

CHARACTER EDUCATION VALUES REPRESENTATION IN SENIOR HIGH SCHOOL ENGLISH TEXTBOOK: CRITICAL DISCOURSE ANALYSIS

Galih Rayi Pradana

Universitas Singaperbangsa Karawang, Indonesia
rpradanagalih@gmail.com

Abstract

This study purposes to analyze the moral values contained in English Textbook for Tenth Grade. The author uses the Critical Discourse Analysis research method from Halliday (1978). The explanation expressed by Richards (2001) that having a good component that is conveyed through textbooks is an essential point that can influence readers. The books analyzed by the author are English textbooks from Widiati et al. (2017). The author displays each chapter along with the page according to the character education moral values displayed in the English textbook. The findings that the author has researched are giving very good results by providing information, giving a sense of respect for one another, and having religious values that educators and students must apply in daily life. It is necessary to have a combination of educators with students for English textbooks in or outside the school environment. The points of the book which have been analyzed by the author are suitable for use because they have important roles and follow MONEC.

Keywords: Moral Value; Education; Critical Discourse Analysis

INTRODUCTION

Concentrating on English as a Foreign Language (EFL) course books have been seeing the ways of multicultural substance is depicted in English Language Teaching (ELT) reading material for the beyond 14 years (Ahmed & Narcy-Combes, 2011; Awayed-Bishara, 2015; Dinh and Sharifian, 2017; McConachy, 2018; Su, 2016; Tajeddin and Teimournezhad 2015; Weninger and Kiss 2013). Critical Discourse Analysis (CDA) requires the evaluation of the findings. According to Theo (2018), CDA can pose questions but needs to supply the solutions to solve misunderstanding value in investigating ELT textbooks. Books used for crisis analysis can help if important messages are explained in each textbook. Things that become critical in discourse are the existence of social practices that students can implement in their real life, having models in the culture so that it becomes a valuable book analysis, and having interesting social languages (Gee, 2004). Richards (2001) argues that textbooks are essential for most language programs. In other cases, Richards also explains that textbooks serve as the foundation for most of the language input and practice students receive in the classroom. The national education system in Indonesia has established educational values. Educators should incorporate eighteen values into their lessons. This point has been presented by Kemendiknas (2010) that the eighteen values are religion, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, patriotic, appreciation of accomplishments, friendly and communicative, peace-loving, a love of reading, awareness of the environment, concern for others, and responsibility. Integrating these values into the content of the written curriculum, the unwritten curriculum (hidden curriculum), curriculum activities, and extracurricular activities help cultivate these values. The textbooks indicate that the value that needs to be

developed needs to be reflected in the content of each subject through the learning process in the classroom, the activities outside of the classroom, and the rules in the school. Widodo (2018) said the goal of this study to investigate how values are conveyed in an Indonesian Ministry of National Education-approved secondary school English textbook that employs a range of Lexico-grammatical and discursive strategies. A feeling of social and personal responsibility is developed in learners by teaching fundamental values and concepts, such as justice, honesty, and respect for others. This is known as character education or character building in moral education (Shaaban, 2005, p. 201). Qatawneh & Rawashdeh (2018) have been exploring their research in that they examine gender representation in one of the essential textbooks in the curriculum of the government and private schools published in the Uni Emirate Arab. The textbook is presented in an Arabic language textbook. A good textbook covers all that must be taught by the educator and studied by learners in school while also functioning as a learning aid. Sherina (2022) said that textbooks serve as a learning tool and collect information, especially including the moral standards in the textbooks. Each textbook contains a diverse set of potential values. Moral/morality is derived from the Latin *mos* and *moris*, which refer to a community's code or traditions, the social framework that governs how individuals should live together (Ruso, 2012). Budi & Widodo (2019) present that installing a new curriculum has always given textbooks a crucial role. With the aid of textbooks, especially English, educators may organize their resources and implement them in both in-class and extracurricular activities. Language teaching materials can originate from a variety of sources. Educators may fall into this category if they generate class materials. They may also include students since students may develop products for themselves or their homeroom classmates (Brown et al., 2013). Li's study (2016) found that educators can apply cultural values based on the appropriate curriculum to English Language Learning to achieve outstanding results. Behnam and Mohazeb (2013) also created the research by presenting how good it is, including religious values and encouraging goodness that can be utilized and implemented in school activities. This is in line with the research that Behnam and Mohazeb conducted for their book to demonstrate the connection between religion and education in EFL settings. Therefore, to fill the void, the previous studies investigate the representation of moral values in ELT textbooks endorsed by the Indonesian Ministry of Education and Culture and designed for Tenth grade Senior High Schools. The research question to answer this research are : How are character education moral values depicted in Senior High School English textbook and How does character education could be implemented by the students?

