

## The Portrayal of Moral Values in a Senior High School English Textbook Published by Indonesian Ministry of Educational Culture

Chairuddin<sup>1</sup>, Him'mawan Adi Nugroho<sup>2</sup>, Ali Mustofa<sup>3</sup>

### Abstract

The purpose of the study is to investigate the depiction of moral values in the EFL textbook of senior high school. The writer uses Critical Discourse Analysis (CDA) studies enlightened by Halliday's (1978) Systemic Functional Linguistics (SFL) as data analysis. This critical discourse analysis focused on analyzing visual objects and written texts adopting Kress and van Leeuwen's (2006) visual grammar theory and Martin and White's (2005) language appraisal theory to elaborate the moral values embedded with distinct genres in the textbook. The result shows that there are seven moral values portray in EFL textbook directly and indirectly. Thus, the study's consequence is that both instructors and students should be able to develop the essential abilities for critical thinking in reading and critical analysis of language sensitivity in order to comprehend the values. Furthermore, instructors and researchers can use the analytical framework and research findings to provide explicit instruction, assessment, and critical analysis of moral principles in English language teaching.

**Keywords:** *Critical Discourse Analysis, Moral Values, ELT Textbooks, Indonesian Moral Education.*

### Introduction

In the realm of language teaching, a textbook serves as a fundamental learning resource that commonly integrates visual aids, such as pictures and other graphical representations (1). The significance and worth of visual imagery within English textbooks have been acknowledged and emphasized by various researchers and educators. They have come to recognize the pivotal role played by visual elements and graphic design in enhancing the effectiveness of English textbooks. Drawing from their research, it is recommended that textbooks which encompass both aesthetic qualities and functional purposes can effectively stimulate the art of teaching, facilitate a more enriching learning experience, and foster students' motivation to learn and appreciate the aesthetic aspects of language (2). Additionally, the utilization of visual aids in English textbooks serves as a valuable tool for enhancing students' language proficiency and effectively conveying meaningful messages (Risager, 2020). Hence, it is imperative for educators and authors of educational materials to possess a comprehensive understanding of the interplay between language and other forms of communication, particularly visual imagery, in order to construct coherent and meaningful content. Visual analysis, as a fundamental component of the language of art, operates within the realm of semiotics. This analytical approach aims to meticulously comprehend each individual element within an image for a thorough comprehension of its intended message.

Visual analysis involves the examination of various elements that contribute to the overall composition of an image. These elements include lines, values, shapes, forms, space, colour, and textures. Lines play a crucial role as they guide the viewer's gaze towards the object being observed. Values refer to the perception of lightness or darkness within the image. Shapes are concerned with the geometric structure of the objects depicted. Forms, on the other hand, encompass the dimensions of width, length, and depth. Space refers to the spatial relationships between objects within the image. Lastly, textures add a tactile quality to the visual experience, whether it be rough, smooth, soft, or hard (3). In the context of analyzing an English textbook, visual analysis focuses on examining these

<sup>1</sup> State University of Surabaya, Indonesia, Email: chairuddin.22008@mhs.unesa.ac.id, (Corresponding Author)

<sup>2</sup> State University of Surabaya, Indonesia.

<sup>3</sup> State University of Surabaya, Indonesia

forementioned visual elements present within the textbook used by English as a Foreign Language (EFL) learners. By scrutinizing the lines, values, shapes, forms, space, colour, and textures within the textbook's visuals, educators and researchers can gain insights into how these elements contribute to the overall effectiveness of the learning material (4).

The textbook serves as crucial instructional material for both teachers and learners, aiding them in their preparation and facilitation of teaching sessions (5). Teachers heavily rely on textbooks to guide their instruction and without them, they may encounter challenges in developing written assessments. Similarly, learners greatly benefit from textbooks as they provide essential support during the teaching and learning process. Without access to textbooks, learners may struggle to effectively engage with the lesson content (6). In other terms, the absence of textbooks in teaching and activities can lead to a decrease in the effectiveness of instruction (7). The development of materials for English as a Foreign Language (EFL) has become increasingly important due to the growing demand for English language acquisition in contemporary society. EFL materials encompass various resources that facilitate the learning of English. Among these resources, textbooks are considered essential components of a language curriculum (8).

An English textbook serves as a well-structured educational resource that aims to instruct and enhance one's comprehension, usage, and mastery of the English language. It covers a broad spectrum of subjects, comprising grammar, vocabulary, comprehension of written texts, writing proficiency, oral communication, auditory perception, and cultural background (9). Typically, these textbooks are organized into chapters or units that focus on specific language elements or skills, with each subsequent section building upon the previous ones to facilitate the learner's progression from basic to advanced language proficiency (10). To reinforce and practice the language concepts being taught, these textbooks often incorporate exercises, examples, illustrations, reading passages, and interactive activities. In the context of junior high school, English textbooks not only consist of verbal text but also include visual elements. Consequently, students are required to interpret the meanings conveyed through the integration of visual and verbal modalities presented in these textbooks.

Furthermore, the educators also have a crucial part to play in guiding their pupils to delve into the visual and written materials within the textbooks, which aid in facilitating the process of teaching and learning. Consequently, the images and text found in an English textbook are thoroughly examined to assess the advantages they offer in terms of conveying multiple modes of meaning and assisting in language acquisition (11). Visual images are commonly employed in literature for the purpose of instructing English as a Foreign Language (EFL). These visual materials can be defined as visual aids utilized within the classroom, such as slides in a PowerPoint presentation. In the EFL setting, visual stimuli are employed to aid students in comprehending and interpreting the content presented in their textbooks. The utilization of visually appealing and intricate educational materials, primarily consisting of images, can further enhance the learning experience. These visual elements encompass a wide range of images and illustrations found within the textbook, serving as valuable tools in facilitating the teaching and learning process (12).

