

The Critical Discourse Analysis of Moral Values in a Senior High School English Textbook Published by Indonesia Ministry of Educational Culture

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Abstract

The effect of globalization in all sectors of life will impact on the moral degradation of the Indonesian students. It is due to the fact that it is easy for students to imitate cultural behaviors from other countries through social media that are difficult to be controlled by parents and teachers. School children who are still immature in mind may easily adopt the fast spread of information from different parts of the world regardless of whether or not they are appropriate with the Indonesian culture. Culturally, what is considered good behaviors in one country may not be accepted in other countries or vice versa. Therefore, the inclusion of moral education (character education) in Indonesia is crucial to avoid students' misconception of moral values and to direct students' behaviors in appropriate ways.

Keywords: English Textbook, Moral Values, Discourse, Critical Discourse Analysis

Introduction

Building students' moral values in educational sectors can be done in many ways. It can be done through the integration of it in instructional process and/or extracurricular activities. Particular subjects, such as Religion and Pancasila target the attainment of moral values in the core competencies, whereas other subjects (e.g., English, Social and Exact Sciences) are expected to infuse the attainment of moral values via the instructional activities in the classroom. Particularly for the English subject, the materials and activities available in the textbook can be a medium for developing students' moral values. Textbooks serve a strategic instrument to implant values in school children. Therefore, the Ministry of Education and Culture, textbook writers, and the English teachers must be careful in producing and selecting textbooks as the learning resources. Textbooks are a medium of instilling universal and community-specific values in learners (Gebregeorgis, 2016; Widodo, 2018).

As a value-laden curriculum document, various topics (e.g., gender, culture, moral value) can be analyzed from the English textbooks by employing the different frameworks of analysis. Widodo (2018) argued that textbooks can carry moral values as they can include stories of role models, moral behaviors (e.g., being tolerant of others) that help build children's moral identity apart from providing subject-specific knowledge (Tse & Zhang, 2017). This implies that textbooks can teach content, skills, and implicit and explicit values (social norms). To conclude, textbook can be a pedagogical resource for teachers to build and develop students' moral values (Jie & Desheng, 2004).

The previous studies (Feng, 2017; Setiawan and Fahriany, 2017; Widodo, 2018) examining moral values in EFL textbooks revealed that the EFL textbooks published by different publishers (Longman, the Ministry of Education and Culture, and a private publishing company in Indonesia) reported that each textbook contains some moral values, such as politeness, respect, kindness, punctuality, and honesty. To extend textbook analysis research on moral values, with regard to the importance of infusing moral values through English textbook, the present study will analyze the contents of moral values in English textbook used by students of senior high school, published by the Indonesian Ministry of Education and Culture.

Furthermore, the objectives in this research are:

- 1) To identify the moral values in English textbook for the eleventh grade students published by the Ministry of Education and Culture.
- 2) To know how moral values are represented in English textbook for the eleventh grade.

This study aimed to answer the following research questions.

- 1) What moral values are represented in the eleventh grade of senior high school English textbook?
- 2) How are the moral values represented in the eleventh grade of senior high school English textbook?

The results of this research are expected to give practical and empirical contribution. Practically, the results of this research are expected to help teachers choose appropriate textbooks from the perspective of moral education contents, and provide some insights for textbook authors to consider important matters related to moral education. Empirically, the findings are expected to inspire next researchers to conduct similar research on moral education by using different framework of analysis.

