

The Representation of Peace Values in The Indonesian ELT Textbook Entitled “Think Globally Act Locally” for the Ninth Grade: A Critical Discourse Analysis (CDA)

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Abstract

The purpose of this study was to find out how peace values were represented and what was the most dominant in the Junior High School English textbook entitled "Think Globally Act Locally". The researcher used Balasooriya's (2001) theory regarding the values of peace which were mentioned as inner peace, social peace, and peace with nature. Furthermore, this research used Critical Discourse Analysis (CDA) as a research design that focused on the visual semiotics of peace values. The research was conducted using Barthes' (1977) visual semiotics theory which used two layers of meaning, namely denotative and connotative, in analyzing visual objects. The findings showed that there were 13 images representing 3 groups of peace values, 2 of which contained 2 different peace values. Among them, the first 5 images were inner peace, the second 8 images of social peace and followed by 2 images of peace in nature. This showed that the value of social peace was more dominant compared to other peace values.

Keywords: Critical Discourse Analysis (CDA); Peace Values; ELT Textbook; Junior High School

Introduction

Peace is a condition in which people can live side by side regardless of differences. In this case, peace acts as a valuable asset that cannot be ignored in life. According to Galtung (1996) peace is the absence or reduction of all forms of violence. In this regard, there are currently many cases of violence. Among

the violent incidents that have occurred, both the perpetrators and the victims were still teenagers and even they were still in schools. The desire to maintain peace can be fulfilled given the importance of peace in today's social life by teaching children the peace values. The field of education is seen as a good medium to instilling peace values in children. According to Gulati & Pant (2013), quality education is the education that includes peace values. Education is seen as an appropriate sector for the preservation and transmission of the peace values. According to UNESCO (1995), as cited in Gebregeorgis (2016), education has included a culture of peace built on the ideals of peace, human rights, democracy, and tolerance. Textbooks play an important role in education because with textbooks students can understand target learning materials easily.

Research on peace values in textbooks has been conducted by Shuayb (2015) who used Quantitative Content Analysis method and the results showed that the textbooks directly discussed themes, especially human rights and peace education at a lower level. While Darweish and Mohammed (2017) have found the curriculum appeared to encourage violence, to maintain the dominance of the ruling group, and to add a social awareness dimension to the curriculum using Critical Discourse Analysis. Furthermore Gebregeorgis (2016) has found that the content of textbooks reflects inner peace, social peace, and peace with nature using Sociological Discourse Analysis. Moreover, Turnip and Yanto (2021) who used Critical Discourse Analysis on their research found that there were three basic sources of peace values such as inner peace (building self-concept), social peace (tolerance with differences), and peace with nature (care for the environment). Since there were not many researches about the analysis of peace values in Indonesian English textbooks, the research aimed to find out the values of peace that existed in one of the English textbooks currently used in Indonesia published by the Ministry of Education and Culture of the Republic of Indonesia entitled "Think Globally Act Locally" for the ninth grade using Critical Discourse Analysis.

Research on peace values that were presented in text books have been conducted by several researchers in different countries and in different design. A Quantitative Content Analysis was conducted by Shuayb (2015) from

Lebanon and the results showed that the textbooks directly discussed themes, especially human rights and peace education at a lower level. Gebregeorgis (2016), using sociological discourse analysis, has found that the content of textbooks used by Ethiopian students reflects inner peace, social peace, and peace with nature. Meanwhile, Darweish and Mohammed (2017) from Iraq also investigated the same issue using critical discourse analysis. They found that the curriculum appeared to encourage violence, to maintain the dominance of the ruling group, and to add a social awareness dimension to the curriculum. Further, Turnip and Yanto (2021), applying Critical Discourse Analysis on their research to the English textbooks currently used in Indonesia, have found that there were three basic sources of peace values such as inner peace (building self-concept), social peace (tolerance with differences), and peace with nature (care for the environment). The research afore mentioned that were notably conducted in different contexts seemed to get identical results concerning the issues on peace values. Since there were not many researches about the analysis of peace values in Indonesian English textbooks, this research aimed to find out the values of peace that existed in one of the English textbooks currently used in Indonesia published by the Ministry of Education and Culture of the Republic of Indonesia entitled "Think Globally Act Locally" for the ninth grade using Critical Discourse Analysis.

