

Investigating Peace Values Portrayed in Non-Government English Textbook for Senior High School Students

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Abstract: *Textbooks are often perceived as a platform that could greatly influence students' development in terms of character. Students could receive influential peace education through textbooks as a medium of teaching and learning. Consequently, it is absolutely necessary for any textbook used by the teacher to contain the necessary peace values required to shape students' excellent character. This study was an effort to carefully examine the portrayal of peace values in English Language Teaching (ELT) textbooks for senior high school students in Indonesia. Critical Discourse Analysis (CDA) and semiotic by Roland Barthes's (1977) framework was selected as the tool to further elaborate on the kinds of peace values presents within the English textbook and also how exactly those peace values voice out the peace values. The result showed that the selected textbook has managed to integrate the necessary peace values. However, massive imbalances of representation can be identified due to the lack of peace with nature and the abundance of social peace.*

Keywords: *Critical Discourse Analysis, ELT textbook, Peace Values.*

INTRODUCTION

As the advent of the globalized world has created various conflicts and friction among societies. This existence of conflict and friction would almost ultimately lead to the act of violence, prosecution, intolerance, etc. The most efficient way to prevent and mitigate these recurring issues is through education. The integration of character education in this case peace values might help students able to deal with any issues peacefully. The integration between peace values and education poses a direct link to the idea of a good and sustainable education. According to (UNESCO, 1996), a good and sustainable education require the fulfillment of four pillars of education. One of the pillars namely "Learning to live together" refers to the various concepts such as mutual understanding and appreciation towards other people, conflict management, and peace (UNESCO,1996). The latest curriculum implemented by the Indonesian government

requires the integration of values education into nationally mandated character education in the 2013 Curriculum. The latest curriculum requires the extensive advocacy of 18 character values in order to strengthen character education and one of them is the peace-loving values (Fahmy, Bachtiar, Rahim,& Malik, 2015). Thus the latest curriculum requires teachers to integrate character education into their teaching-learning processes. Consequently, the role of textbooks in proliferating the idea of character education has become more prominent post the implementation of the latest curriculum.

Textbook is the most frequently used instructional material in the teaching of English in Indonesia. The use of textbooks in the classroom revolves around the sharing of knowledge, skills, and the transfer of desired value towards the upcoming generation (Ersoy and Sahin, 2012). This confirms that a textbook has the potential to promote particular values through the whole aspects of a textbook, such as language, display or presentation, and illustration. Among those aspects of a textbook, the visual representation in the textbook is rarely being linked or researched in relation to its connection with peace values. Therefore, the researcher chooses to focus on the visual representation related to peace values.

LITERATURE REVIEW

The Notion of Peace Values

The word peace by definition is derived from the Latin word “pax” which could be generally understood as a contractual relationship based on mutual recognition and agreement (Miller, 2005). The concept of peace clearly encourages us to do peaceful resolutions to all problems by avoiding all forms of violence and the eradication of social debasement, bigotry, coercion, exploitation, unfairness, and poverty (Balasooriya, 2001). Therefore, it is imperative for us to understand the basic definition of peace values to gain more insight into the issues.

This study practically will be based on the idea of the culture of peace. As article 1 of the United Nations defines the culture of peace as a set of values, demeanor, traditions, habit and ways of life based on respect for life, end to all violence, and the application and promotion of non-violence ways through discourse, collaboration, and education (United Nations,1999). This definition is further elaborated by (Balasooriya,2001), who states that the culture of peace is the sum of inner peace, social peace, and peace with nature. According to (Balasooriya,2001), he further classified the content and material source of peace values as follows: The first one is inner peace: it is dealing with self-harmony and self-peace, it is also dealing with a prime health condition, the absence of conflict with oneself, feelings of happiness, feelings of spiritual peace, etc. The second one is social peace: it is related to the peace between any gender, it is dealing with the harmony of human relations in all stages, conflict reconciliation and resolution, sense of love, friendship to others, sense of unity, sense of mutual understanding, sense of acceptance, sense of collaboration, feelings of

tolerance towards diversity, etc. The third one is peace with nature: it is dealing with harmony in relation to the natural environment all around us including the Earth as a whole.