Method

Documentation method is used to collect data in the present study because the data (i.e., moral values) in the present study are collected from English textbook as the curriculum document. The moral values may be found within the texts and pictures in English textbooks for senior high school students. Moreover, the definition of text is a piece of written or printed material regarded as conveying the authentic or primary form of a particular work (Oxford, 2018). While image is an artifact that represents visual perception of something, such as a photographic material (Merriam-webster, n.d.). Besides multimodal texts is where meaning is communicated through a combination of two or more communication modes (Cope and Kalantzis, 2009). The texts and images that contain moral values are selected based on five moral varieties proposed by Kemdikbud (2017), i.e., religiosity, integrity, nationalism, independence, and helping each other. For steps of data collection method, first, I identify the texts and images that contain moral values in the selected textbook. The texts include monologues, dialogues, reading passages, and learning tasks/exercises, whereas the images can be photographs, visual images, posters. Second, I will create a table that contains information about the location of the data containing moral values (i.e. religiosity, integrity, nationalism, independence, and helping each other) in each chapter of the textbook.

The data of the present study were analyzed using three dimensional framework proposed by Fairclough (1989; 1992; 2003). In his view, every communicative event comprises three dimensions: it is text (speech, writing, visual images, or a combination of these); it is discursive practice that involves the production and consumption of texts; and it is social practice. Corresponding to the three levels of discourse, Fairclough developed three stages of CDA: description, interpretation and explanation.

In the description stage, linguistic features such as choices in vocabulary (wording), grammar (transitivity, passivization) and text structure (thematic choice, turn-taking system) will be systematically analyzed. This is the first step, in which the text is the object. The next step is interpretation. Fairclough (1989) states "interpretation is concerned with the relationship between text and interaction with seeing the text as the product of a process of production, and as recourse in the process of interpretation" (p.26). In the interpretation stage, the relationship between the discourse and its production and also its consumption should be interpreted. Besides, discourse is not only regarded as text but also a discursive practice in this stage, which means apart from analyzing linguistic features and text structure, attention should be drawn to other factors such as speech act and intertextuality. These factors linked the text to its context. The next stage is explanation. According to Fairclough (1989), "explanation is concerned with the relationship between interaction and social context with the social determination of the process of production and interpretation, and

their social effects" (p. 26). On the other hand, the analysis in explanative part is in reference to the historical, social, and cultural contexts.

Findings

Categories of Moral Values Represented Senior High School English Textbook.

Having analyzed the texts and pictures that contain moral values in the eleventh grade of senior high school English textbook, it was found that the kinds of moral values represented in the eleventh grade of senior high school English textbook include helping each other, religiosity, integrity, independence, and nationalism.

1. Helping each other

The first moral value of helping each other is found in a conversation between two friends in Unit 1 (Offers and Suggestions), page 3. Two friends (a girl and a girl with glasses) are in medium frame talking about their project. The second moral value of helping each other is found in a story entitled "The Enhanced Fish" in Unit Enrichment (Can Greed Ever be Satisfied?), p.117.

2. Religiosity

This moral value is found in a poem entitled "Invictus" that is talking about someone's faith. This poem is located in Unit 7 (Meaning through Music), p. 93. Another moral value of religiosity is also found in a poem entitled "Dreams". This poem is talking about what is the meaning of dreams and convince the readers what their faith is. This poem is located in Unit 7 (Meaning through Music), p. 95.

3. Integrity

This category of moral value is found in a conversation between two friends. Two participants (a girl in glasses and a girl holding pencils) are in a medium frame narrated in the bidirectional vector format. They make eye contact with each other with happy facial expressions (smiling faces). In the textbook, this conversation is located in Unit 1 (Offers and Suggestions), page 2. The next category of integrity is 'a conversation between two friends' found in Unit 2 (Opinions and Thoughts), page 19. The conversation between two friends (a girl and a girl with glasses) are in medium frame talking about article on bullying. The next category of integrity is also 'a conversation between two friends' found in Unit 2 (Opinions and Thoughts), page 20. The conversation between two friends (a boy and a girl with glasses) are in medium frame arguing about something. The third category of integrity is about examples of some opinions on bullying. It is found in Unit 2 (Opinions and Thoughts, p. 24). The next category of integrity is the picture of two persons who are arguing and one of them is pointing to the other. It is located in Unit 2, p.23.

