Peace Values Represented in English Textbook for Tenth-Grade Students: A Critical Discourse Analysis

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Abstract

Peace value is a key to instill learners with good characters. Peace education can readily be integrated into values education as a part of subject through textbook since textbook is mostly used material and every aspect of the textbook has the potential to promote the values. Aiming to explore explicit and implicit messages about peace values in English Textbook for Tenth-Grade Senior High School Students, this study reviews the images of the textbook by revealing the embedded peace values. Critical discourse analysis was conducted to characterize, understand and explain the nature of the textbook's discourse. The list of peace indicators from Balasooriya (2001) was used to identify kinds of peace values represented in the textbook. The result shows that the contents of peace values, for particularly peace with nature, was seriously under represented while the most represented one is social peace. Consequently, the imbalanced representation of peace values may lead to failure of raising the optimal implementation of the three categories of peace values.

Keywords: Critical Discourse Analysis; English Textbook; Peace Values

Introduction

A culture of peace has to be part of education (Gebregeorgis, 2017) due to the fact that the peace value is a strategic and urgent issue in the 21st century and for the next period. The variety of internal and external issues that could potentially lead to conflicts – such as intolerance, violence, and persecution – might be faced by a country. Therefore, the peace values become an important need to be continuously transmitted to learners through education in an effort to create people with a good character.

Etymologically, the word peace has its root in Latin, namely *pac* and *pax*, which mean a state of tranquility, quiet, and harmony; absence of violence. Peace is a subtle panoramic concept that connotes ideal social, cultural, economic and ecological relationships among all life forms in nature (Gebregeorgis, 2017). (Gebregeorgis, 2017) utilized Balasooriya's list of indicators of the all-embracing culture of peace (2001), that is believed to be the sum total of inner peace, social peace and peace with nature. The offered examples of peace values, content or substance of peace, in which each source of comprehensive peace is depicted as follows: (1) inner peace: harmony and peace with oneself, good health and absence of inner conflict, joy, sense of freedom, insight, spiritual peace, feelings of kindness, compassion and contentment, appreciation of art; (2) social peace: peace between man and man (men and women as well), harmony arising from human relationships at all levels, conflict reconciliation and resolution, love, friendship, unity, mutual understanding, acceptance, co-operation, brotherhood, tolerance of differences, democracy, community-building, human rights and morality; (3) peace with nature: harmony with the natural environment and Mother Earth. The list of indicators under each peace source are necessary traits that should be either directly or indirectly illustrate in textbooks that claim that they are nurturing a culture of peace over and above the academic content, since Ersoy & Şahin (2012) stated that textbooks are used for giving the knowledge and skills as well as transferring the values to the new generations.

In Indonesia, peace education is readily integrated into values education as a subject. Values education has become the government concern and has been realized in the form of character education in the 2013 curriculum. However, following the 2013 curriculum, teachers are required to integrate character education into their teaching-learning processes, so the students can instill character virtue or peace values. In this case, the term teaching-learning processes is for all school subjects including English. As Kruger (2012) stated that teachers should add dimensions of social consciousness to their curriculum in order to equip learners with the necessary skills to contribute positively to both local and global society.

The National Education System Decree Number 20 of 2003 Chapter 3 states that the National Character Building is an effort of program education system to build the nation's character. Furthermore, through the teacher as agent of education, character building is the best way to teach values and build student's character. Then, teachers are expected to develop student's character values

through teaching material. As stated by The Ministry of National Education (*Kementrian Pendidikan Nasional/Kemendiknas*) 2010 Chapter 18 that "the development of cultural education and nation's character is integrated with subject matter of each subject" (Kemendiknas, 2010). The government launches 18-character values of National Character Building in Character-based integrated curriculum. All the character values are chosen from Government Regulation No. 23 Year 2006 on Graduate Competence Standard and No. 22 Year 2006 on Basic Competence (Kemendiknas, 2010). The character values are: (1) religious, (2) honest, (3) tolerant, (4) discipline, (5) hard working, (6) creative, (7) independent, (8) democratic, (9) inquisitive, (10) nationalistic, (11) patriotic, (12) appreciative, (13) friendly/communicative, (14) peace-loving, (15) keen on reading, (16) care toward environment, (17) concern with others, and (18) responsible. These 18-character values of National Character Building should be internalized in education system in every level.