Peace Values on EFL Textbook

The idea of peace values integration with education has resulted in a crossover between textbooks and peace values. As textbook is an important instructional material that stands as a cultural mediator during the transmission of the overt and covert societal values, assumptions, and images (Ndura, 2004). This means that the textbook is the guiding element to help students in comprehending the existing values within the book and also transforming the students' mindset and behavior for the better. Therefore, it is clear that values and textbooks are inseparable entities that could positively contribute to the proliferation of positive values (including peace values).

The idea of integration between peace values on textbooks as the most frequently utilized material is important to sustain the idea of sustainable character education (UNESCO, 2001). As (Widodo, 2018) stated that character education is an attempt to instill students' crucial core values or virtues through the implementation of a school curriculum. The new curriculum 2013 policy based on National Character Building imposed character education on all subjects (Mambu, 2015). This means that all school subjects including English should contain character education. This policy enforces all textbooks related to any subject of study should incorporate character virtues and this includes the ELT textbook.

Specifically, the Indonesian government as the regulatory institution has introduced the 18-character values of National Character Building to strengthen the 2013 character-based education. One of those 18 character value is 'peace-loving values', which further suggest the need for peace values integration into any textbooks from any subjects related to the latest curriculum 13. The integration of character values in the ELT textbook might be manifested through texts, tasks (instructional prompts), and images (visuals) in order to construct a particular value of social practices (Widodo, 2018). Thus the researcher chooses to focus on the visual integration of peace values within the textbook.

Previous Studies of Peace Values in EFL Textbooks

Over the last several years, peace education has been investigated by several researchers from all around the world. Gebregeorgis (2017) investigated the content and activities of the EFL students' textbook designed for grade 9 in Ethiopia. The researcher utilized discourse analysis to locate the peace values and prejudices within the textbook. The research findings indicated that positive self-concept such as; prime health and benevolence belongs to inner peace; tolerance, kinship, and social responsibility which belongs to social peace; appreciation for all living beings and caring towards the environment which belongs to peace with nature. Another researcher, Kruger (2012) investigated the interchange between English as a global

language and the social responsibility of the teachers within the context of South Africa. The conclusion implied that the teacher should provide more chances to contemplate, comprehend, respect the global problem related to the peace issues and provide more skills to be used to solve daily issues peacefully.

The research by Ide, Kirchheimer, and Benvolato (2018) aimed to provide a more significant role in the analysis of school textbooks related to the existence of peace and conflict. It is an introductory study on the importance of textbook analysis and the existence of peace and conflict in society. The study concludes that the textbooks have been very contributive towards peace and conflict studies. Other research by Widodo (2018) investigated moral education (character education) in English language teaching (ELT) within the Indonesian context. The researcher applied critical micro-semiotic discourse to investigate the portrayal of value education in nationally prescribed secondary school textbooks. The researcher used the 18 nationally prescribed character education set by the government (including peace values). The research findings indicated that the textbook has managed to contain the necessary moral value (character values) prescribed by the government such as nationalism, patriotism, and professionalism. To sum up, among the articles of the previous study reviewed by the researcher, there is a lack of specific peace value studies in the EFL textbook in Indonesia. Therefore, this study aimed to address the gap left by the previous researchers in the representation of peace values in an English textbook for the tenth-grade Senior High School students published by the non-governmental publisher.

RESEARCH METHOD

The present study aimed to examine the peace values portrayed in ELT textbooks issued by non-governmental publishers in Indonesia. The peace values represented in the textbook were analyzed within the visual images present in the textbook. To analyze the peace values portrayed in the target textbook, critical discourse analysis (CDA) is chosen as the research design because CDA helps textbook analysts reveal how such values are constructed in textbooks (Johnston and Buzzelli, 2007). Precisely through visual discourse analysis, it is an ideology analysis since ideologies are typically expressed and reproduced in discourse and communication, including non-verbal semiotic messages, such as pictures, photographs, and movies (Van Dijk, 1995).

