

Critical Discourse Analysis of Moral Values In A Non-Governmental English Textbook for Junior High School Students

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ABSTRACT

This study was conducted to investigate what and how moral values are portrayed in a non-governmental EFL textbook for junior high school students for grade 8. The present study applied critical discourse analysis (CDA), framed in Fairclough's three dimensional approaches to analyze visual, textual, and multimodal texts materials that represent the moral values in the textbook. The findings showed that Religiosity has the most frequent moral values found in the textbook, which is represented 36 times through different images, texts, and multimodal texts. Followed by the frequency of Nationalism and Helping each other took in a second place that represented moral values in the textbook, whereas the values of Integrity and Independence was the least frequently found in the textbook. Despite the potential imbalance in quantity, it can be inferred that this English textbook remains suitable for teaching the character education values to the students, since the textbook contains all five core moral values recommended by the Indonesian government under the PPK program.

***Key Words:** character education values, critical discourse analysis, english textbook, the 2013 curriculum, PPK program, junior high school.*

INTRODUCTION

At the present time, an impact felt due to globalization is the decadence of moral values. This already spreads quickly among the young generations in Indonesia leading to the negative behaviors, such as violence, bullying, being rude and disrespectful to their parents and teachers, impolite, drugs abuse and alcohol, criminal activities, religious intolerance, and still many others (Setiawan & Fahriany, 2017). Regarding this, the moral problems have become a major issue among all the elements of society, especially the government and educators' concern. Therefore, since 2010 the Indonesian Ministry of Education and Culture officially validated the character education, a program which has become the main feature of the 2013 curriculum (Pusat Kurikulum, 2010; Wardani, 2019). In response to this policy, all schools have to implement this program into all school subjects including English (Qoyimah, 2016; Widodo, 2018). Character education is integratedly taught across the curriculum in order to build students' character

identities (Sulistiyo, Supiani, Kailani, & Lestariyana, 2020). It is hoped that moral education could bring about social change and encourage the students to become good characters.

In education, textbooks play an important role as a major resource for teaching and learning process. Textbooks are not only the everyday instructional tools of the language teacher to transmit knowledge, but also the medium to transmit values, aims, and methods in teaching and learning process (Wong, 2011). It implies that textbooks should be considered as an important tool and a major resource to deliver knowledge, values, attitudes, skills, and behaviors to the students. This condition makes the EFL teachers have the responsibility to select the proper English textbook which promotes moral values and insert these values into their language learning activities. In this way, textbooks as instructional tools can convey and instill moral values through its contents. All those values can be contained both in texts and images. Therefore, textbooks should contain selective learning materials that convey moral values.

The national education system in Indonesia or called the Curriculum 2013 is currently focusing on the emphasis of character development. This calls for a need to build students' character into a good personality that is needed by the nation as well as to prepare the young generations in society. With this kind of situation, the development of character education or moral education in Indonesia keeps growing until the Kemdikbud of 2017 released the strengthening of character education movement (which is called as PPK) should be implemented into all school subjects to contribute to the formation of mental revolution of the students. This statement is proven by the Presidential Regulation No. 87 of 2017 about Strengthening of Character Education (PPK) which implemented five main core values by applying Pancasila values in character education covering religiosity, integrity, nationalism, independence, and helping each other. According to Thongrin (2018), the practices of moral education can be incorporated into language education which can be done in an English classroom and it plays a crucial role in the process of students' socialization, both in language learning and in character building, issues or learning content in relation to moral education. The EFL classroom can provide moral values information through the instructional materials and resources in an indirect and more interesting way for students. In this case, English language teaching (ELT) including all the instructional materials can be seen as agents of promoting moral and cultural values so that teachers are required to teach values that are offered by the curriculum 2013 through their existing lesson plans they prepared (Qoyyimah, 2016; Widodo, 2018). In line with that, it also concerns the job of the English language teachers in inserting the moral education in their teaching process. According to Widodo et al (2018), in ELT, teachers' job is

expected not only to teach students sets of language skills, but also to develop students' character and become fully aware of moral values that is already accepted by the social community. This requires teachers to prioritize what values to insert in their English language teaching and learning activity. They can choose topics or themes, text types, and learning tasks, which contain moral values both explicitly and implicitly. In the teaching and learning process, materials including textbooks are needed as the main resources that can be used to facilitate the teaching and learning process. According to Wong (2011), textbooks are not only as the tools of the teaching-learning process, but also as the incorporation of the values, aims, and methods of the teaching-learning process. It reveals that the textbook becomes one of the important resources to convey both the knowledge and the values to the students.