Literature Review

Peace Values and Its Types

The definition of peace is formed in many aspects that make it abstract, one of which is Galtung (1967) who argued about negative peace such as the absence of war, on the other hand goes beyond the intent of the absence of war. Peace values cover a wider range and this is also supported by Barash and Charles (2014) in Gebregeorgis (2016:4) who stated that peace was not only the absence of war but also the formation of positive social values and structures, as well as improving life. It can be understood that the form of peace not only concerns with the absence of war but also involves the peace values among all forms of life in nature. The main purpose of education in schools is to encourage students to become good citizens, which makes individuals able to

participate and play social roles as they should be in the country. Therefore, good citizens are students who get good character education and are coordinated in their schools. As it has been explained about the peace values in life, the peace values is part of character education. Balasooriya (2001) has mentioned 3 types of peace that cover various aspects of life including inner peace, social peace and peace with nature.

A. *Inner Peace*

Inner peace was a peaceful mental and spiritual condition within a person, this could be felt by the individual within each of them. Balasooriya (2001) has given examples of inner peace that include, harmony and peace with oneself, good health and the absence of inner conflict, joy, sense of freedom, insight, spiritual peace, feelings of kindness, compassion and contentment, appreciation of the arts. From the example stated by Balasooriya (2001), 2 points were found closely related to the character-building program that are included in the 2013 curriculum. First, spiritual peace has a very close relationship with a person's religion which could be said to be the religion he adheres to, because religion in a person greatly influences the formation of his character. Then spiritual peace could also be said spiritual peace which means peace with God where one can feel peace with his own mind. Second, peaceful mental or mental health, spirituality would not be fulfilled if well-being or mental health was disturbed. To fulfill mental health, a healthy lifestyle is needed such as eating and drinking good food for the body, exercising regularly and getting enough rest.

B. *Social Peace*

Social peace was something that requires good and right relationships with other people. Balaasoriya (2001) had cited several examples of social peace, such as: peace between men and men (as well as men and women), harmony arising from human relations at all levels, conflict reconciliation and resolution, love, friendship, unity, mutual understanding, acceptance, cooperation, brotherhood, tolerance for differences, democracy, community development, human rights and morality. There were 3 points of character-building values

that closely related to the values of social peace, such as tolerance, solidarity between people and taking responsibility. These values were closely related because they had a relationship in good social formation, and had almost the same image, namely persuading readers to have attitudes and actions to respect differences, avoid conflict, had the same rights and obligations as others, could respect opinions and work results.

C. *Peace With Nature*

Then the last part of the peace values was about harmony with nature and the motherland. Peace with nature means about how a person could maintain, preserved nature and its contents. Peace with nature had a very important relationship or relationship in character education. Because this kind of thing could provide understanding and awareness to a person or student about the importance of nature so that they can behave well and have empathy for nature, and it is hoped that they will always have attitudes and actions that try to prevent damage to nature, both plants, animals and the surrounding environment.

The ELT Textbook in Indonesia

In the field of education in Indonesia, schools that implement the 2013 curriculum get textbooks that had been authorized by the Indonesian ministry of education and culture. Textbooks were very important in the learning process, especially the teachers can use textbooks as a resource in their primary teaching, the materials can be the basis for the content of lessons, skills and types of language exercises followed by students. Nation & Macalister (2013) stated that the books can be adapted and adopted by teachers because they have an important role in directing the teaching and learning process. It is also agreed by Yuliati in Rynanta (2013) that textbooks consist of content and subject matter that is well organized in written form and has a form of great contribution in the teaching and learning process. ELT textbooks were textbooks that provide material or equip students in the knowledge of the target language, or as a source of activities for teaching English as stated by Richard (2014) about ELT textbooks that provide information about English and

examples of how English is used. Furthermore, textbooks are not only for conveying information, skills, or language.

