#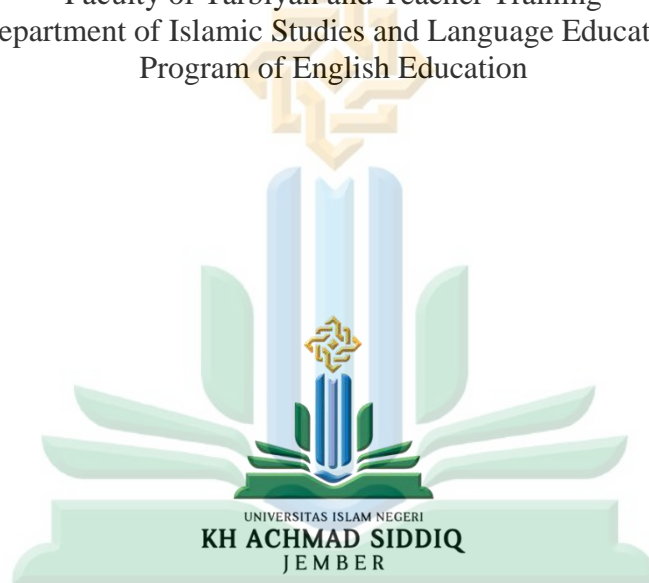 THE REPRESENTATION OF MORAL VALUES EMBEDDED IN THE ENGLISH FOREIGN LANGUAGE TEXTBOOK AT THE TWELFTH GRADE FOR SENIOR HIGH SCHOOL: A MICRO SEMIOTIC ANALYSIS

UNDERGRADUATE THESIS

Presented to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill one of the requirements for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
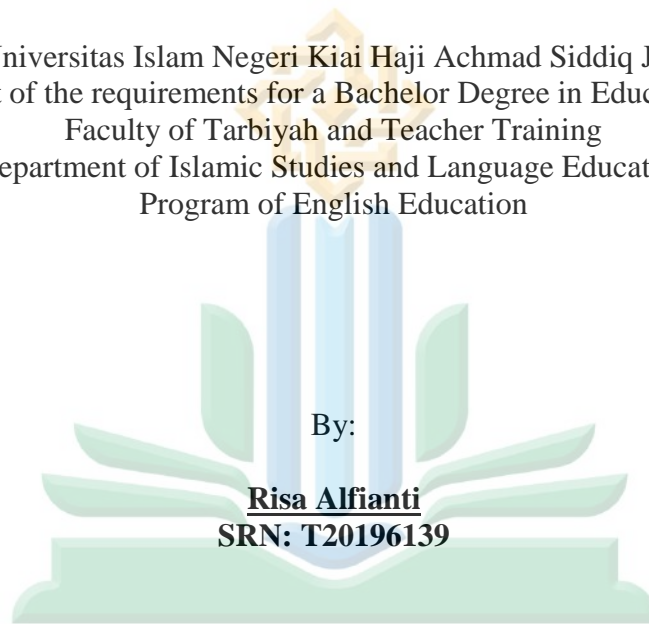Program of English Education

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OCTOBER 2023

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Faculty of Tarbiyah and Teacher Training
Department of Islamic Studies and Language Education
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By:

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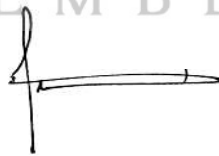Program of English Education

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MOTTO

لَقَدْ أَنزَلْنَآ إِلَيْكُمْ كِتَـٰبًا فِيهِ ذِكْرُكُمْ ۖ أَفَلَا تَعْقِلُونَ ﴿١٠﴾

Meaning : "Indeed, We have sent down for you (O mankind) a Book (the Qur'an) in which
there is *Dzikrukum*, (your Reminder or an honour for you i.e. honour for the one
who follows the teaching of the Qur'an and acts on its teachings). Will you not
then understand?" [*] (Al-Anbiya' 21:10)

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[*] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, The Nobel Qur'an.
(Medina: Dar-us Salam Publications, 1996), 430.

DEDICATION

I dedicate this thesis to the special people in my life:

1. My beloved mother, Solehatun, who never complains being the breadwinner, who always supports me, motivates me, and gives me the best prayers.

2. My lovely father, Sutrisno who always understand me the most and give love, care, support, always give warm hugs and prayers to researcher.

3. My beloved Grandma, Muawanah who has looked after me since I was baby with great affection.
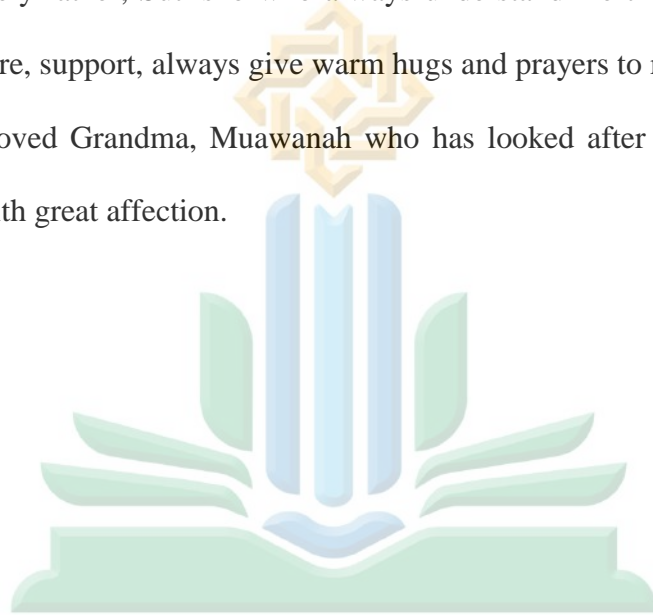
ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

First, I want to thanks to Allah who has mercy and blessing, who has blessed me with a healthy body to complete my thesis. In addition, I would like to express my deepest gratitude to these people as follows:

1. Prof. Dr. H. Babun Soeharto, S.E., M.M, the rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember has given me the chance to study at this university.

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5. Dr. Inayatul Mukarromah.,S.S,M.Pd, my advisor has guided, advised, and support me in conducting the research and writing this thesis.

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Finally, I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, October 9th 2023

Risa Alfianti

ABSTRACT

Risa Alfianti, 2023: The Representation of Moral Values Embedded In The English Foreign Language Textbook At the Twelfth Grade For Senior High School: A Micro Semiotic Analysis

Keywords: *moral value; EFL textbooks; micro semiotic analysis*

Since English is learnt by many people around the world, moral values should be included in the materials of textbook to help learners become more aware of different moral values to promote moral understanding. The EFL textbook for twelfth grade senior high school was chosen because in such a stage, students are required to think more critically to gather information from the higher level materials.

The formulation of the research problem were: First, What moral values are represented in the EFL textbook published by the Ministry of National Education and culture in twelfth grade for senior high school students? Second, How does the English textbook for senior high school published by the Ministry of Education and Culture of the Republic of Indonesia represent moral values?

The objectives of this research was: First, to describe moral values are represented in the EFL textbook published by the Ministry of National Education and culture in twelfth grade for senior high school students. Second, to describe how moral values are represented in the visual picture and written text within EFL textbook published by the Ministry of National Education and Culture in twelfth grade for senior high school students.
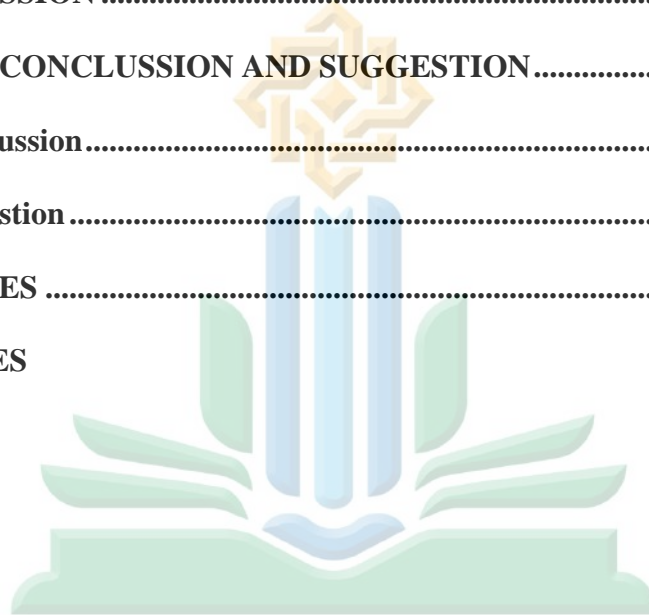
To answer those research questions, this research explored qualitative as the approach in analyzing moral values in English Textbook. Document analysis was used as research design. The data of this research was used in the textbook were visual pictures and written text in English Textbook Entitled "Buku Bahasa Inggris" for Twelft Grade Students of Senior High School. The data were analyzed by using Micro-semiotic the analysis model of Kress and Van leuweens (2006) that involved: (a) Ideational, (b) Interpersonal and (c) Textual Meaning. To find the validity of the data the researcher used investigator validation.

After analyzing the data, The findings show that out of the 18 moral values stated in the curriculum. Which involved Religiosity (3,5%), Honesty (13,7%) Tolerance (7,2%), Discipline (18,6%), Hard work (5,5%) Creativity (4,4%), Independence (7,4%), Democracy (1,5%), Curiosity (5,2%), Patriotism (2,2%), Nationalism (0,9%), Respect for others (3,3%), Peace-loving (3,3%), Friendliness (10,5%), Love to read (3,7%), Environmental sensitivity (3,0%), Social awareness (3,5%), and Responsibility (2,6%). The most dominant moral value in ELT textbook was discipline, with 85 occurrences (18.6%). There are 18 moral values revealed to be present in the EFL textbook through 16 pictures and 5 written texts chosen to be analysed. The most negligible moral value was nationalism, with 7 occurrences (0.9%). It was concluded that since the eighteen moral values in the textbooks were applied totally and categorized as good in term of covering moral values recommended by the Ministry of National Education. In addition, This textbook was recommended for English teachers and was appropriate for English language learning resources for senior high school twelfth grade.

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CHAPTER I

INTRODUCTION

In this chapter presented certain aspects that emphasized the research topic to be carried out, which included the research background, research question, research objectives, definition of key-terms, and research significance.

A. Research Background

It is commonly seen that there is a clear relationship between education and character. Education is an important part of a nation's development. while literally A set of personal characteristics that evoke certain feelings, motivations, and moral compass In education, humanity should take precedence over everything else. Therefore, it is hoped that people's character becomes better and more valuable because of the role of education.[1]

The Government of Republic Indonesia Number 32 of 2013 about Amendment to Government Regulation Number 19 of 2005 about National Standard of Education, Article 771 Section (1) Sub c point 3 explain that "in order to educate the life of the nation, a national commitment is required to improve the quality and competitiveness of the nation through re-regulation of Graduate Competency Standards, content standards, process standards, and assessment standards, as well as rearranging the curriculum".[2]

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[1] Pemerintah Republic Indonesia, Undang-undang Sistem Pendidikan Nasional No 57 Tahun 2021, (pasal 1)

[2] Republik Indonesia , UU Nomor 32 Tahun 2013 Tentang Perubahan atas Peraturan Pemerintah Nomor 19 tahun 2005 Tentang Standart Nasional Pendidikan pasat 771 Ayat (1) Huruf c poin 3,7.

The goal of English Language Teaching (ELT) has been expanded to focus on transferring moral principles in the current world when socio-moral issues - such as terrorism, racism, and religion disputes - have attracted attention on a global scale.

According to Richards, language teaching is a complicated subject that includes sociocultural linguistic, psycholinguistic, and instructional elements in addition to curricula.[3] Some experts note that teaching a second or foreign language is any steps performed by one person with the intention of supporting another person in acquiring a language that is not his native one.

Linguistics is the meaning of the word relating to language, as well as the word meaning relating to linguistics.[4] In other words, linguistics is linked to the interaction of language-related data, which is important for its subdivisions. The study of linguistics focuses on the complex operations of language. It is hard to separate the vital subjects of culture, literature, social studies, politics, law, psychology, and others from the expanding field of linguistics.

American semiotician Charles Morris developed the three basic levels of semiotic interpretation (syntactics, semantics, and pragmatics), which have been widely embraced by linguistics. According to Enzo Paci, syntactics creates a relationship between the function and the material by establishing a

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[3] Richards, Jack C. 1985 The Concept of Language Teaching. USA: C.U.P p.,11.
[4] Laurie Bauer, Beggining Linguistics (United Kingdom: Palgrave Micmillan, 2012), p. 3.

connection between expressive elements and expressive shapes.[5] Syntactics concerns the study of the relation of signs to each other and that which constitutes them. according to Charles Morris the relationship between signs and the items they denote, or their semantics. A sign cannot be viewed independently from other signs, regardless of how similar or dissimilar they are. Furthermore, according to Mihai Nadin, the diversity of sign processes that design incorporates is a result of its interdisciplinary nature.[6] Semiotics is a science that discusses symbols and where is the ability to read symbols. In these illustrations we can find various symbols and we sometimes do not realize that they are symbols, because we often interpret them automatically. If it shown to us that every Human being regardless of age has a need for symbolic.

As one of the principles of character education that needs to be included in the EFL textbook is teaching moral values. This value plays an important role for personal growth and success in the teaching-learning process. Teachers must investigate new EFL strategies that help students learn moral values and character qualities using spoken, written, and visual texts (multimodal texts), as character education has been added to the list of subjects taught in English as a foreign language.

Character education aims to teach students what is ethically significant in different situations and how to act or do the right thing. Reasons on the

[5] Paci, Enzo, Intervento al congresso internazionale I.[ndustrial] D.[esign] X Triennale. In: Pierluigi Spadolini, dispense Cors progettazione artistica per Industrie, Facolta di Architetura Firenze. Milano, Italia. 1954

[6] Nadin, Mihai, Semiotics in the individual sciences, Vol II. Bochum Brockmeyer, Deutschland. 1990. pp.418-436.

moral path to help them become more autonomous and thoughtful. Finally, students must select what types of people they want to be and learn to choose between potentially risky acts.[7] In keeping with the character education issue Lickona argued that there are various reasons why character education should be provided: (1) The best strategy to ensure that children (students) have a positive attitude in their lives; (2) A method to improve academic achievement; (3) Some students are unable to form a strong character for himself in another place; (4) Preparing students to respect others and live in a diverse society; (5) Departing from the root of the problems associated with moral-social problems, such as immodesty, dishonesty, sexual violence, violation of activities, and low work ethos; (6) The best preparation to meet the behavior in work place work; and (7) Teaching cultural values is an element of civilization's effort.[8]

Depending on the society, many moral values exist. It is also known as character education or character development in moral education, which is defined as "strategic teaching of fundamental values and concepts, such as justice, honesty, and respect for others, that would create" A sense of both personal and social responsibility among students[9]. As a result, when moral values or personalities are implemented into education curriculum, they create a critical environment in which actively educating and encouraging students'

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[7] Arthur, J. and D. Carr, "Character in learning for life: a virtue-ethical rationale for recent research on moral and values education." (Journal of Beliefs & Values: Studies in Religion & Educa tion 34(1), 2013), 27.

[8] Lickona, Thomas, "Character Matters: How to help our children develop good judgment, moral integrity, and other essential virtues" (New York: Simon & Schuster, 2014), 7.

[9] Shaaban, K. "A proposed framework for incorporating moral education into the ESL/ EFL classroom." (Language, Culture and Curriculum, (18), 2005, 201.

capacity to form their own personal character or moral so that they can become individuals who are helpful to themselves and society. In other words, the Indonesian government is making a concerted effort to instill fundamental basic values or characteristics in students. According to Shumer et al "character analysis must include thinking, emotion, and dealing into account". These fundamental core characteristics or values are frequently derived from customs, knowledge, and traditions.[10] In an English as foreign language (EFL) context, especially in Indonesia, a textbook is not merely a product of a curriculum which provides frameworks for teaching and learning practices but also presents a set of beliefs and values of particular societies.[11]

Basically, character education has been taught long time ago even during the time of the Prophet Muhammad. Allah says in the Qur'an in Surah Al Ahzab verse 21:

$$لَّقَدۡ كَانَ لَكُمۡ فِى رَسُولِ ٱللَّهِ أُسۡوَةٌ حَسَنَةٌ لِّمَن كَانَ يَرۡجُواْ ٱللَّهَ وَٱلۡيَوۡمَ ٱلۡأَخِرَ وَذَكَرَ ٱللَّهَ كَثِيرًا ۝$$

It means: "There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often"[12]

The verse explains that the role model for mankind is the Prophet Muhammad. He not only teaches noble character values but also applies them

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[10] Shumer, R., Lam, C., & Laabs, B. "Ensuring good character and civic education: Connecting through service learning." (Asia Pacific Journal of Education, 32, 2012), 43

[11] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

[12] Huda and Afrina, "Rasulullah," 76

in everyday life. It is best if we as humanity have a noble character because it's a reflection of our faith.