4. Independency

This category of moral value is represented through songs and a poem. The first song is entitled "Stand by Me", talking about a man asked a woman to be with him. The second song entitled "We shall overcome", talking about someone asking others to stand up together. The third song entitled "Hero", talking about someone who convince others that he/she is more than himself/ herself. These songs can be found in Unit 7 (Meaning through Music), p. 87, 89, and 91. Another category of moral value "independency" is represented through a poem entitled "The Road Not Taken", talking about someone who had a choice and then he choose the one that makes difference because he can't choose all of it.

5. Nationalism

The first category of nationalism is represented through a picture of a market in Indonesia. The picture shows a lady dressed in a traditional clothes of Java buying something. This picture is located in Unit 1, p. 16. In the textbook.

Discussion

Analysis and Discussion on How Moral Values Represented in the Textbook

The discourses of values cannot be divorced from the sociocultural context in which such values are embedded. Following language appraisal (Martin & White, 2005) and visual grammar theories (Kress & van Leeuwen, 2006), these discourses are categorised into discourses of social esteem and social sanction reinforcing the social norms and conventions that young learners should learn. At a high schooling level, a child starts learning to behave according to socially acceptable norms as she or he develops her or his understanding of right and wrong through social interactions (Smetana, Jambon, & Ball, 2014). In this respect, moral development is a socio-affective process involving a complex interplay between individuals and their social environment. In the high schooling context, children are always engaged with educational textbooks. They may learn certain values from this curricular artifact. Therefore, prior studies on textbook evaluation show that textbooks can play the role of instilling moral values in learners (e.g. children). The findings of the present study showed that three moral values were dominant in the textbooks—helping others, integrity, independency, nationalism and religiosity. Due to space limitations, only 14 relevant texts and pictures were selected for in-depth analysis. These texts and pictures are concerned with Daily life, interactions at schools, and behaviour in public space.

1. Constructing the discourse of helping each other.

Helping others is a very important value in Indonesian society and reflects the second principle of Pancasila, 'Just and Civilized Humanity'. Socioculturally ingrained in Indonesian society, this value emphasises that everyone should treat others well.



fig.1

To begin with, Fig. 1, a picture of a man starring at a fish along with a short text, a story with title "The Enchanted Fish". Semiotically, the visual data represents the value of helping others (e.g. the fish). The image above implicitly echoes the message that helping each other does not have to be to fellow humans, it can also be to fellow living beings. As stated on the first paragraph of that story the fisherman found a huge fish, and suddenly the fish said "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." And then the fisherman quickly threw the fish back and said " I dont want to hurt a talking fish! Go on! Go where you came from."

On the third paragraph, the fish helps the fisherman because the fisherman told his wife and his wife asked the fish to grant her wish. The fisherman's wife asked a cozy cottage. And then the fisherman back to the seashore and asked the fish for help. Then, the fish granted the fisherman's wife wish to have a cottage, but the fisherman's wife is not very grateful, and the fisherman come back again to the fish and asking for his help again, and again. Because of the fisherman's wife snobbery, the fish wont granted the fisherman's wish instead, he makes things the way the fisherman and his wife were before. The lesson that can be learned from the story is not to feel always lacking and greedy when we get help from someone.

2. Constructing the Discourse of Religiosity

Religiosity is a term that is used in sociology to describe the quality of an individual's religious beliefs and experiences and the role that religion plays in society. It has been likened to spirituality, orthodoxy, piousness, and religious devotion. Same as Helping Each Other, Religiosity on this book can't be found often.

