

Moral Values Analysis in “When English Rings a Bell for Grade VII”

Karmila Widyaningrum, Martono, Hasan Zainnuri

English Education Department
Teacher Training and Education Faculty
Universitas Sebelas Maret
Email: elzm123@gmail.com

Received: 2 May 2021

Reviewed: 5 May 2021

Accepted: 12 May 2021

Abstract

This study presents the analysis of moral values in an Indonesian EFL Textbook “When English Rings a Bell for Grade VII”. The moral values used in this study are proposed by The Ministry of Education and Culture of Indonesia, which consist of five core values namely religiosity, nationalism, independence, helping each other, and integrity. The objectives of this study are to find out (1) how the moral values are represented in the EFL textbook and (2) how those moral values are integrated in the EFL textbook. Content analysis with a qualitative approach was done to explore the moral values which are represented in the textbook. The results of this study shows that (1) the EFL textbook contains all of five core values in its content and (2) the values represented in the EFL textbook are mostly integrated implicitly rather than explicitly.

Keywords: content analysis, EFL textbook, five core values, moral values

INTRODUCTION

Moral value is a fundamental aspect in education, as one of the educational goals is the development of moral value (Lovat, 2017). Moreover, moral education in English language teaching (ELT) is approved both nationally and internationally by the considerable attention given to it. Johnston (2003) claims that ELT is “profoundly a moral undertaking”. He states that focusing on the moral dimension of ELT can produce a better learning and a better world. In the same vein, Shaaban (2005) also claims that basic values and principles in moral education enable students to develop senses of social and personal responsibilities. Thus, the establishment and development of moral education in ELT are necessary.

One way to teach moral values in ELT is by using material in the textbook. Textbooks are considered as the main source in the language learning program (Richards, 2010). From the critical pedagogy perspective, Norton and Toohey (2004) stress that materials should be created not only as instructional material, but also as appropriate materials. Thus, by conducting a critical analysis on ELT textbook which is

related to moral values, material developers and teachers can get informed on how to develop ELT materials that can assist the learners to recognize and understand their moral identities (Canh, 2017).

Several attempts have been made to investigate moral values in the EFL textbook. Canh (2017) published a study presenting the analysis of moral values embedded in the Vietnam-produced EFL Textbook for upper secondary school. From the analysis, it is revealed that moral values in Vietnam-Produced EFL Textbooks are presented thinly and implicitly. The content of the books is no longer adequate to empower learners to develop a sense of critical consciousness of moral issues in their social surroundings while improving their English.

Another attempt to investigate moral values in EFL textbooks was done by Feng (2017). His paper is aimed to investigate the representation of social values and their ontogenetic development in English as foreign language textbooks in Hong Kong by using a social semiotic approach. The result of this study shows that the social values change from the personal domain (e.g. good hygiene and healthy lifestyle), through the interpersonal domain (e.g. politeness and respect), to the altruistic concern for all mankind. In Addition, the result also suggests that the textbooks are more concerned with the didactic education of good citizens than with enhancing children's critical thinking.

In another major study conducted in 2017, Widodo (2017) published a study for analyzing values depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Book. There were several findings found in this research, they were: 1) The textbook did not focus on learning activities because the writers just list lexical items or vocabularies that depict values. 2) There is no explicit value-integrated English instruction. 3) Visual artifacts seem to be considered as value-free texts. 4) Values are presented through narrative text.

Although some research has been carried out to investigate moral values in ELT, especially in the use of EFL textbooks, only a small number of studies have attempted to investigate moral values in Indonesian context. Apart from Widodo (2017), there is a lack of research related to moral values or moral education in EFL textbooks in Indonesia.

This paper focuses on investigating moral values depicted in an EFL textbook "When English Rings a Bell for Grade VII". The objectives of this research are to investigate how moral values are represented in the textbook and to explore how moral values are integrated in an EFL Textbook "When English Rings A Bell For Grade VII".

