : Creative**

**Ea : Environment Awareness**

**In : Independence**

**Sc : Social Awareness**

**De : Democracy**

**Re : Responsibility**

**Cu : Curiosity**

**Na : Nationalism**

APPENDIX 3

FORM K 1



MAJELIS PENDIDIKAN TINGGI  
 UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
 FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
 Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
 Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Yth : Bapak/Ibu Ketua & Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Tia Widari  
 NPM : 1802050069  
 Program Studi : Pendidikan Bahasa Inggris  
 IPK Kumulatif : 3,68 IPK = 3,68

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Moral Values Representation in ELT Textbook : A Comparison of Locally and Internasionaly Published Textbooks	
	An Analysis of Derivational and Inflectional Morphemes in Line Webtoon	
	Analysis The Reading Comprehension Question of English Skill The Future Textbook According to Bloom's Taxonomy	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2022  
 Hormat Pemohon,

Tia Widari

- Dibuat Rangkap 3 :
- Untuk Dekan/Fakultas
  - Untuk Ketua/Sekretaris Prodi
  - Untuk Mahasiswa yang bersangkutan

## APPENDIX 4



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

FORM K 2

—Kepada Yth : Bapak/Ibu Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Tia Widari  
NPM : 1802050069  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

*Moral Values Representation in ELT Textbook : A Comparison of Locally and Internationally Published Textbooks*

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Yenni Hasnah, S.Pd, M.Hum.  
Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, Maret 2022  
Hormat Pemohon,

Tia Widari

Dibuat Rangkap 3 :  
- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Prodi  
- Untuk Mahasiswa yang bersangkutan

## APPENDIX 5



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
Jl. Mukhtar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 556 /II.3-AU/UMSU-02/F/2022  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Tia Widari  
NPM : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Moral Values Representation in ELT Textbook : A Comparison of Locally and Internationally Published Textbooks.

Dosen Pembimbing : Yenni Hasnah, S.Pd, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 4 Maret 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.


Medan, 01 Sya'ban 1443 H  
04 Maret 2022 M



Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing
  4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR

## APPENDIX 6








 **MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

---

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ


**BERITA ACARA BIMBINGAN PROPOSAL**

Nama : Tia Widari  
NPM : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbooks  
Nama Pembimbing : Yenni Hasnah, S.Pd., M.Hum.

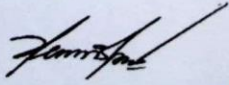
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
04-02-2022	Consulting research title	
21-02-2022	Approving research title	
16-03-2022	Chapter 1	
10-06-2022	Chapter 1-3, References	
18-06-2022	Chapter 1-3, Table of Contents, References	
19-06-2022	Chapter 1-3, Table of Contents, References	
2006-2022	Approving proposal for seminar	

Medan, Juni 2022

Diketahui/Disetujui,  
Ketua Prodi Pendidikan Bahasa Inggris

  
**Pirman Ginting S.Pd., M.Hum**

Dosen Pembimbing

  
**Yenni Hasnah, S.Pd., M.Hum.**



## APPENDIX 7



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### PENGESAHAN PROPOSAL

Panitia Proposal Penelitian Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara Strata-1 bagi :


Nama Lengkap : Tia Widari  
N P M : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbooks

Dengan diterimanya proposasl ini, maka mahasiswa tersebut dapat diizinkan untuk melakukan riset di lapangan.

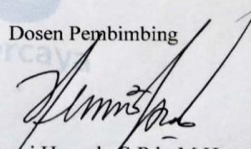
Medan, 05 Juli 2022

Disetujui oleh :

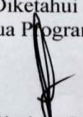
Dosen Pembahas

  
Muhammad Arifin, S.Pd., M.Pd

Dosen Pembimbing

  
Yenni Hasnah, S.Pd., M.Hum

Diketahui oleh  
Ketua Program Studi

  
Pirman Ginting, S.Pd., M.Hum

## APPENDIX 8



Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website : <http://fkip.umsu.ac.id> E-mail : [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 1432 /II.3-AU/UMSU-02/F/2022 Medan, 21 Dzulhijjah 1443 H  
Lamp : --- 19 Juli 2022 M  
Hal : Permohonan Riset

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di  
Tempat

*Bismillahirrahmanirrahim*  
*Assalamualaikum Wr. Wb.*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak untuk memberikan izin kepada mahasiswa kami untuk melakukan penelitian/Riset di Pustaka yang Bapak pimpin, Adapun data mahasiswa kami tersebut sebagai berikut :

Nama Lengkap : Tia Widari  
NPM : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbook.