Several researchers have undertaken research on textbooks, specifically focusing on critical discourse analysis. Sulistiyo employed this approach to examine the moral content present in English textbooks used in primary schools. The aim of their study was to validate the inclusion of moral values in an English textbook designed for young learners (EYL). Through the lens of critical discourse studies (CDA), the researchers found that moral content was effectively incorporated into EYL textbooks through discursive means. The authors of the textbooks utilized vocabulary choices, visual representations, and selected literature to convey their perspective. The emphasis in this relationship to character education in textbooks lies in prioritizing traits such as helping others, behaving nicely, and showing care. This highlights the importance of these values as the fundamental principles for interacting with others in real-life situations. In his study, Widod aimed to investigate how these values are portrayed in an English textbook approved by the Indonesian Ministry of National Education for secondary schools. The study revealed that the textbook focuses on character development with the intention of exposing students to a wide range of moral beliefs. To convey these values, a combination of visual and textual language, as well as multimodal texts, are employed. Interestingly, the analysis suggests that visual artifacts are perceived as texts devoid of inherent values, as indicated by the critical micro-semiotic textual analysis. Setyono and Widodo conducted a study to investigate the portrayal of multicultural principles in an English as a Foreign Language (EFL) textbook designed for senior high school students. The research employed a textual analysis approach, aiming to address the growing significance of English as a global lingua franca. In order to embrace the diverse cultural perspectives

of both inner and outer circle countries, it is imperative to include multicultural content in English Language Teaching (ELT) textbooks. Consequently, educators should integrate multicultural elements into their instructional practices and utilize diverse teaching methodologies.

The objective of this research is to examine the moral values in the English textbook. Based on previous discussions with English teachers, it has been identified that they encounter difficulties in understanding the function of texts within textbooks. This is significant considering their role as a crucial source in the language input target and in second language education cultural understanding (13). The examination of cultural values, beliefs, and potential stereotypes or misunderstandings has made this research an essential tool. Extensive research has been conducted on multimodality in EFL textbooks. However, there is a noticeable gap in research that specifically delves into the verbal and visual components of these textbooks. Hence, the objective of this study is to scrutinize the verbal and visual elements within the textbook and assess the role of visual elements in comprehending the verbal component and cultural aspects. Ultimately, this research aims to provide a fresh perspective by comprehensively evaluating the content and curriculum of the textbook.

To specify the topic to be investigated, the researcher formulated the problem statements as follow:

How are these moral values portrayed through narratives, characters, and activities in the textbook?

How do these moral values imply students' character development and social behavior?

### **The Representation of Moral Value in The English Textbook**

In a sense, moral is the study of what thought to be right and what is generally done by a group, society, or culture. In general, moral corresponds to what actually is done in a society. However, right or wrong is relative to be done. The people view moral, values, beliefs, generally influenced by the way of life of their society. Moral refers to human behavior where morality is the practical activity. The values are translated into actions by the practical choices that agents make. Doing the morally right thing appears to go against the self-interest of agents when doing so requires the sacrifice of own interest for the benefit of others or the sake of duty. The importance of values and morals is how we live a civilized and fair life in society. They are what we use to manage our interactions professional behavior. Our values and morals reflect our spirituality; our character. The moral is deciding good or bad thought behavior. Morality is a sacrifice from little goodness to immense goodness (14).

The opinion also clarified into three components of morality: (1) An Affective or emotional component consists of feelings (guilt, concern for other emotions, and so on) that envelope right or wrong action and motivate moral thoughts and actions. (2) A cognitive component was centering on the way we conceptualize right and wrong and decide how to behave. (3) A behavioural component, reflecting how we behaved (15). For example, we experience the temptation to deceive or be called upon to help those in need. Moral can be applied in the education department. Generally, moral education correlates to how to improve student morality.

### **Moral Education in Indonesia**

Moral education in Indonesia plays a crucial role in shaping the character of students, emphasizing values such as respect, honesty, responsibility, and empathy. Rooted in the cultural and religious diversity of the country, moral education aims to guide students toward becoming responsible, ethical, and socially aware individuals. The curriculum integrates moral values alongside academic subjects, encouraging students to apply these principles in their daily lives and interactions. In schools, moral education fosters a sense of national identity, promotes tolerance among different communities, and encourages students to respect and appreciate diversity. It also focuses on instilling good behavior, integrity, and social responsibility, helping students navigate complex societal issues. By emphasizing character building, moral education in Indonesia seeks to create a generation that is not only academically competent but also compassionate, ethical, and able to contribute positively to the community and nation.

Over the past decade, character or moral education have been considered very important in Indonesia. This statement is proven by the character education policy that was established in 2011 which aimed to integrate character building into the national education system. The policy emphasized the development of values such as honesty, discipline, responsibility, tolerance, and respect for diversity. This initiative sought to address the growing concerns about moral decay and social issues among the younger generation. By embedding character education into the school curriculum,

Indonesia aimed to cultivate well-rounded individuals who not only excel academically but also contribute positively to society. The policy also encouraged teachers to model these values and create a nurturing environment where students could learn through both instruction and example. Over time, character education has become a cornerstone of Indonesia's efforts to foster a generation that upholds ethical standards, promotes social harmony, and actively participates in building a better future for the country.