The Previous Studies on Peace Education in School Textbooks

Research on the peace values in textbooks had been conducted by Arif (2022). This research examined what peace values are represented in English textbooks for tenth grade high school students in Indonesia. The researcher used Roland Barthes visual semiotics to analyze the images in the selected textbooks. The results showed that there are three categories of peace values represented in English. The most represented peace found in the target textbooks is social peace. On the other hand, peace with nature is very underrepresented. Then research on peace values in textbooks had been conducted by Shuayb (2015) that used Quantitative Content Analysis as his method. The results showed that the textbooks directly discussed themes, especially human rights and peace education at a lower level which means that very few of these themes were implemented in the textbooks. Furthermore, Darweish and Mohammed (2017) have found the curriculum appears to encourage violence, to maintain the dominance of the ruling group, and to add a social awareness dimension to the curriculum using Critical Discourse Analysis. Also, Gebregeorgis (2016) had found that the content of textbooks reflected inner peace, social peace, and peace with nature using Sociological Discourse Analysis. In Indonesia, there were not many researches about the analysis of peace values in the English textbook. Turnip and Yanto (2021) used Critical Discourse Analysis on their research. The findings showed that there are three basic sources of peace values such as inner peace (building self-concept), social peace (tolerance with differences), and peace with nature (care for the environment). Therefore, based on the limitations of research on the peace value in textbooks, especially in junior high schools in Indonesia. Where the perpetrators and victims are mostly teenagers, my research aims to find out the values of peace that exist in one of the English textbooks currently used in Indonesia published by the Ministry of Education and Culture of the Republic of Indonesia entitled "Think Globally Act Locally" for the ninth grade using Critical Discourse Analysis.

Methodology

This study used Critical Discourse Analysis (CDA) as a research design and the method is a qualitative analysis approach that describes, reveals and also explains the ways in which discourse is constructed or built (Wodak and Meyer, 2009). The analysis focused on the visual semiotic of peace values represented in the form of images in English textbooks in depth. Furthermore, this study was conducted by using Roland Barthes' visual semiotics which had used two layers namely denotative and connotative in the analysis of visual objects. Barthes (1977) mentioned that there were two layers in his visual semiotics approach. First, the denotation layer; the layer that gave a representation of what or who was depicted. Second, the connotation layer was the layer that gave a representation. This research used these two layers to analyze the peace values contained in the target textbooks and to reveal what and how the images represented the ideas and values in them.


There were several steps taken to analyze the images showing peace values in the target textbooks. First, identification; all images in the book including the cover and each chapter that represented peace values were identified. Second, giving codes to those 6 values such as spiritual condition value (SCV), mental health value (MHV), tolerance value (TV), solidarity value (SV), responsibility value (RV), maintained and preserved value (MPV). Third, grouping; the images that represented peace values were grouped or categorized based on the three peace values according to Balasooriya (2001), namely inner peace, social peace, and peace with nature. Fourth, analysis; the images that have been selected were analyzed in depth through Barthes (1977) visual semiotics analysis, to see the meaning of the images. Fifth, description; in this step, the result of the analysis was described and interpreted. And he last was making discussion and conclusions about this study.


Research Findings and Discussion




The results showed that there were 51 data in the form of visual images contained in the textbook. Furthermore, the data were identified deeply to see which images contained the peace values. This was done because not all images

represented or contained the peace values, and from the results of further identification, 13 images represented the peace values, 2 of which contained 2 different peace values. The material of visual images representing the value of inner peace appeared 5 times including 3 spiritual condition values (SCV), and 2 mental health values (MHV). Then the value of social peace appeared 8 times including 1 tolerance value (TV), 4 solidarity value (SV), and 3 responsibility value (RV). Furthermore, the last peace with nature appeared 2 times with maintain and preserve value (MPV).

Table 1. The analysis of visual images representing inner peace in the Indonesian ELT textbook entitled “Think Globally Act Locally” for the ninth grade.