Character or moral education has gained significant importance in Indonesia over the past ten years. The 2011-established character education policy demonstrates this claim.[13] Moreover, the Indonesian government published Perpers: Penguatan Pendidikan Karakter, no. 87 tahun 2017, discovered 18 values of national characters. These values are religiosity, honesty, tolerance, self-discipline, hard-work, creativity, independence, democracy, curiosity, patriotism, nationalism, respect for others, friendliness. Peace-loving, love to read, environmental sensitivity, social awareness, and responsibility.[14]

Textbooks are crucial to the implementation of the new curriculum because they allowed teachers to organize their resources and use them both within and outside of the classroom. Despite the fact that print textbooks are quickly being replaced by digital ones as the best method of instruction and learning, the existence of textbooks cannot be discounted because they are still required. A textbook does not need to be online connected or use any special technology terms. In particular, it substantially simplifies the usage of textbooks at the teaching and learning process in schools that are located in distant places without access to the internet. Therefore, textbooks are still necessary in the educational process.

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[13] Mambu, J. E. (2015). Challenges in assessing character education in ELT: Implications from a casestudy in a Christian university. TEFLIN Journal, 26, 183–208.http://dx.doi.org/10.15639/teflinjournal.v26i2/183-208

[14] Kemendiknas. (2011). Pedoman pelaksanaan pendidikan karakter (Handbook for character education). Jakarta: Puskurbruk. Retrieved from http://pendidikankarakter.dikti.go.id

Furthermore, Ferch stated that "most teachers still agree that the textbook has the biggest influence on daily instruction. Hopefully, the textbook's position will not be lost as a result of recent technological and global changes. However, it is preferable to change textbooks".[15] Textbooks are ideologies in the sense that they represent a worldview of a cultural system and a social construction to learners and teachers, influencing their view of culture indirectly. In Indonesia, the goal of national education is founded on the nation's cultural values and philosophy, and it is applied in all educational disciplines, including English.[16]

To accommodate these developments and serve the necessities of modern time. As a fundamental pillar of teaching and learning processes, textbook improvement must be produced and improved in accordance with the curriculum. Textbooks are an important medium for teaching skills and values. They must be constructed in a systematic manner to allow students to readily learn and practice.

However, moral values are frequently covered up or only hinted at in EFL textbooks. To provide an example, consider how these ideals might be expressed through visual and written works as well as discursively in EFL textbooks.[17] However, moral values are frequently covered up or only hinted

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[15] Ferch, T, "Goal One, Communication Standards for Learning Spanish And Level One Spanish Textbook Activities: A Content Analysis. Unpublished doctoral of Philosophy Dissertation" (The Graduate Faculty of The University of Akron, 2005), 47.

[16] Agni Kusti Kinasih, "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X" (Thesis, State University Yogyakarta, 2014), 21.

[17] Widodo, H. P. "A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook" (In H. P. Widodo, L.

at in EFL texts. To provide an example, consider how these ideals might be expressed through visual and written works as well as discursively in EFL textbooks.

As a result, it's possible that both educators and students are unaware of the ideals that are portrayed in the textbooks. Therefore, it is important to examine the moral values offered in EFL textbooks from the study examining an empirical study using the content analysis method. Additionally, Baig et al, demonstrates that "the Pakistani Punjab Textbook Board's English text book There are four competences based on student learning outcomes (SLO): reading and abilities in formal and lexical reasoning, writing, oral communication, and thinking linguistic elements from Pakistan's most recent English curriculum".[18]

Semiotics is a branch of study that studies symbols and the capacity to read symbols. We can see numerous symbols in these pictures, and we sometimes don't realize they're symbols since we interpret them automatically. If it can be demonstrated that every human being, regardless of age, has a need for symbolic expression as well as a stronger need to complete the symbolic code. As a result, we can conclude that art is one of the fields involved in communicating symbols as indicators.[19] As an example, Widodo points out

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V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context, 2018), 131-132.

New York: Springer. DOI: 10.1007/978-3-319-63677-18

[18] Baig, S., Javed, F., Siddiquah, A., & Khanam, *"A Content Analysis of English Textbook of Punjab Textbook Board of Grade 8 in Pakistan"* (SAGE Open, 5(1) 2021), 231-240. https://doi.org/10.1177/21582440211023159

[19] Anja Sovic& Vlasta Hus, *'Semiotic Analysis of the textbook for young learners',* *Creative Education: Scientific Research Publishing Inc,* (2016), p.3.

that such values may be found in both verbal and visual texts as well as discursively produced in EFL textbooks. As a result, it's possible that both educators and students are (un)aware of the ideals that are portrayed in the textbooks. Thus, in order to provide a deeper knowledge and more comprehensive descriptions of how moral values are given in the textbooks, moral values portrayed in EFL textbooks should be evaluated from a critical micro-semiotic viewpoint.

The differences in the subject studied in assessing representation are not the same as in previous studies. The texts in the "Bahasa Inggris" English textbook for the twelfth grade of senior high school students, which includes images, are the subjects of this study. Textbook published by Indonesian Ministry of Education and Culture, revised edition 2018. For that reason, this research aims to analyse the construction of moral values in EFL textbooks from a micro-semiotic perspective.

B. Research Question

Considering the statement above, the research questions can be defined as follows:

1. What moral values are represented in the EFL textbook published by the Ministry of National Education and culture in twelfth grade for senior high school students?

2. How does the English textbook for senior high school published by the Ministry of Education and Culture of the Republic of Indonesia represent moral values?

C. **Research Objective**

1. To describe moral values are represented in the EFL textbook published by the Ministry of National Education and culture in twelfth grade for senior high school.

2. To describe how moral values are represented in the visual picture and written text within EFL textbook published by the Ministry of National Education and Culture in twelfth grade for senior high school students.

D. **Research Significances**

The result of the research is expected to be usefull theoretically and practically.

1. **Theoretically**

This research provides beneficial and referential in giving general knowledge, the way analysis uses critical micro-semiotic approach to find what moral values are represented visually and verbally embedded in EFL textbooks.

2. **Practically**

This analysis research is expected to help EFL teachers and students to pay much attention that textbook is not only focused on language learning as a communication tool in the teaching learning process. Moreover, this study is expected to be the basis for EFL textbook authors in senior High Schools to design and provide language materials that are attentive to moral values, to encourage students to have better understanding of moral values, and support their future to become global

citizens who can think critically and contribute both nationally and internationally, as a appointed in the 18 Character Education that must be implemented in the EFL textbook, in accordance with the 2013 curriculum as a result of implementing curriculum and implementation in schools[20]. The result of this research is beneficial:

a. English Teacher

The result of this study was expected to give inputs to the English Teacher as their teaching material or references especially as textbook used.

b. Other Researcher

The result of this study was expected as reference for other researchers who were interested in conducting advances research or relevant research especially for Students of English Education Department.

E. Definition of Key Terms

The following definitions are given to make readers possess the same understanding or perception for some terms used in this research. They are also intended to avoid ambiguity or mis-interpretation. They are as follows:

1. Moral Values

Morality can be a body of standards and actions between those that are distinguished as right and those are wrong. While character refers to a person's inherent good or bad behavior, morals refer to a person's behavior in relation to their surroundings. Moral and character education are taught

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[20] Byrd, P. (2001). Textbooks: Evaluation for selection and analysis for implementation. In Murcia, M. C (Ed.), Textbook-Evaluation Teaching English as a foreign language (3rd ed) 415-428. Boston: Heinle Publishers.

in schools with the aim of helping students develop their moral character by allowing them to carry out society's ideals and views in a way that is morally upstanding.

2. **English Foreign Language Textbook**

    Textbooks are necessary for the teaching-learning process to function. Textbooks are the most obvious and well-liked sort of material assistance for language learning. While the consept of this research textbook potray a sequence of moral values through a variety of visual representation such as pictures, reading sctivities, photograps, passages, and sign.

3. **Micro Semiotic Analysis**

    Semiotics is a science that discusses symbols and where is the ability to read symbols. In these illustrations we can find various symbols and we sometimes do not realize that they are symbols, because we often interpret them automatically. So from that, we can see that one of the fields involved in transmitting symbols as indicators is art. While semiotic focus on signs as general, this study focused only on variable or one construct it is moral value. A micro-semiotic analysis is a special sub-domain of semiotics that analysis how visual image communicate message.

CHAPTER II

THEORITICAL REVIEW

A. Previous Research

Some language researchers have conducted some research to examine values, including Moral Education Policy and ELT, Moral Education Curriculum in Indonesia and Moral Values In EFL Textbook.

Several studies that have been conducted related to this research are as follows:

1. Feng (2017) conducted a study which aim to infuse moral education in EFL textbooks by discovering social values decoded in 19 Longman EFL textbooks from Primary 1 to Secondary 4-6 in Hong Kong. He implemented a social model to find how social values are represented in the contents and activities of the textbooks. Then, he discovered that the textbooks guide students to have positive values such as respect and conform to social standards and conventions, and obey laws. He also found that the textbooks use coupling and learning tasks to represent moral judgment. However, visual image are rarely use to convey social values in the textbooks.[21]

2. Wu and Navera (2018) explored values potrayed in two textbooks – All about English: Textbook secondary 1 express-used for secondary school students in Singapore. They focused on narrative passages in the textbooks as they claimed that such passages "represent sites of morality". They used

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[21] Feng, W. D. (2017). Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong. Discourse: Studies in the Cultural Politics of Education. DOI: 10.1080/01596306.2017.1356806

white's (2022) appraisal systems of affection, appreciation, and judgement as the discourse analytical tool to discover values that surface the selected passages. By using the framework, they found that the passages potrayed several values such as, honesty, faithful, caring, unity, solidarity, empathy, law-abidingness, gratitude, and endurance.[22]

3. Canh (2018) investigated moral values embedded in three local EFL textbooks for secondary school in Vietnam: TIENG ANH [English] 10, TIENG ANH 11, and TIENG ANH 12. He used case study method along with descriptive content analysis to find what values are embedded in the contents and learning activities of the textbooks. He found that reading texts in the textbooks contain several Vietnamese moral values and other universal values such as honesty, peace-loving, and cultural tolerance. Unfortunately, learning activities in the textbooks over emphasis the acquisition of linguistic competence.[23]

4. Handoyo (2018) analysed values depicted in Pathway to English for Senior High School Grade. He unpacked values in the textbook by using a micro-semiotic analysis and found that the textbook represent overtly and

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[22] Wu, S. M., & Navera, G. S. (2018). ELT materials as sites of values education: a preliminary observation of secondary school materials. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 51–68). New York: Springer.
DOI: 10.1007/978-3-319-63677-1_4

[23] Canh, L. V. (2018). A Critical Analysis of Moral Values in Vietnam-Produced EFL Textbooks for Upper Secondary Schools. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 111–127). New York: Springer.
DOI: 10.1007/978-3-319-63677-1_7

covertly moral values such as nationalism, patriotism, and professionalism trough visual and written texts as well as multimodal texts.[24]

5. A thesis by Sandy Pratama Putra (2019) entitled "The Representation Of Moral Value Embedded In The EFL Textbook For Senior High School: A Micro-Semiotic Analysis," stated that moral value in the textbook show that out of the 18 moral values state in the curriculum, there are 17 moral values revealed to be present in the EFL textbook trough 12 pictures and 5 reading text chosen to be analysed.[25]

Table 2.1
Similarities and Differences of Previous Research
and Current Research

Title of Research	Similarities	Differences
1. An article written by Feng (2017) entitled "Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong"	- Both researchers focused on explore moral value element - Both researches used textbook analysis	- The previous article visual image are rarely use to convey social values in the textbooks. while this present focuses on analyzing visual objects and written texts.
2. An article written by Wu and Navera (2018) entitled "ELT materials as sites of values education: a preliminary observation of secondary school materials"	- Both researchers focused on White's appraisal systems of affection, appreciation, and judgement as the discourse analytical tool to dicover moral values.	- The previous article Using narrative passages in in the textbooks. while this thesis study focused on values education in the textbooks contained in visual pictures and written text.
3. An article written by	- Both researchers used	- The previous article

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[24] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

[25] Sandy Pratama Putra "The Representation Of Moral Values Embedded In The EFL Textbook For Senior High School: A Micro-Semiotic Analysis", (Thesis, University Of Jember, 2019), 38.

Canh (2018) entitled "A Critical Analysis of Moral Values in Vietnam-Produced EFL Textbooks for Upper Secondary Schools"	reading texts contained in the textbooks to to find what values are embedded in the contents and learning activities.	values are largely part of Vietnamese moral values. Meanwhile this thesis adapted from moral values embedded in one ELT textbook specifically for XII grade senior high school endorsed by Indonesian Ministry of Educational and Culture.
4. An article written by Handoyo (2018) entitled "A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook"	- Both researchers focused on the textbook represent overtly and covertly moral values by using a micro-semiotic analysis trough visual and written texts as well as multimodal texts.	- The previous article used a critical discourse analysis, adopting the language appraisal theories of Martin and White. This thesis used Micro-semiotic as the analysis model of Kress and Van Leuweens (2006) that involved: Ideational, Interpersonal and Textual meaning.
5. A thesis by Sandy Pratama Putra (2019) entitled "The Representation of Moral Value Embedded In The EFL Textbook For Senior High School: A Micro-Semiotic Analysis"	- Both researchers used same English Textbook published by Ministry of Education and Culture - Both researcher used critical discourse as the method of analysis	- The previous thesis focused on investigated what and how moral values are represented in the English textbook for the Tenth-Grade Senior High School students published by the Ministry of Education and Culture of the Republic of Indonesia. This thesis focus on English textbook for the Twelfth Grade for Senior High school.

These earlier studies demonstrate the relevance of moral principles in teaching English. As a socio-cultural artifact, a textbook incorporates a wide range of moral principles that educators and students alike should be aware of

A relevant textbook. Thus, analysis may be useful for teachers and students to better understand what and how moral principles are included into particular EFL textbooks.

B. Theoretical Framework

1. English Language Teaching

Teaching-learning of a language is a matter of practice. The language teacher can teach the word any way he likes, but the knowledge and application of a specific principle help him to show the same language effectively. The learner, his capacity to learn, and most importantly, his learning environment must all be taken into consideration by the teacher while they are teaching.[26] While instructing, some teachers consciously utilize challenging English words. As a result, the principle is equally crucial to teaching. The following is an explanation of some fundamental guidelines for teaching the language effectively:

a. Imitation

Language learning is based on the principle of imitation. Imitation is natural for humans. From childhood, we have been accustomed to imitating something, for example, small children, whatever they see all of them, they mutate those things in the same way.

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[26] E.S Elizabeth and Digumarti Bhaskara Rao, Methods of Teaching, (New Delhi: Discovery Publishing House, 2004), p.15

b. Practice and Drill

Language learning is a process of forming habits. Habits can be formed through repetition.

c. Oral approach

Language is more connected with ears and tongue than with eyes. So in the teaching of English, oral work should be given top most priority.

d. Selection and graduation

In the teaching of a language, selection and graduation items are very important. Range may be made by the teacher, in respect of grammatical issues, vocabulary, and structures. Selection and gradation should involve frequency, leachability, a variety of applicability, usefulness, etc.

e. Motivation or interest

In the teaching-learning process, motivation or interest is extremely important. The majority of printed information is now available in English on a global scale. English is widely used in publications and writings that deal with science, business, economics, and technology.

language which is taught in Indonesia's schools. There are three functions of the teaching of foreign language in Indonesia.[27] The features are as f ollow:

1) As a means of international communication.

2) As an aid to develop the Indonesia language into the modern one.

3) As an instrument in utilizing modern science and technology for development.

2. **Moral Values in Education**

According to Borba, moral intelligence is the capacity to tell what is right from wrong.[28] It entails having high morals and upholding them in order to behave honorably and properly. Seven moral cues are described by Borba as follows: (1) Empathy is the ability to relate to and experience the worries of others. (2) Having a conscience means knowing what is morally correct to do and actually doing it. (3) Self-control is the capacity to manage one's thoughts and behaviors in order to fend off influences from within and without and act in a manner that one knows and believes to be right. (4) Respect is demonstrated by how one treats others. with respect and consideration. It involves instructing kids to respect others because she thinks they are deserving of it. (5) Being nice shows consideration for the feelings and welfare of others. This value encourages kids to show concern for other people's feelings and well-being. (6)

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[27] Muzakki Aufa Muhammad, English Language and Learning for Young Learners at SD IT Cahaya Bangsa Mijen-Semarang, (UIN Walisongo Semarang, 2018),P.14, Thesis.