The Indonesian government further strengthened its commitment to moral and character education by releasing Perpres No. 87 Tahun 2017 about Penguatan Pendidikan Karakter (Strengthening Character Education). This policy outlines 18 core values that are intended to shape the character of Indonesian students. These values include integrity, discipline, responsibility, tolerance, creativity, hard work, honesty, and respect for diversity, among others. The aim is to foster a generation of citizens who not only excel academically but also embody strong moral principles that will guide their behavior and interactions in society. The policy encourages schools, families, and communities to collaborate in instilling these values, ensuring that students learn not just from textbooks but also from their experiences and relationships. By focusing on character education, the government hopes to create a well-rounded, socially responsible, and ethically conscious generation capable of contributing positively to the nation's development.

In an effort to simplify and focus the direction of character education, the Ministry of Education and Culture of Indonesia (16) consolidated the 18 national character values into five main core values. These values are designed to reflect the actualization of Pancasila, the 3 Pilar Gerakan Nasional Revolusi Mental (Three Pillars of the National Mental Revolution Movement), local wisdom, and the challenges of the future. The five core values are:

1. Religiosity - Encouraging students to develop a strong spiritual foundation and practice their faith with sincerity and respect for others' beliefs.
2. Nationalism - Instilling a sense of pride in the nation, promoting loyalty to the country, and encouraging the defense of national unity and diversity.
3. Independence - Fostering self-reliance, critical thinking, and the ability to face challenges with confidence and responsibility.
4. Helping Each Other - Promoting solidarity, mutual support, and the importance of community, encouraging students to act with empathy and collaboration.
5. Integrity - Cultivating honesty, responsibility, and strong moral principles, emphasizing the importance of doing the right thing even when no one is watching.

These core values are aligned with Indonesia's national identity, cultural heritage, and the country's aspirations for the future. They provide a framework for shaping students into individuals who are not only academically competent but also ethical, socially responsible, and able to contribute positively to society.

## **Methodology**

A descriptive qualitative method was employed as the research method. "descriptive qualitative is an effective way to gain information used in planning hypotheses and suggesting association". The research used Critical Discourse Analysis (CDA) as a methodological framework to examine how moral values are represented in the English textbook. CDA enables a deeper exploration of the relationship between language, power, and ideology within the text, uncovering implicit messages and underlying social structures. This approach is particularly useful for analysing the ways in which moral values are constructed, reinforced, or challenged through language. By applying CDA, the research will identify patterns, biases, and ideologies embedded in the textbook, providing insights into how these representations influence students' perceptions of ethics and social norms. The findings will contribute to a critical understanding of the role of educational materials in shaping moral and cultural narratives.

The analytical method used by the researcher in distribution a qualitative research was content analysis. Content analysis is study to develop the quantification criteria in advance and examines the material such as text, book, document etc. according to some specific expectations. Content analysis involves systematically analysing textual, visual, or audio-visual data to identify patterns, themes, and meanings (17). Researchers use coding and categorization techniques to analyse the content of

documents, media, or artefacts, providing insights into moral values representations, discourses, and social practices.

Overall, this present research investigates about the Indonesian moral values and cultural aspects presented in the “English Change” textbook and teachers’ understanding of them. This method will be in line with this research because, in this research, the data are collected, categorized, and analysed. Then, in the last process, the data are made to interpret several texts in textbook used by teacher in the class.

The Indonesian Ministry of National Education's character education criteria served as the basis for the selection of these artefacts. In the meanwhile, the authors only chose, examined, and talked about a few visual objects and texts because of space constraints. The visual depiction of moral values is analysed qualitatively using Kress and van Leeuwen's visual grammar theory. Second, the verbal texts that convey moral values are analysed using Martin and White's language appraisal (18).

## **Results and Discussion**

The hidden values that students should be aware of are the main emphasis of this textbook examination. The first step in the textbook analysis is corpus coding according to theme/chapter and the character education guidelines set forth by the Indonesian Ministry of National Education (19). The author then elaborated on the moral ideals in the broader societal contexts in order to analyse the chosen representation. Because the social settings in which moral values are based are inextricably linked to this discourse analysis of moral values. Values like students learning autonomously, independence, tolerance, togetherness or friendliness, and other social skills necessary for success in life are all openly communicated by the authors of the chosen textbook (20). The investigation below focuses on how values are conveyed visually and verbally in the textbook. Due to space constraints, the author chose only a few works based on themes/chapters and Indonesian educational norms.

### **The portrayal of moral values through narratives, characters, and activities in the textbook**

Moral values are often portrayed in textbooks through carefully crafted narratives, relatable characters, and engaging activities that resonate with learners (21). Narratives in textbooks typically present situations where characters face moral dilemmas or challenges, allowing readers to observe how values like honesty, empathy, responsibility, and perseverance are demonstrated and their outcomes. For example, a story about a student returning a lost wallet might highlight honesty and integrity, teaching readers the importance of doing the right thing. Characters are designed to be relatable and aspirational, serving as role models who exhibit positive behaviors and attitudes. Additionally, textbooks incorporate activities such as role-playing, discussions, and reflective exercises that encourage students to internalize these values by applying them to real-life scenarios. Through these elements, moral values are not only conveyed as abstract principles but also contextualized in everyday life, making them more tangible and impactful for learners. This holistic approach helps students develop ethical reasoning, empathy, and a sense of responsibility, preparing them to navigate the complexities of social and personal interactions (22).

The samples of the moral values portrayal in EFL textbook are mentioned below:




### Activity 3b

After reading the above materials, ask your teacher if you have any questions or need an explanation regarding the text type and its tense.