METHOD

In this study, the author utilized CDA to analyze the data. Halliday (1978) argued that discourse as text is both a process and a product produced, set, and interpreted within a particular social context. Moreover, Widodo (2018) presented that language choice reflects a person's intentions, purpose, and ideas. The author started by categorizing the moral value in the Senior High School English textbook's illustrations in order to answer the author's research question. Then, the author selected a few visual artefacts for analysis. The author used the book from Widiati et al. (2017) entitled "Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas X". The author evaluated the data using corpus/corpora text analysis, a technique commonly used in discourse analysis investigations (Croker, 2009).

RESULTS AND DISCUSSION

Results

Drawing on engaging corpus information in the chosen parts in the EFL course book for 10th-grade understudies commanded by MONEC are visual and literary antiques dissected utilizing Critical Discourse Analysis (CDA). Fairclough (2001) explained distinguishing the rambling practices that legitimize underlying or social treacheries and the job of philosophy in getting mastery, particularly in orientation and social connections. The author adapted the corpus information from Lestariyana et al. (2020) concerning the corpus table.

Table 1. Results of Character Education Moral Values in 10th Grade English Textbook

Unit	Theme	Explanation	Page	Character Education Values for Students
Chapter 1	Talking About Self	The figures presented about self-Introduction more deeply to someone through writing in a letter.	4 – 5	1. Friendly 2. Motivation 3. Informative 4. Religion
Chapter 1	Talking About self	The figures presented about Edo and Slamet were talking about their identities.	17	1. Informative 2. Religion 3. Appreciation
Chapter 2	Congratulating and Complimenting Others	The dialogue presented about Alif had been finally appointed as a director and his partners congratulated him on his success.	23 – 24	1. Informative 2. Religion 3. Appreciation 4. Informative
Chapter 2	Congratulating and Complimenting Others	The figure presented about Tomy had been getting successful in promoting something and Zettira prayed for Tomy to have a bright future.	30	1. Appreciation 2. Religion 3. Informative 4. Ambitious
Chapter 2	Congratulating and Complimenting Others	The figures presented about the instance of expressing a compliment to someone along with the illustration briefly.	34	1. Religion 2. Appreciation
Chapter 3	What Are You Going To Do Today?	The dialogue conducted about the conversations regarding preparation in carrying out some activities.	40 – 41	1. Responsibility 2. Respectful 3. Accepting 4. Declining 5. Informative

Chapter 14	Malin Kundang	The figure presented about the presentation of narrative text about the legend story, namely "Malin Kundang".	172	1. Religion
Chapter 15	You've Got a Friend	The figure presented about someone who feels lonely inside has found a true friend.	194	1. Religion 2. Solidarity 3. Motivation

Discussion

Drawing the data in each chapter compiled by the author in the EFL textbook for 10th-grade Senior High School commanded by MONEC has many benefits in the book. This is essential because the books that students will read have a very big influence. For example, if students see good deeds, then students follow what is in the book. Tomlinson (2016) explains that educators must try to provide illustrations book-assisted, which are valuable. Most coursebooks keep on focusing on express instructing and learning. However, numerous analysts are persuaded that implied learning is also fundamental for obtaining informative ability (Ellis, 2016, p. 204).

