



## Moral Values of Narrative Texts in Senior High School

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### Abstract

Moral values become the main issue in education. Every element in school has the responsibility to impart moral values to the students in order to build good characters. In the teaching-learning process, the teachers can teach moral values through texts, mainly in narrative texts. In this research, the researcher tries to find out the moral values in four narrative texts in senior high school textbooks, titled English Zone for Senior High School Students Year XII. The title of the narrative texts are Bawang Merah and Bawang Putih, Seeking at The Great Wall, and the Pied Piper of Hamelin. This research used a qualitative research design with descriptive analysis to analyse the texts deeply. The data in this research comes from the text which are available in the textbook. The results indicate that every text has, at least, a moral value in its narrative, among others: *The wickedness will be destroyed, the kindness and patience will bring to the happiness, sacrifice for love, dishonesty will bring difficulties or Breaking the promise bring the difficulties.*

Keywords: moral values; narrative texts; textbook.

### Introduction

The objective of learning English is to acquire four language skills. They are listening, speaking, reading and writing. To achieve this goal, there are some things which must be considered. One of them is teaching materials. In English, the teaching materials are developed based on the syllabus. Before deciding the teaching materials which will be used, the materials developer must consider these things: First, the objective. What is the learners' objective in learning English? Because different learning objective will determine different teaching materials. For example, learners who want to study English for academic purpose will be different from those who learn English for specific purpose.

Second, the level of teaching materials difficulty. The teaching materials must be designed based on the level of the learners. For example, learners who are in beginner level will be different from those who are in intermediate or advanced level. Third, Vary. The teaching materials must be various. It's very important to develop good atmosphere in teaching English. The various teaching materials can help the teaching learning process will be more enjoyable and more interesting. It also can prevent students from feeling bored and can increase their motivation to learn English. The variation can be conveyed through stories. Actually, stories are very interesting for most of the students. The stories can attract the learners to read the text given. Besides that through stories, the

learners can learn the moral values which are available in the texts. And the kind of this text is narrative text.

Narrative texts are taught in Junior High School and in Senior High School. There are moral values are in the narrative texts. There are some researches related to narrative text to find out the moral values in the texts. Bartens in Abrar, M. (2016) asserted that moral values are the basic principle in life. Moral values can become a guide for people to do good things or bad things. It shows that moral values are the guidelines for our daily life. Through reading narrative texts, it's hoped that the students can get the moral values that can be implemented in their life. Susanti (2016) investigated the moral values of narrative texts which are provided in the English Junior High School textbook. She stated that there were sixteen moral values that existed in twenty narrative texts which were analyzed. They are sincere, honest, humble, affectionate, disciplined, economize, no surrender, justice, positive thinking, independence, peacefulness, tolerance, emotional control, responsibility, creativity, hard work, and collaboration.

While Abrar, M (2016) analyzed the three selected English stories on Primary and Junior High School. He stated that the moral values of those three stories are never underestimated the weakest opponent, Never giving up is the key to success, Look before your leap, Being smart helps better in life and trust is the basis of the relationship. Setiawan, I., and Fahriani (2017) asserted that the narrative texts were dominated by the value of kindness, while fairness was included least explicitly in the stories. The findings were also supported by the teacher's and students' views related to the texts. Based on the researches previously, the researcher will investigate the moral values of narrative text in Senior High School Textbook.

## **Research Methodology**

This research uses descriptive qualitative research which deals with non-numerical data. Miles and Huberman, (1994) as well as Croker, (2009) define the descriptive qualitative method as collecting textual data by using interpretative analysis rather than statistical methods. Because of that, this research deals with analyzing narrative texts and interpreting the text rather than analyzing the number. This research employs four narrative texts Bawang Merah and Bawang Putih, Seeking at The Great Wall, and The Pied Piper of Hamelin. The main focuses of the research are analyzing the elements of texts and interpreting them to get the character moral values conveyed. The data are collected through the steps: first, reading the texts several times. Second, interpreting the word conveyed by the text according to the character moral values analyzed. Third, interpreting the moral values from the text according to the curricula (Miles, 1994)

## **Findings and Discussion,**

### **Findings**

#### **BAWANG PUTIH AND BAWANG MERAH**

After reading several times and did the analysis to this narrative text, the researcher concluded that this story has two moral values. *The first is that wickedness will be destroyed. The second is that kindness and patience will bring happiness.* This conclusion was taken after reading the text several times. The wickedness can be seen in Bawang Putih's stepmother and Bawang Merah's bad character. Their bad characters can be found in:

*Paragraph 2*

*Both Bawang Merah and her mother were jealous of Bawang Putih's beauty though in front of the father, they always treated her nicely. But since Bawang Putih's father was a merchant, he travelled a lot and often left her at home with her stepmother and stepsister. When the father was not around, Bawang Merah and her mother would treat Bawang Putih cruelly. Bawang Putih loved her father so dearly that she kept all her stepmother and stepsister's bad treatment inside her heart.*

Based on the text above, we can conclude that Bawang Putih's stepmother and Bawang Merah have bad characters especially to Bawang Putih. The word *jealous* of Bawang Putih's beauty means that they disliked to Bawang Putih. While the sentence „*treat Bawang Putih Cruelly*” mean that they used to do bad things to Bawang Putih.