Qualitative Content Analysis was adopted to provide investigation of moral values in the EFL textbook "When English Rings a Bell for Grade VII". Qualitative content analysis is a method for studying meaning by classifying and organising the content systematically into categories which describe topics, themes, and contexts of a message (Williamson, Given, & Scifleet, 2018). In this study, the researcher classified and organized the content of moral values into five core values stated by Kemdikbud (2017). Throughout this paper, the term "five core values" will refer to religiosity, nationalism, independence, helping each other, and integrity.

This project provided an important opportunity for the readers who are interested in moral values or moral education in ELT context to enhance the understanding of moral values in ELT material, especially in EFL textbook. Due to practical constraints, this paper cannot provide a comprehensive review of moral values from different experts.

LITERATURE REVIEW

Textbook

Textbook is a key component in most language programs which serves as the basis for language input which the learners receive and language practice conducted in the classroom (Richards, 2001). According to Graves (2000), a textbook is a published book which is used as a standard source for gaining information for formal study of certain subjects, and an instrument for teaching and learning. From students' point of view, Parrish (2004) explains that textbooks are beneficial for students because they can fulfill their needs and expectations by taking home the textbook for further study and having concrete work from the textbook. Widodo (2017) further explains that the textbook is an educational artifact which is also called a structured and enacted curriculum that guides instructional activities and tasks which are done by students and teachers. Besides educational artifacts, the textbook is also viewed as a social and cultural artifact (Gray, 2010; Xiong, 2012) which features particular beliefs, culturally appropriate values, socially accepted norms and ideologies.

Together these studies provide important insights about textbooks. Textbook is an educational, social, and cultural artifact in the form of a published book which becomes a key component in learning and teaching because it can be used for teachers as a standard source for gaining information and for students as a beneficial tool to fulfill their needs and expectations in their study.

Moral Values

A large and growing body of literature has investigated what moral value is. According to Kohlberg (1981), good moral value is a value related to the suitability of expectation and goal of human life in knowing what is good and what is wrong. This view is supported by Johnston (2003) who defines moral value as a set of principles and character traits which become a guideline for an individual to evaluate and distinguish the good and right from the bad and wrong. A bit different from Kohlberg and Johnston, Gutek (2004) explains that moral value is a general code of what constitutes good citizenship and preferred moral character for citizens.

Together, these studies outline that moral value is a set of values, desired principles, and character traits which guide someone to be able to distinguish what is good from what is bad, which can constitute a good citizenship.

Moral Education in Indonesia

Over the past decade, character or moral education have been considered very important in Indonesia. This statement is proven by the character education policy that was established in 2011 (Mambu, 2015). Indonesian government also released Perpers no. 87 tahun 2017 about Penguatan Pendidikan Karakter which identified 18 values of

national characters. These values are religiosity, honesty, tolerance, discipline, working hard, creativity, independence, democracy, curiosity, spirit of nationality, loving homeland, rewarding achievement, friendliness, loving peace, joy of reading, environmental care, social care, and responsibility. From those 18 values, the Ministry of Education and Culture of Indonesia (2017) merges all values into five main core values which reflect the actualization of Pancasila, 3 Pilar Gerakan Nasional Revolusi Mental, local wisdom values, and future challenges. These five main core values are religiosity, nationalism, independence, helping each other, and integrity.

Religiosity

Religiosity reflects people's faith in God. This value encourages people to have tolerance, love peace, be a sincere person, value friendship, avoid violence, respect each other's faith, love our surroundings, work together with people from another religion and faith, respect the differences between religions, and protect people who are less-fortunate than us.

Nationalism

Nationalism is a sense of national consciousness placing primary emphasis on promotion of its culture and interests as opposed to those of other nations. This value teaches people to obey rules, be disciplined, love our nation, respect the diversity of cultures, ethnic groups, and religions, appreciate Indonesian culture, preserve our culture, achieve achievement, and take care of our environment.

Independence

Independence encourages people to use their own strength, mind, and time to reach their hopes and dreams without relying on other people. This value is related to work ethic, toughness, motivation, professionalism, creativity, bravery and being a long-life learner.