No	Chapter	Visual Images	Denotative Description	Connotative Interpretation	Location /Page	Peace Values
1	I	VI – IP1 	The image denotatively depicted that there were three students who were interacting in the classroom, and they were wearing blue and white school uniforms. Among them there was a female student who was wearing Muslim clothes that cover the <i>aurat (parts of the human body that must be covered from the view of</i>	Connotatively the image showed a spiritual context that refers to inner peace, since the hijab covering the <i>aurat (parts of the human body that must be covered from the view of others with clothing)</i> represented the identity of a Muslim female who obeyed the rules of	p. 4	Inner Peace

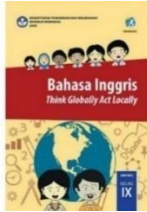

			<i>others with clothing).</i>	her religion.		
2	I	VI – IP2 	The image denotatively showed a mother wearing Muslim clothes completed with hijab and a long skirt. She was checking at the condition of her daughter who was lying on the bed.	Connotatively the image expressed calmness where a mother ensured the health condition of her child. The mother showed a sense of calmness and care so that the child looked relaxed.	p. 18	Inner Peace
3	III	VI – IP3	The image denotatively depicted that there were several kinds of soft drink	The image connotatively showed the message that fast food such	p. 33	Inner Peace



			<p>products, instant noodles and severa kinds of medicines and vitamins.</p>	<p>as instant noodles and soft drinks were not good for the body and they can affect health.</p>		
4	V	<p>VI - IP4</p> 	<p>The image denotatively depicted that there were two children who noticed their friend coming out of a bank.</p>	<p>The image connotatively showed a form of friendliness and familiarity when meeting friends or people we know in some places by greeting her or showing a friendly attitude.</p>	p. 81	Inner Peace
5	X	<p>VI – IP5</p> 	<p>The denotative image illustrated that there was a badminton sports poster about a badminton sports class with complete information in it.</p>	<p>The connotative image showed a message to maintain the health of the body by following the badminton sport. With a healthy body,</p>	p. 191	Inner Peace


				mental health would also be maintained.		
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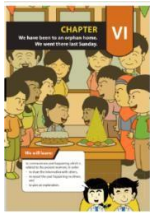
(Adapted from the table “The Portrayal of Values in the Textbook, *Pathway to English for Senior High School Grade X*” in Widodo (2018, p.139))

Table 2. The analysis of visual images representing social peace in the Indonesian ELT textbook entitled “Think Globally Act Locally” for the ninth grade.

No	Chapter	Visual Images	Denotative Description	Connotative Interpretation	Location /Page	Peace Values
1	N/A	VI – SP1 	The image denotatively illustrated that there were six students with side-by-side positions that showed differences in gender, skin color, hair texture, and religion.	The image connotatively showed to always prioritize tolerance among others, appreciated all the differences that existed in others and maintained close relationship.	Book cover	Social Peace
2	I	VI – SP2 	The image denotatively depicted a student who won a story telling competition and there was a teacher giving an	The image connotatively showed a message to be able to appreciate the achievement of others, to give	p. 1	Social Peace



			award in the form of a trophy to the student.	awards or congratulations . Such a thing was a form of strengthening and maintaining a social relationship with others.		
4	I	VI – SP4 	The image denotatively showed that there were 3 children giving support to their friend who was participating in a storytelling competition that was held at their school.	The image connotatively showed that the form of support between friends for good things was a form of solidarity, where solidarity makes strong and harmonious relationships.	p. 4	Social Peace
5	I	VI – SP5 	The image denotatively showed two children, one of them was wearing a <i>hijab</i> and	Then connotatively the image showed a form of friendliness and familiarity	p. 81	Social Peace

			covered up while the friend with her was not wearing any <i>hijab</i> . They both accidentally saw their friend coming out of a bank and they tried to call her.	when meeting friends or people they know in some places, they needed to greet or show a friendly attitude.		
6	V	VI – SP6 	The image denotatively depicted two children meeting two other friends on the street, each of them was carrying a red bag which showed that the four of them have finished shopping from the market.	The image connotatively showed that there was a close friendship between the four of them. Despite the differences among them, they proved that being friends does not have to look at differences. Instead, with Differences they even created strong and complementary	p. 83	Social Peace