### Activity 4

 This is individual work. Read the following narrative text about Melati and Isabel Wijsen.

This pair of sisters from Bali is known as climate activists in Indonesia. Since 2013, Melati and Isabel have carried out many campaigns to reduce plastic waste on the island. One of them is the Bye Bye Plastic Bag campaign which is the key to getting rid of plastic bags in Bali. In practice, they had to go on a hunger strike for 1 day in order to meet the governor of Bali at the time, I Made Mangku Pastika. Thanks to this action, Pastika signed a warrant prohibiting the use of styrofoam, plastic bags, and straws in Bali effective 2018.

In 2018, these Indonesian-Dutch blooded sisters were included in the list of the 25 Most Influential Teens of 2018 according to Time magazine. They also briefly spoke at the United Nations World Ocean Day event in New York City, United States in 2017. Melati Wijsen's contribution to environmental preservation was even shown in the documentary film *Bigger than Us* (2019), directed by Flore Vasseur and produced by Marion Cotillard.

Source: Think Conscious, 2021


**Figure 1: Indonesian Environmental**

The story above explicitly explains the students about environment awareness moral value. The story tells about Melati and Isabel Wijsen. They are known as climate activist in Bali. As mention above, Melati and Isabel initiated the "Bye Bye Plastic Bags" campaign to reduce plastic waste and protect the environment. Their dedication to environmental preservation serves as an inspiring example for students to care for the planet. The story encourages students to reflect on their own habits and take responsibility for protecting nature, such as reducing waste, recycling, and supporting eco-friendly initiatives. By learning about the efforts of young activists, students are motivated to become more aware of environmental issues and contribute positively to sustainability in their communities.

The moral values students can take from Melati and Isabel Wijsen's story include environmental awareness, emphasizing the need to reduce plastic waste and protect the planet, and initiative, demonstrating the importance of taking action to address global issues. Their campaign, "Bye Bye Plastic Bags," inspires students to be proactive, responsible, and creative in finding solutions to environmental challenges while fostering a sense of commitment to sustainability.



### Activity 6a

 Now, work individually. Create similar tables in your notebook and read the following narrative text about another Indonesian environmental figure, Swietenia Puspa Lestari (see her picture also on the side). Based on the text, complete the tables.



Picture 4.15 Swietenia Puspa Lestari

Source: Screenshot of IG @swieteniapuspa (2016)



### Activity 7



Picture 4.17 Farviza Farhan

Source: DetikEdu/Farviza Farhan, 2021

**Figure 2: Indonesian Environmental Figures**

Another environmental figure is Swietenia Puspa Lestari. In this activity, the students get a task to make a narrative about this figure. Hopefully, the students are able to take the important lesson about the story. Swietenia Puspa Lestari is an environmental activist who has worked tirelessly to promote ocean conservation and waste management in Indonesia. By writing a narrative about her contributions, students not only learn about her achievements but also reflect on the importance of protecting natural resources. This activity encourages students to think critically about environmental challenges and inspires them to take action in their own lives, such as participating in clean-up campaigns, reducing plastic usage, or advocating for sustainable practices. Through this process, they develop a deeper sense of responsibility and commitment to environmental stewardship.

The moral values students can take from Swietenia Puspa Lestari's story include environmental awareness, highlighting the importance of ocean conservation and waste management, and responsibility, encouraging proactive efforts to protect the environment. Her story inspires students to take action, such as reducing plastic waste and promoting sustainable practices, while fostering a sense of accountability for the planet's future. The last data above talks about the elephant activist, she is Farwiza Farhan. The important lesson from her can be taken by the students is about environmental awareness and empathy to animal especially elephant. Farwiza Farhan, a dedicated environmentalist, has worked tirelessly to protect the Leuser Ecosystem, a vital habitat for elephants and other endangered species in Indonesia. Her advocacy highlights the importance of preserving biodiversity and respecting the natural balance of ecosystems. By learning about her story, students are encouraged to develop empathy not only for animals like elephants but also for all living creatures. This lesson fosters a deeper understanding of the interconnectedness of life and motivates students to take part in conservation efforts, such as protecting wildlife habitats, reducing environmental impact, and spreading awareness about the importance of coexistence with nature.

The moral values that students can take from Farwiza Farhan's story include environmental awareness, emphasizing the importance of preserving nature and biodiversity, and empathy, particularly for animals like elephants. These values encourage students to care for the environment, understand the significance of wildlife conservation, and develop a sense of responsibility toward protecting living creatures and their habitats.

### » Building Knowledge of the Field «



Picture 4.4 Pak Sadiman



#### Activity 1a



This is individual work. Look at the illustration about Pak Sadiman, an environmental figure from Wonogiri, Central Java, Indonesia. What is your first impression of him? Write your answer in your notebook.

### Figure 3: Indonesian Environmental figures Pak Saniman

From the data, the students are able to take important lesson of the Sadiman's character. As textbook mentions that he is an environmental figure from Wonogiri. The students will get environment awareness from him. Sadiman, known as a local hero in Wonogiri, has dedicated his life to transforming arid lands into fertile areas by planting trees and preserving water sources. His unwavering commitment to reforestation and sustainability serves as a powerful example of how individuals can make a significant impact on the environment. By learning about Sadiman's efforts, students are inspired to adopt similar values of environmental awareness and responsibility. This story teaches them the importance of preserving nature, taking small but meaningful actions, and being proactive in addressing environmental challenges in their own communities.

The moral values students can take from Sadiman's story include environmental awareness, love the country, emphasizing the importance of reforestation and water conservation, and dedication, showcasing the value of perseverance in addressing environmental challenges. His actions inspire

students to take responsibility for preserving nature and to contribute to their communities through sustainable practices and proactive efforts to protect the environment.

