CHAPTER V

CONCLUSION

This chapter contains conclusion and suggestions from this research. Conclusion is derived from the discussion and finding in this research. Besides, this chapter also suggests several aspects dealing with the narrative texts as learning material analysis for the teacher and further researchers.

5.1   Conclusion

Choosing the right material not only should be based on it's cognitive aspects but also it's affective aspects. One of the affective aspects is character values. Character values are proposed by the curriculum. There are 18 character values based on curriculum to be integrated to the learning process. One way to integrate them is infusing them in the narrative text as the learning material, as it is told to be an effective way in teaching character values by many theories.

There is one way to analyze the narrative text to find out the character values inside, it is using intrinsic approach that focuses on analyzing the intrinsic structures that build the story.

Using intrinsic approach, it is found that there are 7 character values of 18 values that could be integrated in the narrative text.

The character values that suit the 7 character values proposed by the curriculum are honesty that is found in "the Purse of Gold" and "the Lion and the Mouse", hardwork that is found in "the Lazybones", independence which is conveyed by "the Story of Bagobo", appreciation that is shown by "the Lazybones", the value of peace that is shown by "the Purse of Gold", the value of social caring which is

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conveyed by "the Lazybones", "the story of Mbok Gendong", and "the Lion and the Mouse" and responsibility which is shown in "A Good Lesson".

Besides good character values that suit the curriculum, the narrative texts which have been analyzed also containsome values which oppose the curriculum. The character values of curriculum which are opposed by some texts are honesty which is violated by "Sangkuriang" and "dr. Knowall", hardwork which is opposed by "the Princess and the Pea" and peace which is opposed by "Sangkuriang" and "the Man and the Serpent".

According to the analysis, which figured out that not only the narrative texts contains good character values, there must be recommended narrative texts and not recommended narrative texts. From 10 narrative texts analyzed, there are 6 narratives texts that are considered to be recommended narrative texts in regard to the character values contained. The 6 recommended narrative texts are: The Purse of Gold, the Lion and the Mouse,A good Lesson, the Lazybones that contains hardwork, the Story of Mbok Gendong, the Story of Bagobo, while there are 4 narrative texts which are considered to be bad to be given to the students considering the character values contained in the texts that do not suit the values proposed by curriculum KTSP. The 4 narrative texts that are not recommended to be given to the students are: The Man and the Serpent, dr. Knowall, Sangkuriang and the Princess and the Pea.

5.2   Suggestion

Based on the research that has been conducted, some suggestions are proposed as folow:

1.   The teachers should be more careful in choosing the material for the students because the finding shows that 4 from 10 narrative texts are inapropriate for the students considering the character values contained.

2. Intrinsic approach could be a good way to analyze the text since the starting point of the text is the intrinsic structure of the text itself.

3. The next researchers could consider to conduct research on the same field to analyze the character values contained in the materials in the textbook for learning process.