[28] Borba, M. (2001). Building moral intelligence the seven essential vitues that teach kids to do the right thing (1st ed.).(Raviyanto, Ed.) Jakarta: PT. Gramedia Pustaka Utama.

Tolerance entails recognizing everyone's rights and dignity, even those who hold beliefs and conduct that are different from our own.

Lickona asserts that the idea of moral education is not new and has been around for as long as education itself.[29] To assist young people become kind and intelligent has long been one of education's noble ideals. All countries in the globe share these objectives. Among the moral values that should be taught in schools, according to Lickona, are (a) honesty, (b) fairness, (c) tolerance, (d) prudence, (e) self-discipline, (f) helpfulness, (g) compassion, (h) cooperation, (i) courage, and (j) democracy.

The foundation for character education was subsequently built by the Ministry of National Education (Kemendiknas). Kemendiknas gives a description of those 18 characters.[30] (1) Religiosity, (2) honesty, (3) tolerance, (4) self-discipline, (5) hard work (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) patriotism, (11) nationalism, (12) respect for others, (13) friendliness, (14) peace-loving, (15) love to read, (16) environmental sensitivity, (17) social awareness, and (18) responsibility.

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[29] Lickona, T. (1991). Education for character how our schools can teach respect and responsibility (1st ed.). New York: Bantam Books.

[30] Kemendiknas. (2010). Pengembangan pendidikan budaya dan karakter bangsa. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum.

Table 2.2 The Characteristics of Moral Education

Values	Description
1. Religiousity	• Has an obedient attitude and behavior in carrying out the teachings of the religion to which he or she belongs, is accepting of the practice of other religions' worship, and coexists peacefully with those who practice other religions.
2. Honesty	• Making oneself a reliable person in words, deeds, and labor is the foundation of behavior.
3. Tolerance	• Acts and attitudes that accept others' uniqueness, including their diversity in religion, color, and ethnicity as well as their beliefs, attitudes, and actions.
4. Self-Discipline	• Attitudes that demonstrate compliance with various rules and regulations and orderly behavior.
5. Hard work	• The behavior demonstrates a sincere effort to go beyond numerous task and learning hurdles and finish the assignment as effectively as possible.
6. Creativity	• The act of doing something, coming up with fresh ideas, or the outcome of something done.
7. Independence	• Attitudes and actions that don't depend on others to do jobs quickly.
8. Democracy	• A way of thinking, acting, and reacting that considers one's own rights and obligations as well as those of others.
9. Curiosity	• Attitudes and deeds determine the breadth and reach of something taught, seen, or heard.
10. Patriotism	• To be a person who values the interests of the country over self-interest and organization.
11. Nationalism	• The way one behaves demonstrates allegiance, concern, and a high regard for the language, social environment, culture, national economy, and politics.

Values	Description
12. Respect for others	• He is motivated by behaviors and attitudes to make socially good contributions and to comprehend and value the happiness of others.
13. Friendliness	• Actions that demonstrate a desire for communication, interaction, and teamwork.
14. Peace-loving	• Attitudes, statements, and deeds that make others feel content and safe in his company.
15. Love to read	• Making time to read a variety of books that are beneficial to him.
16. Environmental sensitivity	• The surrounding natural environment is constantly being protected through attitudes and behaviors, as well as development initiatives to lessen natural damage.
17. Social Awareness	• Historically, attitudes and movements have sought to support other people and the community when they are in need.
18. Responsibility	• People's attitudes and deeds that fulfill his commitments are determined by his network, his surroundings, and God Almighty.

3. Moral Education Policy in ELT

Moral values are interwoven in all aspects of teaching, such as: in the curriculum, in the school culture and as moral example in teachers behavior. Working with values is an essential part of teaching. Educating students to become teachers requires learning how values are embedded in education. In line with this, Buzzelli and Johnston (as cited by Veugelers, explain in their description of the teacher as a moral agent. They include redefining the teacher-student relationship, examining the personal beliefs and philosophies of students, recontextualizing course methods and content knowledge, and ensuring authentic field experience and student

activities.[31] ELT is viewed as having a moral baggage because it is a social practice. Moral values formed through interactions between teacher and students in a classroom are values that are part of the teaching and learning process of English. In order to convey what is good or bad to the students through the subjects they teach, teachers must make intricate moral decisions. ELT is a "value-laden activity," according to Johnston, who adds that such a phenomenon occurred in the field. As a result, including moral ideals has been made a requirement in educational policies, which then results in the implementation of moral education.[32] According to Feng, the inclusion of moral education as a required subject in schools contributes to the efficiency of moral education initiatives.[33] ELT is viewed as a moral practice that requires teachers and textbooks to act as moral agents to enforce the values that the curriculum anticipates students to possess.[34] It is crucial to define morality and moral education in order to comprehend the concept of moral education. Politeness is required in the relationship bonds since politeness designed to establish intimate ties and social comfort and as well as to avoid conflict among respondents in the

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[31] Veugelers, Wiel. (2008). Moral Values in TeacherEducation. Paper Presented at the 1st Simposium on Moral and Democratic Education, 24-27 August 2008, Florina, Greece. Retrieved on 13 january 2016 from www.eled.uowm.gr/sig13/fulltexts/Paper15.pdf

[32] Johnston, B. (2003). Values in English Language Teaching. New York: Routledge

[33] Feng, W. D. (2017). Infusing moral education into English language teaching: an ontogenetic analysis of social values in EFL textbooks in Hong Kong. Discourse: Studies in the Cultural Politics of Education. DOI: 10.1080/01596306.2017.1356806

[34] Johnston, B., & Buzzeli, C. (2007). The moral dimensions of education. In S. May & N. H. Hornberger (Eds.), Encyclopedia of language education, Language policy and political issues in education (Vol. 1, 2nd ed., pp. 95– 104). New York: Springer. DOI: 10.1007/978-0-387-30424-3_8

dialogue or conversation.[35] One way to think of morality is as a set limit for one's actions, attitudes, and beliefs toward a specific social group. In other words, the textbook also can be an agent of instilling certain values or attitudes (including moral values) into students.[36] To fully understand the notion of moral education, it is essential to define what moral and moral education are. On the one hand, moral refers to an accepted boundary of one's behaviours, attitudes, and thoughts towards a particular social community. Moral, additionally, might also be understood as a code of conducts people of particular society follow to define which actions are right (moral actions) or wrong (immoral actions).

To build moral capacity or moral intelligence, character education is crucial. Jhon W. Santrock, referenced in Fadilah et al, claims that character education is instruction given directly to students to develop positive character traits. Expressing gratitude is delineated as a kind of appreciation for something that has been done by other people or oneself which refers to the thought of experiencing bless and grace.[37]

Moreover, Miller and Pedro thought that instructors were in charge of establishing and upholding a respectful learning environment for

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[35] De Jong, M., Theune, M., & Hofs, D. (2008). Politeness and alignment in dialogues with a virtual guide. In Proceedings of the 7th international joint conference on Autonomous agents and multiagent Systems-Volume 1 (pp. 207-214). https://dl.acm.org/doi/10.5555/1402383.1402416

[36] 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

[37] Robbins, B. D. (2014). Joyful thinking-thanking: A reading of Heidegger's "What is called thinking?". Janus Head: Journal of Interdisciplinary Studies in Literature, Continental Philosophy, Phenomenological Psychology, and the Arts, 13(12), 13-21. http://www.janushead.org/index.html

Students. Teaching must focus on more than just intellectual development. Personal growth in terms of one's emotional and spiritual dimensions. Emotion and spirit belong to the heart, whereas knowledge belongs to the mind. As a result, teachers must engage students' hearts as well as their minds when imparting knowledge. The issue is not whether or if educators demonstrate moral principles, but rather whose principles they employ and how they do so. Values are finally ingrained in educational procedures, curriculum materials, and classroom conversation.

Therefore, moral education is concerned with moral standards of conduct that are upheld voluntarily and free from governmental intrusion. It has long been highlighted that moral education is one of the most crucial education objectives. This illustrates that Morality comes first, followed by Knowledge.[38] The aim of character education, according to Wardani et al, is to develop children to be wise, compassionate, upbeat, and religious individuals who use their finest skills to accomplish their best and comprehend the meaning of life. Furthermore, Megler stated that teaching is based on values.[39] Values can be formally taught, and they are always present in everyday classroom activities. When teachers reflect on their teaching strategies, these hidden values can occasionally come into conscious awareness. Nonetheless, in most cases, the values continue to

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[38] Canh, L. V. (2018). A Critical Analysis of Moral Values in Vietnam-Produced EFL Textbooks for Upper Secondary Schools. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 111– 127). New York: Springer. DOI: 10.1007/978-3-319-63677-1_7

[39] Mergler, A. (2008). Making the Implicit Explicit: Value and Moral in Queensland Teacher Education. Australian Journal of Teacher Education, 33 (4). Retrieved on December, 21th , 2015 From http://dx.doi.org/10.14221/ajte.2008v33n4.1

operate covertly while having an impact on how students' identities are formed. In other words, moral principles would support students in developing into good people who are capable of doing good deeds and who can maintain their strength/toughness in the face of a variety of contemporary stresses.

On the other hand, Johnson and Reiman claimed that when teachers interact with students, it is essential for them to serve as role models of ethical and moral values. Teaching involves encouraging enabling because of the influence teachers have on the lives of teenagers. The kind of attitudes, perspectives, and beliefs that help students advance rather than regress as people, to develop intellectually and morally. Students become moral agents in the lives of the kids in those classrooms when they enter during their experience in the field or student teaching practice. Students must become aware of the moral value and implications of the rules, customs, and rituals that are observed in the classroom and at school.

Moreover, Huxley stated that moral growth occurs in Student.40 He stated that children's moral growth is different from adults. In both academic study and popular culture, the evolution of people's values is conceived in several ways. And in actual practice, and is infused into broader ideas about human growth. For instance, moral values is a component of social and personal development. When people talk about their behaviour and attitude toward other members of society, they are

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40 Huxley, R. (2006). Moral development of children: knowing right from wrong. Retrieved October 10th, 2015, from Pioneer Development Resources, Inc http://www.selfhelpmagazine.com/articles/chiId behavior/moraldevchild.htm

talking to their moral development. Due to their interactions with their peers and society as a whole, children might grow to have moral reasoning that is increasingly nuanced as they age.

Additionally, it helps student see and desire the good, as well as eventually take part in positive behaviors. Having strong character necessitates on going learning process that takes place in the classroom. If good character is not encouraged through education, it cannot be properly developed. Therefore, it is anticipated that character education will contribute to a better generational formation in Indonesia.

Finally, it is essential that teachers, who are the central focus of the educational system and possess the necessary professional skills, have direct access to the research on education. It's crucial to remember that a person's capacity for dealing with ethical or moral values is not formed. at once. The same way that physical development occurs in phases, so does moral development in terms of thought and behavior. Therefore, it is crucial that ethics and morality are taught at all levels of education. Education must pay attention to moral values because they are crucial for human development. As a result of the above explanation, it may be said that moral and character values are what determine whether a person is good or bad. The key idea here is that morality is personal conduct, morality, and social attitudes. While low morals are viewed as socially abnormal, good morals are accepted in society.

4. Moral Education Curriculum in Indonesia

Indonesia, a country where people uphold diverse cultural and moral values, sees the necessity to incorporate moral education in schools to advance the principles portrayed in the Indonesian educational curriculum. The Indonesian Ministry of Education and Culture (MoNEC) has introduced character education to promote values, particularly moral values, via all school topics since 2010 in response to the need to integrate moral values in education.[41] As a result, such a guideline requires all teachers to instill specific ideals in every course, including English. Though the idea of incorporating morality into ELT, and particularly EFL teaching and learning, is not new, Indonesia's character education program demonstrates that the government makes an effort to incorporate morality into every subject taught in schools in order to instill values of morality in students.[42] One of Indonesia's educational objectives is to teach students moral behavior, as stated expressly in the country's educational policy. To actualize that goal, the government stipulates 18 values in the curriculum which should be integrated into all school subjects, including English. According to MoNEC there were 18 moral values, those values are adapted from universal moral values.[43] Additionally, MoNEC permits

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[41] Pusat Kurikulum [Center for Curriculum Development]. (2010). Pengembangan Pendidikan budaya dan karakter bangsa, Character education development. Jakarta: Kementerian Pendidikan Nasional, Badan Penelitian dan Pengembangan, Pusat Kurikulum.

[42] Qoyyimah, U. (2016). Inculcating character education through EFL teaching in Indonesia state schools. Pedagogies: *An International Journal, 11,* 109-126. DOI: 10.1080/1554480X.2016.1165618

[43] Pusat Analisis dan Sinkronisasi Kebijakan [Centre fo Policy Analysis and Synchronisation]. (2017). Konsep dan Pedoman Penguatan Pendidikan Karakter Cetakan Kedua

schools to manage and choose how moral values is carried out through particular school subjects.[44] By having such an educational policy, ELT practices in Indonesia should also incorporate moral education. The ELT teachers, moreover, need to instil in students the stipulated moral values from the guideline created by Pusat Kurikulum 2010 and Pusat Kurikulum dan Perbukuan 2011 to carry out moral education.

5. **Conceptualising Moral Values in EFL Textbooks**

The portrayal of moral principles in EFL textbooks must be taken into consideration by teachers and authors because textbooks serve as the primary resource bridging the connection between teachers and students in the EFL environment. Johnston asserts that all resources, including textbooks, have moral signals in their content.[45] According to Apple, textbooks are used as part of a curriculum to teach students about the culture, beliefs, and morals of many countries.[46] In a similar vein, he views textbooks as a means of transferring to students the ideologies, or values and beliefs, of specific social and cultural groups. A textbook "reflects a worldview of a cultural system of which moral values are a sub-system,"

[Principles and Guides of Character Education Affirmation Second Edition]. Jakarta: Kementrian Pendidikan dan Kebudayaan.

[44] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

[45] Johnston, B. (2003). Values in English Language Teaching. New York: Routledge

[46] Apple, M. W. (1992). The text and cultural politics. Educational Researcher, 21(7), 4–19. DOI: 10.3102/0013189X021007004

according to Cahn, and this worldview is itself an ideology.[47] This suggests that a textbook, or instructional artifact, serves as a vehicle to impart moral principles. Because it serves as a link between teachers, students, and instruction, a textbook, according to Widodo, is a "silent agent" of moral education.[48] Accordingly, textbooks are socio-historically created and value-laden rather than value-free in order to achieve policy objectives. Therefore, moral principles could be taught in EFL textbooks that fundamentally link the interactions between teachers, students, and teaching aids. Definitions of the terms moral and values are essential if one is to comprehend the idea of moral values as presented in EFL textbooks. Morality is related to the agreement of what is right or bad in particular civilizations, as described in the preceding section of this chapter. When it comes to values, however, Raths, Harmin, and Simon define them as "beliefs, attitudes, or feelings that an individual is proud of, is willing to publicly affirm, has been chosen thoughtfully from alternatives without persuasion, and is acted on repeatedly."[49] Values are described by Fraenkel as "both emotional commitments and ideas about worth."[50] The agreement

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[47] Canh, L.V. (2018). A Critical Analysis of Moral Values in Vietnam-Produced EFL Textbooks for Upper Secondary Shools. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 111-127). New York: Springer. DOI: 10.1007/978-3-319-63677-1 7

[48] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P. Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

[49] Raths, L. E., Harmin, M., & Simon, S. B., (1966) Values and Teaching: Working with Values in the Clasroom. Ohio: Charles E. Merril.