From the text, moral values portray directly. The words “we need to respect them during face to face interaction and in online spaces” imply the activity for students to give their respectful to others. This statement emphasizes the importance of showing respect not only in person but also in online interactions. It teaches students that respect should transcend physical boundaries, extending into digital spaces where communication can sometimes lack the nuance and empathy of face-to-face conversation. By encouraging students to engage in respectful online behavior, the activity promotes responsible use of social media and digital platforms, where tone and intent can easily be misinterpreted. This practice helps students recognize the impact of their words and actions, fostering a culture of kindness and consideration both in real life and on the internet. Respecting others in all forms of communication teaches students how to build positive relationships, avoid conflicts, and create a safe, supportive environment for everyone.



### Activity 8

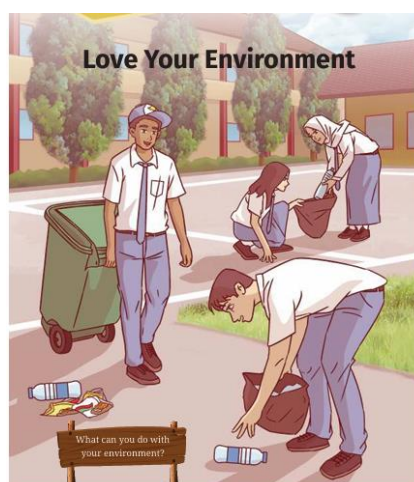


Work in groups of four. Listen to the dialog of three people talking about how technology, social media, and online spaces are tools for youth's learning and becoming. You can find it through the link or QR code on page 266.

After listening to the audio, with your group members, list down the expressions for stating opinion, agreeing, and disagreeing used by the speakers in the dialog. Write them down in your notebook. Compare your notes with your group members'. Consult your teacher if you have any questions related to the expressions used in the dialog.

### Figure 4. Work In Groups

The data above depict the implicit moral value of cooperation, responsibility, discipline, democratic, creativity, and social awareness. The word “work in groups” indicates implicitly about cooperation. While “listen to the dialogue” implies the responsibility moral value. All instructions to “complete the task” reflects the value of discipline, encouraging students to stay focused and committed to their work. The phrase “share your opinions” highlights democratic values, fostering an environment where students can express their thoughts and engage in mutual respect. Creativity is implied through activities that require students to think critically and present unique ideas. Lastly, “understand others' perspectives” demonstrates social awareness, guiding students to be empathetic and considerate in their interactions. Collectively, these implicit moral values contribute to character building, equipping students with essential skills for personal growth and social harmony.



**Figure 5. Environment Awareness**

The data above shows the activity of students in collecting the waste in order the environment keep in clean. Its activity gives moral value for students about environment awareness. This moral portrays directly in the visual textbook. The visual in the textbook highlights the importance of maintaining a clean and healthy environment by actively participating in waste management. This activity instills in students a sense of responsibility toward their surroundings and encourages them to adopt habits such as proper waste disposal and recycling. By engaging in this practice, students not only contribute to environmental cleanliness but also develop an appreciation for sustainable living, fostering a long-term commitment to environmental stewardship.



**Figure 6. Environment Awareness**

By integrating these values into daily learning activities, students develop a strong moral foundation that influences their behavior and decision-making. These skills prepare them to navigate complex social dynamics, work collaboratively, and contribute positively to their communities. Furthermore, the emphasis on these moral values fosters a learning environment that promotes mutual respect, inclusivity, and shared responsibility, ensuring that students are not only academically competent but also socially and emotionally intelligent. This holistic approach to education empowers students to become well-rounded individuals capable of driving meaningful change in society.

By the explaining data above, we can take a brief definition about the moral values in Indonesian EFL textbook portrays implicitly and directly. The students are able to get the important lesson directly and implicitly from the narratives, characters and activities.

### **The Moral Values Imply Students' Character Development and Social Behaviour**

Moral values play a vital role in shaping students' character development and social behaviour by providing a foundation for ethical decision-making and fostering positive interpersonal relationships. When students internalize values such as honesty, empathy, responsibility, and respect, they develop traits that guide their actions and interactions with others. For instance, learning about honesty encourages students to build trust in relationships, while empathy helps them understand and appreciate the perspectives and emotions of others. These values also promote self-discipline and accountability, enabling students to act responsibly in various situations, such as meeting commitments or resolving conflicts constructively. Socially, moral values nurture cooperative behaviour, inclusivity, and a sense of community, as students learn to respect diversity and contribute positively to group dynamics. As these values become ingrained in their character, students are more likely to exhibit behaviour that align with societal norms and contribute to a harmonious and supportive environment, both within and beyond the classroom.

Moreover, the integration of moral values in education helps students develop critical thinking and emotional intelligence, which are essential for navigating complex social and ethical situations. For example, by practicing fairness and tolerance, students learn to engage in healthy debates, resolve disagreements respectfully, and build meaningful connections with people from different backgrounds. This not only enhances their social behaviour but also prepares them to be active, responsible citizens who contribute positively to society.

In the long term, moral values instil a sense of purpose and integrity in students, shaping their identity and guiding their actions in both personal and professional settings. They become individuals who value honesty over shortcuts, compassion over indifference, and collaboration over competition. The emphasis on moral education fosters a culture of respect, mutual support, and shared

responsibility, which are crucial for creating inclusive and thriving communities. Thus, moral values are not just abstract principles but transformative tools that shape students into well-rounded individuals capable of making ethical choices and fostering social harmony.