The Indonesian government clearly defined that values stipulated into the curriculum 2013 are the 18 values offered by The Ministry of Education and Culture of Indonesia. Those values are (1) Religiosity, (2) Honesty, (3) Tolerance, (4) Discipline, (5) Hardworking, (6) Creativeness, (7) Independence, (8) Democratic, (9) Motivation to learn, (10) Patriotism, (11) Nationalism, (12) Supportive, (13) Love to read, (14) Peace maker, (15) Friendliness and communicativeness, (16) Environmental awareness, (17) Social awareness, and (18) Responsibility (Center for Curriculum Development, 2010). From those 18 values, The Ministry of Education and Culture, or mostly called as Kemdikbud (2017) specify all values into five core moral values which come from Pancasila and as a priority program of the strengthening of character education movement (PPK) for improving the Curriculum 2013. These five core moral values are (1) Religiosity, (2) Integrity, (3) Nationalism, (4) Independence, and (5) Helping each other. The following table gives a brief of explanation of each moral value.

Some previous studies have been conducted dealing with textbook analysis of moral values in different countries and different tools of analysis. Setiawan and Fahriany (2017) conducted a study which aims to reveal the moral values in the narrative texts of English textbooks for senior high school students published by the Ministry of Education and Culture in Indonesia. The study found that five main moral values were contained in the narrative texts, those are kindness, respect, responsibility, honesty, and fairness. The most moral value represented in the texts is the value of kindness, and it lacks the value of fairness. Widodo (2018) conducted a study about how the moral/character values are portrayed in the ELT textbook used for senior high school students grade 10 published by the Indonesian Ministry of Education. His study revealed that the textbook represents multiple values such as honesty, trust, respect, responsibility, work ethic, punctuality, confidence, and cooperation through visual and written texts as well as multimodal texts. Sulistiyo, Supiani, Kailani,

and Lestariyana (2020) conducted a study about how moral values are infused in three nationally-adopted EYL textbooks used in Indonesian elementary schools. The findings showed that helping others, politeness and caring are mostly predominantly represented in the textbooks through both verbal and non-verbal texts. Each research showed that the textbooks that have been analyzed are mostly published by the Ministry of Education and Culture of Indonesia. In other words, the analysis of moral values in a non-governmental EFL textbook in Indonesia remains rare to be explored. To fill the gap, this study will focus on the analysis of moral values in a non-governmental English textbook for junior high school students through visual, textual, and multimodal texts in the textbook.

METHODOLOGY

The present study aimed to analyze moral values portrayed in a non-governmental EFL textbook for junior high school students. Since EFL textbook is not only a product of curriculum, but also a cultural text and social product, critical discourse analysis (CDA) is the appropriate design to reveal “how such a text represents and constructs social reality contextually tied to a specific ideological (value) system through covert messages based on what is said and left unsaid” (Widodo, 2018). The data of this study were texts, pictures, and multimodal texts that represent moral values in an English textbook. The data are taken from an English textbook for Junior High School students entitled “*English on Sky 2 for SMP/MTs Class VIII*” (2016 revised edition). The textbook was published by Erlangga, a private publishing company and it contains 13 chapters and 240 pages. This textbook is selected because 1) the authors of the selected textbook are Mukarto, Widya Kiswara, Sujatmiko, and Josephine, they are Indonesian authors who bring local moral background and understand the Indonesian ELT context, 2) the textbook is written based on the need of curriculum 2013 which emphasize the development of students’ overall competence as suggested by the curriculum such as balancing students’ attitudes, knowledge and skills, 3) it is used nationally by many junior high schools in Indonesia, and 4) the contents of the textbook, it contains moral values in the textual, visual, and multimodal texts.

Documentation method was used to collect data in the present study because the data (i.e., moral values) in the present study are collected from an English textbook as the curriculum document. The present study analyzed visual, textual, and multimodal texts materials that represent the moral values in the textbook. Fairclough’s three dimensional approach (1995) is chosen as the framework to analyze the verbal and non-verbal materials which are divided into three dimensions levels of discourse analysis, those are text analysis (description stage), processing analysis (interpretation stage), and social analysis (explanation


stage). A number of steps were taken in terms of categorizing and analyzing the hidden messages of moral values in the textbook. The first step of the analysis is selecting the texts, images, and multimodal texts in the textbook that contain moral values. The second step is describing the selected texts, images, and multimodal texts. The last step is for deeper qualitative analysis using CDA theory of Fairclough, the moral values presented in texts, images, and multimodal texts are analyzed and interpreted, concerning the social practice and the impact for the social context.

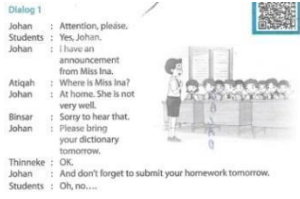



RESULTS AND DISCUSSION

Results

This section discusses the research findings in analysing moral values represented through visual, textual, and multimodal texts in the non-governmental English textbook for Indonesian junior high school students. In the analysis, findings were organized into three main sections: visual representation of moral values, verbal texts representation of moral values, and the multimodal text materials of moral values which portray values of religiosity, integrity, nationalism, independence, and helping each other. Due to space limitations, only 11 figures are analyzed that are relevant to the representation and specification of moral values used in this study. The representation of moral values in the textbook is presented below (see Table 4.1).

