

The Analysis of Moral Value in Narrative Text of Senior High School English Textbooks

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ABSTRACT

A moral value study is necessary to be taught to students. One way to teach moral values is through literary works such as narrative texts. In this study, the Senior High School English textbooks published by The Ministry of Education and Culture and PT. Grafindo Media Pratama were evaluated on the moral principles provided in their narrative passages. A content analysis design was used in this investigation. The data was derived from seven narrative passages contained in English textbooks. The data were gathered by using a documentation method. The data collection, interpretation, and conclusion were the steps in the data analysis process. This study concentrated on the five moral values criteria listed by Linda and Eyre (2013): kindness, love and affection, honesty, respect, and courage. The study discovered that the virtue of kindness dominated the story texts, while respect was mentioned the least overtly. Furthermore, more study was needed to determine the efficacy of the school's environment in establishing values of morality.

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1. INTRODUCTION

Students must comprehend the value of morality. Additionally, students are expected to master appropriate morals and behavior in addition to cognitive competence in this 21st-century learning environment. Human responsibility in social life is tied to moral values (Sanjaya & Rusmana, 2017). Moral value is a personal standard for determining what is wrong or right and good or bad. In the opinion of Widyaningrum et al. (2021), a moral value is a collection of wished-for qualities or characteristics that aids one in distinguishing between good and wrong behaviors in life. The explanation above makes it evident that morality acts as a norm or guiding principle for the development of human behavior in daily life.

However, senior high school kids tend to be the ones that are found acting inappropriately due to puberty. There were 541 instances of bullying and brawling among students, according to the most recent Simfoni PPA (*Sistem Informasi Online Perlindungan Perempuan dan Anak*) study. It suggests that some senior high school students still engage in undesirable activities. It is in contrast with learning goals that demand students to have good morals and behavior. Some things can be done to teach or stimulate the students to carry out good deeds. One of them is moral value learning in narrative text.

One category of literary works is the narrative text. Other than for pleasure, a narrative text's goals may include provoking thought, imparting knowledge, or arousing the audience's emotions (Anderson & Anderson, 2003). Thus, one of the functions of a narrative text is to impart moral ideals, lessons, and messages to the readers. Both junior high school and senior high school students study narrative texts. Moral principles ought to be present in the narrative texts. It is believed that by reading narrative texts, students can learn moral principles they can use in their own lives.

Thus, it is crucial to instill moral values in our schooling. The curriculum used in schools can either convey moral teaching subtly or explicitly. Through moral education, teachers may choose to support these values in the classroom (Cubukcu, 2014). Again, research on moral value-based education is crucial and of the biggest significance to solve all of these growing moral crises among our students and learners, improve the level of our national education, and realize its greatest objectives. Analyzing textbook content, especially narrative resources that instill moral ideas, is one of the true tasks.

Study on moral value has been widely done by other researchers. Mahendra & Amelia (2022) uncovered the categories of moral values John Green is attempting to express in *The Fault in Our Stars* novel and used the theory of Universal Moral Values by Kinnier et. al with four main moral values to understand its meaning. The study's findings indicate that the moral principles included in the book can be divided into three groups: (1) devotion to a cause bigger than oneself; (2) respect for oneself, but with humility, self-control, and acceptance of personal responsibility; and (3) consideration for others. However, the moral value that is missing from the novel is: (4) Caring for other living things and the environment. It suggests that John Green included moral ideals in the book more so than the interpersonal interactions and personal lives of the individuals to instill in the readers a sense of morality, a desire to treat others well, and a belief in a higher power.

The moral principles in O. Henry's short story "The Last Leaf" were the subject of another research by Eripuddin & Rahayu (2020). This study employed the descriptive qualitative technique. Following analysis, the researcher discovered some moral principles, including accountability, fairness, kindness, and belief. A similar study by Wulandari & Lismayanti (2019) identified moral value in the story of Bangbang Teja in Balamut of Gusti Jamhar Akbar. This study investigated a traditional short story named Lamut, kind of like folklore from Banjar.

Apart from novels and short stories, movies have been investigated as well in this kind of study. The moral principles of the film "47 Ronin" were examined by Johardianto et al. (2018). The study's conclusions indicate that the movie "47 Ronin" has the following moral values: kindness, tolerance and acceptance, self-confidence, determination, honesty, optimistic attitude, patience, initiative, courage, motivation, and self-respect. The author of this thesis believes that the viewers and readers will find these ideals helpful as a guide for living.