An example from interviewing a student about how moral values interact their character development and social behaviour might go as follows:

Interviewer: "Can you share an experience where the values you've learned in school helped you in a real-life situation?"

Student (1): "Sure! In our class, we often talk about the importance of honesty and helping others. Last year, I found a classmate's wallet in the library. At first, I wasn't sure what to do, but I remembered the stories we read in our moral education class about doing the right thing even when no one is watching. So, I returned the wallet to our teacher, who later gave it back to the owner. My classmate was so grateful and thanked me. It made me feel good about being trustworthy."

Interviewer: "How do you think this value of honesty affects how you interact with others?"

Student (2): "It helps me build trust with my friends and teachers. They know they can count on me to do the right thing. Also, it encourages me to be straightforward and fair in group projects or when helping classmates."

Interviewer: "Can you share another example where a value like cooperation or teamwork played a role?"

Student (3): "Yes, during a group project, one of my team members was struggling to keep up because of some personal issues. Instead of getting upset, we talked about how we could support them. I remembered our lessons on empathy and how everyone has challenges. So, we adjusted the work and helped them catch up. The project turned out great, and we all felt proud of how we worked together."

Interviewer: In your experience, what are the most common moral values emphasized in English textbooks? Can you give examples from the stories or texts?

Student (4): In my experience, English textbooks commonly emphasize moral values such as honesty, responsibility, empathy, cooperation, and respect for diversity. These values are often integrated into stories, dialogues, or classroom activities.

### Interviewer:

Do you think the moral lessons from stories have made you more aware of how to act in social situations, like helping someone or being fair? Why or why not?

Student (5): Yes, moral lessons from stories have made me more aware of how to act in social situations. They provide relatable examples of kindness, fairness, and empathy, which inspire me to reflect on my actions and treat others better.

**Table 1. Interviewing the Students**

Interviewer: "Can you share an experience where the values you've learned in school helped you in a real-life situation?" Student (1): "Sure! In our class, we often talk about the importance of honesty and helping others. Last year, I found a classmate's wallet in the library. At first, I wasn't sure what to do, but I remembered the stories we read in our moral education class about doing the right thing even when no one is watching. So, I returned the wallet to our teacher, who later gave it back to the owner. My classmate was so grateful and thanked me. It made me feel good about being trustworthy."
Interviewer: "How do you think this value of honesty affects how you interact with others?" Student (2): "It helps me build trust with my friends and teachers. They know they can count on me to do the right thing. Also, it encourages me to be straightforward and fair in group projects or when helping classmates."
Interviewer: "Can you share another example where a value like cooperation or teamwork played a role?"

<p>Student (3): "Yes, during a group project, one of my team members was struggling to keep up because of some personal issues. Instead of getting upset, we talked about how we could support them. I remembered our lessons on empathy and how everyone has challenges. So, we adjusted the work and helped them catch up. The project turned out great, and we all felt proud of how we worked together."</p>
<p>Interviewer: In your experience, what are the most common moral values emphasized in English textbooks? Can you give examples from the stories or texts?</p> <p>Student (4): In my experience, English textbooks commonly emphasize moral values such as honesty, responsibility, empathy, cooperation, and respect for diversity. These values are often integrated into stories, dialogues, or classroom activities.</p>
<p>Interviewer: Do you think the moral lessons from stories have made you more aware of how to act in social situations, like helping someone or being fair? Why or why not?</p> <p>Student (5): Yes, moral lessons from stories have made me more aware of how to act in social situations. They provide relatable examples of kindness, fairness, and empathy, which inspire me to reflect on my actions and treat others better.</p>

From the first interviewing, the moral values reflected in these words are honesty, helpfulness, and trustworthiness. The act of returning the wallet demonstrates honesty by choosing to do the right thing even in a situation where no one else was aware of the opportunity to act otherwise. Helpfulness is shown in the effort to ensure the wallet was returned to its rightful owner, benefiting the classmate who lost it. Trustworthiness is highlighted through the speaker's actions, which build a reputation for reliability and integrity. This narrative reinforces the importance of adhering to moral principles and the positive impact such behavior has on both individuals and the community.

The story also underscores the significance of moral education in shaping behavior. By recalling lessons from moral education class, the student was guided by the values they had learned, demonstrating how ethical teachings can influence real-life decision-making. The gratitude expressed by the classmate further reinforces the idea that acts of honesty and kindness foster trust and strengthen relationships. This example highlights the ripple effect of moral actions, inspiring others to practice similar values and contributing to a more ethical and supportive environment. Through small but meaningful choices, individuals can uphold these values and positively impact their communities.

Then, the words from the second answer of student' interviewing reflect the moral values of trustworthiness, fairness, and responsibility. By emphasizing the importance of being dependable and doing the right thing, the speaker highlights how trustworthiness builds strong relationships with friends and teachers. Fairness is demonstrated through the commitment to being straightforward and just, especially in collaborative settings like group projects. Responsibility is evident in the willingness to help classmates and contribute positively to shared tasks. Together, these values foster a supportive, respectful, and ethical environment where individuals feel valued and empowered to work harmoniously with others.

The third answer of student highlights the moral values of empathy, cooperation, understanding, and teamwork. The student's response demonstrates empathy by recognizing and addressing a team member's personal challenges without judgment. Cooperation is evident in the collective decision to adjust the workload and provide support, ensuring everyone could contribute meaningfully. Understanding is shown through the willingness to communicate and accommodate the team member's needs, fostering an inclusive environment. Teamwork shines through in their ability to work together and achieve a successful outcome, emphasizing the importance of collaboration and mutual support in overcoming difficulties. This example illustrates how moral values can lead to positive and harmonious group dynamics.