Table 4.1 The representation of moral values in the textbook, *English on Sky 2 for SMP/MTs Class VIII*.

Chapter	Location/ Page	Theme	Sample Figure Artefact (Visual, Textual, and Multimodal Text)	Description	Moral Values
Chapter 1	p. 20	Nice to See You Again		An image shows interaction between two female students, one student wears hijab and one has a long and curly hair, both are greeting with a handshake in the school yard.	Religiosity, Nationalism

Chapter 1	p. 4	Nice to See You Again	 <p>Dialog 1 Johan : Attention, please. Students : Yes, Johan. Johan : I have an announcement from Miss Ina. Atiqah : Where is Miss Ina? Johan : At home. She is not very well. Binsar : Sorry to hear that. Johan : Please bring your dictionary tomorrow. Thinneke : OK. Johan : And don't forget to submit your homework tomorrow. Students : Oh, no....</p>	A multimodal text portrays a male student is asking attention in front of his classmate in the classroom.	Integrity
Chapter 2	p. 22	I Can Play the Guitar		An image shows seven students with different physical characteristic are working together for practicing musical instruments in the school music room.	Nationalism, Religiosity, and Helping each other
Chapter 2	p. 30	I Can Play the Guitar	<p>Dialog 2 Atiqah : Johan, can you play <i>gobak sodor</i>? Johan : I can. Atiqah : Good. Can we play it now? Johan : I'm sorry I'm tired. Can we play something else? Atiqah : How about playing <i>congklak</i>? Johan : Okay. Let's play it.</p>	A text tells about two students are going to play a traditional Indonesian children's games.	Nationalism
Chapter 3	p. 42	We Mustn't Eat and Drink Here	 <p>A. Listen to the dialogs. Let's go. Wait. We must buy a ticket first. Come on. Let's buy a ticket. Hey! Don't go there. We must stand in line. Would you like some candies? No, thanks. We mustn't eat and drink here. Oh! Sorry. Really? Yeah. Look at that sign! We mustn't eat and drink here. Look at this painting! It's beautiful. Stop! You mustn't touch the painting. Oh! Alright.</p>	A multimodal text shows a male student with a curly hair and a female student with hijab are going to a museum of arts.	Nationalism, Religiosity
Chapter 4	p. 70	May I Celebrate My Birthday with My Friends, Mom?	 <p>Miss Tari : Let's start the test. Are you ready? Students : Yes, ma'am. Miss Tari : Johan, please, put your books away. Johan : Yes, ma'am. Miss Tari : Alright, students. Listen. Don't talk during the test. Do not cheat. If you have a question, ask me. Don't ask your friends. Is that clear? Students : Yes, ma'am.</p>	A multimodal text tells about the situation of the classroom with a teacher and students before doing a test.	Religiosity, Nationalism, Integrity, and Independence
Chapter 6	p. 92	Around Us	<p>Johan : Let's go to the zoo. I want to write about camels for my biology assignment. Thinneke : Are there any camels at the zoo? Johan : Of course, there are. I think there are four camels at the zoo. Thinneke : What about kangaroos? Are there any kangaroos at the zoo? Johan : I'm not sure. Let's find out. Do you want to write about kangaroos? Thinneke : Well, we'll see.</p>	A dialogue text tells about two students who are going to do their biology assignment together.	Integrity, Independence, and Helping each other
Chapter 7	p. 121	I Always Get Up Late on Sundays	<p>Ardi and Raina are students of an athletics school. They start their day very early in the morning. At 5 a.m., they have physical exercises. The exercises are often very hard and tiring. They sometimes scream or cry, but they do not stop doing the exercises. They know that they must work very hard to be good athletes. School begins at 8 a.m., and finishes at 12 p.m. Then they usually rest for three hours before they have technique building exercises at 3 p.m. The students of the school do not watch TV a lot. They never hang out at malls with their friends in the evening because they still have night classes. On Mondays, Wednesdays, and Fridays, they have night classes from 7 p.m. until 9:30 p.m. They are usually very tired and go to bed right after that.</p>	A text tells about a daily routine of two students of an athletics school.	Independence

Chapter 8 p. 134
 Everybody Is Having a Great Time



An image shows a family having different chores and activities at home.

Religiosity, Integrity, Independence, and Helping each other

Chapter 8 p. 142
 Everybody Is Having a Great Time



An image shows a whole family who is working together for gardening and cleaning up their home yard.

Integrity, Nationalism and Helping each other

Chapter 11 p. 208
 It Was a Wonderful Experience



A multimodal text tells about a male student who is helping a blind person to cross the street.

Integrity, Helping each other

Visual Representation of Moral Values

To begin with, five examples of visual artefacts are analysed to examine what and how moral values are represented in the textbook. Those analysed images present particular moral values that the readers (teachers and students) need to be aware of and to think critically about the hidden messages in the images.

Sample Image #1

The following first image shows two female students shaking hands in the school yard.