The 2013 curriculum is a concept of education and culture that aims to develop good character on the part of students. From the perspective of knowledge and skills, students are encouraged to nurture creativity, innovation, and positive thinking in the development of a stronger and tougher generation of Indonesians in the future. This curriculum emphasizes the development of character in addition to skills and cognitive abilities. The 2013 curriculum particularly aims to create a balance among attitude, skills, and knowledge. This aim is congruent with article 35 in the Constitution No. 20 of 2003, which says that the competence of the students must incorporate attitude, knowledge, and skills as stipulated in the national standard. Based on these three components, a good character should be supported by knowledge about virtue, the will to do good, and a concrete action of doing good. In the 2013 curriculum, students are taught to have a whole character that can integrate their values into knowledge to overcome life's various problems.

Education is not only intended for the transfer of knowledge, but also for nurturing and developing good characters, so that the students will not only master knowledge, but also have a strong sense of character. Consequently, character or values education is not only the obligation of teachers of religion or civics education, and guidance and counseling teachers, but also of all teachers through an integration of values into their lessons. For the English as a Foreign Language classroom, one of material mostly used in teaching and learning process is textbook. Textbooks are used for giving the knowledge and skills as well as transferring the values to the new generation (Ersoy & Şahin, 2012). Due

to this, textbooks have the potential to promote the values in explicitly and implicitly on every aspect of the textbook such as language, content, presentation or display, and illustration. In the context of EFL classroom, textbooks need to contain a mission to attainment of students' peace values in the learning materials of the four language skills and the language components.

Concerning with the embedded peace values in the textbook, since the year 2012, peace education has been investigated by some researchers in different context and in different countries such as in South Africa, Ethiopia, Lebanon, Indonesia, Sri Lanka, and Iraq. There are two articles investigating peace education in EFL context: Kruger (2012) and Gebregeorgis (2017), found that textbook is one of media to promote peace, and teachers should not only provide learners with the opportunity to consider, understand, and appreciate peace-related content, but should also become the models of peaceful behavior for the learners. In non EFL context, there are three articles investigating peace education in Civics textbooks: Shuayb (2015), Wulandari & Murdiono (2018), and Bentrovato & Nissanka (2018). These studies found that civics textbooks directly addressed to promote understanding of peace education and human rights and the contents of the civics textbooks are successfully recurring peace education needed by the learners. In other non EFL context, Darweish & Mohammed (2018), investigated the content of History textbooks, the findings showed that the History textbook failed to promote peace because the values presented in the textbooks are more closely aligned with war than with peace. The last study conducted by Ide, Kirchheimer, & Bentrovato (2018), investigated the more prominent role for the analysis of school textbooks when studying peace and conflict, the findings showed that the analysis of school textbooks has already contributed significantly to peace and conflict studies and outline avenues for further research.

In relation to the issues of peace values, there is no study of peace in EFL context conducted in Indonesia. It means that the peace values represented in EFL textbooks in Indonesia have never been investigated by researchers. Therefore, to fill this gap, this study is conducted to analyze English textbook for tenth-grade Senior High School students by applying Barthes visual semiotic analysis to find out the peace values represented in the textbook to support what the government said that the implementation of character education should be applied continually. With the objective of exploring the explicit and implicit messages of peace values of English Textbook for Tenth-Grade Senior High School Students, the study tried to answer the following

questions: (1) What kind of peace values can be found in English textbook for tenth-grade Senior High School students and what is the dominant one? (2) How are the peace values being promoted in the textbook for tenth-grade Senior High School students?