The fourth data of moral values emphasized in English textbooks, such as honesty, responsibility, empathy, cooperation, and respect for diversity, have profound implications for students' development. These values help shape students' character and equip them with essential life skills. For example, learning about honesty fosters trustworthiness and integrity, encouraging students to be truthful in their actions and words. Responsibility teaches students to take ownership of their tasks and decisions, promoting accountability and a sense of duty. Empathy helps students understand and connect with the emotions and experiences of others, cultivating compassion and a supportive attitude. Cooperation prepares students to work collaboratively in group settings, teaching them to value teamwork and shared success. Lastly, respect for diversity broadens their perspectives, helping them appreciate cultural and individual differences and fostering inclusivity. Collectively, these moral values build a strong ethical foundation for students, enabling them to navigate personal, academic, and social challenges effectively while contributing positively to their communities.

The last data implies that the words mean of moral lessons from stories help individuals become more conscious of their behavior in social settings. These lessons use relatable examples to highlight values like kindness, fairness, and empathy, encouraging self-reflection and motivating individuals to act in a thoughtful and considerate way toward others. Such stories often serve as practical guides, showing how to navigate real-life situations with ethical behavior. By illustrating the positive outcomes of actions rooted in kindness and fairness, they inspire individuals to adopt similar approaches in their interactions. For instance, a story about a character who helps a struggling friend or resolves a conflict peacefully can encourage readers to act with compassion and integrity in similar scenarios. This process not only fosters personal growth but also strengthens social connections and contributes to creating a more understanding and supportive community.

Those examples highlight how moral values, when internalized, manifest in students' everyday actions and interactions, shaping their character and improving their social behavior. When students internalize moral values, they not only demonstrate these qualities in their relationships with peers, but also in their decision-making, problem-solving, and overall approach to challenges. These values, such as respect, empathy, honesty, and responsibility, become guiding principles in their daily lives, influencing how they treat others and contribute to their communities. As they practice these values, students build stronger social connections, foster trust, and create a positive and supportive environment both inside and outside the classroom. This consistent application of moral values leads to personal growth, helping students develop into responsible, ethical individuals who are more likely to make thoughtful, compassionate choices and work toward the common good. The more these values are practiced, the more they become ingrained in students' character, ultimately shaping a generation that values kindness, fairness, and mutual respect.

## **Conclusion**

This study has showed how the textbook writers discursively convey moral principles in the textbook. This textbook study does not focus on learning activities since the goal of this research is to investigate lexical items, pictures, and vocabulary that convey moral values such as patriotism, environmental sensitivity, social awareness, politeness, respect, tolerance, and so on. Meanwhile, the textbook expresses ideals openly transmitted by the authors, such as student autonomy, independence, tolerance, togetherness or friendliness, and other social abilities required in life. These ideals are expressed through both visual and textual words. This critical micro-semiotic study also reveals that visual artifacts convey certain moral values that educators and students should understand and discuss (24). Furthermore, values in the textbook are provided in a range of text genres such as interpersonal interaction text, reports, new things, and descriptive writing. Consider the interpersonal interaction text used for the second analysis in this study. It demonstrates ideals based on verified social encounters. When instructors and students disagree on the relevance of language course material, both must perceive their differences as resources in order to acknowledge that people have various sociohistorical values.

The results of this crucial microsemiotic research have four consequences for the discipline. To begin, this study proposes an explicit framework for modeling how moral values in EFL textbooks are micro-semiotically produced, providing a novel tool to supplement philosophical debates and psychological methodologies in moral education research. Second, as a complete investigation of moral value in EFL textbooks, this study helps readers understand the values encoded in the text. Third, this study provides an empirical foundation for additional critical thought on character development, which is one of the textbook aspects intended to instill a wide range of moral ideals in pupils. Finally, in terms of instructional implications, the current study provides critical analysis and an explicit

metalanguage for the comprehension of moral values that are consistent with character virtues inherent in curricula and syllabi. Finally, the results of this investigation might be used by the writers for assessment or explicit study. This means that authors must be able to translate moral ideals into ELT in an educational setting.

Furthermore, the authors acknowledge the study's limitations, such as the fact that we only picked a subset of the corpus's data to be studied owing to space constraints. There is a need for a more critical examination of English textbooks published and authored by various publishers from other countries where English is still regarded as a foreign or second language. This study requires additional critical textbook examination to corroborate its findings, including as students' and teachers' views. Furthermore, the writers understand that the textbook analysis is fairly detailed. As a result, the current critical discourse analysis demands for more critical textbook analyses from many perspectives and values, including critical feminism, social value, spiritual value, peace value, and cultural value.

### **Abbreviation**

Nil.

### **Acknowledgement**

None.

### **Author Contributions**

The author contributed the writing, the visualization, the validation, the supervision, the software, resources, the project administration, the methodology, the investigation, the formal analysis, the data curation, and the conceptualization.

### **Conflict of Interest**

The author declares no conflicts of interest.

### **Ethics Approval**

Not applicable.