[50] Fraenkel, J. R. (1977). How to Teach about Values: An Analytical Approach. New Jersey: Prentice-Hall.

on what is right or bad in particular communities is related to morality, as was indicated in the preceding section of this chapter. Raths, Harmin, and Simon define values as "beliefs, attitudes, or feelings that an individual is proud of, is willing to publicly affirm, has been chosen thoughtfully from alternatives without persuasion, and is acted on repeatedly." Values are "both emotional commitments and ideas about worth," according to Fraenkel Acceptable attitudes, behaviours, feelings, and actions for particular people or communities. Halstead emphasizes in a similar vein that values are "principles, fundamental convictions, ideals, standards, or life stances that act as general guides to behaviour or as points of reference in decision-making or the evaluation of beliefs or action and which are closely connected to personal integrity and personal identity.[51] In other words, values are shared standards that are used to determine whether something is desirable (worthy) or disgusting (worthless), including people, items, ideas, actions, attitudes, and behaviours. Therefore, moral values are defined in this research as the codes of conduct that individual civilizations employ to determine whether certain actions, behaviours, and thoughts are good or bad. Many academics suggest lists of moral principles, which they see as universal, basic, or common moral principles that can be incorporated into the curriculum in order to actualize or in still morality in students. As MoNEC clearly remarks that values stipulated in the curriculum are adapted from universal moral values and based on the

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[51] Halstead, J.M. (1966). Values and Values Education in Shools. In J. M. Halstead & M.J. Taylor
(Eds.), Values in Education and Education in Values (p.4). London: RoutledgeFalmer.

description of those values, it can be concluded that most of values stated in the curriculum are moral values. The values For that reason, as the analysed EFL textbook used in the Indonesian context, this research only focuses on revealing those 18 moral values specified in the 2013 curriculum.

6. **Linguistics**

Linguistics is the word's meaning in relation to language and the word's meaning in relation to linguistics.[52] In other words, linguistics is linked to the exchange of information pertaining to language, which is important for its branches. The study of linguistics focuses on the complex operations of language. It is impossible to isolate linguistics from other subjects that are equally essential, such as culture, literature, social studies, politics, law, psychology, and others. Linguistics is a burgeoning field.

Although such research has shown to be important, it has not contributed to our understanding of how human language is formed, therefore linguistics is a far bigger area than this might lead one to believe.[53] This is carried out so that the linguistic orientation, rather than focusing just on language products as independent entities, can also explore the ways in which social interaction occured in society as a whole. Semantic, syntactic, phonological, and morphological patterns are among those found in language and are the subject of linguistic study.

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[52] Laurie Bauer, Beggining Linguistics (United Kingdom: Palgrave Micmillan, 2012), p. 3.

[53] Fiona English and TimMarr. 2015. Why Do Linguistics?

a. Applied Linguistics

An interdisciplinary discipline of study and practice known as applied linguistics focuses on solving real-world issues with language and communication that can be discovered, examined, or created by creating fresh theoretical and methodological frameworks. By applying the descriptions, procedures, and findings of linguistic research for many practical goals, one of which is in the field of language instruction, applied linguistics is the theoretical and empirical analysis of a real problem in which language is the major concern.[54] Of course, difficulties relating to language in education are among the problems that this discipline of applied linguistics works to answer. Educational linguistics is described by Ricard and Schmidt in the Dictionary of Language Teaching & Applied Linguistics as the discipline of applied linguistics that deals with language and education in this situation is frequently referred to as educational linguistics.[55] In order to increase students' English speaking abilities, educational linguistics plays a role in regulating systems in the teaching and learning process, such as the phases at which different language information should be taught to children or students.

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[54] Brumfit. (1997). Young Learners Characteristics (TEYL/TMYL). (Online) Accessed on January 10, 2023.

[55] Jack C. Richards and Richard Schmidt. 2002. Dictionary of Language Teaching and Applied Linguistics. London: Longman.

7. English as a Foreign Language

Since every student speaks a distinct language, it is crucial to note that children developed a keen awareness of their first language's clues as early as infancy, while they were still infants. They develop the ability to pay attention to specific cues that convey information for meaning. Later on, when attempting to learn a second language, individuals will transfer their first-language comprehension techniques.[56] Students' proficiency in a foreign language can be influenced by their combined first- and second-language ability. It was normal practice to teach English as a foreign language. Due to the fact that teaching English as a second language in the English Department is not the same as a foreign language but it is called teaching learning English as second language.

English is taught as a foreign language in settings where it is not the dominant tongue (for instance, Japanese learning English in Japan). Although they are learning English in a classroom setting, EFL students still speak their native tongue outside of it. In general, there are numerous benefits to learning a foreign tongue. Because it is required in the curriculum, perhaps a sizable portion of language students worldwide participate in it. Some people wish to learn English or another foreign language because they believe it will help them improve in their careers, whether they are in business, higher education, or something else entirely.

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[56] Aufa Muhammad Muzakki, English Language Teaching and Learning for young Learners at SD IT Cahaya Bangsa Mijen-Semarang, (UIN Walisongo Semarang: 2018),P.18, Thesis.

If they speak two languages, they will have more opportunities than if they solely speak their native tongue.[57]

It is realized that structuralism is incredibly affected by behaviorism. Language learning is viewed as a procedure of a process of habit development. As it is concerned about examples or structures of the spoken language, it is classified as structural. In more extensive terms, structuralist side of structural approach deals with language type instead of useful or linguistics aspects of language. In addition to this, it gives importance to the selecting and sequencing of structural patterns in structural syllabuses.[58] As it is indicated within the introduction section the combination of behaviourism and structuralism has shaped approaches to the language teaching. Structuralism involved with it whereas behaviourism is concerned with how it is thought.

8. **Semiotic**

Semiotics is meant to learn sign language to provide an exchange of messages when communicating. Senel argues that language is the symbols, signs, gestures, etc that are used to show ideas or feelings.[59] Besides, Kristeva reveals that the semiotic process prepares future speakers to enter into meaning and meaning (symbolic) by emphasizing

[57] Boyadzhieva, E. (2014). Theory and Practice in Foreign Language Teaching: Past and Present. Journal of Modern Education Revie, 4(10), pp. 776–788. Retrieved from http://academicstar.us/UploadFile/Picture/2015- 1/2015114121140128.pdf

[58] Sanal, F. (2017). Foreign language teaching and learning theories/approaches. Journal of Turkish language and literature. 3(2), 213-218. Retrieved from http://dergipark.gov.tr/download/article-file/307760

[59] Senel, M. (2007). The Semiotic Approach and Language Teaching and Learning. Journal of Language and Linguistic Studies.

the function of signs that we use to communicate verbally, non-verbally, and visually[60].   Regarding semiotics, Senel reveals that the semiotic approach is very effective in teaching English to motivate English learners to learn the target language through verbal, non-verbal, and visual communication. Kress and van Leuween's visual grammar theory is specifically used by the authors to comment on the chosen visual artifacts in a broader social framework. This visual grammar theory divides meta functional meanings into three categories: ideational (the portrayal of morally complex experiences), interpersonal (the creation and maintenance of social and moral ties), and textual (the development of moral content/message).[61] Students are provided with knowledge of the differences in cultural aspects between the first language and the second language, they are also provided with non-verbal channels to avoid communication disorders in the target language itself. Furthermore, Isnaini, et al. revealed Images provide a lot of accurate information about cultural values, so the use of visual semiotic analysis methods is very suitable for analyzing cultural values in these images.[62] A micro-semiotic analysis is a special sub-domain of semiotics that analyses how visual images communicate messages. Barthes stated that there are two layers in

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[60] Kristeva J. (1987). A semiotic Approach to Literature and Art. Oxford: Basil Blackwell.

[61] Kress, G., & van Leeuwen, T. (2008). Reading images: The grammar of visual design (2nd

ed.). New York: Routledge.

[62] Isnaini, F., Setyono, B., Ariyanto, S. (2019). A visual semiotic analysis of multicultural values in an Indonesian English textbook. Indonesian Journal of Applied Linguistics, 8, 545-553. doi: 17509/ijal.v8i3.15253

interpreting the meaning of visual semiotics. The first layer is called denotation that describes what and who is depicted in the image; second is the layer which is known as connotation that exploring the ideas and values expressed through what is represented, and how it is represented in the image.[63] While semiotic focus on signs as general, this study focused on only one variable or one construct it is the moral values. That is why instead of using semiotic analysis, this study focused more on the micro-semiotic analysis.

Critical discourse analysis (CDA) best demystifies how such a text represents and constructs social reality within the context of a particular ideological (value) system through covert messages based on what is said and left unsaid because the chosen textbook is both a curriculum document and a cultural text. Additionally, CDA reveals how texts and social activities that (dis) privilege different values in society (re)construct this ideological framework.[64] Additionally, Fairclough argues that the micro-level of CDA focuses on the actual articulations of the text, and the linguistic features and devices to depict the given messages.[65] On the other hand, according to Eco, semiotic analysis is an approach of conducting

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[63] Barthes, R. (1977). Image, music, text. London: Fontana Press.

[64] de los Heros, S. (2009). Linguistic pluralism or prescriptivism? A CDA of language ideologies in

Talento, Peru's official textbook for the first-year of high school. Linguistics and Education,

20, 172–199.

[65] Fairclough, N. (2003). Analyzing discourse and text: Textual analysis for social research. London: Routletge

CDA in which signs are processed to reveal what meaning being conveyed.[66]

According to Wodak & Meyer, the goal of CDA is to "analyze hidden, opaque, and visible structures of dominance, discrimination, power, and control as manifested in language.[67]" Thus, CDA investigates how texts and social interactions (re)build this ideological system that (dismisses) prioritizes specific social values.[68] For this reason, a lexico-grammatical analysis as a micro-language analysis is specifically employed to investigate values through the choices of linguistic and visual aspects in a conversation, grounded in Halliday's systemic functional linguistics (SFL).[69] According to Martin and White, this SFL-informed language appraisal evaluates language use (such as language choices) in connection to how it functions in the social world or with respect to social practices.[70] For a very long time, demystifying attitudes and values has relied heavily on these micro-level lexico-grammatical choices.[71] These beliefs and ideals describe attitudes that are clearly or subtly reflected in cultural products like textbooks. These attitudinal discourses comprise

[66] Eco, U. (1976). A Theory of Semiotics. Indiana: University Press.

[67] Wodak, R., & Meyer, M. (Eds.). (2016). Critical discourse studies: History, agenda, theory and methodology. Methods of critical discourse studies (3rd ed.pp. 1–22). London: Sage

[68] De los Heros, S. (2009). Linguistic pluralism or prescriptivism? A CDA of language ideologies in Talento, Peru's official textbook for the first-year of high school. Linguistics and Education, 20, 172–199.

[69] Kress, G., & van Leeuwen, T. (2006). Reading images: The grammar of visual design (2nd ed.).
New York:Routledge.

[70] Martin, J., & White, P. (2005). The language of evaluation: Appraisal in English. New York: Palgrave Macmillan.

[71] de los Heros, S. (2009). Linguistic pluralism or prescriptivism? A CDA of language ideologies in Talento, Peru's official textbook for the first-year of high school. Linguistics and Education, 20, 172–199.

judgment (social qualities: social esteem and social sanction), appreciation (aesthetic qualities: reaction and composition), and affect (emotions: unhappiness, dissatisfaction, and insecurity). These discursive attitudes can be expressed in texts as coherently constructed nouns, verbs, adjectives, and adverbs. The current study provides documentation of what and how the selected textbook expresses moral values and character traits both overtly and implicitly. Practically, Few example books that contain the textbook's values in order to conduct a complete examination. Then, in order to show how some of the values are discursively expressed in this curricular paper looked at these passages. Such values were discovered using emotion, judgment, and appreciation systems.[72]

9. **Textbook**

One of the most crucial sources of information and resources for students' education in any educational institution is the textbook. In agreement with this, Dahmardeh claims that the textbook element is not only one of the few enduring concerns in the topic of language instruction, but also one of the most important.[73] It is also one of the few topics that is actually well-liked. It has long been discussed how textbooks and the teaching of languages relate to one another. Over the course of many centuries, it has appeared in writings about language. The purpose of the present book is to give teachers the knowledge and abilities they need to

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[72] Martin, J., & White, P. (2005). The language of evaluation: Appraisal in English. New York: Palgrave Macmillan.
[73] Dahmardeh, M. (2009). Communicative Textbooks: English Language Textbooks in Iranian Secondary School. Linguistik online 40, 45

approach problems and assignments that fit into their planned schedules in a systematic manner. For some courses, teachers or lecturers have used course books extensively in the classroom. One of the main benefits of using textbooks for EFL lessons is that they make it simple for teachers to plan, implement, and evaluate the program because they are easy to use and necessitate less time and effort during lesson preparation. Textbooks can be used by students as resources for independent study. Textbooks or course books, either in their entirety or as a supplement, give teachers content, teaching-learning exercises, general teaching principles, and other materials.

Moreover, Richard underlined the distinct functions of the textbook for students and teachers.74 In addition to input from the teacher, students may come into contact with the language through textbooks. For brand-new educators, Textbooks could be used to train new teachers. They offer formats that teachers can use as well as suggestions on how to design and teach lessons.

Furthermore, according to Richards and Rodgers course books are a necessary component of the curriculum because they outline the content and outline how certain syllabus items will be covered.[75] Additionally, according to Wright instructional resources, such as textbooks, help to clarify the objectives of the syllabus and the responsibilities of teachers

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[74] Richards, J. C. (2001). Curriculum Development in Language Teaching. New York: Cambridge University Press

[75] Richards, J. and Rodgers, T. (2001). Approaches and methods in language teaching. Cambridge: Cambridge University Press.

and students.[76] Lastly, it can be said that in addition to the three main justifications Sheldon gives for using the textbook are as follows:

a. The teacher finds it challenging to create their own teaching materials.

b. While creating fresh content requires a lot of work, the teacher's time is limited.

c. External pressure has a negative impact on the teacher.

Textbooks are viewed as an essential tool for learning a foreign language because of their significant influence in the teaching and learning of languages. In an EFL classroom, textbooks play a variety of responsibilities, as mentioned by Cotazzi and Jin, particularly, guide, tool, instructor, authority, and philosophy.[77] In addition, Gray claims that ELT publishers convey a worldview in the texts they create and that, despite being specifically created for the teaching of language, these materials serve as cultural messengers.[78] For this reason, the writers of various textbooks should list the components that they consider to be fundamental to a quality textbook, and their data should be put into their projects. In other words, before starting their work on creating satisfactory and relevant resources for the students and teachers, textbook designers should aim to deconstruct learners' and teachers' goals.

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[76] Lee, Y. (2003). A package for an English paragraph: An evaluation of the course-book used in two EFL writing courses. English Teaching 58/3. pp. 165–188.

[77] Reza, Amir Asiyaban. (2014). Scrutinizing the Appropriateness of the Intermediate ILI English Series in the EFL Context of Iran. Finland: Academy Publisher

[78] Gray, J. (2002). The Global Coursebook in ELT. In D. Block & D. Cameron (Eds.), Globalization and Language Teaching. New York: Routledge.
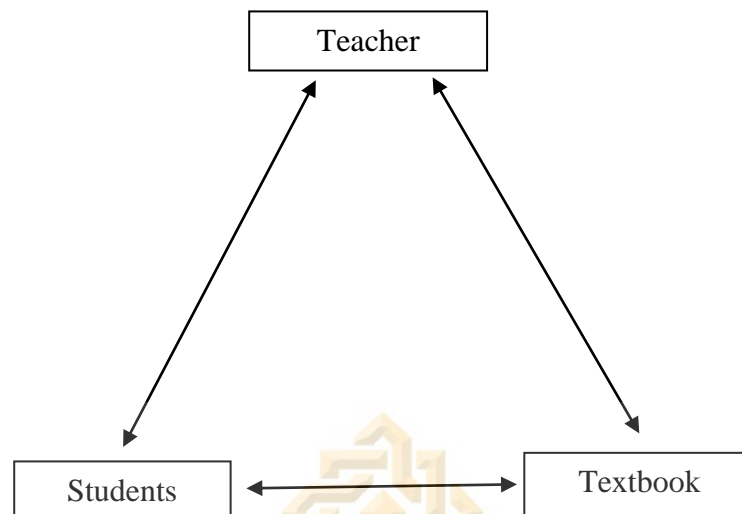
Figure 2.1 Relationships between the Teacher, the Student and the Text

Adapted from Rezat, 2006, p. 412

Accordingly, Sohail explains that textbooks are inseparable parts of teaching due to the following reasons:[79]

a. To help the student

b. To help in self-teaching

c. To give the minimum essential knowledge at one place

d. To provide logical and comprehensive material

e. To ensure uniformity of good standard

f. To provide both confirmation and sustenance

g. To provide a base from which both the teacher and the pupil may start and continue to work.

English as a Second Language (ESL) or English as a Foreign Language (EFL) course books come in a wide variety and are created for students of all ages and skill levels. In recent years, there has been a

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[79] Sohail, A. (2011). The Procedure of textbook development in Pakistan. Available at : http://www.scribd.com/doc/60627513/Importance-of-Textbook, retrieved on June 30th, 2015.

significant improvement in the quality of ESL textbooks. Hence, selecting the appropriate course material for use in the classroom is a crucial procedure, particularly at the junior high school level. Also, the syllabi, and occasionally even the entire language program, are influenced by the teachers' choices for their classrooms. The conclusion drawn from the previous argument is that most teachers instruct their students using textbooks since they contain the subject that the teacher is supposed to teach. By using a textbook, the majority of teachers feel confident. An almost universal component of teaching English language is the textbook. It can serve as a teacher's guide for how to conduct lessons in the classroom in a way that is consistent with the teacher's chosen curricula and syllabus.