Method

To analyze the peace values represented in the target textbook, critical discourse analysis (CDA) was chosen as the research design because it helps to give in-depth understanding on how such values are constructed in textbooks. The present study analyzed images that represented information about peace values in the target textbook. It was conducted by using visual semiotic analysis of Roland Barthes**.** Since the target language (TL) used in the selected textbook is English for Senior High School students, the research context is much concerned with English as a foreign language (EFL). The context of this research is an English textbook which is expected to have the peace values. The textbook is prepared by the government as the implementation of curriculum 2013. The title of the target textbook is Bahasa Inggris SMA/MA/SMK/MAK Kelas X. This textbook is written by Utami Widiati, Zuliati Rohmah, and Furaidah. The textbook consists of 224 pages and 15 chapters. The researcher analyzed this textbook based on some reasons; the textbook is used for Senior High School which applied curriculum 2013 in its teaching and learning process, the authors of the textbook claimed that the textbook provides character values in the materials given, and research about peace values in Indonesian English textbook for the time being was still under explored. In this research, the researcher chose document analysis as a method to collect the data. The use of documents often entails a specialized analytic approach called content analysis. The raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspaper, e-mail messages, etc.). Thus, the researcher chose to analyze the document in written material. To analyze the images that contain peace values in the target textbook, a number of steps were taken. First, images represented peace throughout the chapters in the textbook were identified. Second, the identified images were coded based on the three categories, i.e. inner peace, social peace, and peace with nature. Those categories related to indicators of peace values offered by Balasooriya (2001). Third, the selected images purposefully for analysis because they meet the criteria for analysis, i.e. contain implicit and explicit messages about peace values as mentioned before, that is closely related to Balasooriya (2001) indicators of peace values. The fourth step was describing and interpreting the

results of analysis. The final step was discussion of the results of analysis by comparing and contrasting them with the related theories and findings of previous studies.

Findings and Discussion

The analysis found that 21 images out of 81 images in the textbook represented peace values. Based on the result of the data analysis, it showed that not all of peace values were embedded in each chapter of the target textbook. The result also showed that that the representation of the peace values was dominantly occupied by the social peace with 18 images, while inner peace which mainly deals with spiritual peace and joy was found with two images, and peace with nature, unfortunately, was only represented in one image. The researchers found that social peace is a type of peace values belongs to what is called as the universal characters which every single learner should know and aware to and the authors of the book see this as the emphasized characters that needed to be focused on. The social peace is dominantly represented peace values in the images of the target textbook because many images and instructions following the images that closely related to Balasooriya (2001) indicators of peace values that indicated the social peace. Further, the availability of peace values in social peace was 22,2%, inner peace was 2,4% and peace with nature was 1,2%. The following explanations describe the examples of each value found in the textbook.

Image 1: four girls doing Chinese whisper

Picture 1

The first image shows an illustration of four girls standing together to play Chinese whisper. The girl standing on the far right is the prompter. This sample image provides the act of cooperation which is part of social peace. The image is a part of a warmer activity, related to the title of the Chapter (Talking about Self) and the second instruction of the image, the students probably are hoped to learn and understand their own characters and their friends' characters through this activity. From the instructions, it is expected that the students collaboratively work with their partner and achieve the goal together.

Connotatively, the image shows an act of cooperation, as Wulandari and Murdiono (2018) stated that cooperation interpreted as a cooperative process and the principle of working together to pursue common goals.

Picture 2

The second image illustrated two men who are talking about Ukir Jepara. They are dressed up formally and look like they meet in a formal occasion. The image shows a contextual interpretation that refers to real-life conditions in Indonesia's heterogeneity population. It can be seen from the characters that come from different region, one from Jepara and the other from Raja Ampat. As the dialog in bubbles followed the image, it can be assumed that the characters of the image express a message of cultural diversity's acceptance, because the characters show their interest toward each other's interesting thing from their region. Further, the image expresses an act of social peace that is tolerance of differences. It is because the image shows a contextual interpretation that refers to real-life conditions in Indonesia's heterogeneity population. It can be seen from the characters that come from different region, one from Jepara and the other from Raja Ampat. As the dialog in bubbles followed the image (*"Yes, and I want to know more about that."*), it can be assumed that the characters of the image express a message of cultural diversity's acceptance, because the characters show their interest toward each other's interesting thing from their region.