### **Funding**

The study is funded by the authors

### **References**

- [1] Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*, 30(4), 383–397. <https://doi.org/10.1080/14675986.2019.1548102>
- [2] Feng, W. D. (2019). Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong. *Discourse*, 40(4), 458–473. <https://doi.org/10.1080/01596306.2017.1356806>
- [3] Yokossi, D. T. (2021). Interpersonal Meaning Analysis Of Two Excerpts From Mariama Bâ's *So Long A Letter*: A Systemic Approach. In *Quest Journals Journal of Research in Humanities and Social Science* (Vol. 9, Issue 11). [www.questjournals.org](http://www.questjournals.org)
- [4] Xiong, T., & Peng, Y. (2020). Representing culture in Chinese as a second language textbooks: a critical social semiotic approach. *Language, Culture and Curriculum*, 1–20. <https://doi.org/10.1080/07908318.2020.1797079>
- [5] Alsulami, Y. A. K. (2021). An Evaluation of a Fourth Level English Textbook Used in Secondary Schools in Riyadh City. *English Language Teaching*, 14(2), 68-78 <https://doi.org/10.5539/elt.v14n2>
- [6] Sugianto, A., Prasetyo, I. A., & Asti, W. (2022). "Is the picture worth a thousand words?": the interpersonal meanings of a dialogue in an efl textbook. *JOLTT Journal of Languages and Language Teaching*, 10(2), 187. <https://doi.org/10.33394/>
- [7] Lee, J. F. K., & Li, X. (2020). Cultural representation in English language textbooks: a comparison of textbooks used in mainland China and Hong Kong. *Pedagogy, Culture and Society*, 28(4), 605–623. <https://doi.org/10.1080/14681366.2019.1681495>
- [8] Risager, K. (2020). Language textbooks: windows to the world. *Language, Culture and Curriculum*, 1–14. <https://doi.org/10.1080/07908318.2020.1797767>
- [9] Ketaren, S. V., Sipahutar, S. R., Marpaung, E. M., & Saragih, E. (2021). Figurative Language Use in Song Lyrics in English Textbook Senior High School. *Linguistic, English Education and Art (LEEA) Journal*, 4(2), 300–305. <https://doi.org/10.31539/leea.v4i2.1997>

- [10] Liu, Y., Zhang, L. J., & May, S. (2022). Dominance of Anglo-American cultural representations in university English textbooks in China: a corpus linguistics analysis. *Language, Culture and Curriculum*, 35(1), 83–101. <https://doi.org/10.1080/07908318.2021.1941077>
- [11] Liu, Y., Zhang, L. J., & May, S. (2022). Dominance of Anglo-American cultural representations in university English textbooks in China: a corpus linguistics analysis. *Language, Culture and Curriculum*, 35(1), 83–101. <https://doi.org/10.1080/07908318.2021.1941077>
- [12] Canale, G., & Furtado, V. (2021). Gender in EFL Education: Negotiating Textbook Discourse in the Classroom. *Changing English: Studies in Culture and Education*, 28(1), 58–71. <https://doi.org/10.1080/1358684X.2020.1812377>
- [13] Aminudin, M. F. (2023). Systemic Functional Linguistics (SFL) and Translation. 20(1), 1–9. <https://doi.org/10.30957/lingua.v20i1.731>
- [14] Mahmud, M. (2019). The use of politeness strategies in the classroom context by English university students. *Indonesian Journal of Applied Linguistics*, 8(3), 597–606
- [15] Susiati, S., & Mufidati, E. (2020). An Indonesian National English Textbook for Secondary Level: Is It Qualified Enough? *Jurnal VARIDIKA*, 32(1), 118–124. <https://doi.org/10.23917/varidika.v32i1.11511>
- [16] Widjaya Sukma, D., Sutisna Yanto, E., & Singaperbangsa Karawang, U. (2021). Representation of Moral Values in One EFL Textbook for Senior High School Students: Critical Discourse Analysis. 4(6).
- [17] Cheng, W., Lam, P. W. Y., & Kong, K. C. C. (2019). Learning English Through Workplace Communication: Linguistic devices for interpersonal meaning in textbooks in Hong Kong. *English for Specific Purposes*, 55, 28–39. <https://doi.org/10.1016/j.esp.2019.03.004>
- [18] Wang, W., & Zhang, X. (2022). A cross-cultural analysis on the Interpersonal meaning of attitude resources in Chinese and English online consumer reviews. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1001192>
- [19] Astiandani, F. R., & Purwati, O. (2021). A Content Analysis of Cultural Representation in High School English Textbook in 2013 Education Curriculum. *Pedagogy : Journal of English Language Teaching*, 9(1), 38. <https://doi.org/10.32332/joelt.v9i1.2994>
- [20] Arifah, K. F., Santosa, R., & Ngadiso, N. (2018). Content Analysis of Competences and Scientific Approach in English Textbook. *International Journal of Multicultural and Multireligious Understanding*, 5(3), 219. <https://doi.org/10.18415/ijmmu.v5i3.367>
- [21] Koutsikou, M., Christidou, V., Papadopoulou, M., & Bonoti, F. (2021). Interpersonal meaning: Verbal text–image relations in multimodal science texts for young children. *Education Sciences*, 11(5). <https://doi.org/10.3390/educsci11050245>
- [22] Nisak, S., & Rukmini, D. (2021). Relations Between Verbal Language and Visual Image in Student's Textbook Implementing the Concept of Metafunctions. *EEJ*, 11(3), 406–416. <http://journal.unnes.ac.id/sju/index.php/eej>
- [23] Halliday & Matthiessen. (2014). M. A. K. Halliday - An Introduction to Functional Grammar-Foreign Language Teaching & Research Press (1994).
- [24] Vrika, R., & Mujiyanto, J. (2019). English Education Journal The Realization of Interpersonal Meaning in the Report Text of the Undergraduate Students of Universitas Batanghari Jambi. *EEJ*, 9(4), 492–500. <http://journal.unnes.ac.id/sju/index.php/eej>