				relationships.		
7	V	VI – SP7 	The image denotatively depicted two people who accidentally met on the road. One of them named Udin was wearing a walking stick and looked like his leg was bandaged.	The connotative image showed that Udin's friend was giving support and encouragement for a speedy recovery from the disaster he experienced.	p. 95	Social Peace
8	VI	VI – SP8 	The image denotatively depicted a group of people celebrating a child's birthday. There was a birthday cake on the table and also yellow rice called <i>tumpeng</i> in Javanese tradition. They all looked happy to celebrate.	The image connotatively showed that eating together with others can strengthen social relationships and also giving gifts and surprises to friends was a form of responsibility between friends.	p. 107	Social Peace

(Adapted from the table “The Portrayal of Values in the Textbook, *Pathway to English for Senior High School Grade X*” in Widodo (2018, p.139))

Table 3. The analysis of visual images representing peace with nature in the Indonesian ELT textbook entitled “Think Globally Act Locally” for the ninth grade.

No	Chapter	Visual Images	Denotative Description	Connotative Interpretation	Location /Page	Peace Values
1	I	VI – PN1 	The image denotatively depicted three children having a conversation in nature, and behind them there was a tent that showed they were doing camping activities.	When examined more deeply, the tent signified an activity that was directly related to nature. It could be concluded there were definitely rules and things recommended related to nature.	P. 12	Peace with Nature
2	V	VI – PN2 	The image denotatively showed two students who were returning home from school through a dirt road and surrounded by plants around them.	Connotatively the image showed a situation or condition that was blended with nature, where they chose to pass through unpaved roads and many	p. 95	Peace with Nature

				plants around them. Having contact with nature had a positive effect on the human body.		
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(Adapted from the table “[The Portrayal of Values in the Textbook, Pathway to English for Senior High School Grade X](#)” in Widodo (2018, p.139))

Analysis and Discussion

A. *Inner Peace*

Balasoorya (2001) stated inner peace as a peaceful mental and spiritual condition within a person. This can be felt by the individual within each of them. The aspect of inner peace was the collaboration of mental well-being and a good spiritual condition. According to Mistur et al (2022), self-awareness was built to foster better spiritual perception to support spiritual individuation to improve mental health and well-being within. As people have different mental health conditions, spirituality becomes an essential thing that directly related to mental health and well-being in a person. Spirituality would not be fulfilled if well-being or mental health was disturbed. To fulfill mental health, a healthy lifestyle was needed such as eating and drinking good food for the body, exercising regularly and also getting enough rest.



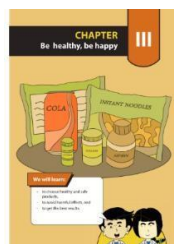
VI – IP1: 3 Students who are interacting with each other.

The first visual image depicting peace values was found on page 4 in the textbook and identified as spiritual condition value (SCV) that belonged to inner peace. The image denotatively showed that there were 3 students who were interacting with each other. They were dressed in school uniform, one of them was dressed in muslim clothing wearing a blue *hijab* white shirt and long skirt while other friends were dressed in normal clothes as ruled by the school. Connotatively the image showed a spiritual context that referred to inner peace because the *hijab* that covered the *aurat* (*parts of the human body that must be covered from the view of others with clothing*) for women represented the identity of a muslim woman who obeyed the rules of her religion.



VI – IP2: Mother and her child.

The second image depicting peace values was found on page 18 in the textbook and identified as spiritual condition value (SCV) that belonged to inner peace. The image denotatively showed a mother in muslim clothes completed with *hijab* to a long skirt is seeing at the condition of her daughter who was lying on the bed. Both of them talked to each other calmly with peaceful facial expression. Connotatively, the image expressed calmness where the mother ensured the condition of her child with feelings that showed a sense of calm and care so that the child responded with a feeling of pleasure and calmness.