Picture 3

The third image is a group of images that shows five images that are followed by dialog about complimenting others and how to respond it. The task of these images is an implementation of the title of the Chapter (Congratulating and Complimenting Others) because the instruction of the task asks the students to practice about complimenting expressions (*"Read the following notes about complimenting expressions. After that perform the dialogs in the following that with your classmates."*). Compliment is an expression to appreciate or praise other people. Compliment is an expression to appreciate or praise other people. Compliment can lead to harmony, because it could give encouragement to others so that they will keep on doing their best and even improve their performance. The images have different level of characters. It can be seen from an image that shows a boy complimenting a man and the images that shows a man who is complimenting a woman. Since compliment can lead to harmony and the images have different levels of characters, it means the images show an act of harmony arising from human relationships at all levels as a part of social peace.

Picture 4

The next image shows a situation where a group of people dressed up formally in a party and they stand in line beside the table full of various kinds of food. The people in the image look standing in line in order to get the food. The people in the image look waiting for the queue to take food patiently. The image shows a behavior of understanding the needs and interests of others by not imposing self-interest. As a visual semiotic resource, this image expresses an act of social peace that is mutual understanding. In other words, this image shows how-to live-in harmony by understanding each other's needs by not imposing self-interest, in this case by not cutting down the line. As stated in Merriam Webster Dictionary, the meaning of mutual is shared between two or more people or groups, and the meaning of understanding is a willingness to understand people's behavior. In other words, mutual understanding is a sympathy of each person for the other. In line with Serin (2017) stated that "in modern diverse societies individuals should respect each other and develop mutual understanding", the textbook provides an activity that preach act of mutual understanding.

Picture 5

The next image is a group of images that consists of three images. The first image shows two boys wearing school's uniform and one of the boys looks in pain and the other boy looks sympathetic of his friend's pain. The second image shows three girls are playing their gadget and they look smile. The last image shows two boys sitting in the bridge in front of the river near the land full of trees. One of the boys wears a white shirt and the other wears a grey shirt. The boy wearing a grey shirt looks pointing to something. These images are followed by instructions (*"Look at the picture below. List any words that are related to the picture. Then, make a short description of the picture."*). Connotatively, these images show act of friendship. It is because, the title of the chapter same as the title of a song by James Taylor that is "You've Got a Friend", and it is also

because of the correlation between the image and the lyrics of the song. In other words, these images show act of friendship that is a part of social peace.

According to Merriam Webster Dictionary, friendship is a relationship between friends. Vaccarino and Hawke (2011), stated that for some people, a friend is someone they talk to every now and again; for others a friend is someone they do things together with, like going to movies; whilst for others a friend is someone with whom they can share their problems and concerns. Students get enrolled in schools not only to learn academic concepts; they also learn how to interact and socialize with others. Students usually form friendly terms and relationships with the fellow students. Kurtoglu (2019) stated that some national and universal values such as "justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness, etc.", which are aimed to be gained in Course Teaching Programs by the end of secondary education, are quite important in order to establish a wealthy society. It is in line with the fact that besides the family, students' main environment is school. Kapur (2018), stated that forming a social circle and friendships have a positive effect upon the academic outcomes of the students. As when one has to work on a project or prepare for a test, then group study is in most cases beneficial.

Picture 6

The next image shows an illustration of a girl who wears a white shirt, a blue long skirt, and a blue hijab. She is smiling while bringing some books and carries a backpack. Connotatively, related to the title of the Chapter which is "Talking about Self", the image expresses a person that shows a spiritual peace as a part of inner peace. The image expresses a person that shows a spiritual peace as a part of inner peace. It is because the hijab represents a Muslim identity as hijab is a dress code for Muslim adult women that is required by the Holly Qur'an. It can be assumed that the image shows a female student who confidently shows her spiritual identity as well as shows her responsibility as a female Muslim. Spiritual refers to a broad set of principles that transcend all