Susanti (2016) looked into the moral implications of the narrative texts found in the junior high school English textbook. Twenty narrative texts that were evaluated had sixteen moral ideals, according to her. They exhibit qualities such as sincerity, honesty, modesty, affection, discipline, frugality, no surrender, justice, optimistic thinking, independence, peace, tolerance, emotional control, responsibility, creativity, hard work, and cooperation. This research will be done to investigate whether the narrative text in senior high school textbooks provides the moral lessons that are essential for behavior building.

Those studies proved that research on moral values has been extensively researched. Those studies focused on analyzing the moral values found in novels, short stories, movies, also textbooks. This research also investigates the moral value found in English textbooks. This study exposed moral values in senior high school English Textbooks. In light of the aforementioned context, the researchers analyzed the moral values presented in an English textbook to encourage students to behave well and make wise decisions. The research question can be defined as What are the moral values identified in narrative texts of senior high school English textbooks?

2. METHOD

2.1 Research Design

This study used a descriptive qualitative approach. In addition, content analysis was the method used in this study. It is a technique for arriving at verifiable conclusions regarding the conditions in which texts (or other key material) were employed, as implied by Krippendorff (2004). Additionally, Neuendorf (2002) outlined how content analysis is just the methodical, impartial, quantitative analysis of message characters. It might be used to examine a variety of media, including books, newspapers, radio news, TV commercials, and many other publications.

2.2 Source of Data

The narrative texts of two English textbooks for senior high school students in grades X and XI, one published by the Ministry of Education and Culture and the other by PT. Grafindo Media Pratama served as the major research resource. There were 7 narrative texts found in those books. The 7 narrative texts will be analyzed to investigate the moral value of the texts.

Table 1. Narrative Text in the Textbook

| No. | Title of Narrative Text | Book |
|-----|-----------------------------|---|
| 1. | Issumboshi | Bahasa Inggris Kelas X Kementerian Pendidikan dan Kebudayaan Republik Indonesia Edisi Revisi 2017 |
| 2. | The Legend of Malin Kundang | |
| 3. | Strong Wind | |
| 4. | Little Red Riding Hood | English Skills for The Future Kelas XI PT. Grafindo Media Pratama Kurikulum 2013 (Edisi Revisi) |
| 5. | The Ignorant Man | |
| 6. | The Little Match Girl | |
| 7. | The Wolf and The Crane | |

2.3 Data Collecting and Analyzing Techniques

Additionally, this study employed documentation methods to get its data. Books, transcripts, newspapers, notebooks, and other types of written material are all acceptable sources for document analysis. Additionally, because the researcher solely examines the moral significance of narrative texts, documentation may serve as the primary tool for content analysis when using a qualitative method (Ayub, 2019). The data-gathering method employed in this study, which is based on the requirement for analysis, is the documentation technique. According to Bowen (2009), the documentation technique is used to gather proof of the study's findings. This method of data collecting seeks to extract the required information from the narrative texts. Documentation may be cited as proof of an analysis's findings. The following are the processes in the primary data collection for this study: (1) The writers attentively read the narrative texts; (2) The writers provide marks to sentences, narrations, or dialogues in the texts that they believe have moral significance. (3) The authors compile a list based on moral standards.

The researcher adopted the following theory of data presentation analysis from Cresswell (1998) for the data analysis method. The processes are (1) Gathering and compiling data of morally uplifting narrations or dialogue from the texts. (2) The interpretation process involves connecting the findings of the study of moral values to the secondary data as further information to complete the interpretations. (3) Concluding and presenting the evidence. The authors used a narrative account to show the outcome of their interpretation.