Figure 1 (English on Sky 2, Textbook Grade 8, p.20)

The image above is taken from Chapter 1 with the theme ‘Nice to See You Again’ on page 20 shows two female students greeting each other with a handshake when they first met in the school yard. Likewise, from the facial expression of these two students, they both are smiling, which means they are friendly and happy to see each other. In Indonesian context, handshaking is also called as *salam*. It is commonly done by someone at any age when they meet each other as a sign of friendliness, politeness and an ethical norm in the society. So doing this action means that they are doing something polite and offering a warm greeting to others. In line with that, greetings can be a way of building a value friendship so that the conversation or dialogue look friendly and be closer social distance (Sulistiyo, Supiani, Kailani, & Lestariyana, 2020). This figure represents the moral values of religiosity and nationalism regarding the value of friendship, that is no friendship gap between people from other ethnicities and cultures. Thus, the textbook authors would like to encourage students to have a value friendship and can develop students’ social skills that leads to the behaviour of peace loving such as making a friend with people from other ethnicities, cultures, and religions. In addition, students are expected to learn how to respect each other, avoid bullying in school, and appreciate the nation’s culture, ethnic diversity in Indonesia.

Sample Image #2

The following image shows some students practicing musical instruments.



Figure 2

(English on Sky 2, Textbook Grade 8, p.22)

This image #2 from the theme ‘I Can Play the Guitar’ in Chapter 2 on page 22 shows seven students are practicing musical instruments in the school music room. It can be seen that they are playing various kinds of musical instruments such as guitar, drums, saxophone, flute, tambourine, and hand drums. From this image, the textbook characters portray female and male students with different physical characteristics/appearance that indicates real-life conditions of Indonesian school communities. The value of nationalism, religiosity, and helping each other is emphasized here. According to Figure 2, there is one female

student who is dressing up with a hijab, as well as the other students having straight and curly hair, bright and dark skin, which are interpreted as the Indonesian population. The aims of the textbook authors may be to deliver a value of nationalism and religiosity through the representation of characters in Figure 2 that accept people from different beliefs, racial/ethnic groups, and cultural diversity can coexist in the same society. In the context of education, racial/ethnic diversity in the classroom can be a medium to share positive educational benefits to students, such as more significant cognitive development and positive gains on a wide range of measures of interpersonal and psychosocial developmental changes, including increased an acceptance to diversity and challenge, enhance racial/cultural knowledge and understanding and commitment to social justice, become more complex person related attitudes and values (Terenzini et al., 2001). This figure also emphasizes the value of helping each other because the students are portrayed as a group involving mutual assistance in working together toward a common goal. It can be seen from the facial expression of those students who look happy and cooperative in practicing musical instruments. Thus, the discourse of a group of student characters in the textbook encourages students to have tolerance among different beliefs or ethnic and enhances students' awareness of the value friendship so that anti-bullying and avoiding discrimination attitudes can build up in themselves.

Sample Image #3

The sample image #3 shows about family's chores at home.



Figure 3 (*English on Sky 2, Textbook Grade 8, p.134*)

This sample image #3 in Chapter 8 with the theme "Everybody Is Having a Great Time" depicts a family's chores at home. It can be seen from the image that each member of the family does different tasks and activities at home. The tasks such as doing housework, jogging, praying, preparing breakfast, studying, making their bed, having lunch, and watching tv show their routine chores and activities at home. From this image, the textbook authors may intend to show

students about the value of independence, helping each other, integrity, and religiosity. This value can be derived from personal, social interactions and contribution between students and their family. As seen in image #3, the action illustrated by the whole family's member characters in the textbook indicates that they respect others, especially someone who is older by helping each other. In the Indonesia context, the mother usually did the household chores, and followed by the members of the family did it on purpose to help their mother. Dealing with the context, the younger have to offer help to the elders as a sign of being good citizens and the exemplar of respectful individuals. As mentioned by Sulistiyo et al (2020), "showing respect to others regardless of age and social status can become an ethical norm in any social context". In conclusion, the deployment of these values can teach students about the importance of social interactions and contributing to a team so they become more aware of being cooperative, respectful, and helpful to each other. It also encourages students to have a responsibility to manage and accomplish their duties and obligations without depending on anyone else and allows them to feel valued and competent, both of which can enhance the student's self-esteem.

Sample Image #4

Furthermore, sample image #4 shows about a family gardening in the home yard.