The context of the research is an English textbook published by non-governmental publishers in Indonesia which was written based on the 2013 curriculum. The textbook's title is "Talk Active for Senior High School Year X". This textbook is written by Lanny Kurniawan and Kenneth W. Ament and published by Yudhistira, a well-known private publishing company in Indonesia. This textbook contained 10 units and 195 pages.

Roland Barthes' visual semiotic analysis was used as a basis to analyze the visual representation of the image in the textbook in correlation with peace values. Barthes'

theory of visual semiotic analysis utilizes the denotative and connotative ‘levels of meanings’ in order to analyze the existence of signs within the visual object/pictures (Barthes,1977). As (Bouzida,2014) defines denotation as the general people's perspective without any correlation to their society, culture, or even ideologies. To make it simpler, denotation is a basic description through the literal meaning of the visual sign. The connotation, on the other hand, represents the interaction between the sign and the emotion/feelings of the users and the values that correlate with their culture (Fisk, 1990). Therefore, the current study utilizes both layers in order to analyze the exact representations of peace values within the provided images in the target textbook.

ANALYSIS AND DISCUSSION

The findings of the research showed the representation of Social peace, Inner Peace and Peace with Nature. The first one is related to Social peace. It is the kind of peace that involves the harmony of human relations at all levels (United Nations Educational, 2005). There are 5 images directly linked to the idea of social peace. One image relates to collaboration, two images relate to the tolerance of diversities, one image relates to harmony arising from human relationships at all levels, and one image relates to friendship. The following paragraphs are the sample of analysis in each aspect of social peace.

The **first picture**, related to the idea of collaboration, is located in chapter 1, page 1. It is the cover of the first unit of the book entitled “Self-Introduction”. The picture is about two women and a man who are discussing something in the paper held by the woman. Denotatively, the picture shows a discussion by a group of people presumably about college homework or assignment as indicated by the relaxed atmosphere of the discussion.



Picture 1: Collaboration

Connotatively, this illustration represents collaboration through peaceful social interaction between people from different gender through a casual discussion. It is pretty apparent from the smiling facial expression that the discussion runs smoothly and in a friendly way indicating peaceful social interaction between the college students. The picture depicts an example of collaboration and discussion among multiple people to reach a common agreement and solving an issue of the homework or the assignment. The imagery clearly further proliferates the idea of collaboration among the students. Recognize that collaboration is a process of groups of people

acting or working together for mutual benefits to reach one common goal (Kinsella, 2016). The previous study conducted by (Widodo, 2018) also identified similar imagery which showed college students collaboration outside of the class and he further noted the imagery related to the idea of collaborative learning, enthusiasm of learning and outdoor or independent learning. The inclusion of such imagery by both textbook publishers based on non-governmental and governmental sources indicated the importance of cooperation and collaboration among students as an effort to sustain social peace. Therefore, it is clear that the picture belongs to social peace as an effort to proliferate collaboration between students.

The **second picture** is related to the idea of tolerance through social interaction. The picture is located on page 15 of the textbook. Denotatively, the picture depicts a close conversation between a man and a woman. Although the man and woman in the picture wear the same white clothes, they likely come from a different cultural background as indicated by the different colors of skin in which the man is a little bit darker than the woman.