Afterward, considering the numerous theories and concepts related to moral values, this study focused on the moral values criteria stated by Linda and Eyre (2013) as follows:

- **Honesty**
Honesty is defined as the congruence between what is said or done and the action. Honesty indicates that the facts are consistent and that there is nothing to conceal. It is the internal fortitude and certainty that result from innate sincerity, dependability, and integrity. Since speaking is only one component of the communication process or compatibility with reality or fact, Johnson and Phillips (2003) contend that honesty covers more than just telling the truth.
- **Courage**
Courage is defined as the capacity to confront a circumstance and provide a compassionate decision. The capacity to influence others, the strength to say "no," and the determination to do something difficult that is valuable are all characteristics of courage. Lopez et al. (2003) define bravery as the act of expressing one's thoughts and aspirations for the greater good despite opposition and criticism.
- **Respect**
Respect implies accepting someone for who they are, even if they are different from you or have different opinions than you. Respect enhances emotions of safety, security, and well-being in your interactions. Respect may be learned, it does not have to occur instinctively.
- **Love and affection**
Individuals see love as a profound, meaningful sensation. It's difficult to express in words; it manifests as attention and action. Love is the most profound manifestation of yearning and feeling, whereas affection is a human instinct. It is defined as a person's sentiments of love for them.
- **Kindness**
Caring for something is a quality of kindness. Kindness is an attitude that prefers to comprehend a situation rather than try to solve it. It also has to do with how someone acts, such as by smiling and extending a kind welcome.

3. RESULT AND DISCUSSION

Based on the analysis, some form of moral worth was discovered. The writer simply shows the statistics that reflect the major finding in this part, which are honesty, courage, respect, love and compassion, and kindness. In the textbook series, it was discovered that kindness is the most significant virtue, followed in order by three other moral qualities, namely love and affection, honesty, and courage. However, the value of respect is included at the very least explicitly in the stories provided in the English textbooks. Kindness was covered in 5 narrative texts out of seven investigated. Love and affection were covered in 3 narrative texts out of seven. Honesty and courage were covered in 2 narrative texts out of seven analyzed. Meanwhile, respect is covered in only a text out of seven. The detailed explanation of the representative main data can be seen as follow:

Table 2. Types of Moral Values in the Textbook

| No. | Types of Moral Value | Context | Transcript | Analysis |
|-----|----------------------|--|---|---|
| 1. | Honesty | In our world, there is a great deal of evil and wickedness. Deenu pondered the route leading to righteousness and truth. He questioned the fish about where he could find honesty. | "O kind man!" the fish cried. Bring me some water to drink first. Deenu was taken aback. You live in water, he replied. But you still desire a sip of water. How peculiar!" | Truth, piety, and honesty reside in a man's heart. An ignorant man will look for it outside. So, instead of aimlessly roaming, search within yourself to discover the truth. |
| 2. | Kindness | A wolf had a bone stuck crosswise to his throat. He asked the crane to help him by offering a reward. | As you can expect, the crane was apprehensive about sticking her head down the wolf's throat, but she did what the wolf instructed. | This story contains kindness value because it can be seen that the crane is willing to help the wolf. However, it was done because of a reward. So, it would be better if kindness are done selflessly. |
| 3. | Respect | This legend tells of Malin Kundang who migrates to the city and becomes successful and wealthy, but when he returns to his hometown he does not even recognize and is rude to his poor mother. | When his mother approached him, Malin Kundang refused and yelled at her, "Enough, old woman! I've never had a mother like you, a filthy and unattractive lady!" | From this story, we learn that no matter how someone looks and what they are, we still have to respect and value them. |
| 4. | Courage | Issumboshi is small like a little finger child who never grew bigger. | One day, Issumboshi said, "I will go to the capital to study and become a respectable person." | We can see that even though Issumboshi is very small in stature and is often ridiculed and considered unable to do anything, he still has the courage and enthusiasm to keep learning and become successful and respected by many people. |
| 5. | Love and Affection | Little Red Riding Hood was asked by her mother to go to her sick grandmother's house. | "See your grandmother." She's been sick, so bring this basket for her. I put eggs, butter, cake, and other delectables in it." | This story describes the love of a child to his mother. Love can be seen in the care of little red riding hood's mother to her grandmother who is sick. |

Based on the findings, kindness is the most value found in the textbooks. It was discovered in five out of seven narrative texts investigated. Similar results were found by Setiawan & Fahriany (2017), who found that kindness occurs the most frequently in seven distinct stories, with a frequency of 59.4% (107 times). Reading the narrative texts that are associated with this value can help students learn about it and demonstrate it. Additionally, this value is essential in terms of citizenship since a society without it would fail (Tay & Yildirim, 2009).