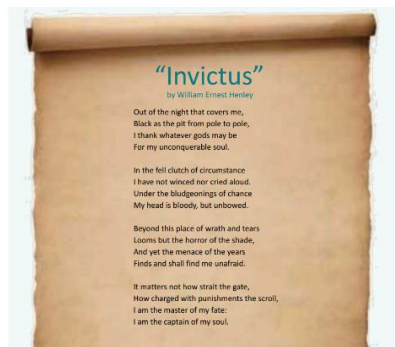


Fig.2

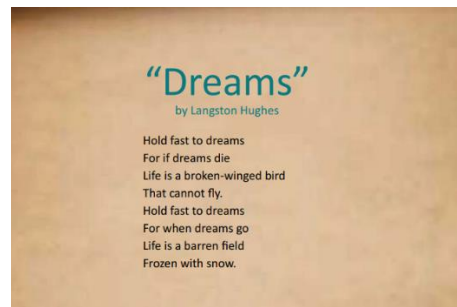


Fig. 3

As we can see on that picture above (Figure 2) a picture of a poem with title “Invictus” talked about a person's belief in whatever god actually is he is still grateful for his spirit and soul that is difficult to conquer. On the second paragraph we can see that the person never gave up what ever conditions that he had through “My head is bloody, but unbowed”. On the third paragraph, the person tells us that he never gave up eventhough his age is not young. And the last paragraph, the person convince us that he has full control of himself and no one can change his mind and spirit.

Meanwhile on figure 3, a poem with the title “Dreams” talked about someone’s faith on dreams. Only in a dream he believes he can fly, as stated on the third and fourth line “Life is a broken-winged bird” and “That cannot fly”. The writer believe in dreams and ask the reader to believe in dreams also.

3. Constructing the discourse of Integrity.



Fig. 4

Examples of Opinions:

- I reckon he might have been bullied in school.
- To be honest, I never thought that bullying was so prevalent in most schools.
- I believe bullying is totally an unacceptable practice in our school.
- I am not convinced that the majority of the people are not aware of this issue.

Examples of how to agree and disagree with an opinion

Statement	Agree	Disagree
Smoking should be banned in public places.	I totally agree that smoking should be banned in public places.	I am sorry but I tend to disagree with you on this.
Bullying is so prevalent in most schools.	I couldn't agree more with you.	I think it would be wrong to generalize.
Women should not work.	I think so too. Women should stay at home and take care of their children.	I am afraid I have to disagree with you on this.
Harry Potter series is much better than Twilight series.	Yes, I agree. Harry Potter series has a much better and well-developed story line.	It's not justified to say because both have different plots.

Fig. 6



Fig. 5

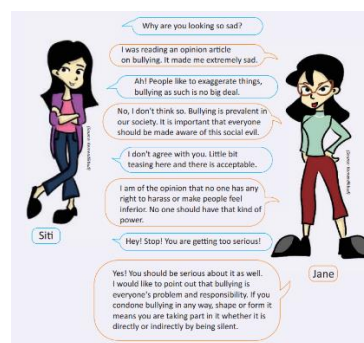


Fig. 7

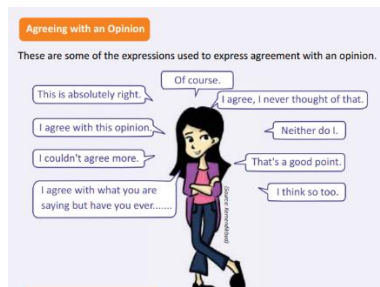


Fig. 8

In Figure 4, the girl with glasses had a conversation with a boy in a black clothes. The girl asked the boy to go to the movies but the boy refuse it first. And then the girl give the boy an option to go to the movies in the afternoon, and the boys accept it. Because the boy dont want to watch horror movies he asked the girl to watch another movies and the girl accept it. It shows that the boy has integrity and the girl are attracted to the boys. Meanwhile in figure 5 we can see to person arguing about something. The picture says that those two person has their own integrity to stand with their opinion. In figure 6, there are some examples of giving opinions about bullying. It shows that some people has their own opinion about bullying and has their own integrity about that. Same as figure 6, figure 7 also talking about bullying, but it shows 2 girl in a conversation. The girl with the purple shirt asked the girl with glasses what is her opinion about bullying. The glasses gril think that bullying is a major problem, otherwise the girl with purple shirt think that bullying is not a big problem. They both show that they had the integrity and different opinions. Meanwhile on figure 8, it shows a girl in purple shirt give an example of giving opinions, and shows her integrity to give an opinion.