Picture 2: Tolerance

Connotatively, this picture is trying to encourage the idea of tolerance through direct social interaction between people from different racial backgrounds and gender. The picture shows that both of them are smiling at each other during the interaction. The use of the same white shirt can further be translated as trying to send a narrative that symbolizes the equality of status between people regardless of gender and skin color differences. The image represents the real-life interaction and the condition of societies which consist of diverse racial backgrounds, ethnicity, and gender. The particular imagery is highly correlated to the idea of tolerance towards social diversity. Tolerance is related to respect, acceptance, and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human" (UNESCO, 1995). The author's decision to include black and white ethnicity to portray racial tolerance might be because of the characterization that both of those ethnicities have been characterized as hostile and unequal to one another (Sigelman et al, 1996). Consequently, the portrayal of such positive and equal interaction not only promotes tolerance among those ethnicities but also erases that archaic characterization through peaceful social interaction to bolster interracial ties among part of the society. Therefore, it is clear that the portrayal of tolerance through social interaction is an effort to encourage peaceful interaction among people from different backgrounds and

cultures.

The **third picture** is related to the idea of harmony arising from human relationships. The particular picture is located on page 4 of the textbook. The picture depicts a conversation of five people which consists of three females and two males in a seemingly empty hallway. It can be seen from the picture that four people wearing the exact same uniform and tie. The other person in the picture can be seen holding a folder while wearing formal attire and a gray suit. Denotatively, we can suggest that this picture is the interaction between a female teacher and her four students. The identifiable facial expression from all of the people suggests a happy expression through a smile.



Connotatively, the picture is trying to show the harmony between students and teacher relationships through discussion outside of the constraint of the classroom. This picture shows the ideal harmonious interaction between a teacher and students outside of the classroom. It is apparent from the picture that the interaction went smoothly as indicated by their smile. The picture showing the difference in gender and position outside of the classroom does not necessarily make the teacher and the students' interaction become awkward. This kind of encounter outside of the classroom is widely believed to be able to foster positive relations between teacher and students, in addition, to cover a wider topic (Claessens et al, 2017). The positive relation of the teacher and the students would eventually ease up the process of teaching and learning inside the classroom making it more effective. The image successfully presents the harmony of human relationships at school by displaying positive discussions between a group of students and teachers. It shows that despite the differences in the level of educational background and ages between the teacher and the students do not necessarily hinder their positive relations outside of the rigid classroom rules. Recognize that life harmony values refer to peoples' daily interaction with one another by following mutually agreed norms in order to live harmoniously (Basrowi, 2014). Therefore, it is clear how the picture portrays the harmony between a teacher and students.

The **fourth picture** is located on page 93 of the textbook. The picture depicts two women whispering to one another. It can be seen that both of the women wear casual type of clothing. The woman on the blue shirt is smiling as the other woman in the green shirt is whispering something in her ears. Denotatively, the image portrays two close friends having a private conversation with one another. Their facial expression

indicates the positive relations between both of the females.



Connotatively, the picture illustrates a harmonious friendship between two female friends. The closeness of the friendship can be seen from the distance of the conversation between both of them indicating they are very comfortable with each other. It is evident from their joyful facial expression in the picture. As Hawke and Vaccarino (2011) emphasized that a friend is defined differently by most people, some define it as someone they talk to; for others, a friend is someone they do things together; whilst for others, a friend is someone with whom they can share their problems and concerns. The image is trying to portray a positive interaction between two female friends in an effort to encourage students to form close friendships with their peers. The two females seem to enjoy the company of the others, indicating their close relations as fellow human beings and covering one of the aspects of social peace in form of close friendship. The image presumably portrays one of the females is asking the others for a piece of advice about a certain issue and the recipients of the advice smiling seemingly in agreement with the advice. This argument seems to in line with the necessity of a friend to be able to provide emotional support, advice, and material help in times of need (Bell & Coleman, 2020). Therefore, it is clear that the image is correlated with the idea of friendship among the students.

Inner Peace

The second kind of peace values is Inner peace. Inner peace is a peace that arises from within ourselves, in harmony with oneself (United Nations Educational, 2005). The textbook provides several images that are highly related to the idea of inner peace. There are 3 images that can be directly linked to the idea of peace values. Specifically, the image broadly represents inner peace related to a prime health condition (one image), and feelings of happiness (two images).