religions (Kansal & Paliwal, 2012). The textbook offers images that preach spiritual peace. Besides, the Indonesian government assure the people to conduct their religious worship in constitution. This image considers the Islamic values that hold a pivotal role as the most portrayed values in Indonesian students' social background that dominantly related to multireligious values that acknowledge the equal opportunity for females and males to get education and job (Ariyanto, 2018).
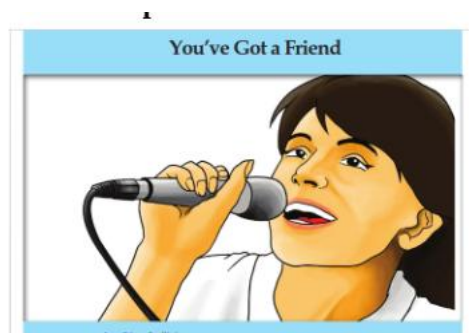
Picture 7

The next image shows an illustration of a girl who is singing with a microphone in her hand. The girl in the image looks happy. It means that she feels joyful. From the correlation among the image, the title of the chapter that is also the title of a song from James Taylor, and the lyrics of the song, it can be seen that the girl feels joy so she sings happily because she has a friend, and from this explanation, this image expresses an act of joy as a part of inner peace. Joy is a feeling of great happiness, in line with Kaya and Ileri (2016) that stated "regarding the general definitions of happiness, we come across with especially being pleased and well-being, and in daily life, some other words are also used such as joy, peace, excitement and pleasure". The textbook preaches act of joy by providing images with the characters that smiling. Smiles can be interpreted as an action of feeling good. Alipour, Pedram, Abedi, and Rostami (2012), stated that happiness, many maintain, is about feeling good. By feeling happy or joy, the students can finish their responsibility well. It means joy can give a positive effect upon the academic outcomes of the students. The students will feel pleasant to do all of the activities in school.

Picture 8

The last image shows two boys facing the mountain. They are carrying bag and holding stick. Further, this image expresses an act of peace with nature because this image shows a situation where the two boys are going to climb a mountain. It can be seen from the bag they are carrying and the stick they are holding. Related to the title of the Chapter, "Which One is Your Best Gateway?", it can be assumed that they are going to climb the mountain as their gateway. The boys choose to go to the mountain as their holiday rather than go to the mall or shopping center which might be more convenient to do, it means they want to make themselves feel harmony with nature. Climbing mountain is an activity that can express peace with nature, because climbing mountain is an activity that can make people feel the harmony with nature.

The textbook provides the act of peace with nature through images. These images can lead the students to know how important to keep the natural environment save. Kaya and Ileri (2016) stated that natural environment and nature, since not accommodating negative factors affecting human health, have positive effect on physical and mental health, and thus on happiness. It means people who are respectful to their environment feel happy because of this behavior and they feel pleased with their actions. The teacher can lead the students to think critically about their activities in the nature and what they can do when they spent their time that can give positive impact to the nature, such as they can do reforestation or learn about water pollution to make them understand how important to save the nature. However, in the literature peace education and environment education support the development of particular values and behaviors to take personal responsibility for use of natural resources, and connection with the environment (Bajaj & Chiu, 2009). It can be claimed that environment education is one of the dimensions of peace education.

As it was found in the analysis, the distribution of the representation of peace values is not balanced. This leads to our further discussion. Based on the result of the analysis, images in the target textbook consisted of peace values as

a part of character values of the National Character Building. Minister of National Education (Kemendiknas, 2010) stated that textbook is used as learning sources and the sources should contain the character values. The findings show that there are three categories of peace values represented in the target textbook, those peace values are social peace, inner peace, and peace with nature. As stated before, the selected textbook contained 18 images representing social peace such as cooperation (six images), tolerance of differences (two images), harmony arising from human relationships at all levels (a group of images that consists of five images and one single image), mutual understanding (one image), and friendship (a group of images that consists of three images). The textbook provides two images that represent acts of inner peace, those are act of spiritual peace and joy. For the peace with nature, the textbook provides one image.