VI – IP3: Illustrations of various forms of products.

The third image depicting peace values was found on page 33 of the third chapter in the textbook and identified as mental health value (MHV) that belonged to inner peace. The image denotatively illustrated the various form of product; soft drinks, instant noodles, and medicines namely aspirin and some vitamins on the side. The beginning chapter of the textbook was entitled "be healthy, be happy". In addition, connotatively, the image conveyed the message that one of the ways to live a healthy lifestyle was by paying attention to what we consumed daily.



VI – IP4: 2 Children who met their friends in front of the bank.

The fourth image depicting peace values was found on page 81 in the textbook and identified as spiritual condition value (SCV) that belonged to inner peace. The image denotatively showed two children, one of them was wearing a *hijab* and was covered up while the friend with her was dressed normally. Both of them accidentally saw their friend coming out of a bank and tried to call him, but his friend was seen wearing a headset so that he did not hear the voices of his two friends who greeted him. Connotatively, after being researched and analyzed, the image showed us a faith that must consistently existed in oneself.

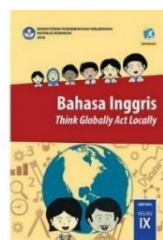


VI – IP5: Sports poster.

The fifth image depicting peace values was found on page 191 in the textbook and identified as mental health value (MHV) that belonged to inner peace. The image denotatively showed that there was a sport poster offering free of charge badminton classes at the beginning of the month and accompanied with complete information such as monthly tuition, trained directly by professionals and others. Connotatively, the sports poster conveys the meaning of appealing to keep the body healthy, inviting others to maintain their body health by joining the badminton class with some of the benefits offered such as free of charge in the initial month, professional trainers and also adequate places. Such things were expected that other people could be interested in participating with the aim of training skills in badminton sports and also keeping the body healthy.

B. Social Peace

Social peace was something that required good and right relationships with other people. Social peace was peace that was formed from human relations that showed tolerance, solidarity between people and take responsibility for what has been done in social life (Gebregeorgis, 2016). Tolerance in a broad sense can be defined as the actions or behavior of a person who did not deviate from the laws or norms used in society, lived side by side, accepted patiently, and be kind to others. Then, solidarity was relationship between individuals and groups based on a sense of trust and moral feelings shared with emotional experiences (Markovsky & Lawler, 1994). Furthermore, being responsible means that someone was ready to accept good or bad consequences in acting, behaving, and speaking in social life.



VI – SP1: Book cover.

The first image depicting peace values was found on the cover of the textbook and identified as tolerance value (TV) that belonged to social peace. The image denotatively showed students in a side-by-side position who had various differences ranging from gender, hairstyle, dress style, skin color and religion. Then, it was followed by the images of a globe and various signs in the field of knowledge behind the teachers. Furthermore, connotatively the teacher gave the intention that the teacher became an important element in encouraging and guiding all students in learning all fields of science without distinguishing students from different backgrounds.



VI – SP2: Student winning the story telling competition.

The second image depicting peace values was found on the cover of the first chapter of the textbook "Think Globally Act Locally" page 1. It was identified as solidarity value (SV) that belonged to social peace. The image denotatively showed a student who was winning the story telling competition held on the Independence Day of the Indonesian republic, namely August 17. Furthermore, the figure of the teacher was seen giving awards and congratulations to the student. Both expressions showing happiness were seen on both their smiling faces and the teacher who showed thumbs up to the student. Then it was also followed by the opening sentence at the beginning of Chapter 1 which was written "Congratulations!" Then connotatively the image showed that by giving appreciation, congratulations, and also believing in someone's achievement could cause feelings of pleasure and happiness. Giving a gift or appreciation could create good social relationships and also strengthen brotherly relationship.



VI – SP3: 2 Students having a short conversation.