Helping each other

Helping each other reflects behavior which values work spirit and togetherness to solve a problem. This value encourages people to respect each other, be inclusive, have commitment to reach a decision together, work together, have solidarity, have empathy, help each other, avoid discrimination, avoid violence, and promote volunteerism.

Integrity

Integrity encourages people to be a person who can be trusted in their words, actions, and works. This value teaches people about honesty, justice, good example/model, loyalty, anti corruption, moral commitment, responsibility, and truth.

RESEARCH METHOD

For this study, content analysis was done to explore moral values in the EFL textbook. Krippendorff (2004) explained that content analysis is a research technique for making replicable and valued inferences from text (or other meaningful matter) to the context of their use. Content analysis is a scientific tool which provides new insights and increases the understanding of particular phenomena, or informs practical actions.

The approach used in this content analysis is the qualitative approach. Qualitative content analysis is a method for studying meaning by classifying and organising the

content systematically into categories which describe certain topics, themes, and contexts of a message (Williamson, Given, and Scifleet, 2018). A qualitative content analysis was used to allow the researcher to classify and organize moral value content on the textbook into five core values stated by Kemdikbud (2017).

The approach used in this content analysis is the qualitative approach. Qualitative content analysis is a method for studying meaning by classifying and organising the content systematically into categories which describe certain topics, themes, and contexts of a message (Williamson, Given, and Scifleet, 2018). A qualitative content analysis was used to allow the researcher to classify and organize moral value content on the textbook into five core values stated by Kemdikbud (2017).

Content Analysis was prepared according to the procedure used by Altheide (1996), Mayring (2000), and Schreier (2012). The procedure includes:

Focusing research objectives on communication

The research problems were defined sufficiently and specifically to inform the type of communication as well as the unit of analysis within the chosen media. The unit of analysis used in this study is moral value content in the EFL textbook.

Establishing the frame of the research

The research frame shapes the view in which the analysis takes place. In qualitative content analysis, the researcher emphasizes one frame over another because it can influence the category development and analysis. This research uses the five core values by Kemdikbud (2017) as the frame of the research.

Selecting the unit of analysis

Unit of analysis is the level of communication that a researcher decides to analyse. It can be individual documents, a collection of documents, social media research cases, a collection of messages (Altheide, 1996; Scherier, 2012). In this case, reading passages, pictures, songs, conversations, and tables in the EFL textbook were selected to be the unit of analysis.

Developing content categories

The establishment of criteria categories were done by recording definitions and descriptions of categories. Mayring (2000) defines the process of category development as “feedback loop” with categories derived inductively from theoretical background of the research, formalised and applied from the top-down, while the researcher remains open to adjusting and modifying categories. Each of five core values has their own definitions and descriptions to be a clear criteria for classifying the unit of analysis.

Protocols for analysis

Qualitative content analysis can not ensure that either the original sender or the recipient of the message share the same understanding. Researchers can support the reliability of the research by providing the categories used for analysis. Category definition should involve procedures for agreement about the meaning of categories, and their use, to be evaluated by an independent party. This can be achieved by involving a second researcher as a conversant in category and content definition to confirm suitability of the categories and their use. For this study, the researcher included interviews with two English teachers and document analysis for analyzing syllabus and *Penguatan Pendidikan Karakter* website.

Performing data analysis and preparing the findings

The researcher can use more than one technique for assigning content into categories (Hsieh & Shannon, 2005). It is important in qualitative content analysis to compare and contrast key differences for verification. Developing analytical notes, descriptive summaries, illustrative examples and overview of each category is important. For performing data analysis and preparing the findings, the researcher prepared a table and descriptive summaries of each category.

RESEARCH FINDINGS AND DISCUSSIONS

Moral Values represented in an EFL textbook “When English Rings a Bell for Grade VII”

The research data shows that all of the main core values are represented in the EFL textbook. These five core values are religiosity, nationalism, independence, helping each other, and integrity. The summary of results obtained from the content analysis are presented in Table 1.

Religiosity

This EFL textbook contains 37 items (34%) of religiosity value which can be found in chapter 1 to chapter 8. These 37 items consist of 2 pictures and conversations, 3 songs, 3 pictures, 4 conversations, 7 tasks, and 18 pictures and texts. The religiosity value found in the textbook covers faithfulness to God, friendship, confidence, sincerity, loving peace, and loving the surrounding environment.