The findings show that the content of peace with nature were under-represented in images of the target textbook and the most represented peace values is social peace. Social peace is a way of sustaining social life distant from internal conflict, reduce all kinds of social tensions, and represents ideal situation. As the most represented peace values found in the target textbook, social peace is a universal value that is trying to be emphasized for the sake of universal character building and it is the most value needed by the students, since the students are part of society. In line with Balmoshi (2014) stated that a culture of social peace means that a culture of dialogue, discussion and persuasion prevails in our dealings with others, rather than imposing one opinion by force or threat, and resolving the problems that may arise through negotiation rather than through violence.

Kruger (2012) utilized two ways for teachers to introduce aspects of peace education into their classroom in order to foster the implementation of the textbook: through infusing their own teaching and curriculum with the principles of peace education; or through introducing peace-related content into the curriculum. In order to foster social peace, concerning the first way, teachers can add more activities that make the students work together with their friends such as discussions, role-plays, problem-solving, games, pair, and group work. As stated, social peace can be found in the target textbook are: cooperation, tolerance of differences, harmony arising from human relationships at all levels, mutual understanding, and friendship; activity that offers the opportunity for the students to work together with their friends can cover all the social peace found in the target textbook. The activity that offers to work together also

provides students with the necessary skills, attitudes, and knowledge to develop self-awareness, interpersonal skills, and creativity in order to participate peacefully in the expression, negotiation, and interpretation of meaning (Kruger, 2012).

The second way peace education can be introduced into the English classroom is through introducing global issues and peace related-content into the curriculum. From the second way, the opportunity provided by the teachers for the students not only to consider, understand and appreciate others, but also to become part of a global civil society. This way is suitable to foster inner peace since there are so many issues about religious freedom that related with spiritual peace and issues about helping each other that related with joy or happiness. This way is also suitable for peace with nature since there are so many issues about having due care for the environment. An example issue about environment that recently happened in Indonesia is forest fires. The teachers can lead the students to understand about the bad impact of forest fires to the earth. It can make the students be aware to care for the environment and can make the students stress the necessity of being friendly to one's environment to benefit from it without negatively affecting the ecological peace of one habitat.

This study's results, however, show that an imbalanced representation in the target textbook exists. Therefore, authors and teachers have an essential role to overcome the uneven presentation of peace values and peace source content. As evaluators and users of the target textbook, English teachers should become an active participant by choosing an appropriate English textbook, reviewing and analyzing the peace values and peace sources, also giving feedback for the publishers. In relation to this, to raise the optimal implementation of the three categories of peace values that are parts of character values of the National Character Building, teachers should use other ways to teach character values to the students by looking for additional materials that contain peace values or teacher can develop the material creatively for the teaching and learning processes.

Conclusion

As the conclusion, it can be concluded that there are three kinds of peace values have found in the selected textbook. Those are social peace, inner peace, and peace with nature. The analysis showed that there are eighteen images represent social peace, two images represent inner peace, and one image

represents peace with nature. However, the findings show that the contents of peace values, moreover peace with nature, were seriously under-represented through images in the target textbook and the most represented peace value is the act of social peace. Social peace is the most represented peace values can be found in the target textbook because it is a universal value needed by the students. The selected textbook promotes peace values by providing 21 images in photograph and illustration. This study's results show that an imbalanced representation in the target textbook exists. In relation to this, to raise the optimal implementation of the three categories of peace values that are parts of character values of the National Character Building, teachers should use other ways to teach character values to the students by looking for additional materials that contain peace values or teacher can develop the material creatively for the teaching and learning processes. In order to overcome imbalance, English textbooks should provide more images that represent peace values' materials that focus on peace with nature to help the students improving their peace values through images. English teachers should also consider the representation of peace values in EFL textbooks as an essential part in teaching English as a foreign language, since language and character values are inseparable in language learning. Therefore, an active role from English teachers such as providing various additional activities related to the images given in the textbook is important to increase the use of peace values being depicted.

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