The third image depicting peace values was found on page 3 in the textbook and identified as solidarity value (SV) that belonged to social peace. The image denotatively showed that there were 2 students having a short conversation and one of them was only observing from behind. All three of them were wearing school uniforms and the conversation was carried out in the classroom. Furthermore, connotatively the image showed that a male student named Edo was appreciating and providing support for his female friend named Lina who would take part in the story-telling competition that will be held at their school, seen in the sentences "you are very good story teller" (appreciation) and "I'm sure you will win the school's story-telling competition" (giving support).



VI – SP4: 3 Students who are interacting with each other.

The fourth image depicting peace values was found on page 4 in the textbook and identified as solidarity value (SV) that belonged to social peace. The image denotatively showed 3 children who were seen giving support to their friend who was participating in a storytelling competition held at their school. Furthermore, the image connotatively showed that the form of support

between friends for good things was a form of solidarity, where solidarity made relationships harmonious and also made relationships between friends strong.



VI – SP5: 2 Children who met their friends in front of the bank.

The fifth image depicting peace values was found on page 81 in the textbook and identified as responsibility value (RV) that belonged to social peace. The image denotatively showed two children, one of them was wearing a *hijab* and was covered up while the friend with her was dressed with a blouse and a skirt. They both accidentally saw their friend coming out of a bank and tried to call him, but his friend was seen wearing a headset so he did not hear the voices of his two friends who greeted him. Then connotatively after being researched and analyzed, the image showed a form of friendliness and familiarity when meeting friends or people we know in some places, namely greeting and or showing a friendly attitude. In this case, it was a form of responsibility value that must be carried out in social life, where the form of responsibility value was included in the category of social peace.



VI – SP6: 2 Children meeting 2 other friends on the street.

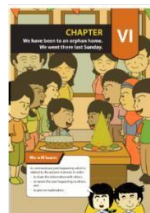
The sixth image depicting peace values was found on page 83 in the textbook and identified as solidarity value (SV) that belonged to social peace. The image denotatively showed 2 children meeting 2 other friends on the street. Each of them was carrying a red bag which showed that the four of them have

finished shopping from the market. The image connotatively showed 4 children who were interacting to each other. It could be seen that each of them has a different skin color and hair type. This means that they often met and played together so that a close relationship was created. Despite having different backgrounds, they showed that social relationships could be built well by helping each other, gave each other respects, and accept each other.



VI – SP7: Two people meet in a park.

The seventh image depicting peace values was found on page 95 in the textbook and identified as responsibility value (RV) that belonged to social peace. The image denotatively showed two people who accidentally met in a park which was shown by well-maintained flower plants behind them, and the place where they were standing was not black which means they were not on the highway or sidewalk. This showed that the setting was in a park. A boy named Udin was seen to be experiencing pain in his leg which was seen wearing a bandage and using an aid to walk. Then the image connotatively showed that Udin's friend was giving care and sympathy to Udin because of his sick leg, and praying for a speedy recovery.



VI – SP8: Celebrating birthday.

The eighth image depicting peace values was found on the cover of the sixth chapter of the textbook "Think Globally Act Locally" page 107 and identified as responsibility value (RV) that belongs to social peace. The image

denotatively showed a place that can be said to be an orphanage where there were 8 children and 4 parents gathered together. It seems that they were celebrating the birthday of one of the children in that place. There was a birthday cake on the table and cone-shaped yellow rice signifying gratitude. Furthermore, connotatively the image showed a form of harmonious kinship by commemorating the birthday of the child concerned, and they all looked happy as seen in the expressions displayed.

C. *Peace with Nature*

Peace with nature happened where nature became the main component for humans to live, where humans must be able to maintain and preserved nature as a good reciprocal relationship. Therefore, knowledge of the environment must be given to children as early as possible so that they understood what actions were good and bad for the environment. Ilma & Wijarini (2017) have stated that environmental education subject aims to form students who have the character to maintain the environment. By including environmental education in the academic field, it was hoped that students would have the attitude to maintain the environment so that it was maintained and had a positive impact.



VI – PN1: 3 Children are having a conversation.