Also, textbooks must be in keeping with the objectives of the institutions, the objectives of the language program, and the requirements for students enrolled. Thus, relevant textbook till it is believed that learning and instruction are complete. Textbooks do have a considerable influence at different educational levels.

CHAPTER III

RESEARCH METHODS

This chapter explained the methodology employed to analyse moral values in EFL textbook. It discusses the reseach approach and type of research, source of data, data collection method, data analysis method, validity of data.

A. Research Approach and Type of Research

The approach that used in this research was qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, and by means of descriptions in the form of words and language, in a particular natural context and by utilizing various natural method.[80]

While the type of research that used was content analysis research. "Content analysis is used to make replicable and valid inferences by interpreting and coding textual material".[81] Another writer said that "Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material".[82] According to Ary "The materials which can be analyzed are

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[80] University of Georgia, "What is Content Analysis?", https:// www.terry. uga.edu/management/ contentanalysis/research/, Accessed on 07th March 2019

[81] Ary et.al, Introduction to Research in Education, 30.

[82] Jack R. Fraenkel, Noran E.Wallen and Helen H.Hyun, How to Design and Evaluate Research in Education, 8th ed, (New York : Graw-Hill Humanities/Social Sciences/Language,2011), 478.

textbooks, songs, essays, newspaper, novels, etc".[83] Meanwhile, this research analyzed a textbook.

B. Source of Data

The present research was conducted in the Indonesian context where English is used as a foreign language instead of an additional or second language. The object of this reseach was an English textbook entitled Bahasa Inggris SMA/SMAK/MAK Kelas XII (edisi revisi 2018) [English for High School/Islamic High School/Vacational High School/Islamic Vacational High scool]. The authors of the selected textbook are Utami Widiati, Zuliati Rohmah, and Furaidah. They are Indonesians who bring local moral background. The textbook was written based on the curriculum 2013 which promote Indonesian moral or character education. It contains 11 chapter and 186 pages and published by the Ministry of Education and Culture.

The book was selected because it is endorsed nationally by the Ministry of Education and Culture. Particularly, the EFL textbook for twelfth grade EFL senior high school was chosen because in such a stage, students are required to think more critically to gather information from the higher level materials. Moreover, the 2018 revision edition was chosen because the edition is currently used nationally to promote the 2013 curriculum moral education program. This textbook has one hundred of seventy-six (176) pages. The data was collected from visual pictures and written text. There were eighteen moral values based on Ministry of National Education and culture (Kemendiknas)

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[83]University of Georgia, "What is Content Analysis?", https:// www.terry. uga.edu/ management/ contentanalysis/research/, Accessed on 07th March 2019

kinds of moral values as the criteria such, (1) Religiosity, (2) honesty, (3) tolerance, (4) self-discipline, (5) hard work (6) creativity, (7) independence, (8) democracy, (9) curiosity, (10) patriotism, (11) nationalism, (12) respect for others, (13) friendliness, (14) peace-loving, (15) love to read, (16) environmental sensitivity, (17) social awareness, and (18) responsibility. The researcher took all visual pictures and written text contain these eighteen values. In this research, the researcher took all of the visual pictures and written text which have moral values. The detail could be seen in the following table:

Table 3.1
Total Moral Values in the Textbook

	Chapter	Total Moral Values	Page
1.	Chapter I	13	4 – 13
2.	Chapter II	7	25 – 28
3.	Chapter III	9	35 – 41
4.	Chapter IV	4	43 – 60
5.	Chapter V	5	50 – 73
6.	Chapter VI	7	70 – 84
7.	Chapter VII	5	83 – 93
8.	Chapter VIII	7	111 – 159
9.	Chapter IX	9	120 – 149
10.	Chapter X	4	135 – 150
11.	Chapter XI	3	155 – 160
Total Moral Values in the Textbook			154

C. Data Collection Method

This research fell within the scope of documentary research in which document analysis was used to collect the data. According to Gibson and Brown, documentary research processes documents as res ources to discover

social means that individuals and organisations produce.[84] They add that such documents might include any record of social practice both in the form of visual and verbal discourses (letters, wikis, maps, pictures, etc.). This research applied document analysis b ecause of the data were in form of document or written text from the textbook.

In this research, the researcher used content analysis based on theory of Donal Ary et, al, to analyze the data. There were some steps used to analyze the data. Those would be explained below.[85]

1. Familiarizing and Organizing

   a. Familiarizing

      First, the researcher must be immersed in the data. So, in order to make the researcher familiar with the data, the researcher read and reread all of image and text in the textbook.

   b. Organizing

      In this research, the researcher read the text in the dialogue in each chapter, in order to know how many moral values that would be analyzed in each chapter and the researcher easy to analyze.

2. Coding and Reducing.

   a. Coding

      In this step, researcher read again all the data that have been organized. Then researcher gave the codes to every data that would be analyzed. They were categorized into eighteen moral values such as

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[84] Gibson, W. J., & Andrew, B. (2009). Working with Qualitative Data. London: SAGE Publications.

[85] Ary et.al, Introduction to research, 481.

social identity and groups, social interaction, belief and behavior, social political institution, socialization and life cycles, national history, national geography, national cultural heritage, stereotypes and national identity. Then the researcher also made the technique by differentiate them into implicit and explicit to the dialogue within. The example of data coding in the research as follow;

Re.P4.C11: Religiousity (18 Moral Values). Page (4). Chapter (11)

b. Reducing

The researcher also gave an underline with different visual picture and written text that indicate the moral values. The researcher started with taking the data apart and breaking them into a small piece. The researcher remarked the sentences that represented the kinds of eighteen moral values, then the researcher concluded that visual pictures and written text   include into one of values and types of technique.

1) Interpreting and Representing.

a) Interpreting

In this step, the researcher would restated the statement or sentence which implied moral values also the technique of analysis that gotten from textbook.

b) Representing

Here, the researcher represented finding and the result of analysis by using descriptive explanation.

D. Data Analysis Method

Since the present research aimed to investigate the representation of moral values embedded in the chosen textbook, a micro-semiotic analysis was applied to give in-depth understanding and broader descriptions of moral values represented in the EFL textbook. Before defining what micro-semiotic analysis is, it is crucial to define the micro-level analysis and semiotic analysis discursively. On the one hand, micro-level of analysis concerns language use, discourse, verbal interaction, and communication.[86] Additionally, Fairclough argues that the micro-level of CDA focuses on the actual articulations of the text, and the linguistic features and devices to depict the given messages.[87] Thus, CDA investigates how texts and social interactions (re)build this ideological system that (dismisses) prioritizes specific social values.[88]

Besides, to conduct a micro-semiotic analysis, this research adopted a discourse analytical framework proposed by van Leeuwen. The framework was used because the depiction of moral values in the chosen textbook is seen as a form of social practice. Furthermore, it was used to decode signs in the form of verbal and visual discourses. The elements used to explore moral values based on van Leeuwen's social practice elements are "participants" (who or what is/are being discussed), "actions" (what the participants do in

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[86] Van Dijk, T. (2015). Critical discourse analysis. In D . Tannen, H. E. Hamilton, & D. Schiffin (Eds.), The handbook of discourse analysis (2nd Ed.), Volume 1 (pp.466-479). West Sussex: Wiley-Blackwell.

[87] Fairclough, N. (2003). Analyzing discourse and text: Textual analysis for social research. London: Routletge

[88] De los Heros, S. (2009). Linguistic pluralism or prescriptivism? A CDA of language ideologies in Talento, Peru's official textbook for the first-year of high school. Linguistics and Education, 20, 172–199.

sequences), "presentation styles" (how the participants and their surroundings are being portrayed), "location" (where the events take place), "tools and materials" (what are being involved in the events), and eligible conditions" (the qualification the ELT textbook must have to be eligible to serve as a certain role in a certain social practice).

Additionally, this study anchors with Halliday's systemic functional linguistics (SFL) to acquire in-depth understanding of moral value in the national ELT textbook approved by the Indonesian Ministry of Education and Culture. To operationalize this research, the authors draw on Martin and White's language appraisal framework as well as Kress and van Leuween's visual grammar theory. Kress and van Leuween's visual grammar theory is specifically used by the authors to comment on the chosen visual artifacts in a broader social framework. This visual grammar theory divides metafunctional meanings into three categories: ideational (the portrayal of morally complex experiences), interpersonal (the creation and maintenance of social and moral ties), and textual (the development of moral content/message). In order to elaborate the chosen texts involving effects (emotions: unhappiness, unhappiness, insecurity), judgment (individual qualities: social esteem and social sanctions), and appreciation (esthetic characteristics: response and composition), verbal text analysis adopted Martin and White's language appraisal framework. Additionally, these attitudinal discourse can benefit from nouns, adjectives, verbs, and adverbs coherently embedded in texts to report these values.

Furthermore, it was used to decode signs in the form of verbal and visual discourses. The elements used to explore moral values based on van Leeuwens, social practice elements are "participants" (who or what is/are being discussed), "actions" (what the participants do in sequences), "presentation styles" (how the participants and their surroundings are being portrayed), "location" (where the events take place), "tools and materials" (what are being involved in the events), and eligible conditions" (the qualification the ELT textbook must have to be eligible to serve as a certain role in a certain social practice).[89]

Furthermore, some steps were taken to analyse visual and verbal discourses that carry moral values by using the framework. The first step was choosing visual and verbal discourses relevant to the theme of each chapter of the selected textbook. The visual discourses analysed were only the picture of textbook cover and pictures in every introduction of each chapter while the verbal discourses analysed were only reading texts intended to be materials for a reading section which are believed to be value-free but may convey moral values. The second step was describing the chosen discourses. The descriptions involve the five elements of social practice used as the framework. The next step was interpreting the discourses. The interpretation was conducted by analysing the five elements of social practice used as the framework to decode what values are being encoded through the analysed discourses. The last step was discussing the results of the interpretation step.

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[89] Kress, G., & van Leeuwen, T. (2008). Reading images: The grammar of visual design (2nd ed.). New York: Routledge.

E. Validity of Data

The researcher used triangulation to test the validity of the data. "Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research".[90] There were some types of triangulation, those are; Time Triangulation, Space Triangulation, Theoretical Triangulation, Investigator Triangulation, etc.

While this research used investigator triangulation, the type of this triangulation is often used by the researcher who used library research. Silverman states that investigator triangulation engages independently by more than one observer.[91] The investigators of this research were, the researcher, and English lecturers that expert in linguistics studies. However, there were some steps done by researcher in validating the data. The first time, the researcher analyzed the data individually. Then, the researcher met and discussed with one of English lecturers to become validator of this research. In the next day, the researcher met and discussed with another English lecturer to become validator too. After that, the researcher read and reread all of the results of analysis data from validators. In the next step, the researcher checked and compared all of the results. The last, took the minimum divergences data among researcher and validators to be valid data in this research.

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[90] Louis Cohen, et al, Research Methods In Education, (New York: Routledge, 2018), 265.

[91] Cohen, Research Methods In Education , 456.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this research, the researcher used English textbook for Senior High School entitled English textbook entitled "Bahasa Inggris" for XII grade of Senior High School. This English textbook was published by Ministry of Education and Culture in Year 2018.

Based on the data analysis, eighteen moral values were found as proposed by the Ministry of National Education. The eighteen moral values contained of religiousity, honesty, tolerance, sel-discipline, hard-work, creativity, independence, democracy, curiosity, patriotism, nationalism, respect for others, friendliness, love to read, environmental sensitivity, social awareness, responsibility. Those moral values were presented in the pictures and texts. The detail of the analysis displayed in this table.

Table 4.1
The Occurrences of Moral Values in English Textbooks

Moral values	Occurrence	Percentages
Religiosity	16	3,5%
Honesty	63	13,7%
Tolerance	33	7,2%
self-discipline	85	18,6%
hard work	25	5,5%
Creativity	20	4.4%
Independence	34	7,4%

Moral values	Occurrence	Percentages
Democracy	7	1.5%
Curiosity	24	5,2%
Patriotism	10	2,2%
Nationalism	4	0,9%
respect for others	15	3,3%
peace-loving	15	3,3%
Friendliness	48	10,5%
love to read	17	3,7%
environmental sensitivity	14	3,0%
social awareness	16	3.5%
Responsibility	12	2,6%
Total	458	100%

How to Calculate percentage Percentage (%) = eg (Number of religiosity) ÷ (Total number of events) x 100%.

Example of moral value of religiosity= (16) : (458) x 100% = 3.5% So the percentage obtained from religiosity is 3.5% Basically, we can change fraction form, percent division, decimal form, ratio form or other forms into percent form. To be able to calculate it, you need to multiply the fraction by 100.

Based on Table 4.1, there were eighteen moral values with the total occurrences at 458 realized by the local English textbook entitles "Buku Bahasa Inggris for senior High School/Man Grade XII. The three most

dominant moral values were discipline with the occurrences at 85 (18.6%) and followed by the values of honesty and friendliness/communication at 63 and 48 occurrences (13.7% and 10.5%) respectively. The least moral values were nationalism with the occurrences at 4 (0.9%) followed by democracy with occurrences at 7 (1.5%).

B. DISCUSSION

This discussion supported by data splay such as instruments as follow ;

1. Data 1

a. Visual Image

(RE.P5.C1)

This picture depicted that doctor that helped the patient. He touched the patient gently. It showed the readers that every single part of job must do their job professionally. And beside the patient there was a women wearing a *Hijab*. A Muslim women used the hijab to cover her genitals as one of her religious observances. Furthermore, the data above was also considered a religious, moral value because the data above contained an attitude of tolerance towards other religions. This data can be proven by a women wearing a hijab getting the same job as usual. They did not discriminate in job. This data can

be seen from patient response, "Thanks a lot. Bye, doctor and nurse" his response showed that he did not discriminate against girls with hijab. He responded to the nurse, both nurse who used the hijab and those who did not. The data is supported by the theory from Borba.[92] Borba believes that cultivating moral intelligence is crucial for raising good moral beings, and that teacher are the most powerful moral instructors for their student.

b. **Metafuction**

Ideational Meaning (Potraying of morally loaded experiences)

Based on the illustration of this visual representation on the picture, it can be concluded that used ideational meaning because the interaction between doctor and patient must be based on a doctor's experience in treating or diagnosing patient describe social awareness. The data is supported from Martin and white.[93] The theory provides a linguistic tool for analyzing evaluative language in text, which can be useful in understanding how speakers/writers express their attitudes and evaluations towards the things they are talking about.

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[92] Borba, M. (2001). *Building moral intelligence the seven essential vitues that teach kids to do the right thing* (1st ed.).(Raviyanto, Ed.) Jakarta: PT. Gramedia Pustaka Utama. P.55

[93] Martin, J., & White, P. (2005). The language of evaluation: Appraisal in English. New York: Palgrave Macmillan.

c. Moral values based on curriculum Ministry of Education (2010:9-10)

Religiousness

Religiousness is obedient attitude towards religious teaching, tolerant of other religion, and live in harmony with followers of other religions. The data is supported from Ministry of National Education

1) Tolerance

Tolerance is Attitude or act namely:

a) Respects differences of race, ethnicity,

b) Respect to difference attitudes and actions of others,

c) Respect to difference opinions.

2) Social awareness

Social awareness is attitudes or actions that always want to help others. This theory matched with the following data.

d. Micro-Semiotic

From an occupational perspective in a semiotic design term, visual representation such as pictures, photographs, diagrams. A doctor is white collar occupation that requires a specialist higher education degree. This occupation requires in a higher Indonesia education degree. Meanwhile in the picture there was a woman wearing a hijab as symbolic of muslim women. This data discussion is supported by the theory from Barthes.[94] this theory of micro-semiotic also support

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[94] Barthes, R. (1977). Image, music, text. London: Fontana Press. P12

others theories from chapter two. Semiotics is not limited to linguistic signs, but also includes non-linguistic signs such as images, gestures, and sounds.

2. **Data 2**

   a. **Verbal (Written text)**

   "Dad : If you want to pass the exam, you have to study harder."

   "Son : Yes, Dad."