*Paragraph 3*

*As the days went by, the hatred of Bawang Merah and her mother towards Bawang Putih grew. That morning, Bawang Merah asked her mother to cook her delicious food. The mother asked Bawang Putih to buy all the ingredients at the market without giving her money. She even threatened her that if she could not get what she wanted, Bawang Putih was not allowed to return home.*

After reading this paragraph, we found the words „..., the hatred of Bawang merah and her mother towards Bawang Putih grew.” This part of the sentence described that Bawang putih's stepmother and Bawang Merah's hate to Bawang Putih increased day by day. They never happy with Bawang Putih. So, they instructed many unlogical tasks to Bawang Putih, such as asking her to cook delicious food without giving money to buy the ingredients needed.

*Paragraph 5*

*When Bawang Putih came home, her stepmother and stepsister were disappointed to see that Bawang putih had gotten everything that they had asked. The next morning, Bawang putih's stepmother asked her to do the same thing again: shopping without any money.*

This sentence showed that Bawang Merah and her mother didn't want to see Bawang Putih happy. After succeeding to provide delicious food to them, they asked Bawang Putih to do the same thing again without giving any money. In this case, we could see how Bawang Putih's stepmother and Bawang Merah wanted to torment Bawang Putih with unlogically task.

*Paragraph 7*

*The next morning, the stepmother asked Bawang Putih to catch a big goldfish in the river. She wanted to cook it for her daughter, Bawang Merah.*

## Discussion

When Bawang Putih's stepmother and Bawang Merah knew that a goldfish had helped Bawang Putih, they wanted to kill it because they didn't want the goldfish helped Bawang Putih. It showed how cruel Bawang Putih's step mother and Bawang Merah to her.

We could see the bad characters of Bawang Putih's stepmother and Bawang Merah in paragraph two, paragraph three, paragraph five and paragraph seven. After reading these paragraphs we could conclude that how cruel they are. Until they got the punishment when they tried to pick up the gold fruit from the tree which grew above the grave of goldfish which killed by Bawang Putih's stepmother. They were bit by the giant snake and died. We could read in paragraph ten.

*„But just when Bawang Merah and her mother climbed the tree, a giant snake suddenly appeared and bit them right on their ankles. Within seconds, they both fell to the ground and died because of their own greed.‘*

Finally, the cruelty will be ended by the death of Bawang Putih's stepmother and Bawang Merah. While the second moral value of this story is that kindness and patience will be ended happily. We could see the good characters of Bawang Putih in:

### Paragraph 2

„..... Bawang Putih loved her father so dearly that she kept all her stepmother and stepsister's bad treatment inside her heart.“

The sentence above showed that Bawang Putih had love and affection to her father. So he hid the bad treatment of her stepmother and Bawang Merah to her father. She didn't want to see her father feel worry to her when he wasn't around her. Besides that Bawang Putih was also very patient doing her stepmother and Bawang Merah's unlogical instruction. The instruction to cook the delicious food without giving her money to buy the ingredients. Until a goldfish had helped her by providing the ingredients needed magically.

### Paragraph 8

„The stepmother quickly cooked and ate it together with Bawang Merah. Bawang Putih refused to eat her dear helper and friend. When they finished eating the fish, Bawang Putih collected the fish bones and buried them at the backyard of her house. She was in tears when she said her prayer and apology for the goldfish.“

The patience of Bawang Putih was also shown when her stepmother and Bawang Merah killed and ate the goldfish which had helped her

At the end of the story, Bawang Putih married the King after she succeeded to pick the gold fruit from the magic tree which grew above the grave of goldfish which had helped Bawang Putih previously.“

So, we could conclude that the second moral value of Bawang Putih and Bawang Merah story is that kindness and patience would bring happiness.

## SEEKING AT THE GREAT WALL

After reading this text thoroughly, the researcher concluded that the moral value of this narrative text is **sacrifice for love**. This story told about big love of Meng Chiang-nu to her husband.