The first image depicting peace values was found on page 12 in the textbook and identified as maintain and preserve value (MPV) that belonged to peace with nature. The image denotatively showed 3 children were having a conversation in a grass field and right behind them was a tent. They looked happy. Then, the image connotatively showed that in the conversation they were talking about the tent that had been completely set up by the 2 boys. The

tent conveys the meaning of the love of nature. It can be seen from the tent behind them surrounded by green grass that indirectly showed students to love to mingle with nature and love and protect it more.



VI – PN2: Two students go home from school.

The second image depicting peace values was found on page 95 in the textbook and identified as maintain and preserve value (MPV) that belongs to peace with nature. The image denotatively showed two students who were returning home from school through a dirt road and surrounded by plants around them. Then connotatively the image showed a situation or condition that is blended with nature, where they chose to pass through unpaved roads and many plants around them. Blending with nature was the same as making contact with nature which had a positive effect on the human body.

Based on the results of the analysis above, it could be seen that the three peace values according to Balasooriya (2001) namely inner peace, social peace and peace with nature which covered all aspects of life were found in the English textbook entitled "Think Globally Act Locally" for the ninth grade of junior high school. These three aspects were found in the form of visual images in the textbook. The results showed that the value of social peace appeared the most in the textbook which appeared 8 times, the value of inner peace appeared 5 times and peace with nature appeared 2 times. I took the peace values from the 18 values including, religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, nationalism, love for the country, respect for achievement, communicative, peace-loving, fond of reading, environmental care, social care, responsibility. This was done because according to Balasooriya (2001) the three values of peace that he had mentioned covered all aspects in life.

In summary, it could be seen that this textbook covered all aspects of peace values by Balasooriya (2001). In addition, this textbook was proven to represent the peace values in the form of visual images that were randomly located in the textbook. Then, this textbook also contributed to develop and implement Indonesian character education supported by the Indonesian Ministry of Education and Culture. However, the 3 values of peace that appeared in the book were not balanced and some were more dominant than other peace values.

Conclusion

Based on the results of the analysis above, it could be seen that the three peace values according to Balasooriya (2001) namely inner peace, social peace and peace with nature which covered all aspects of life were found in the English textbook for junior high school grade IX entitled "Think Globally Act Locally" published by the Indonesian Ministry of Education and Culture, written by Wachidah et al. (2019). These three aspects were found in the form of visual images in the textbook, and the results showed that the value of social peace appeared the most in which it appeared 8 times, the value of inner peace appeared 5 times and peace with nature appeared 2 times. This could be concluded because from the data obtained, the value of social peace was at a higher level than other peace values.

The peace values were presented in the form of different topics with image data as the object of analysis, including inner peace was displayed with the topic of peaceful mental and spiritual conditions in a person. This was depicted in the form of maintaining a healthy body by exercising and consuming foods that were good for the body, thus having an impact on inner peace and health of mind. In addition, strong faith and adherence to the teachings of one's religion was a form of good spiritual condition, which was related to one's relationship with God. Then social peace was presented in the form of topics of tolerance, solidarity between people and taking responsibility. Forms of tolerance described in the book such as differences in skin color, hair

texture, physical form to background and religion. The topic of solidarity was described by providing mutual support and appreciation for others. The form of responsibility was described in the book by giving an appreciation for someone's achievement and participating in appreciating it. Furthermore, the last one was peace with nature which was presented in the form of the topic of maintain and preserve nature. The topic was described by conducting camps that were directly related to nature and choosing a healthy environment for a better life.

The researchers also provide some suggestions to English teachers who used the "Think Globally Act Locally" English textbook for grade nine. They are advised to pay more attention to the students' character-building program since there are many images that represented and showed these values. The author had designed and then presented the textbook as well as possible to influence students' character in a better direction. Therefore, for the sake of creating better learning outcomes, teachers are expected to pay more attention to this which can later be implemented to students. Moreover as textbook developers, writers and publishers are expected to re-evaluate what have been made by paying attention to the latest curriculum and follow the government regulations. Developers should also pay more attention to the importance of the peace values in life and education, so as to provide maximum results in its application in textbooks that will be taught to new generations.

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