   [Ho.P24.C2]

   Based on data 2, it was shown from the dialogue that the value of honesty was involved in the data. From the data showed a dad was honest about her words. Namely, his admits that if his son want to pass the exam he must study hard. This situation depicted actions both his words and actions. This data is relevant by the theory of character education from Arthur and Carr, According to Arthur, character education is the moral and ethical development of students, which is achieved through the teaching of virtues such as honesty, respect, and responsibility.[95]

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[95] Arthur, J. and D. Carr, "Character in learning for life: a virtue-ethical rationale for recent research on moral and values education." (Journal of Beliefs & Values: Studies in Religion & Educa tion 34(1), 2013), 27.

b. Metafuction

Interpersonal (Constructing and preservaring of social and moral bonds) Martin and white.[96]

Based on the illustration of the written representation on the dialogue, it can be concluded that used interpersonal meaning because the interaction in the dialogue between dad and son depicted actions both his words and actions of honesty. This data matched with theory from Martin and white. not only one theory that construct but also there are theory that support the data.

c. Moral values based on ministry curriculum Ministry of Education (2010:9-10)

Honesty

Honesty is the behavior of someone who can be trusted both in words, actions and work. This theory was associated with the following data.

d. Micro-Semiotic

Based on a family Perspective, In a semiotic design term, verbal text refers to spoken text and written text. The text from dialogue of the family not merely shows a family relationship but also represents family bonding. This family bonding emphasizes the importance of Anja Sovic and Vlasta hus The illustrations in the

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[96] Martin, J., & White, P. (2005). The language of evaluation: Appraisal in English. New York: Palgrave Macmillan.

textbooks all included "motion devices," and the same symbols represented different meanings.[97]

3. **Data 3**

a. **Visual Image**

[To.P38.C6]

The pictures displayed three students who were talking with each other. It showed that the students had different physical and personal appearances. Furthermore, the picture showed each student who have physically different, such as two boys standing in the front of the window. They have two different skin tones, a boy with dark skin and a boy with medium skin tone. In addition, they have different hair types, boys with dark skin have curly hair, while girls with medium skin tone have straight hair. This physical appearance depicts different ethnic of the students. Moreover, the picture highlights the existence of social tolerance in the school environment. This data is relevant with the theory character and moral education in Indonesia from Widodo. He found that the textbook represented a range of moral values, including respect, responsibility, and honesty. However, he

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[97] Anja Sovic& Vlasta Hus, *'Semiotic Analysis of the textbook for young learners'*, *Creative Education: Scientific Research Publishing Inc,* (2016), p.3.

also identified some problematic representations of gender and cultural stereotypes in the textbook.[98]

b. **Metafunction**

Interpersonal (Constructing and preservaring of social and moral bonds)

Based on the illustration of the visual representation on the picture, it can be concluded that used interpersonal meaning because the visual image on the picture interaction depicted respect for race and ethnic differences that describe tolerance. The data is supported from Martin and white.[99]

c. **Moral values based curriculum Ministry of Education (2010:9-10)**

Tolerance

Tolerance is Attitude or act namely:

a) respects differences of race, ethnicity

b) Respect to difference attitudes and actions of others

c) Respect to difference opinions

d. **Micro-Semiotic**

Based on social perspective in semiotic design term, The visual image of diversity such as race and physical appearance. This social tolerance emphasized the importance of having diversity in the school environment. The data is supported by the theory from Senel, This

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[98] Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

[99] Martin, J., & White, P. (2005). The language of evaluation: Appraisal in English. New York: Palgrave Macmillan.

approach examines the ways in which values are portrayed in texts, including through the use of language, images, and other discursive resources.[100]

4. **Data 4**

a. **Visual Image**

[Di.P73.CH5]

From the picture above there little boy was riding a bicycle on a street and was stopped by the police. The little boy must follow the rules and regulations that children were not allowed to ride on road, even if they are wearing a helmet. Therefore, this offered an attitude of discipline because students must obey the rules. Based on the data above we can conclude from the theory in chapter two and it is match with theory from Borba. He believes that cultivating moral intelligence is crucial for raising good moral beings, and that teacher are the most powerful moral instructors for their student. [101]

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[100] Senel, M. (2007). The Semiotic Approach and Language Teaching and Learning. Journal of Language and Linguistic Studies.p18

[101] Borba, M. (2001). *Building moral intelligence the seven essential vitues that teach kids to do the right thing* (1st ed.).(Raviyanto, Ed.) Jakarta: PT. Gramedia Pustaka Utama. P.55

b. Metafunction

Textual (Building/providing moral content/message)

Based on the illustration of the visual representation on the picture, it can be concluded that used textual meaning because the visual image on the picture interaction of child who violate traffic must be disciplined by the police so the action describe discipline. The data is supported from Martin and white, The Appraisal Theory is concerned with the language of evaluation, attitude, and emotion, and with a set of resources which enable speakers and writers to express their feelings and opinions.

c. Moral values based on curriculum Ministry of Education (2010:9-10)

Discipline2

Discipline is behavior that showed obedience to rules or regulations.

d. Micro-Semiotic

From an occupational perspective in a semiotic design term, visual representation such as pictures, photographs, diagrams. A police is white collar occupation that requires a specialist higher education degree. This occupation requires a higher education degree in the Indonesian context. So the values describe discipline. So this data is supported by theory from Widodo, accordingly moral values represented in EFL textbooks should be analysed from a critical micro-

semiotic perspective to give a better understanding and broader descriptions of how moral values are presented.[102]

5. **Data 5**

a. **Visual Image**

Source: www.adweek.com

[Hw.P43.CH4]

Data 5 showed the value of hard work because it described photograph depicts collar job. Specifically, there is one person who applied job applicant and three persons as HRD. There pictures implied that hardworking, confident, highly motivated and flexible are common things seekers usually write about in their application letters.

The data showed that a person would be hardworking for the job. The pictures showed his effort to solve obstacles and finish his task by the interview. The finding research is supported by theory from Widodo, In an English as foreign language (EFL) context, especially in Indonesia, a textbook is not merely a product of a curriculum which

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[102] Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

provides frameworks for teaching and learning practices but also presents a set of beliefs and values of particular societies.[103]

b. **Metafunction**

Ideational Meaning (Potraying of morally loaded experiences)

Based on the illustration of this visual representation on the picture, it can be concluded that used ideational meaning because the interaction a person would be hardworking for the job. The data is supported from Martin and white theory.

c. **Moral Values Based curriculum Ministry of Education (2010:9-10)**

Hardworking

Hardworking is a person's effort to solve obstacles and complete tasks in earnest. The following data supported this theory.

d. **Micro-Semiotic**

From an occupational perspective in a semiotic design term, visual representation such as pictures, photographs, diagrams. A collar job is white collar occupation that requires a specialist higher education degree. This occupation requires a higher education degree in the Indonesian context so values that described Hardworking. This data is supported by the theory from Senel, He states micro semiotic is a term that appears in some of the search results, but it is not a well-known or widely used term. The term seems to refer to the application of semiotic analysis at a micro level, such as analyzing the

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[103] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P.383

representation of multicultural values in visual images of Indonesian secondary school textbooks.[104]

6. **Data 6**

a. **Visual Image**

Artist Turns Plastic Bags into Art

Source: learningenglish.voanews.com

[Cr.P97.CH7]

Data 6 expressed creative moral values. It can be seen from the sentence "Artist turns plastic Bags into Art." This data showed an artist expressed creative moral values because can make something new and different. This data discussion is related by theory from chapter two. Baig, S personal value theory that discusses the features that institutions wish to promote through moral or value education.[105]

b. **Metafunction**

Interpersonal (Constructing and preservaring of social and moral bonds)

Based on the illustration of the visual representation on the picture, it can be concluded that used interpersonal meaning because from the photograph expressed creative moral values from making

[104] Senel, M. (2007). The Semiotic Approach and Language Teaching and Learning. Journal of Language and Linguistic Studies.p.110

[105] Baig, S., Javed, F., Siddiquah, A., & Khanam, "A Content Analysis of English Textbook of Punjab Textbook Board of Grade 8 in Pakistan" (SAGE Open, 5(1) 2021), 231-240.

plastic bag turns into Arts, so from the value showed creativity. The data is supported from Martin and white.

c. **Moral Values Based curriculum Ministry of Education (2010:9-10)**

Creativity

Creative is thinking or doing something new from something that already exists.

d. **Micro- Semiotic**

Based on social perspective in semiotic design term, The visual image of creativity making things to something new. This value emphasizes the importance of having creativity in environment. This discussion is supported by theory from Widodo, In an English as foreign language (EFL) context, especially in Indonesia, a textbook is not merely a product of a curriculum which provides frameworks for teaching and learning practices but also presents a set of beliefs and values of particular societies.[106]

7. **Data 7**

a. **Visual Image**

[In.P118.CH8]

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[106] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P.383

This data could be seen in the pictures depicted collar job, specifically a female speaks confidently with the book as reference. From here, the theory of independence was associated with the data because everyone is able to appear and express opinions in public.

b. **Metafunction**

Interpersonal (Constructing and preservaring of social and moral bonds)

Based on the illustration of the visual representation on the picture, it can be concluded that used interpersonal meaning because from the photograph expressed a collar job, specifically a female spoke confidently describe value of Independence. The data is supported from Martin and white.

c. **Moral Value based on curriculum Ministry of Education (2010:9-10)**

Independence

Independence is an attitude that does not depend on others in carrying out tasks. This theory was associated with this data.

d. **Micro-Semiotic**

Based on social perspective in semiotic design term, The visual image of female spoke confidently with the book as reference showed value that emphasizes of independence. This data discussion is relate by the theory in chapter two. Senel, F, He reveals that the semiotic approach is very effective in teaching English to motivate English

learners to learn the target language through verbal, non-verbal, and visual communication.[107]

8. **Data 8**

a. **Visual Image**
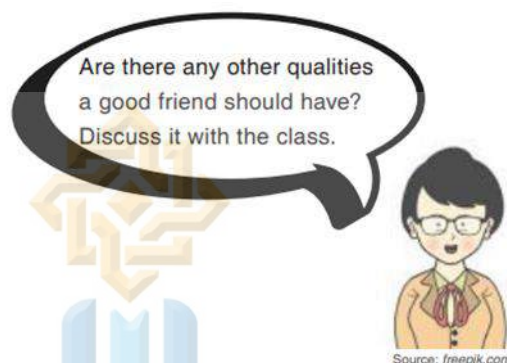
[De.P2.CH1]

Based from the data that showed a teacher ask to students to give right to express opinions in discussions. It can be seen from the sentence, " Are there any other qualities a good friend should have?" The sentence showed a democratic attitude because the sentence showed a deliberative attitude which will provide freedom of opinion. This data is supported by the theory from De Los Heros For this reason, a lexico-grammatical analysis as a micro-language analysis is specifically employed to investigate values through the choices of linguistic and visual aspects in a conversation.[108]

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[107] Senel, M. (2007). The Semiotic Approach and Language Teaching and Learning. Journal of Language and Linguistic Studies.

[108] De los Heros, S. (2009). Linguistic pluralism or prescriptivism? A CDA of language ideologies in Talento, Peru's official textbook for the first-year of high school. Linguistics and Education, 20, 172–199.

b. Metafunction

Textual (Building/providing moral content/message)

Based on the illustration of the written representation on the text, it can be concluded that used textual meaning because the sentence showed a democratic attitude because the sentence showed a deliberative attitude which will provide freedom of opinion. This data discussion is supported by theory from Martin and White.

c. Moral Value Based on curriculum Ministry of Education (2010:9-10)

Democracy

Democracy is the attitude of a person who evaluated and someone else's rights and obligations. The theory appropriated the data below.

d. Micro – Semiotic

Based on a democracy Perspective, In a semiotic design term, verbal text refers to spoken text and written text. The text from dialogue of the teacher ask student to give free opinion showed democracy. This data discussion is related from theory in chapter two. Widodo, accordingly moral values represented in EFL textbooks should be analysed from a critical micro-semiotic perspective to give a

better understanding and broader descriptions of how moral values are presented.[109]

9. **Data 9**

   a. **Visual Image**

= How to Use Photoshop? –

Source: udemy-images.udemy.com

[Cu.P135.CH10]

Based on the data where the data showed a picture a person worked with computer. Examples of sentences that showed curiosity was: "How to use photoshop?". This sentence showed that participants have an attitude to know deeply and widely about something new seen or learned. This data is relevant with theory from Aufa Muzakki, Later on, when attempting to learn a second language, individuals will transfer their first-language comprehension techniques[110]

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[109] Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

[110] Aufa Muhammad Muzakki, English Language Teaching and Learning for young Learners at SD IT Cahaya Bangsa Mijen-Semarang, (UIN Walisongo Semarang: 2018),P.18, Thesis.

b. Metafunction

Textual (Building/providing moral content/message)

Based on the illustration of the written representation on the text, it can be concluded that used textual meaning because the sentence showed a text that expressed curiosity. This data also supported by the theory from chapter two.

c. Moral Value Based on curriculum Ministry of Education (2010:9-10)

Curiosity

Curiosity is a person's attitude or action wants to know more about something. The theory matched with the following data.

d. Micro-Semiotic

Based on social perspective in semiotic design term, The visual image of someone using computer and learn how to learn about something new was showed the value that emphasizes of curiosity. This data is supported by the theory from Widodo, accordingly, moral values represented in EFL textbooks should be analysed from a critical micro-semiotic perspective to give a better understanding and broader descriptions of how moral values are presented.[111]

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[111] Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

10. Data 10

a. Visual Image

[Pa.P14.CH1]

Based on data showed that a people have attitude of loyalty, care, and high appreciation for the nasionality. This data showed from the picture traditional dancer, their actions showed loyalty and care by preserving traditional dance. This data discussion is supported by theory from chapter two. Lickona asserts that the idea of moral education is not new and has been around for as long as education itself[112]

b. Metafunction

Interpersonal (Constructing and preservaring of social and moral bonds)

Based on the illustration of the visual representation on the picture, it can be concluded that used interpersonal meaning because the visual image on the picture showed patriotism by preserving traditional dances. The data is supported from Martin and white.

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[112] Lickona, Thomas, "Character Matters: How to help our children develop good judgment, moral integrity, and other essential virtues" (New York: Simon & Schuster, 2014), 7.

c. **Moral Values Based on curriculum Ministry of Education (2010:9-10)**

Patriotism

Patriotism is attitudes showed loyalty, caring, and high appreciation language, physical environment, social, cultural, nation's economy and politics.

d. **Micro- Semiotic**

Based on collar workers perspective in semiotic design term, The visual image of someone practicing traditional dances showed value of patriotism. From an occupational this implies that they got benefit-based collar occupation.

11. **Data 11**

a. **Visual Image**
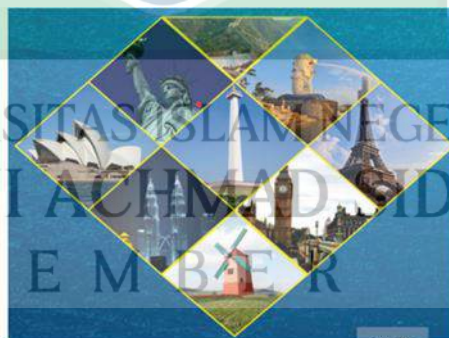
[Na.Pn.Cv]

On the book cover, there is a collage photo depicts photographs of local and international heritage monuments such as the Great Wall, the Statue of Liberty, the National Monument (Monas), Eiffel Tower, Petronas Twin Towers, Big Ben, and Kinderdijk.

These photographs of local and international heritage monuments are often correlated with historical monuments, and they are part of the nation's treasures representing a nation's identity and patriotism. Thus, a nation's identity each country primarily has a different history which can provoke a conversation between a student and students or even with the teachers. The histories embedded in these heritage spots allow serving a meaning that implies the need to preserve historical spots and architecture to honor the progenitor, Monas for instance, to reminisce a memory of the Indonesian people's rebellion and battle for independence and The Statue of Liberty that stands for human rights. This data is supported by the theory from Vegelers explains in their description of the teacher as a moral agent. They include redefining the teacher-student relationship, examining the personal beliefs and philosophies of students, recontextualizing course methods and content knowledge, and ensuring authentic field experience and student activities.[113]

b. **Metafunction**

Interpersonal (Constructing and preservaring of social and moral bonds)

Based on the illustration of the visual image, it can be concluded that used interpersonal meaning because the pictures of local and international heritage monuments are often correlated with

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[113] Veugelers, Wiel. (2008). Moral Values in TeacherEducation. Paper Presented at the 1st Simposium on Moral and Democratic Education, 24-27 August 2008, Florina, Greece. Retrieved on 13 january 2016 from www.eled.uowm.gr/sig13/fulltexts/Paper15.pdf

historical monuments, and they are part of the nation's treasures representing a nation's identity and patriotism. The data is supported from Martin and white.

c. Moral Value Based on Moral Values Based on curriculum Ministry of Education (2010:9-10)

Nationalism

Nationalism is attitudes that showed the interests of the nation and states are more important than their own interests. The data below were suitable in this theory.

d. Micro-Semiotic

Based on social in semiotic design term, The visual image of Heritage sites are cultural icon that portrays monumental creativity that ancestors have treasured and preserved over time. This human built treasure is national pride that can provide cultural and economic benefits through cultural tourism activities. Heritage sites are also associated with nationalism because they are part of nation's treasure that represents an identity of a nationalism.