Figure 4 (*English on Sky 2, Textbook Grade 8, p.142*)

Image #4 in Chapter 8 with the theme "Everybody Is Having a Great Time" refers to a whole family gardening and cleaning up their home yard. The acts of planting a tree, watering the flowers, and cleaning up the yard, seen in Figure 4 signifies a positive behavior about taking care of the surrounding environment. From this image, the authors of the textbook may intend to show students about nationalism value in the form of environmental sensitivity value. Likewise, this image depicts responsibility through the presentation of planting trees and cleaning up the surrounding environment, as stated that protecting and preserving the natural environment is an obligation that every human being must carry out. Teaching junior high school students about environmental

sensitivity value in an educational context is important. According to Azjen et al (2011), schools play an important role in providing knowledge of environmental issues that directs students to be sensitive about their surroundings, increase their willingness to take action and produce good citizenship behavior towards the environment. As stated by Susilowatia et al (2020), “students who have knowledge of the environmental issues can increase the intention to act so that will arise a sense of caring for the environment”. By doing so, students will have a stronger will to act environmentally responsible and be sensitive to not only caring inside the school, but also in their surrounding environment outside the school.

On the other hand, the other values discovered in image #4 is the depiction of helping each other and integrity value as well. That is manifested through the representation of family characters who gather to work together to clean up their garden or also called *Gotong Royong* in Indonesian context. In short, the image above implicitly shows the importance of social solidarity. Although each member has their own duties, they are still able to help others and work together in order to meet the goals. In this case, it will significantly affect the increasing student behavior toward cooperative values, which strengthen the ethical values of social responsibility by showing their care towards each other as a way of supporting, collaboration and cooperation.

Verbal Texts Representation of Moral Values

For this textbook analysis, a verbal text analysis is also presented to expose more moral content through the text samples which represent moral values in the textbook. The texts covered monologues, dialogues, reading passages, and learning tasks/exercises. There are three sample texts which show how moral values are presented. Those are from different themes in chapter 2, chapter 6, and chapter 7.

Sample Text #1

The following first text segment tells about a dialogue between two students who want to play together.

Dialog 2

- Atiqah : Johan, can you play *gobak sodor*?
Johan : I can.
Atiqah : Good. Can we play it now?
Johan : I'm sorry I'm tired. Can we play something else?
Atiqah : How about playing *congklak*?
Johan : Okay. Let's play it.

Figure 5 (*English on Sky 2*, Textbook Grade 8, p.30)

The figure above is a dialogue from Chapter 2 with the theme “I Can Play the Guitar” on page 30. The context of this text is reading about traditional Indonesian children’s games, reminding students to know and recognize those kinds of traditional Indonesian games that still exist. The text shows a girl (Atiqah) and a boy (Johan) is having a conversation to ask about playing gobak sodor, which is a traditional game played by two groups and one of the groups attacks the other to push out beyond the absolute line and congklak, is a traditional game played by two players in a special board with 16 holes and 98 pieces of grain. The text also shows that they both know how to play those two traditional games. From this text, the authors of the textbook attempted to insert nationalism value by presenting gobak sodor and congklak, as a cultural heritage to preserve traditional Indonesian games. With the representation of traditional games into the cultural heritage it is expected that this can become an arena to introduce Indonesian national identity. Putra (2019) states that illustrating one of the national assets in the text shows pride in what the country has. This means knowing some of the national assets information can make students learn about local wealth and motivate them to preserve their own culture and also being proud to promote the nationalism values, so that they can appreciate and will not forget about Indonesian culture.

Sample Text #2

The second text to be analysed tells about two students who talk about their assignment. The text is provided below.

Johan : Let’s go to the zoo. I want to write about camels for my biology assignment.
Thinneke : Are there any camels at the zoo?
Johan : Of course, there are. I think there are four camels at the zoo.
Thinneke : What about kangaroos? Are there any kangaroos at the zoo?
Johan : I’m not sure. Let’s find out. Do you want to write about kangaroos?
Thinneke : Well, we’ll see.

Figure 6 (*English on Sky 2*, Textbook Grade 8, p.92)

A dialogue text from Chapter 6 with the theme “Around Us” on page 92 reinforces the values of integrity, independence, and helping each other. It tells about two students named Johan and Thinneke who are going to do their biology assignment together at the zoo. The action implies that they have a good work ethic and are responsible for finishing their duties and obligations on time. Their actions also represent the value of helping each other. It can be seen from the dialogue, Thinneke is going to write about kangaroos, but she does not know that there are any kangaroos at the zoo, so the expression “I’m not sure. Let’s find

out.” Johan indicates that he is willing to help Thinneke to find kangaroos for her assignment.

In the context of ELT, the authors attempt to deliver a message that helping and working together can become good ways to teach students to be cooperative in order to achieve their goal well and also to maximize their own and each other’s learning. As mentioned by Johnson and Gonzalez (2014), “Students learning in a collaborative situation got greater knowledge acquisition, retention of material, and higher-order problem solving and reasoning abilities than students working alone”. In this case, cooperation is the one that can develop students’ ability to work together to achieve the greatest outcomes and it is an important competence for students’ working skills in their future profession.

Sample Text #3

The next sample is text 3 tells about a daily routine of two students of an athletics school. The text as presented below.