Demikian hal ini kami sampaikan. Atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin




Dekan  
  
**Dra. Hj. Syamsuurnita, M.Pd**  
NIDN : 0004066701

\*\*Pertinggal\*\*



## APPENDIX 9

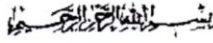
  
**UMSU**  
Unggul | Cerdas | Berprestasi  
Bila menuntut ilmu, kita harus berfikir  
tentu dan tanggap

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT. PERPUSTAKAAN**

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 00059/LAP.PT/IX.2018  
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567  
• <http://perpustakaan.umsu.ac.id> • [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id) • [perpustakaan.umsu](https://www.perpustakaan.umsu.ac.id)

---

**SURAT KETERANGAN**  
Nomor : 1663 /KET/IL3-AU/UMSU-P/M/2022



Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara  
dengan ini menerangkan :

**Nama** : Tia Widari  
**NIM** : 1802050069  
**Univ./Fakultas** : UMSU/Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris


adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi  
dengan judul :

*“Moral Values Repestantation In ELT Textbook : A Comparison Of Locally and Internationally  
Published Textbooks”*


Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya

Medan, 28 Muharram 1444 H  
26 Agustus 2022 M

Kepala UPT Perpustakaan

  
**Muhammad Arifin, S.Pd, M.Pd**

## APPENDIX 10

**UMSU**  
Unggul | Cerdas | Terpercaya  
Bila menandatangani surat ini, agar ditandatangani nomor dan tanggalnya.

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**UPT. PERPUSTAKAAN**

Terakreditasi A Berdasarkan Keputusan Perpustakaan Nasional Republik Indonesia No. 000/59/LAP/PT/IX/2018  
Pusat Administrasi : Jalan Kapten Mukhtar Basri No. 3 Medan 20238 Telp. (061) 66224567  
• <http://perpustakaan.umsu.ac.id> ✉ [perpustakaan@umsu.ac.id](mailto:perpustakaan@umsu.ac.id) • [perpustakaan\\_umsu](https://www.perpustakaan.umsu.ac.id)

**SURAT KETERANGAN**  
Nomor : 2011 / KET/II.3-AU /UMSU-P/M/2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan hasil pemeriksaan data pada Sistem Perpustakaan, maka Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :


**Nama : Tia Widari**  
**NPM : 1802050069**  
**Fakultas : Keguruan dan Ilmu Pendidikan**  
**Jurusan : Pend. Bahasa Inggris**

Telah menyelesaikan segala urusan yang berhubungan dengan Perpustakaan Universitas Muhammadiyah Sumatera Utara Medan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 12 Safar 1444 H.  
8 September 2022 M.

**Kepala UPT Perpustakaan**

  
**Muhammad Arifin, S.Pd, M.Pd**

## APPENDIX 11



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



### BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Tia Widari  
N.P.M : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Moral Values Representation in ELT Textbook: A Comparison of  
Locally and Internationally Published Textbooks

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20-08-2022	Research Data	
25-08-2022	Research Data Display	
26-08-2022	Research Data Display	
05-09-2022	Chapter IV : Findings and Data Analysis	
09-09-2022	Chapter IV: Findings, Data Analysis and Discussion	
13-09-2022	Chapter IV: Findings and Discussion Chapter V : Conclusion and Suggestion	
16-09-2022	Abstract, Acknowledgements, Chapter I-V, References, and Appendices	
17-09-2022	Approving thesis to proceed on the green table exam	

Diketahui oleh:  
Ketua Prodi

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 17 September 2022  
Dosen Pembimbing

(Xenni Hasnah, S.Pd, M.Hum)

## APPENDIX 12



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website : <http://www.fkip.umsu.ac.id> E-mail : [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### SURAT PERNYATAAN

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

Assalamualaikum Warahmatullahi Wabarakaatuh

Saya yang bertandatangan dibawah ini :

Nama : Tia Widari  
N P M : 1802050069  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : Moral Values Representation in ELT Textbook: A Comparison of Locally and Internationally Published Textbooks

Dengan ini saya menyatakan bahwa :

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong plagiat
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 05 Juli 2022  
Hormat saya  
Yang membuat pernyataan



Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Pirman Ginting S.Pd., M.Hum

## APPENDIX 13

### CURRICULUM VITAE

Name : Tia Widari

Place/Date of Birth : Lubuk Saban/ November, 17<sup>th</sup> 2000

NPM : 1802050069

Majoring : English Education

Gender : Female

Religion : Moslem

Status : Single

Address : Lubuk Saban, Pantai Cermin, Serdang Bedagai.

Phone Number : 085270171503

Email : [tianayla1724@gmail.com](mailto:tianayla1724@gmail.com)

Education :

- 2006-2012 : Elementary School at SDN 104275 Lubuk Saban
- 2012-2015 : Junior High School at SMP Negeri 1 Pantai Cermin
- 2015-2018 : Senior High School at SMA Negeri 1 Pantai Cermin
- 2018-2022 : English Education Department, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatra Utara

Hobby : Watching, Especially K-Drama

Father's Name : Dedi

Mother's Name : Nurhaidah

Address : Lubuk Saban, Pantai Cermin, Serdang Bedagai