Nationalism

11 items (10%) of nationalism value were found in chapter 3, chapter 6, and chapter 7 from the textbook. These 11 items consist of 1 table, 1 text, 2 tasks, 2 pictures and conversations, and 5 conversations. The nationalism value found in the book covers the attitude of loving homeland, appreciation of Indonesian culture, discipline, and sense of achievement.

Independence

6 items (6%) of independence value can be found in the EFL textbook. They appear in chapter 3, chapter 4, and chapter 6. These 6 items consist of 1 task, 1 picture, 2 conversations, and 2 pictures and texts. The independence value found in the book covers creativity, hard work, and the attitude of a learner.

Helping each other

This EFL textbook contains 10 items (9%) of helping each other value which can be found in chapter 1, chapter 4, chapter 5, and chapter 6. These 10 items consist of 1 conversation, 2 pictures, 2 tasks, and 5 pictures and conversations. The helping each other value found in the book covers solidarity, empathy, teamwork, volunteerism, and appreciating other people's actions.

Integrity

45 items (41%) of Integrity value from the textbook were presented in chapter 1, chapter 3, chapter 5, and chapter 6. These 45 items consist of 1 text, 3 conversations, 3 pictures and texts, 4 tasks, 34 pictures and conversations. The integrity value found in the book covers a good exemplary, honesty, responsibility, and respecting each other.

Table 1. Five core values found in an EFL Textbook "When English Rings A Bell for Grade 7"

Moral value	Chapter								Frequency	Percentage
	1	2	3	4	5	6	7	8		
Religiosity	3	12	5	4	4	3	4	2	37	34%
Independence	-	-	2	1	-	3	-	-	6	6%
Nationalism	-	-	1	-	-	3	7	-	11	10%
Helping each other	2	-	-	3	3	2	-	-	10	9%
Integrity	39	-	3	-	1	2	-	-	45	41%
	Total								109	100%

How moral values are integrated into an EFL textbook "When English Rings A Bell for Grade VII"

There are two techniques for integrating moral values implicitly and explicitly (Mergler, 2008). In an EFL Textbook "When English Rings A Bell For Grade VII", it is found that 15 items (14%) are integrated explicitly and 94 items (86%) are integrated implicitly. The data findings of how moral values are integrated in the textbook can be seen in Table 2.

DISCUSSION

An initial objective of the project was to investigate how moral values are represented in an EFL textbook "When English Rings A Bell for Students Grade VII ". The specification of moral value used in this research is taken from the Ministry of Education and Culture of Indonesia, or usually called Kemdikbud. Kemdikbud (2017)

explains that there are five main core values, namely religiosity, nationalism, independence, helping each other, and integrity, which are formed from Perpres no. 87 tahun 2017 about Penguatan Pendidikan Karakter. Penguatan Pendidikan Karakter (PPK) itself is a priority program from Indonesian government for improving national education. These five core values are actualization from Pancasila, *3 Pilar Gerakan Nasional Revolusi Mental*, local wisdom values, and future challenges.

The results of this study indicates that the content of the book contains all of five core moral values. Table 1 shows that Integrity value (41%) dominated the content of moral value in this textbook. Then it is followed by religiosity value (34%), nationalism value (10%), helping each other value (9%), and independence value (6%). The results of this study indicate that the distribution of moral values are imbalanced. Although the distribution of moral values is imbalanced, the EFL textbook "When English Rings A Bell for Students Grade VII" covers all five core values, namely religiosity, nationalism, independence, helping each other, and integrity. Shabaan (2005) confirms that it is unnecessary that moral education should be related in all topics and content used to teach in an EFL program.