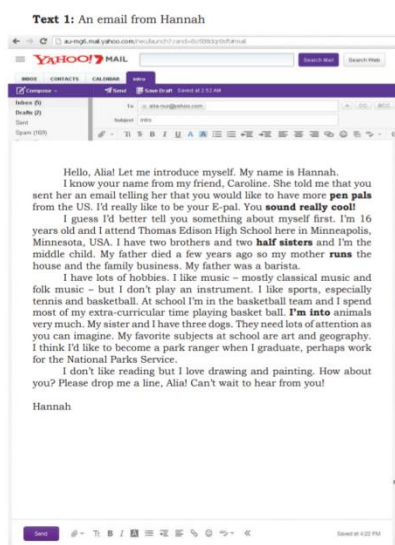


Figure 1

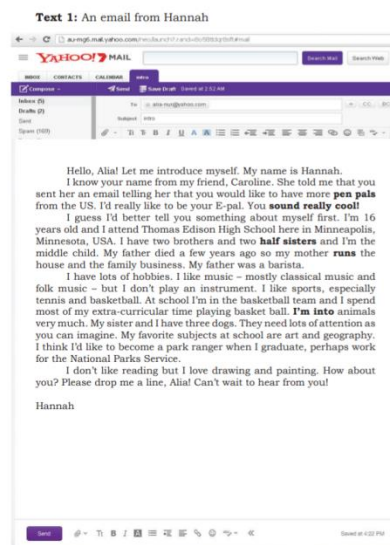


Figure 2



Figure 3

Figures 1 and 2 on pages 4-5 contain two texts containing correspondence between the sender and recipient of the letter. It explained that they introduced themselves to others and explained the dream the writer of the letter would expect. The figures invite students who want to implement writing skills about self-information to be able to see and understand the two pictures. For instance, students may write down their goals and the reasons for choosing them so that the students who write become happy and indirectly invite motivation to be even more enthusiastic. From the two pictures, there is a difference only in typing messages via e-mail and manual writing. Students can engage themselves in both ways in correspondence. Figure 3 can be found on page 17. In the expressions conveyed by the two people, they discussed knowing each other's culture. Figure 3 plays an important role in knowing the situation and conditions while engaging. Ahmad (2019) explains that it is necessary to test and select a book before it is implemented. Skelton (2013) contended from the review that the course book ought to be uncovered that the said reading material was brimming with cliché portrayals and orientation wrong messages about understanding the distinctions in one another.

After a long struggle and hard work, Alif is finally appointed as the director of a national company where he works. Many of his friends who work at the same company congratulate him.

Samuel : Alif, congratulations. You deserved it, Man.
Alif : Thank you very much. This is because you always help me.
Sinta : I am very happy for you, Alif. Now, that you are the director of the company, I believe the company will develop even faster.
Alif : (replies with a happy tone) Thank you. I cannot forget your collaboration with me, and I will still need your help.

Other friends shake his hands and congratulate him too.

Deni : That's wonderful, Alif.
Alif : Oh, thanks.
Santi : Good for you. Good luck.
Alif : Thank you very much.
Bejo : Well done.
Alif : Thank you for saying so.
Ivan : That was great. You must be very proud of your achievement.
Alif : Thanks. I'm glad you think so. But I still have to learn a lot.

His staff also congratulate him.

Eny : Please accept my warmest congratulations, Sir.
Alif : It's very kind of you to say so. Thank you.

Bintari : I must congratulate you on your success.
Alif : Thank you very much for saying so.

They all celebrate Alif's success by having lunch together in a simple food stall next to their office. Every body is happy.

Figure 4



Source: Dokumen Kemdikbud
Picture 2.7

Figure 5



Figure 6

Figure 4 describes the conversation in expressing a success that someone has achieved. This can be developed again by adapting or practising in front of the class. In addition, educators could conclude and share the benefits of the dialogue presented on pages 23 – 24. The educator should instruct and discover how to express from the conversation on pages 23 – 24. On these pages, students can act as explained in the conversation and pay attention to how to express it according to the script. Figure 5 shows an expression of congratulations and hope from the sender to the receiver on page 30. This is the same way students can apply it by writing and decorating an ornament. At this point, students can practice writing skills and pay attention to the purpose of what students will write. Educators must train and guide students in writing an expression of praise for someone's success. Figure 6 on page 34 explains the expressions in giving praise briefly. Students can apply it and learn the meaning of some of the figures shown in figure 6. The values obtained in figure 4, figure 5, and figure 6 are respecting others, giving hope, complimenting, and respecting people of different genders.

Aljuaythin (2018) states that explaining values in a book must provide benefits, and there must be no discrimination in gender. Then, in communicating, a book should refrain from containing vocabulary that angles to negative views. Male or female must be displayed in the book to show respect and appreciation for one another (Mustapha, 2013). It means that the books displayed can have good value in different social statuses and support one another. Students understand and need guidance from educators, so they are not wrong in interpreting the results. As cited by Dai (2015), orientation alludes to social and social qualities, practices, and functions that separate boys from girls; orientation responsibility is not normal, yet it is obtained to live up to society's assumptions of orientation characteristics.

Riri : It will be a long weekend soon. Do you have any plans?

Santi : Uhm, I'm not sure. I don't have any idea yet. I think I might stay at home.

Bayu : Stay at home? Well, you could do something more interesting!

Santi : So, what about you Bayu? Do you have any plans?

Bayu : Definitely! **My dad and I are going to** go fishing.

Santi : Fishing? Are you going to go fishing in the river near your house?

Bayu : No. We plan to go fishing in a lake near my uncle's house. **Would you like** to come with us?

Santi : Fishing? That sounds great. But I would rather stay at home than go fishing.

Bayu : What about you, Riri? **What would you like** to do on the long weekend?

Riri : I have made a plan with my mother about what to do on this long weekend. We **are going to** practice baking cookies.