The **first picture** is related to the idea of a prime health condition. The picture is located on page 2. Denotatively, the picture depicts a young male teenager in a blue and white stripes t-shirt. The teenager has a white brownish skin complexion and smaller eyes which possibly indicate Asian descent possibly Indonesian Chinese descent.



Picture 1: Prime Health Condition

Connotatively, the picture is trying to proliferate the idea of sport as an outlet to achieve a healthy body condition. As can be seen, the teenager seems smiling while holding up his racket, this positively indicates that the teenager has reached the stage of prime health condition and satisfaction through Badminton. As badminton is one of the most popular sports in the world with approximately 200 million players worldwide (Phomsoupha & Laffaye, 2015). This picture clearly belongs to the idea of inner peace due to its correlation with the prime health condition through sporting activities (badminton). It is widely believed that participation in various sports can provide players with a wide range of health benefits achieved through physical activity participation and this includes social and psychological improvement (Robson & Mckenna, 2008). This wide range of positive effects can be slightly identified within the image, as the depiction of the image shows that the male teenager appears to be in excellent health and in a positive attitude towards himself. Consequently, the picture is encouraging young teenagers to be actively participating in sporting activities such as Badminton with an underlying motive to improve the health and condition of the teenager. Therefore, it is pretty obvious that the picture is proliferating sport as a means to reach a prime health condition and directly sustain the idea of inner peace.

The **second picture** is related to the idea of the feelings of happiness. It is located on page 44. The picture depicts a man wearing white clothes, a red tie, and blue denim trousers. We can see the man standing right behind an overhead microphone wearing black wired headphones. Denotatively, the picture illustrates a male singer currently singing inside a professional music studio. The man's facial expression seems so happy as he is making hand gestures and singing right to the black microphone.



Picture 2: Happiness

Connotatively, the picture is trying to highlight singing as a viable option to achieve our inner peace in relation to the feelings of happiness. The image is clear in its portrayal that the male singer seems so happy judging from his facial expression. The connection between singing and happiness is further emphasized by Schladt, et.al (2017) who argue that the positive effect of singing is increasing happiness level and

decreasing sadness. Thus, singing can be one of the viable options for teenagers to express themselves release their stressful emotions. It is very clear that this picture presented the idea of inner peace in correlation with self-happiness through singing. Kaya and Ileri (2016) stated “regarding the general definitions of happiness, we come across with especially being pleased and well-being, and in daily life, some other words are also used such as joy, peace, excitement, and pleasure”. The image also very clear in its depiction of the idea that singing can bring about feelings of joy and pleasure through the facial expression of the actor. Consequently, the picture is encouraging the students to view singing as one of the viable ways to reach inner peace. Therefore, it is pretty obvious that the picture is proliferating singing as a means to achieve happiness and directly sustain the idea of inner peace.

Peace with Nature

Peace with nature views the significance of the earth as the bearer of human civilization, as well as an effort to create harmony with the natural environment (United Nations Educational, 2005). The textbook provides a single image that is highly related to the idea of peace with nature. The image can be directly linked to the idea of harmony with nature.

The picture is related to harmony with nature through tourism. It is situated in chapter 4 page 68 of the textbook. The picture depicts a close-up view of Lake Kerinci with the main focus on the activity above the water. We can clearly see an individual above a small rowboat taking pictures. The individual is likely a tourist wearing a red jacket and a black backpack.

Denotatively, the picture is displaying a tourist exploring the calm water of the lake to document the natural beauty of the particular lake. In addition, the weather around the lake is visibly cloudy since we can see the reflection of the cloud in the water. The picture also shows a clear view of the mountainous region surrounding the lake.