We could find how big her love in:

### Paragraph 1

„Wan Hsi-liang had a beautiful and virtuous wife, whose name was Meng Chiang-nu. For a long, long time after her husband was forced to leave her, Meng Chiang-nu had no news of him. Her hatred of the wicked ruler grew apace with her longing for the husband.“

After reading this paragraph, we knew that Meng Chiang-nu was a very good wife. It could be seen in a word „virtuous“. Besides that the sentence „with her longing for the husband“ showed that she felt missed her husband. In this case, we can conclude that someone will miss their beloved one.

### Paragraph 2

*'But even as the seasons changed, there still was no news about Wan Hsi-liang. It was rumored that the Great Wall was being built somewhere way up north where it was so cold that one could hardly dare stick one's hands out of one's sleeves. When Meng Chiang-nu heard this, she hurriedly made cotton-padded clothes and shoes for her husband. But who should take these to him when it was such a long way to the Great Wall? Pondering the matter over and over, she finally decided she would take the clothes and shoes to Wan Hsi-liang herself.'*

Because of her big love, Meng Chiang-nu decided to deliver the cotton-padded clothes and shoes to her husband by herself. Even though the weather was so cold. Actually, nobody could do this hard journey if s/he didn't have big love. Love made someone want to sacrifice.

### Paragraph 3

*„She dreamed her husband was coming towards her and a feeling of great happiness enveloped her. But then he told her that he had died and she cried bitterly. When she woke in the morning, she was overwhelmed by doubts and sadness as she remembered this dream. With curses on the emperor, Meng Chiang-nu continued on her journey.‘*

Because of her big love, she then dream her husband came to her. But, then she cried when he said that he had died.

### Paragraph 6

*„Her anguish over her husband's unknown fate increased and she shed many bitter tears as she continued her search.*

### Paragraph 7

*„Hearing this tragic news, Meng Chiang-nu fell into a swoon. Some of the builders tried to revive her, but it was a long while before she regained consciousness. When she did, she burst into a flood of tears for several days. Many of the toilers wept with her. So bitter was her lament that, suddenly a length of over two hundred miles of the Great Wall came crumbling down while a violent storm made the sand and bricks whirl about in the air.*

In paragraph 6 and 7, when Meng Chiang-nu knew that nobody where her husband was, she was very sad. She cried. When he knew that her husband had passed away, he fell into a swoon and she burst into a flood of tears for several days. Then her lament crumbled the Great Wall. This series of events showed how big Meng Chiang-nu love to her husband.

## THE PIED PIPER OF HAMELIN

This story told that *dishonesty will bring difficulties or Breaking the promise bring difficulties*. It can be concluded after reading the text several times. We could conclude after reading in paragraph one:

“He claimed to be a rat-catcher and he promised for a certain sum of money that he would rid the city of all mice and rats. The citizen stuck a deal, promising a certain price.”

In this sentence, the citizen promised to pay The Pied Piper if he could free the city from the mice and rats which disturbed the citizen’s life. But after The Pied Piper has succeeded to rid the city of all mice and rats, the citizen refused to give a sum of money to him. From these sentences, we could see that the citizen had broken the promise

## Paragraph 2

„He sounded his fife in the streets, but this time it wasn’t rats and mice that came to him, but rather children: a great number of boys and girls from their fourth year on.

The Pied Piper was very disappointed that the citizen didn’t keep their promise. Then, he went away. But one day, he came again to the city. But, now, he didn’t want to free the city from the plagues. Now he brought all the kids in the city with him. And nobody could find the missing kids. As a result of breaking the promise, the citizen must lose their kids. Breaking the promise bring the difficulties.

## Paragraph 3

„Within hours, messengers were sent everywhere by water and by land inquiring if the children – or any of them – had been seen, but it was all for naught.“

The Pied Piper who had a rat catcher wanted to help the people in the city to free it from rats if the people gave him sum of money. But, after the Pied Piper did his task, the people refused to pay him. The Pied Piper was angry, went away. But the next days, he came again and brought all the kids in the city away with him and nobody could find where they were.

Then, the people regretted that they didn’t keep their promise to Pied Piper. As a result, they must lose their beloved kids.

## Conclusion and Suggestion

After comprehending and analyzing the stories of Bawang Putih and Bawang Merah, Seeking the Great Wall, and The Pied Piper, the researcher concludes that every story has different moral values. The moral value of Bawang Putih and Bawang Merah is the first is the wickedness will be destroyed. The second is that kindness and patience will bring happiness. While the moral value of Seeking the Great Wall is Sacrifice for Love. And the story of The Pied Piper has moral value, dishonesty will bring difficulties, or breaking the promise bring difficulties. This study has been done only for three narrative texts in the book, So, It still can do the same research on different narrative texts.

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