

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher tells about the conclusion of the research and suggestion for teacher, students, and future research.

7.1 Conclusions

This research aimed to analyze the moral values contained in the narrative texts in the textbook "*Pathway to English*" for grade 12 senior high school students. In the analysis process, the researcher chooses two longest narrative text from the textbook as the sample. The texts chosen were "*Busy Raindrops*", and, "*The Witches by Dahl*".

The analysis result of two narrative texts show that there are five types of moral values based on Borba's framework. These values are self-control, fairness, respect, kindness, and empathy. All five moral values are found in the text "*Busy Raindrops*", while only kindness appears in the text "*The Witches by Dahl*". This indicates that the text "*Busy Raindrops*" presents a broader and more diverse representation of moral values compared to the other text.

In term of frequency, kindness appears most often with a total of four occurrences (50%) across both texts, three times in "*The Witches by Dahl*", and one time in the text "*Busy Raindrops*". The other four moral values have equal distribution, with respect (12.5%), fairness (12.5), self-control (12.5%), and empathy (12.5%). All these four types of moral values are found in the text "*Busy Raindrops*". This shows that kindness is the most dominant moral value among the two texts, suggesting a strong emphasis on caring, helping, and concern for others'

well-being as focused moral messages, particularly in the text *“The Witches by Dahl”*.

7.2 Suggestions

The researcher makes these suggestions based on the result of this research:

a. For Teachers

The researcher suggested the teachers to include other texts beside the *“Busy Raindrops”*, and, *“The Witches by Dahl”* to complement the moral values that not present in these two texts.

b. For Students

The researcher hope that the students understand the type of moral values in these two narrative texts. The researcher also suggests that the students read more narrative stories and discuss the moral values contained in them.

c. For Other Researchers

The researcher suggests to do the similar research about moral values in the textbook *“Pathway to English”* for grade 12 senior high school students but with more samples. This will make a result of the research represent the moral value in the whole textbook not only in specific narrative texts.