This finding is in agreement with Canh's (2017) findings which showed that the content analysis of Vietnamese textbooks for high school students shows a certain number of moral values immersed in the reading texts. The values found in the textbook are the Vietnamese moral value system, since the textbook itself was produced and used in Vietnam. Besides the Vietnamese moral value system, universal moral values are also found in the textbook, such as honesty, peace-loving, and cultural tolerance. In addition, the findings of the current study are consistent with those of Sidhu, Kaur, and Fook (2018) which found that various elements of moral values are presented in ELT materials and used in ESL literature classrooms. This finding can help teachers in highlighting and integrating moral values from the ELT materials.

The results of this study also fulfill what the syllabus wants. In the learning process, the syllabus is also important to accompany the textbook (Widodo, 2017). The syllabus for Junior High School Grade 7, especially in the core competence, spells out some moral values, such as religiosity (respecting and appreciating religions, confidence), nationalism (discipline), helping each other (tolerance, and caring to each other), independence (being an independent learner), and integrity (honesty, responsibility, and good exemplary). In conclusion, these values are officially approved in the national character education guidelines.

In the learning process, attitude aspects were important besides knowledge and skills. This aspect includes behavior development where students should learn about religiosity, honesty, discipline, responsibility, tolerance, helping each other, and courtesy. The learning process is expected to facilitate the students to show the expected behaviors. Besides the learning process, the evaluation process also includes attitude aspects in it. The attitude of the students are not evaluated using specific and explicit criteria, but it needs to be integrated in knowledge evaluation and skill evaluation. This is why it is important for students to be aware of the values contained in the textbook and in the learning process.

The current study found that all values and expected behaviours are found in the book. These values are integrated implicitly and explicitly in the textbook. The findings indicate that the values are mostly integrated implicitly (86%) rather than explicitly (14%). According to the interview with two Junior High School English teachers, students are mostly aware by themselves of the message in the book which are related to moral values. This might have happened because the culture known by the students is the same as or similar to the culture presented in the book (in this context Indonesian culture). For example, when students meet someone else, they should greet them as a form of courtesy. Students can relate the content of the book with their daily activities. Although students are mostly aware of the values contained in the textbook, there are also some cases when they are not aware of it. There are cases when students ignore the message of the book and make fun of it, which lead them to do something inappropriate. If something like this happens, the teacher should step in to explain and make the students realize what the right things to do are.

The present findings seem to be consistent with other research which found that the content of moral values are integrated thinly and implicitly (Canh, 2017). Widodo's (2017) study about values depicted in the Indonesian EFL textbook "Pathway To English For Senior High School Grade X" also shows that values found in the visual artifacts are presented implicitly that both students and teacher may not realize and be aware of the values. Finding these values is intended to enhance and build student and teacher awareness of the value.

CONCLUSION AND SUGGESTION

The purpose of the current study was to analyze moral values in an EFL textbook entitled "When English Rings A Bell for Grade 7", a textbook published by the Ministry of Education and Culture of Indonesia. The moral values used in this study are taken from Kemdikbud (2017) who suggest five core values, namely religiosity, independence, nationalism, helping each other and integrity.

From this study, the researcher obtained two major findings, as follows: The first major finding shows that the EFL textbook contains all of five core values in its content. Although all of the five core values are found in the textbook, the frequencies of the moral values are different in distribution. From the result, it can be seen that the percentages of moral values are imbalanced. The second major findings shows that the moral values in the textbook are integrated both implicitly and explicitly. In this EFL textbook, implicit content is dominating the textbook rather than explicit content. Thus, both teachers and students must be careful to not miss the moral education from the teaching and learning material taken from the textbook.

The results of this study indicate that the EFL textbook "When English Rings a Bell for Grade VII" is fairly good to use for learning about moral values because it contains the five core values proposed by The Ministry of Culture and Education of Indonesia. However, as the result shows that the content of moral values in the EFL textbook are mainly integrated implicitly, the students need to be careful and make use of their critical thinking to understand that they are learning about moral values. In this

case, teachers's roles are important to assist the students to make them understand moral values clearly.

Although the current study was based on a small scale of content analysis, the findings of this research can enhance our understanding of moral values contained in the EFL textbook "When English Rings a Bell for Grade 7". This study also makes the readers realize that besides learning English knowledge and skill, we also learn about moral values from the textbook.