4. Constructing the discourse of Independency.

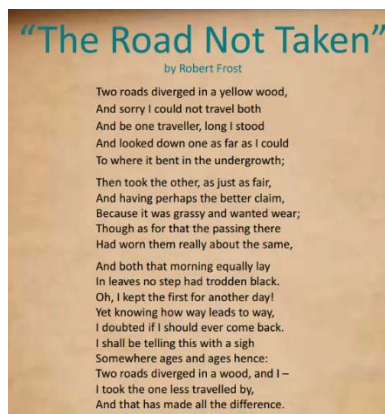


Fig. 9

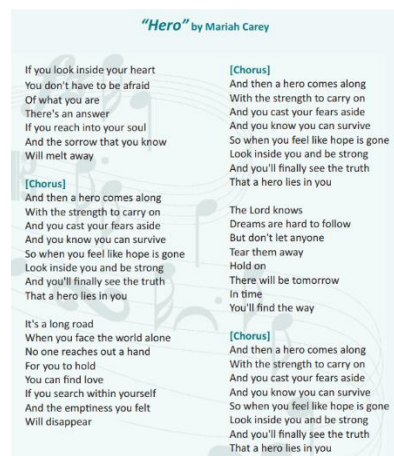


Fig. 10



Fig. 11

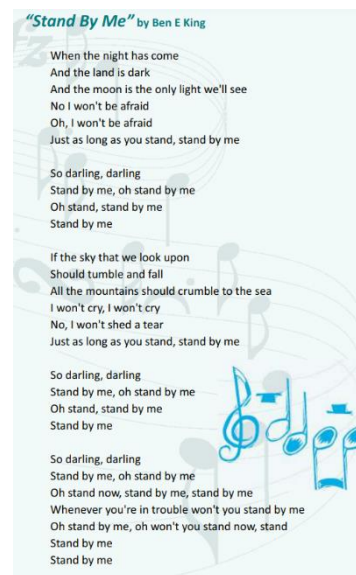


Fig.12

Figure 9 shows a picture of a poem with the title "The Road Not Taken" which tells the readers about someone who had a choice and then he chose the one that made a difference because he can't select all of it. It shows his independency and confidence to choose his own way. Figure 10 is a song with title "Her" by Mariah Carey. That song is about someone who convince herself or other to believe that he/she can do whatever they want and be whatever they want like a hero. Same as figure 11 and 12, a song with title "We Shall Overcome" and "Stand by Me" those two song give the readers or listeners a light to believe that they are not alone and can be whatever they want.

5. Constructing the discourse of Nationalism.



Picture 1.8 (Source: lunainternational.blogspot.com)

Fig. 13

In Figure 13, we can see a picture of the Indonesian traditional market. In that situation, there are some people in that frame, 2 sellers and 3 buyers. As we can see, the buyers on the right side of the frame wear a traditional Javanese dress. It shows

that the dress represents Indonesia, and shows the buyer's nationality. The text also shows nationalism, it says "Markets in Indonesia sell almost everything", it represents how the situation in Indonesia's traditional market, even nowadays.

Conclusion

The present study has examined the moral values taught through high school textbook. The findings show that this textbook integrate moral teaching and pedagogy into English language education. Certain moral values and qualities such as helping others, integrity, independency, nationalism, and religiosity are given more importance, and they are taught to students through verbal and visual texts. These values can be a moral yard stick to help students conform to social norms and building and maintain good social relations. Collectively, the emphasis on these values highlights that one must treat others with fairness and empathy, and in general, be reasonable, and responsible (Murray Thomas et al., 1984). Therefore, introducing moral values to students through visual and verbal texts, helps students cultivate and enact moral knowledge and awareness as they engage in myriad social encounters which can not be divorced from moral conduct.

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