Santi : That sounds like a very good plan!

Bayu : **Are you going to** bake choco chips cookies like the last time?

Riri : Well, yes. That is my favorite. But we will also try to make ginger cookies.

Santi : Lucky you. Your mom is a real baker, isn't she?

Bayu : Ha ha, ha. Do you still want to stay home alone?

Riri : Or, **would you like** to join me to learn baking cookies? You can come to my house.

Bayu : It's a good idea! Or will you go fishing with me and my dad?

Santi : I think I **would like** to bake cookies with Riri. Thanks for inviting me, Riri.

Riri : No problem. I will tell you the time on Friday.

Santi : Thanks a lot. I can't wait to join you.

Bayu : Have a nice long weekend, everyone.

Riri, Santi : You too.

Figure 7

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

One day, when Malin Kundang was sailing, he saw a merchant's ship being raided by a band of pirates. With his bravery, Malin Kundang helped the merchant defeat the pirates. To thank him, the merchant allowed Malin Kundang to sail with him. Malin Kundang agreed in the hope to get a better life. He left his mother alone.

Many years later, Malin Kundang became wealthy. He had a huge ship and a lot of crews who worked loading trading goods. He was also married to a beautiful woman. When he was sailing on his trading journey, his ship landed on a coast near a small village. The local people recognized that it was Malin Kundang, a boy from the area. The news ran fast in the town: "Malin Kundang has become rich and now he is here".

An old woman, who was Malin Kundang's mother, ran to the beach to meet the new rich merchant. She wanted to hug him to release her sadness of being lonely after a long time. When his mother came near him, Malin Kundang who was with his beautiful wife and his ship crews denied that she was his mother. She had pleaded Malin Kundang to look at her and admit that she was her mother. But he kept refusing to do it and yelling at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!" After that he ordered his crews to set sail to leave the old woman who was then full of sadness and anger. Finally, feeling enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize to her. Malin Kundang just laughed and set sail. Suddenly a thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island. It was really too late for him to avoid his curse; he had turned into a stone.

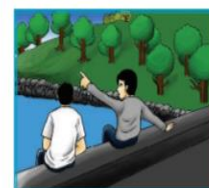
Taken with adaptation from: <http://understandtext.blogspot.com/2009/05/narrative-analysis-on-malin-kundang.html>



Source: Dokumen Kemdikbud
Picture 15.2



Source: Dokumen Kemdikbud
Picture 15.3



Source: Dokumen Kemdikbud
Picture 15.4

Figure 8

Figure 9

Figure 7, which is represented on pages 40 – 41, explains planning in preparing useful activities. Then, here explains giving a sense of acceptance in an invitation and rejecting an invitation in preparation for activities. This can be taken as some people appreciating each other when someone invites them to carry out an activity. The moral that can be drawn from the dialogue is that a woman must know her obligations in carrying out activities, while the female, as stated

by Setyono (2018), cooking, babysitting, knitting, and many more that women require to carry out activities. Meanwhile, text selection necessitates careful consideration of characteristics such as publication date, genre, readability, and length (Gudim, 2020). The points from Gudim have the relationship in figure 7. There are points of responsibility that are informative because they provide information to each other.

Figure 8, on page 172, describes a child disobedient to his mother when the child has achieved success. He also needs to learn from his mother. In that story, his mother prayed for the values contained in the contents to invite students who read and know the contents through written English. This is found in Shah (2019), which explains that attitudes and ethics in the contents of the story must be combined and conveys a message to readers, especially students who will read the story. It is essential to note in the books that will be made available to students that personality development occurs in the context of a dialectic between growth and stability. People are intrinsically motivated to increase their capacities for assimilation by distinguishing their contextual systems because assimilation is associated with pleasurable effects (Nancy, 2017). Figure 9, which is shown on page 194, three figures describes someone who has found a friend who deserves to be accompanied. This follows the points presented by Fairclough (2001) that it is important to understand the power of establishing interaction relationships, contains moral values, and there is an educational element in books.

CONCLUSION

Based on the results of research carried out by the author through critical discourse analysis, this book is very helpful to be utilized by educators and students in the school. The tenth-grade textbook has very good values because some figures and meanings are easy to understand. To implement the moral values presented in this book, educators should engage more deeply so that students can apply them to things that are applied to the textbook. Then, the book by Widiati et al. (2017) is appropriate because it is in accordance with the requirements required by MONEC. In order to apply the moral values contained in English textbooks, educators and students must practice with attention and take an active role in following the disciplines. Educators must provide explanations in English and Indonesian if readers need help understanding English vocabulary.

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