This project was limited in several ways. First, this project only analyzes one EFL textbook at the Junior High School level. Second, the researcher limited the classification of moral values only from the five core values suggested by Kemdikbud (2017). And third, this study did not include students' point of view to complete the data.

Based on the results of this study, the researcher would like to give some suggestions for further research. First, the next researcher could conduct the research on a bigger scale by analysing other textbooks. For example, the textbooks used by the students which are produced by private companies or institutions. Second, the next researcher could consider the students' opinion related to moral values they learned from the textbooks.

REFERENCES

- Altheide, D. L. (1996). *Qualitative media analysis*. Thousand Oaks, CA: Sage Publications.
- Canh, L. V. (2017). A critical analysis of moral values in vietnam produced EFL textbooks for upper secondary schools. *Situating Moral and Cultural Values in ELT Materials, English Language Education* 9, https://doi.org/10.1007/978-3-319-63677-1_7
- Feng, W. D. (2017). 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>
- Graves, K. (2000). *Designing Language Course, A Guide for Teachers*. Boston. Heinle. Cengage Learning.
- Gutek, G. L. (2004). *Philosophical and ideological voices in education*. Boston: Allyn and Bacon.
- Hsieh, H. F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*.
- Johnston, B. (2003). *Values in English language teaching*. Mahwah: Lawrence Erlbaum.
- Kemendiknas. (2011). *Pedoman pelaksanaan pendidikan karakter (Handbook for character education)*. Jakarta: Puskurbruk. Retrieved from <http://pendidikankarakter.dikti.go.id>

[Kementrian Pendidikan dan Kebudayaan Republik Indonesia. \(2017\). Gerakan Penguatan Pendidikan Karakter. Retrieved from www.kemdikbud.go.id](http://www.kemdikbud.go.id)

Kohlberg, L. (1981). *Essays on moral development: the philosophy of moral development*. Harper & Row.

Krippendorff, K. (2004). *Content Analysis: An Introduction to Its Methodology (2nd ed.)*. Thousand Oaks, CA: Sage

Lovat, T. (2017). Values education as good practice pedagogy: Evidence from Australian empirical research. *Journal of Moral Education*, 46(1), 88–96. <https://doi.org/10.1080/03057240.2016.1268110>

Mayring, P. (2000). Qualitative Content Analysis. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 1(2), Art. 20

Mambu, J. E. (2015). Challenges in assessing character education in ELT: Implications from a casestudy in a Christian university. *TEFLIN Journal*, 26, 183–208. <http://dx.doi.org/10.15639/teflinjournal.v26i2/183-208>

Mergler, A. (2008). Making the implicit explicit: values and morals in Queensland teacher education. [Australian Journal of Teacher Education](http://dx.doi.org/10.14221/ajte.2008v33n4.1) 33(4) DOI: 10.14221/ajte.2008v33n4.1

Norton, B., & Toohey, K. (2004). *Critical pedagogies and language learning*. Cambridge: Cambridge University Press.

Parrish, B. (2004). *Teaching Adult ESLA Practical Introduction*. New York: McGraw Hill
Richards, J. C. (2001). *The Role of Textbooks in a Language Program*. Cambridge, UK
Cambridge University Press

Richards, J. C. (2010). Series editor's preface. In N. Harwood (Ed.), *English language teaching materials: Theory and practice* (pp. ix–xi). Cambridge: Cambridge University Press.

Shaaban, K. (2005). A tentative framework for incorporating moral education into the ESL/EFL classroom. *Language, Culture and Curriculum*

Schreier, M. (2012). *Qualitative Content Analysis*. SAGE Publication Ltd

Widodo, et al. (2017). *Incorporating Cultural and Moral Values into ELT Materials in the Context of Southeast Asia (SEA)*. Springer International Publishing. DOI 10.1007/978-3-319-63677-1_1

Widodo, H., P. (2017). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Textbook. Springer International Publishing AG 2018.

Williamson, K., Given, L. M., & Scifleet, P. (2018). Qualitative data analysis. Elsevier, Ltd
DOI: 10.1016/B978-0-08-102220-7.00019-4