Ardi and Raina are students of an athletics school. They start their day very early in the morning. At 5 a.m., they have physical exercises. The exercises are often very hard and tiring. They sometimes scream or cry, but they do not stop doing the exercises. They know that they must work very hard to be good athletes. School begins at 8 a.m. and finishes at 12 p.m. Then they usually rest for three hours before they have technique building exercises at 3 p.m. The students of the school do not watch TV a lot. They never hang out at malls with their friends in the evening because they still have night classes. On Mondays, Wednesdays, and Fridays, they have night classes from 7 p.m. until 9:30 p.m. They are usually very tired and go to bed right after that.

Figure 7 (*English on Sky 2*, Textbook Grade 8, p.121)

As presented in Figure 7, a text from Chapter 7 with the theme “I Always Get Up Late on Sundays” tells about the daily routine of two students named Ardi and Raina as athletic students. In this written text (Text 3), Ardi and Raina have different duties from normal students in school. Since they are athletics students, they have physical exercises in the morning and have night classes. Even though they struggled with the exercises and school, it does not make them stop doing it in order to achieve their goals and become good athletes. This action represents the indicator of independence value which is having a good work ethic focuses on hard work. In the education context, independence value refers to an attitude that students have to learn on their initiative in an effort to achieve their hopes and dreams without relying on others. The discourse “They know that they must work very hard to be good athletes.” indicates that both students recognize hard work is important because, as a student, they need to put in some hard work and not depend on others to reach their success/goals. As mentioned

by Brookfield (2000) in Nurazizah (2021), "Independence in learning is self-awareness, driven by oneself, the ability to learn to achieve its goals" (Brookfield 2000: 130-133). Therefore, infusing independence value through the education context could be of significant importance for students' development and their future well-being such as being self-disciplined, strong personality, motivation, professionalism, creativity, bravery, and being a lifelong learner.

The Multimodal Text Materials of Moral Values

In addition to incorporating moral content into visual and textual representations in the textbook, the textbook writers also infuse moral values into learning materials through multimodal text. According to Cope and Kalantzis (2009), multimodal text refers to visual representation and written text are both combined together to communicate the meaning. In this study, the multimodal text relates to monologues/dialogues combined with images. For in-depth analysis, four samples of the multimodal text are examined as stated below.

Sample multimodal text #1

To begin with, sample multimodal text #1 tells the reader about a student who is asking for attention in front of the classroom.



Figure 8 (*English on Sky 2, Textbook Grade 8, p.4*)

In the multimodal text above, the visual image and written text in Chapter 1 with the theme "Nice to See You Again" shows a male student who is asking for attention in front of his classmate in the classroom. The text tells about a male student named Johan who delivered an announcement from their teacher named Miss Ina, that she can not attend the class and ask the students to bring a dictionary and submit the homework tomorrow. Besides, the image depicts all the students paying close attention to Johan's announcement in the classroom. It can be seen from the students' gesture that they listen carefully to Johan's command. The authors of the textbook give the dominant value of integrity through the actions and expressions of all participants in the figure. In this context, the value of integrity means a behavior that is based on the effort to make

students trustworthy in words, actions, and works. The expression “I have an announcement from Miss Ina.” and also the expression of “Please bring your dictionary tomorrow.” by The student, Johan, after receiving the information from the teacher indicates that he is a trustworthy student because he delivered all the messages to the students in the classroom. Suyahmo (2014) in Karyono et al (2019) reports that Indonesian people already have humanitarian, religious, and Pancasila morality, but they lose focus on the ethical values, character, honesty, and integrity. Therefore, it is an excellent way to model the moral value of integrity to the students in school so that they can have the chance to learn and encourages students to be a responsible and trustworthy person in order to share any information with others, be honest, and to do what is right.

Sample multimodal text #2

The following multimodal text tells the reader about the situation of two students expressing the obligations and prohibitions in a public place.



Figure 9 (English on Sky 2, Textbook Grade 8, p.42)

The visual and written texts from Chapter 3 with the theme “We Mustn’t Eat and Drink Here” on page 42 depicts a male student and a female student who are going to a museum of arts. The context of this multimodal text is that the readers have to play the roles of the speakers in this figure with a partner. In the dialogue, the female student named Atiqah will buy a ticket first and ask her friend, Binsar, to stand in line. Then, when they enter the museum, Binsar tells Atiqah to follow the rules and obligations. It is important to note that the dialogue was presented to inform readers (teacher and students) that the expressions of obligations and prohibitions; “We must stand in line”, “We must not eat and drink here” and “You must not touch the painting” are signs of rule in accordance with principles that restrict or allow someone to do something in a given situation in social practice. The textbook authors would like to show the value of nationalism related to the attitude of being disciplined and obedient. As seen in the dialogue, the response by both students, “Oh? Sorry.” and “Oh?

Alright.” signifies that both students understand and accept obeying the rules. In terms of social context, rules and obligations can also be interpreted as norms that are accepted in society and used as a guide and monitor individual behavior, especially for the younger. Likewise, the textbook authors may be targeted at the personal resources that enable the students to know and understand to perform this content throughout their lives and for their lives to meet the social expectations upheld by many Indonesian communities.