Picture 1: Harmony with Nature

Connotatively, the picture is trying to put forth the example of people who is in harmony with nature through sightseeing and photographing image in Lake Kerinci. It is very apparent that the imagery can be seen taken from a close-up emphasis on the activity of the individual above the water. It is safe to assume that he is a tourist since he holds up a camera evidently trying to capture the beauty of the lake. This image highlights the possible activity to be conducted in a nature-based tourism object. As nature-based tourism objects utilize under-develop natural resources, including scenery, topography, and waterways (Deng et al., 2002). In addition, the image is also likely to invite people to visit Lake Kerinci and consider it as the next viable destination for potential tourists. The portrayal of the weather surrounding the man can be assumed to be favorable for such sightseeing activities. Clearly, the image is closely related to peace with nature since the imagery itself promotes the harmonious existence of people and nature. Finally, the readers are expected to appreciate the existence of Lake Kerinci as a viable tourism destination in addition to respecting the harmonious relationship between humans and nature.

The result of this study shows that there is an imbalanced representation of peace values within the textbook published by the private publisher “Yudhistira”. Social peace is the most abundant peace value found within the textbook with all of its aspects such as collaboration, tolerance of differences, harmony arising from human relationships at all levels and friendship. This uneven representation requires the teacher to be able to balance peace education by the inclusion of additional peace-related content or activities.

As teachers can introduce and discuss the aspects of peace education in two ways: through the inclusion of their own teaching and curriculum with the principles of peace education; or through the introduction of peace-related content into the curriculum (Reardon, 1988). Related to the first way, if we use social peace as the focus of the activity by the students. The teacher can utilize additional activities that make students engage with one another through discussions, role-plays, pair, and group work. The topic of the activities might be around specific aspects of peace values using additional images or using the existing images in the textbook. The activity that promotes students working together will provide students with the necessary skills, attitudes, and knowledge to develop self-awareness, interpersonal skills, and creativity in order to participate peacefully in the expression, negotiation, and interpretation of meaning (Kruger, 2012). Thus, students will unknowingly enhance their ability to socialize with their peers and further fostering their social peace.

The second way to introduce peace education is through the introduction of global issues and peace related-content directly into the curriculum. The global issue's introduction could encompass both inner peace and peace with nature. Inner peace issues could be related to happiness, religion and helping others. Peace with nature issues could cover various topics such as global warming, deforestation, etc. The teacher should cover those issues by giving clear explanations about the status quo, future implications, risks, etc. Clear explanations may create a holistic and in-depth

understanding about the issue. Therefore, an active effort by the teacher to balance the peace education is absolutely necessary should they select this English textbook entitled “Talk Active” published by “Yudhistira”.

CONCLUSION & SUGGESTION

The result of the analysis and discussion points out the existence of all three kinds of peace values being represented within the particular textbook for senior high school. Those peace values are social peace, inner peace, and peace with nature. The particular textbook achieved this representation by the inclusion of nine images which closely related to three kinds of peace values. The analysis of the images indicates the existence of five images related to the idea of social peace, three images related to the idea of inner peace, and one image related to the idea of peace with nature. However, the findings of this study clearly show the imbalance of the representation from specific peace values. Peace with nature as one of the required peace values is highly under-represented by target the textbook, proven by the small number of image related to it. On the other hand, social peace as part of peace values is highly represented within the target textbook with five images related to it. The high representation of social peace might be related to the universality of social peace values and the need for it to be implemented so the students poses the proper ability to integrate into society.

The target textbook promotes peace values by the provision of 9 images related to each of the required peace values. This study emphasizes the imbalance among the three required peace values. Consequently, this study points out the need for balance representation between all three categories of peace values as a crucial part of sustainable character values improvement within the National Character Building. The teacher as one of the crucial stakeholders needs to adjust to the number of peace values provided by the particular textbook and looking for additional material that might contain peace values or the teacher should invent new activities and material to further sustain the peace values education.

As a solution, the publisher should include more images that represent the idea of peace values and focusing on peace with the natural environment in order to help students aware of natural preservation and increase their peace values through images related to nature. English teacher as a user of the textbook should be selective in choosing the EFL textbooks which contain peace values and should view the representation of peace values as an inseparable part in teaching English as a foreign language. Therefore, it is advisable for the teacher to take an active role in the provision of more material related to peace with nature.

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