12. Data 12

a. Visual and Verbal Text

[Ro.P6.CH1]

Data 12 also indicated the value of appreciation because the data showed from the sentence, "We're very proud of her." It showed an attitude of acknowledging and appreciating the person's success. Therefore, the data had proven that it includes moral values of appreciation because it is a statement that expresses praise and pride. This data discussion is related from the theory in chapter two. Mambu, the found that the English textbook contains 18 moral values, including social awareness, curiosity, honesty, friendliness, discipline, responsibility, environmental awareness, peacemaking, tolerance, independence, creativity, hard work, nationalism, love to read, appreciativeness, religiosity, democracy, and patriotism,.[114]

[114] Mambu, J. E. (2015). Challenges in assessing character education in ELT: Implications from a case study in a Christian university. TEFLIN Journal, 26, 183–208.http://dx.doi.org/10.15639/teflinjournal.v26i2/183-208

b. **Metafunction**

Textual (Building/providing moral content/message)

Based on the illustration of the written representation on the text, it can be concluded that used textual meaning because the sentence showed an attitude of acknowledging and appreciating the person's success. The data discussion is supported from Martin and white.

c. **Moral Value Based on curriculum Ministry of Education (2010:9-10)**

Respect for others

Respect for others is an attitude that recognizes and respects the success of others.

d. **Micro-Semiotic**

Based on a social Perspective, In a semiotic design term, verbal text refers to spoken text and written text. The text from dialogue of the student described value respect for others. This data is supported by the theory from chapter two. Lickona asserts that the idea of moral education is not new and has been around for as long as education itself.[115]

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[115] Lickona, T. (1991). Education for character how our schools can teach respect and responsibility (1st ed.). New York: Bantam Books.

13. Data 13

a. Written Text

[Fr.P16.CH2]

Based on the data showed there were group tasks and paired tasks that students do. This can be seen from the sentence "work in pairs." this made students enjoy tasks with others and socialize well. The last one from the data showed that students will discuss with others. This data is related from theory in chapter two by Lickona.

In the task, students carry out discussion activities that affected student communicative attitudes. In addition to group or pair tasks, students were asked to present their assignments. This can be shown in the sentence "What will you discuss with your friends when you come to a new city?". So the data exposure showed the moral value of communication because students conducted discussions with other friends. This created a vibrant classroom atmosphere because students communicate and develop or channel their opinions.

b. Metafunction

Textual (Building/providing moral content/message)

Based on the illustration of the written representation on the text, it can be concluded that used textual meaning So the data

exposure showed the moral value of communication because students conducted discussions with other friends. The data discussion is supported from Martin and white.

c. Moral Value Based curriculum Ministry of Education (2010:9-10)

Friendliness

Actions that show pleasure in speak, socialize and cooperate with others. This theory was suitable in this data.

d. Micro-Semiotic

Based on a social Perspective, In a semiotic design term, verbal text refers to spoken text and written text. The text from dialogue of the student describe value friendliness. This data is related from theory in chapter two from Widodo, In an English as foreign language (EFL) context, especially in Indonesia, a textbook is not merely a product of a curriculum which provides frameworks for teaching and learning practices but also presents a set of beliefs and values of particular societies.[116]

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[116] Widodo, L. V. Canh, M. R. G. Perfecto, & A. Buripakdi (Eds.), Situating moral and cultural values in ELT materials: The Southeast Asian context (pp. 131–152). New York: Springer. DOI: 10.1007/978-3-319-63677-1_8

14. Data 14

a. **Visual Image**
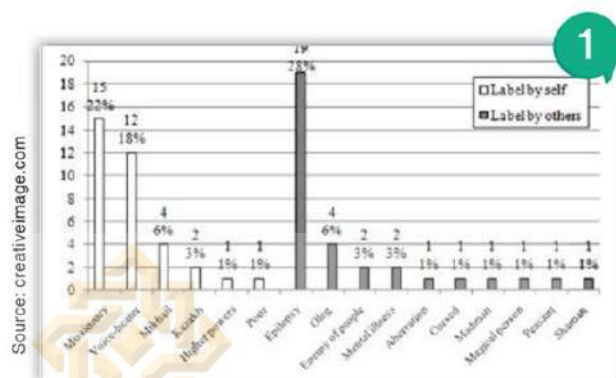
[PI.P32.CH3]

The data showed by diagram self and others-labeled, in other words the one who was willing being labeled by other is peace-loving. This was shown by the diagram. Therefore, this data showed the moral value of loving peace because the words shown by the data cause people to feel happy. This data discussion is related to theory from chapter two. Van Dijk, his perspective focuses on exploring the personal ethical values of external diversity and inclusion consultants.[117]

b. **Metafunction**

Interpersonal (Constructing and preservaring of social and moral bonds)

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[117] Van Dijk, T. (2015). Critical discourse analysis. In D . Tannen, H. E. Hamilton, & D. Schiffin (Eds.), The handbook of discourse analysis (2nd Ed.), Volume 1 (pp.466-479). West Sussex: Wiley-Blackwell.

Based on the illustration of the visual image, it can be concluded that used interpersonal meaning because the pictures of diagram self and others-labeled. The data discussion is supported from Martin and white.

c. **Moral Value Based curriculum Ministry of Education (2010:9-10)**

Peace-loving

Peace loving is attitudes that make other people happy about their presence.

d. **Micro-Semiotic**

Based on a social Perspective, In a semiotic design term, Therefore, this data from the diagram showed the moral value of peace-loving because the words shown by the data cause people to feel happy.

15. **Data 15**

a. **Visual Image**

[LR.P81.CH6]

Based on the data pictures that depicted newspaper explicitly showed with the words 'What' news?' through magnifier. In other

words, love to read depicted in this image. Therefore, the data shows the moral value of reading interest because the participant shows that he likes reading. This data is supported with theory from Senal argues that language is the symbols, signs, gestures, etc that are used to show ideas or feelings. [118]

b. **Metafunction**

Interpersonal (Constructing and preservaring of social and moral bonds)

Based on the illustration of the written representation on the pothograph, it can be concluded that used interpersonal meaning because the data showed question and make the reader think and read. The data discussion is supported from Martin and white.

c. **Moral Value Based curriculum Ministry of Education (2010:9-10)**

Love to read

Love to read is an attitude or habits of making time to read. The theory was suitable with the following data.

d. **Micro-Semiotic**

From an social perspective in a semiotic design term, visual representation such as pictures, photographs, diagrams. The photograph depicted newspaper showed symbol of reading interest. This data discussion is related to the theory from Widodo, accordingly moral values represented in EFL textbooks should be analysed from a

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[118] Sanal, F. (2017). Foreign language teaching and learning theories/approaches. Journal of Turkish language and literature. 3(2), 213-218. Retrieved from http://dergipark.gov.tr/download/article-file/307760

critical micro-semiotic perspective to give a better understanding and broader descriptions of how moral values are presented.[119]

16. Data 16

a. Visual Image

[Es.P33.CH3]

The data showed In addition, one picture depicted panorama which implied environmental sensitivity. Therefore, this pictures teached students about caring for and protecting the environment because learning associated with environmental awareness was expected to make students aware of their concern for the surrounding environment. This data is supported by theory from Kristeva, Besides, Kristeva reveals that the semiotic process prepares future speakers to enter into meaning and meaning (symbolic) by emphasizing the function of signs that we use to communicate verbally, non-verbally, and visually.[120]

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[119] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P.

[120] Kristeva J. (1987). A semiotic Approach to Literature and Art. Oxford: Basil Blackwell.

b. **Metafunction**

Interpersonal (Constructing and preservaring of social and moral bonds)

Based on the illustration of the visual representation on the picture, it can be concluded that used interpersonal meaning because picture showed panorama which implied environmental sensitivity. The data discussion is supported from Martin and white.

c. **Moral Value based on curriculum Ministry of Education (2010:9-10)**

Environment awareness

Environment awareness is attitude that always strives to protect the surrounding environment.

d. **Micro-Semiotic**

Based on a social Perspective, In a semiotic design term, Picture showed panorama that implied natural environment which still maintained showed value of environment awareness.

17. **Data 17**

a. **Visual Image**

Source: http://www.japantoday.com
[SA.P119.CH9]

Basen on the image depicted a couple of elderly who eating together, while suddenly the man is chocking and the partner immediately shocked (responsiveness) someone who was offering help to her husband. This can be seen from the pictures, That showed an attitude of, it can be seen that her attitude and actions wanted to help him. This data is relevant with theory from Wodak and Mayer, According to Wodak & Meyer, the goal of CDA is to "analyze hidden, opaque, and visible structures of dominance, discrimination, power, and control as manifested in language.[121]

b. **Metafunction**

Interpersonal (Constructing and preservaring of social and moral bonds)

Based on the illustration of the visual representation on the picture, it can be concluded that used interpersonal meaning because picture showed responsiveness. The data discussion is supported from Martin and white.

c. **Moral Value Based on curriculum Ministry of Education (2010:9-10)**

Social awareness

Social awareness is attitudes or actions that always want to help others.

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[121] Wodak, R., & Meyer, M. (Eds.). (2016). Critical discourse studies: History, agenda, theory and methodology.

d. Micro-Semiotic

Based on a social Perspective, In a semiotic design term, Picture showed of elderly who eating together and man was chocking and partner immediately shocked showed responsiveness. Widodo, accordingly moral values represented in EFL textbooks should be analysed from a critical micro-semiotic perspective to give a better understanding and broader descriptions of how moral values are presented.[122]

18. Data 18

a. Visual Image
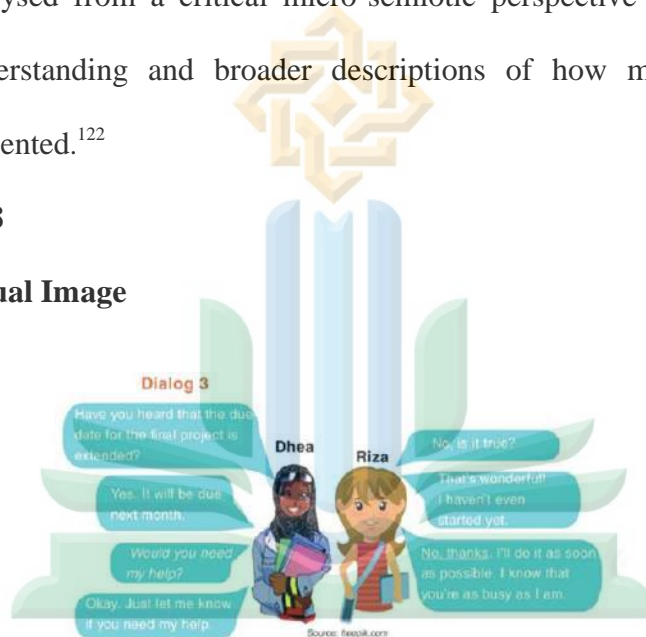
[Re.P5.CH1]

Based on the data showed between Dhea and Riza, students who carried their duties, namely final project. It can be seen from the sentence "Have you heard that the due date for the final project is extended?" but she did not forget her obligation to do the project. Likewise, it can be proved by the sentence "I will do it as soon as

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[122] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P.

possible". In this regard, the attitude of students showed the value of responsibility.

b. Metafunction

Textual (Building/providing moral content/message)

Based on the illustration of the written representation on the text, it can be concluded that used textual meaning So the data exposure showed the moral value of responsibility. The data discussion is supported from Martin and white.

c. Moral Value Based on curriculum Ministry of Education (2010:9-10)

Responsibility

Responsibility is the attitude or behavior of someone who carried out the duties and obligations, he or she should do.

d. Micro-Semiotic

Based on a social Perspective, In a semiotic design term, Picture showed responsibility because student was not forget about her final project. And she did as soon as possible. This data discussion is related by the theory in chapter two. Widodo, accordingly moral values represented in EFL textbooks should be analysed from a critical micro-semiotic perspective to give a better understanding and broader descriptions of how moral values are presented[123]

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[123] Widodo, H. P. (2018). A critical micro-semiotic analysis of values depicted in the Indonesian Ministry of National Education-endorsed secondary school English textbook. In H. P.

CHAPTER V

CONCLUSSION AND SUGGESTION

A. Conclussion

Based on the research discussion, the were some conclusion that were conclude by the researcher as follow:

Moral values based on The Ministry of National Education (2010: 9-10), There were eighteen moral values in the textbooks. The research discussion show that the textbook embeds most moral values stipulated in the curriculum visually and verbally in almost every chapter. Based on the critical micro-semiotic analysis, the textbook authors consider visual artefacts, such as pictures, to be value-free. The research discussion show that out of the 18 moral values stated in the curriculum. There are 18 moral values revealed to be present in the EFL textbook through 16 pictures and 5 written texts chosen to be analysed. The total of the 18 moral values discovered in this English textbooks. which involved Religiosity (3,5%), Honesty (13,7%) Tolerance (7,2%), Discipline (18,6%), Hard work (5,5%) Creativity (4,4%), Independence (7,4%), Democracy (1,5%), Curiosity (5,2%), Patriotism (2,2%), Nationalism (0,9%), Respect for others (3,3%), Peace-loving (3,3%), Friendliness (10,5%), Love to read (3,7%), Environmental sensitivity (3,0%), Social awareness (3,5%), and Responsibility (2,6%). The most dominant moral value in ELT textbook was discipline, with 85 occurrences (18.6%). The most negligible moral value was nationalism, with 7 occurrences (0.9%).

It was concluded that since the eighteen moral values in the textbooks were applied totally and categorized as good in term of covering moral values recommended by the Ministry of National Education. The moral value that was often or dominant in textbook was the moral value of discipline. As for the lowest moral value or rarely found in textbooks was the value of nationalism. Dealing with the issue revealed from the analysis, there is a need to investigate other EFL textbooks developed by different publishers to discover whether curriculum policy regarding moral values inculcation is optimally translated into a curriculum document, such as a textbook.

B. Suggestion

Based on the conclusions above, the researcher got some suggestions were below:

1. It was suggested that teachers be more adaptable and selective in their use of textbooks in order to motivate students to realize good moral values.

2. It was suggested that English textbook writers and publishers write more relevant textbooks to the needs of students' values. While it is important for publishers to be cautious and selective when publishing any textbook.

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Appendix 1

RESEARCH MATRIX

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	RESEARCH METHOD	RESEARCH PROBLEM
The Representation of Moral Values Embedded in the English Foreign Language Textbook At The Twelfth Grade for Senior High School: A Micro Semiotic Analysis	MORAL VALUES MICRO SEMIOTIC	MORAL VALUES 18 moral values as follows: 1. Religiousity 2. Honesty 3. Tolerance 4. Self-discipline 5. Hard work 6. creativity 7. Independence 8. Democracy 9. Curiosity 10. Patriotism 11. Nationalism 12. Respect for others 13. Friendliness 14. Peace-loving 15. Love to read 16. Environmental sensitivity 17. Social awareness 18. Responsibility	VISUAL ARTEFACTS: 1. Pictures 2. Photos 3. Cultural Objects VERBAL TEXT: 1.Dialogue 2. Reading Text	**1. Research Approach** Qualitative Approach **2.Data Resorce** EFL Textbook "Buku Bahasa Inggris" for Grade XII Published by Ministry of Education and Culture. **3.Types of Data** Content analysis **4.Data Collection Method** Document analysis **5.Data Analysis Method**	1. What moral values are represented in the EFL textbook published by the Ministry of National Education and culture in twelfth grade for senior high school students? 2. How does the English textbook for senior high school published by the Ministry of Education and Culture of the Republic of Indonesia represent moral values?

| | | MICRO SEMIOTIC

1. Visual Artefacts

2. Verbal Text | | Content Analysis based on Donald Ary, et.al

1. Familiarizing and Organizing

2. Coding and Reducing

3. Interpreting and Representing | |
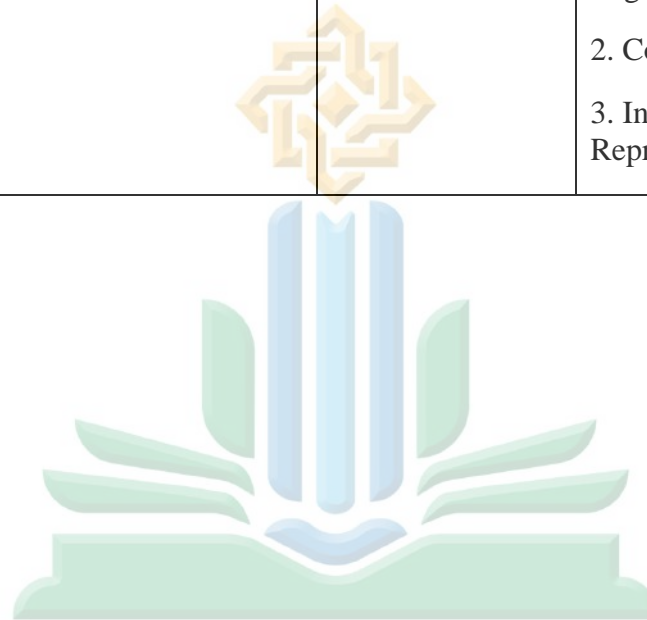
Appendix 2

<div align="center">

DECLARATION OF AUTHENTICITY

</div>

The undersigned below

Name	: Risa Alfianti
Plate, date of birth	: Banyuwangi, 22 July 2000
Address	: DSN. KABATMANTREN Desa Wringinputih Kecamatan Muncar
Faculty	: Education and Teacher Training
Program	: English Education

Declare that undergraduate thesis entitled **"THE REPRESENTATION OF MORAL VALUES EMBEDDED IN THE ENGLISH FOREIGN LANGUAGE TEXTBOOK AT THE TWELFTH GRADE FOR SENIOR HIGH SCHOOL: A MICRO SEMIOTIC ANALYSIS"** is truly my original work from the result of conducting research in ENGLISH TEXTBOOK, except some resources which are accepted from references mentioned.