Sample multimodal text #3

The following multimodal text tells the reader about the situation in the classroom with a teacher and students before doing a test.



Miss Yanti : Let's start the test. Are you ready?
Students : Yes, ma'am.
Miss Yanti : Johan, please, put your books away.
Johan : Yes, ma'am.
Miss Yanti : Alright, students. Listen. Don't talk during the test. Do not cheat. If you have a question, ask me. Don't ask your friends. Is that clear?
Students : Yes, ma'am.

Figure 10 (*English on Sky 2, Textbook Grade 8, p.70*)

This multimodal text shows the representation of a woman as a teacher is talking in front of the class and the students are paying attention to their teacher. The woman is illustrated by wearing a dark semi-formal dress which used to be worn by Indonesian teachers, and she has long straight hair and brighter skin, along with some students are figured in a white uniform with different physical appearance, such one male student has curly hair, the other male student has straight hair, as well as the female student one wears a hijab and the other female student has long straight hair. The textbook authors emphasize nationalism and religiosity value through a realistic portrayal of characters in this content that depicts racial, ethnic, and beliefs diversity phenomena associated with Indonesian society in terms of strengthening students' awareness of social life that respect to others regardless of age, religion, ethnic, and culture can become an ethical norm accepted in social contexts. Meanwhile, the written text tells about the interaction between the teacher and students, who mention the rules during the test in the classroom. The expression in the dialogue by the teacher, "Alright, students. Listen. Don't talk during the test. Do not cheat. If you have a

question, ask me. Don't ask your friends. Is that clear?" This expresses an obligation and prohibition that is directed to the students. The students then answered, "Yes, ma'am." as an indication that the students understood and agreed to obey the teacher's rules. This discourse also shows the textbook authors' moral message about integrity and independence. In the context of ELT, exposing junior high school students to a non-fiction figure related to school events is expected to support students in learning language in real-life situations (Rindawati et al., 2014). Thus, infusing these values through textbook content can be an effective way to direct students to learn activities and bring them to the actual situations, including of being an independent person, so that they become a professional, hard worker, trustworthy, and have behavior that does not depend on others to achieve their hopes and dreams.

Sample multimodal text #4

The following multimodal text tells the reader about a male student and an old woman crossing the street.

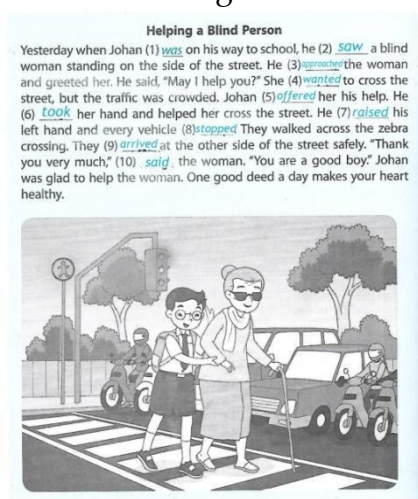


Figure 10 (*English on Sky 2, Textbook Grade 8, p.70*)

As seen in the multimodal text in Figure 11, an image shows two characters, a male student and an older woman are walking across the zebra crossing together. The male student is illustrated wearing a school uniform with glasses and he has short straight hair, which indicates he is a student. At the same time, the older woman who is blind is presented with dark glasses and a long cane that a blind person uses as a device to help them navigate their surroundings safely and independently. Along with the written text, the aims of textbook authors may be to show the representation of the two most dominant values, those being helpful or helping each other and integrity. It can be proven by the student's expression who initiates starting the dialogue by greeting the blind

woman and asking, “May I help you?” that means the student is willing to offer help to the blind woman. Also, the action by a student who is holding the old woman’s hand to guide her across the street indicates a caring attitude toward others, especially persons with disabilities. This is in line with the value of integrity that mentioned in PPK, students are expected to become a person with integrity who can respect an individual dignity (especially persons with disabilities), and they can be set as an exemplar of an integrity person (Kemdikbud, 2017). Furthermore, the response “Thank you very much.” by the blind woman after being helped indicates that she appreciates the student's help. And then, the expression of “You are a good boy.” shows that the blind woman admitted the kindness of the student’s behavior. Thus, critically the Figure 11 above may encourage every student to show care to each other, so that it gains students’ awareness to give help to others with generous hospitality, have a greater empathy, and spread volunteerism.

Discussion

This study investigated how moral values are represented in a non-governmental English textbook for junior high school students based on the curriculum 2013. The moral values in the textbook are represented through visual, textual and multimodal texts. The analysis of this study focused on the moral values based on Kemdikbud (2017) that covered five main values: (1) Religiosity, (2) Integrity, (3) Nationalism, (4) Independence, and (5) Helping each other. The following table shows the frequency analysis of moral values represented in the textbook through visual, verbal, and multimodality.