When it came to the narrative text types that were included in the textbook series, it was clear that a fair amount of these texts concentrated on the folklore and short story genres, as both are frequently written and/or read by readers when they look for fictional texts as (reading) learning materials or just for fun. Only one of these tales was available, even though it would make for engaging and amusing reading for young kids. Moreover, considering the current TEFL (Teaching English as a Foreign Language) trend, which stresses using local tales as a tool for learning the target language, Indonesian stories (such as its folklore or legend) should be given more importance. The students could therefore effectively express their identities and cultures in the target language while studying the foreign language by providing them with authentic and meaningful materials (Torun & Yildirim, 2014; Kilickaya, 2004).

Like all teaching and learning activities, there are typically certain impediments or challenges to successfully instilling such values in the learners. The biggest obstacle to teaching and learning narrative texts, as noted by English teachers and students, continues to be vocabulary. As a result, students found it challenging to comprehend the texts, draw moral conclusions from them, and put those conclusions into practice in their everyday lives. Isnaningsi (2023) concluded that students had difficulty understanding narrative texts, particularly when attempting to discern moral principles when the book was not translated into Indonesian, based on the answers to the questionnaire's 12th question. This was probably brought on by the kids' still-limited command of terminology. This suggests that learning a language is essential for forming moral principles. However, few students can recognize moral concepts without translating the text since they are familiar with the story's vocabulary. As a result, it can make it easy for them to recognize moral values.

Therefore, one of the things that influence how well children develop excellent character is the school's culture. The ability to successfully implant moral principles and, then produce excellent pupils, can be influenced by a positive learning environment. On the other hand, an unfavorable environment won't always ensure that students will develop good character traits; instead, it can have the opposite effect and prevent them from achieving their learning goals. Despite the positive testimonials from the English instructors and a few students about the school's culture of developing values, there are still a lot of components and features that need to be looked into to ensure the success of the development of moral values for their pupils.

In line with moral values, there are numerous categories and definitions of values. For instance, Wibowo (2001) asserts that our society generally upholds and acts upon at least four known values: moral, social, constitutional (legal), and religious values. Besides, some characteristics set moral values apart from other values. There are at least four primary traits, according to Bertens (2011). Unlike other values, moral values relate to humans as responsible creatures who can feel guilty or not while choosing a moral course of action in a specific moral difficulty or dilemma. They are also intentionally driven or designed, which means that they are an urgent plea from our conscience for us to acknowledge, share, and take prompt action on them.

Additionally, some requirements for what we refer to as moral principles were expanded upon in more detail by Sudarminta (2015). In contrast to emotivism, moral values should be: a) based on cognitive and affective considerations as a fully developed human being; b) consistently logical and flexible, composed of logical consistency and flexibility at the same time so that there may still be exceptions in some specific moral cases; and c) universal, in keeping with the second quality listed above, a good moral values theory should consider both universal and particular aspects. It should also be d) solution-oriented, and able to offer a moral resolution to a morally ambiguous issue or situation.

4. CONCLUSION

Here are a few inferences that may be made from the study's findings and analysis. First, fables and Indonesian local stories receive the least attention and inspiration from readers among the numerous forms of narratives presented in English textbooks (such as folklore/folktales, a legend, theater, and short stories). Second, it was found that kindness is the textbook series' most significant moral principle, followed in importance by the other three moral principles of love and affection, honesty, and courage. However, the stories given in the English textbooks at least openly mention the value of respect.

Based on the previous findings, various comments and suggestions might be made to improve the English textbooks' quality of content and ensure that students are successfully taught moral principles. The inclusion

of fables would make the textbooks more interesting, fun, and appealing to students. The authors of English textbooks should include a greater proportion of narrative texts, especially those from Indonesia's rich local culture that could serve as meaningful and authentic teaching materials for the students.

The moral value of respect was weak in the English textbooks under review, so it should be a primary focus to emphasize and include more stories about honesty and courage. In the framework of our national and international existence, this value is unquestionably necessary. Last, but not least, it is also advised that the school administration or teachers conduct a thorough content analysis of the current textbooks to identify their strengths and weaknesses and then take initiative measures to address those weaknesses to maximize instructional goals and, finally, improve moral education in the EFL context.

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