Table 4.2 The frequency of moral values represented in the textbook, *English on Sky 2 for SMP/MTs Class VIII*.

Moral Values	The Frequency of Moral Values Represented in The Textbook			Total
	Images	Texts	Multimodal texts	
Religiosity	10	1	3	14
Integrity	2	1	3	6
Nationalism	3	6	3	12
Independence	4	3	3	10
Helping each other	4	3	5	12

In accordance with the Table 4.2, Religiosity has the most frequently moral values found in the textbook, which is represented 14 times through different images, texts, and multimodal texts. Followed by the frequency of Nationalism and Helping each other took in a second place that represented moral values in

the textbook, whereas the values of Integrity and Independence was the least frequently found in the textbook.

The first discussion of moral values in this study is about Religiosity as the most represented moral values in the textbook. Religiosity reflects an action or attitude to have faith in God, to have tolerance towards the implementation of religious worship and other beliefs, and live in harmony with people from another religion (Kemdikbud, 2017). In this analysed textbook, the representation of religiosity value is portrayed with the actual appearance of Indonesian society. It can be proven in the findings that the textbook tries to infuse religiosity value through many images by presenting a female student wearing a long uniform with the hijab which semiotically means standard dress code among Muslim women in her religion. The textbook also depicts the value of religiosity by presenting an image showing a male student wearing a *peci* and a female student wearing a *hijab* who are praying in Muslims worship. From this finding can be concluded that the representation of religiosity value in the textbook is only focused on the values upheld by Muslims, while the values of other recognised religions in Indonesia are under-represented and the previous studies did not reveal the value either. Therefore, teachers must provide more teaching materials to deliver the more religiosity values by preparing various activities, such as short drama, dialogue, or monologue which represents various religions that students hold. Those activities are important to build students' awareness about beliefs and diversity phenomena associated with Indonesian society. So that they can enhance their social life such as respect to others regardless of religion diversity, and live in harmony with people from another religion.

In this analysed textbook, moral values of Nationalism took second place that represented moral values in the textbook. Nationalism has been becoming a popular issue in the education area in Indonesia due to the implementation of the strengthening of character education movement program (PPK) suggested by the government. According to Kemdikbud (2017), Nationalism values are ways of thinking, behaving, and acting that show loyalty, care, and respect the national language, physical, social, cultural, economic and political condition of the nation. Nationalism value in the textbook is manifested through the images, texts, and multimodal texts. As seen in the findings, the textbook attempts to infuse nationalism by presenting traditional Indonesian games, *gobak sodor* and *congklak*, in the dialogue text. This sample figure shows the preservation and loyalty towards national heritage and identity. As stated by Putra (2019) illustrating one of the national assets in the text shows pride in what the country has. Thus, teachers should take a consideration to provide more nationalism values by presenting teaching and learning activities to enhance students' interest about their national heritage and culture.

The last discussion of moral values in this study is about Integrity and Independence as the least frequently represented moral values in the textbook. Integrity refers to a behavior that is based on the effort to make students trustworthy in words, actions, and works (Kemdikbud, 2017). This study shows that the textbook aims to deliver integrity value by presenting a male student who delivered all the messages from the teacher to the students in the classroom. The aim of this figure is to encourage students to be a responsible and trustworthy person in order to share any information with others, since the issue of hoax or unreliable fake information has become a trending topic due to globalization that already spread among all the generations including the younger generation. Suyahmo (2014) in Karyono et al (2019) reports that Indonesian people already have humanitarian, religious, and Pancasila morality, but they lose focus on the ethical values, character, honesty, and integrity. Therefore, teachers should provide other teaching materials and learning activities to teach the value of integrity. For instance, teachers can ask students to do some activities such as make a short drama about the negative impact of sharing unreliable fake information.

Conclusion

This present study has examined the moral values represented through visual, textual, and multimodal texts in the English textbook entitled *English on Sky 2 for SMP/MTs Class VIII (edisi revisi 2016)*, published by Erlangga, a non-governmentally publisher company and how those values contribute to enhance junior high school students' moral awareness. The findings present five character education values based on Kemdikbud (2017) in 11 moral materials through images, texts, and multimodal texts in the English textbook (religiosity, integrity, nationalism, independence, and helping each other). The analyzed figures in this study were chosen based on the most common occurrence representation of educational activities. The findings in the textbook show that the images, texts, and multimodal texts identified in the textbook effectively portray the five moral values in almost every chapter, although there is no moral values found in Chapter 13. Moreover, the findings show that the distribution of moral values in the textbook is imbalanced. It can be seen that the textbook authors primarily emphasize religiosity as the most frequently depicted moral value in the textbook. Then, the values of Nationalism and Helping each other are the second most commonly portrayed, meanwhile integrity and independence are the least frequently represented moral values in the textbook. Despite the potential imbalance in quantity, it can be inferred that this English textbook remains suitable for teaching the character education values to the students, since the

textbook contains all five core moral values that recommended by the Indonesian government under the PPK program.

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