Jember, 01 June 2023

Risa Alfianti
NIM. T20196139

Appendix 3

Yang bertanda tangan di bawah ini ;

Nama : As'ari, M.Pd.I

NIP : 197609152005011004

Jabatan : Dosen Bahasa Inggris

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Risa Alfianti dalam penelitian yang berjudul "The Representation of moral values embedded in the EFL textbook in twelfth grade *for senior high school students* : A Micro Semiotic"

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 23 October 2023

Yang membuat pernyataan

As'ari, M.Pd.I

197609152005011004

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ
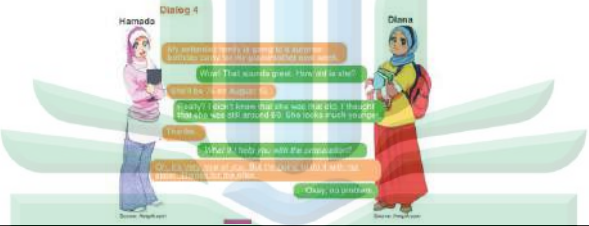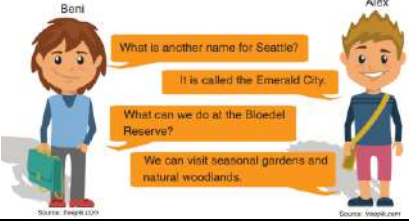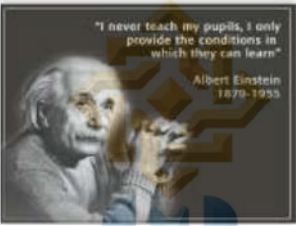
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Appendix 4

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Appendix 6

SHEET OF ANALYSIS

The representation of moral values in the textbook 'Bahasa Inggris' for Senior High School Grade XII [adopted form the table "The Portrayal of Values in the Textbook, *Pathway to English for Senior High School Grade XII*" in Widodo (2018, p.7)]

MORAL VALUE	CHAPTER	DATA SAMPLE	PAGE	DATA CODE
Religiousity	Chapter 1		P. 4	Re.P4.C1
	Chapter 1		P. 5	Re.P5.C1
	Chapter 1		P. 6	Re.P6.C1
	Chapter 1		P. 9	Re.P1.C9
Honesty	Chapter 1	" You look terrible. What can I do for you?."	P. 4	Ho.P4.C1
	Chapter 2		P. 25	Ho.P25.C2
	Chapter 2		P. 25	Ho.P25.C2
Tolerance	Chapter 1		P. 5	To.P5.C1
	Chapter 1		P. 8	To.P8.C1

	Chapter 2	"That's a good idea…."	P. 26	To.P26.C2
	Chapter 2		P. 16	To.P16.P2
	Chapter 2		P.20	To.P20.C2
	Chapter 3	"If you have any problems, come to me"	P. 35	To.P35.C3
	Chapter 3		P. 36	To.P36.C3
	Chapter 3		P.38	To.P38.C3
Self-discipline	Chapter 3		P.30	Se.P30.C3
	Chapter 3		P. 32	Se.P32.C3
	Chapter 3		P.39	Se.P39.C3
	Chapter 4		P.57	Se.P57.C4

Hard work	Chapter 2	Task 2: Exchange your work. Exchange your group's work with other group's work. Check the work. You may give some corrections and suggestions in other piece of paper.	P.28	Ho.P28.C2
	Chapter 3	Activities in Groups. How do You Do It? The first student will start by distributing a copy of his or her caption to each student in the group. All students then write a caption of the same picture, table, chart or graphic. After that, the students show the caption to their friends and explain the message in it. The second, third, and fourth students repeat the process.	P. 41	Ho.41.C3
	Chapter 4	Source: www.adweek.com	P.43	Ho.P4.C4
	Chapter 4	Roles and Responsibilities: • Deal and negotiate with customers • Respond to customers' queries about various products and services. Interested candidates should send their CV and scanned photograph to: Apika Plaza Ltd., Jl. A. Yani 25, Sukamakmur 65126 (Attn. Mr. Feliks Diansyah, Manager)	P. 59	Ho.P59.C4
	Chapter 3	"Tom: I know I didn't do well in the exam but I will try harder next time"	P.39	Ho.P39.C3
Creativity	Chapter 7	Artist Turns Plastic Bags into Art	P. 97	Ho.P97.C7
	Chapter 8	How to Make Chocolate Dipped Strawberries	P.111	Cr.P111.C8
	Chapter 8	"I'm mixing the flour and the eggs for the pastry"	P. 105	Cr.P105.C8
	Chapter 8	"Siti has just made a very beautiful handicraft from pandan leaf"	P. 104	Cr.P104.C8
Independence	Chapter 1	Task 1: Group work. Work in groups of 4. Write a dialog for each of the following situations. Source: freepk.com	P. 13	Cr.P13.C1
	Chapter 5	Task 1: Read the text aloud. Take turns to practice reading the news aloud. Pay attention to your pronunciation.	P.64	In.P64.C5
	Chapter 5	"Think individually, read the news item carefully. Then,	P.73	In.P73.C5

		respond to the following questions."		
	Chapter 6	Share your opinions about the headline "Parents upset, disappointed with online school registration".	P.88	In.P88.C6
	Chapter 8	Complete the following table first before having discussion with your group.	P. 117	In.P117.C8
	Chapter 8		P.111	In.P111.C8
Democracy	Chapter 11	PAYING TAX IS NOT A PUNISHMENT. IT'S RESPONSIBILITY. (CHRIS MATTHEWS)	P. 147	De.P147.C11
	Chapter 11	If your answer is "no" to one of these questions, see your teacher and discuss with him/her on how to make you understand and be able to write or talk about yourself better.	P.159	De.P159.C11
	Chapter 6		P. 84	De.P84.C6
Curiosity	Chapter 3	"Where is Edo? Usually he comes earlier than me." "Where are the others? They are not having lunch now?"	P.15	Cu.P15.C3
	Chapter 6		P.82	Cu.P82.C6
	Chapter 3	10 Great Quotes On Nature	P.34	Cu.P34.C3
Patriotism	Chapter 6	"I will take part in the bike race to celebrate the	P. 70	Na.P70.C4

		Independence Day."		
	Chapter 7	"They have donated a lot of money, things, and gifts to the orphanage" "She has taught the young children to read and write."	P. 89	Na.P89.C5
Nationalism	Chapter 4	"she will sing in the celebration of the Kartini Day"	P. 48	Pa.P48.C6
	Chapter 5	"On the Independence Dar his town got the Adipura award because it is the cleanest town in the province"	P. 60	Pa.P60.C7
Respect for Others	Chapter 1	"Wow! That's amazing. I've never thought of that before...."	P. 13	Ro.P13.C1
	Chapter 1		P. 14	Ro.P14.C1
Friendliness	Chapter 1		P. 8	Fr.P8.C1
	Chapter 1	"you will represent this class for the story-telling competition of our school next month"	P. 2	Fr.P2.C1
Peace loving	Chapter 2		P.15	PL.P15.C2
	Chapter 1	"Tania works at a bus agent located at Arjosari terminal. A stranger is walking approaching her bringing a suitcase."	P. 5	PL.P5.C1
Love to read	Chapter 3		P. 41	LR.P41.C3
	Chapter 4	"Let's read the recipes together, one by one. First, listen to me carefully"	P. 60	LR.P60.C4

Environmental sensitivity	Chapter 7	"Don't you think that our library looks dirty and messy? Let's do something to make it more tidy."	P. 83	Es.P83.C7
	Chapter 7		P. 93	Es.P93.C93
Social awareness	Chapter 5	"Mr. Sidin is sick and has been in hospital for two days. Why don't we go and see him this afternoon".	P. 50	Sa.P50.C5
	Chapter 9		P. 119	Sa.P119.C9
Responsibility	Chapter 9	"Work in groups to discuss these questions"	P. 120	Re.P120.C9
	Chapter 11		P. 149	Re.P149.C11

Appendix 7

RESEARCH INSTRUMENT

The representation of moral values in the textbook 'Bahasa Inggris' for Senior High School

Grade XII [adopted form the table "The Portrayal of Values in the Textbook, Pathway to

English for Senior High School Grade XII" in Widodo (2018, p.7)]

Chapter	Theme	Visual Artefact	Description	Location /Page	Values
N/A	N/A	Book Cover	9 pictures in 1 collage photo depict local and international heritage monuments are placed together such as the Great Wall, the statue of Liberty, the National Monument, Eiffel Tower, Petronas Twin Towers, Big Ben, and Kinderdijk. **Monas** is placed in middle as the main point of interest	Book Cover	Nationalism Patriotism Creativity Peace-loving Democracy Tolerance Respect for others Curiosity
1.	May I help you?	Two students girl	An image shows students are learning together. Dhea and Reza a senior high school student carrying books. Dhea is wearing hijab.	pp. 1, 4, 8, & 12	Religiosity Love to read Self-discipline Friendliness
2.	Why don't you visit Seattle	International cite	Only one picture depicts an international site picture of Seattle, a city on Puget Sound in the Pacific Northwest which is surrounded by water.	p. 15	Cultural identity Cultural tourism Peace-loving
3.	Creating captions	Panorama	One picture depicts Panorama which implies environmental sensitivity.	pp. 32 & 33	Peace-loving Environmental sensitivity
4.	Do you know to	A student	A picture potrays a senior high school student boy wearing a tidy	p. 48	Self-discipline

	apply for a job	Boy	uniform is saying discussing job in future.		Responsibility
5.	Who was involving?	N/A	There is no picture or any artifact that implies moral value	N/A	N/A
6.	Online school regitration	Newspaper	There is a photograph depicts newspaper explicitly showed with the words 'What' news?' through magnifier.	pp. 80 & 82	Love to read Collaborative learning Self-discipline
7.	It's garbage in, arts works out	Recycled arts	Two pictures depict recycled arts which imply environmental care/responsiveness/responsibility/patriotism, such as plastic bags art and toy motorcycles made from recycled part.	pp. 97 & 100	Environmental care Responsiveness Self-discipline
8.	How to make	Collar job	One image depicts collar job, specifically a female speaks confidently with the book as her reference.	p. 118	Self-discipline Independence Love to read
9.	Do it carefully	Family	An image depict a couple of elderly who eating together, while suddenly the man is chocking and the partner immediately shocked.	p. 119	Responsiveness Family bonding
10.	How to use Photoshop?	A Teacher	An image a teacher explaining the material with the book as his reference.	p. 138	Self-discipline Love to read Responsiveness
11.	Let's make a better world for all	A successful singer	One photograph depicts a successful singer who was basically a senior high school student who won 1st place in a singing contest. And she is wearing Hijab.	p. 149	Hard work Self-discipline religiosity

Note :

Re : Religiousty

Ho : Honesty

To : Tolerance

Di : Self-Discipline

Hw : Hard-working

Cr : Creativity

In : Independence

De : Democracy

Cu : Curiosity

Na : Nationalism

Pa : Patriotism

Ro : Respect for other

Fr : Friendliness

Pl : Peace-Loving

LR : Love to Read

Ea : Environment Awareness

Sa : Social Awareness
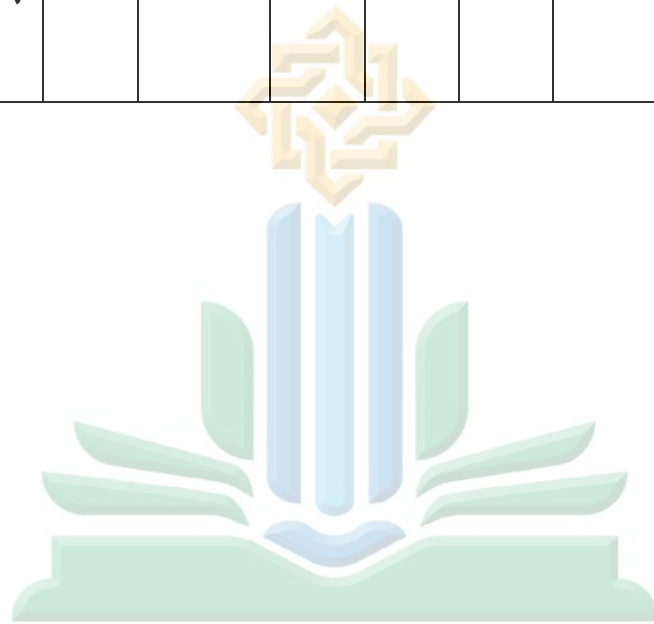
Re : Responsibility

Appendix 8

Checklist of Moral values Based on Curriculum Ministry of Education

No	Values	Likert scale								Micro-semiotic (Visual picture and written text)
		1	2	3	4	5	6	7	8	
1.	Religiousity				✓					• Visual pictures
2.	Honesty			✓						• Written text
3.	Tolerance								✓	• Visual picture • Written text
4.	Self-discipline				✓					• Visual picture • Written text
5.	Hard work					✓				• Visual picture • Written text
6.	Creativity				✓					• Visual picture • Written text
7.	Independence						✓			• Visual picture • Written text
8.	Democracy			✓						• Written text
9.	Curiosity			✓						• Visual picture • Written text
10.	Nationalism		✓							• Written text
11.	Patriotism		✓							• Written text
12.	Respect for other		✓							• Visual picture • Written text
13.	Friendliness		✓							• Visual picture • Written text

No										Description
14.	**Peace-loving**		✓							• Visual picture • Written text
15.	**Love to read**		✓							• Visual picture • Written text
16.	**Environme ntal sensitivity**		✓							• Visual picture • Written text
17.	**Social awareness**		✓							• Visual picture • Written text
18.	**Responsibil ity**		✓							• Visual picture • writtent text

Appendix 9

RESEARCH JOURNAL

COLLECTED DATA FROM NOTE - TAKING STRATEGY

No	Things to Do	Time	Notes
1	Specifying and presenting the primary data	January 7th 2023	• Deciding criteria of moral values that would analyzed ✓ There were 18 moral values by the ministry of national education
2	Diving the data	January 8th 2023	• Choosing the data in The English Textbook material that would be analyzed in the main course ✓ Used visual artifacts and verbal texts
3	Counting the data	January 25th 2023	• Counting the chosen data. How much the data in the textbook that would be analyzed
4	Coding the data	March 10th 2023	Giving the code to every data had chose
5	Analyzing the data	June 3th 2023	Analyzing the data in every chapter
6	Representing the data	June 26th 2023	• Representing the finding of analysis in the sheet of analysis • Describing the sheet analysis
7	conclusion	August 31th 2023	• Concluding the data, based on the result of analysis data

Jember, 2 October 2023
The adviser

DR. Inayatul Mukarromah., S.S. MPd
NIP. 197602102009122001

Appendix 10

<center>**BIODATA**</center>

Personal Information

Name	:	Risa Alfianti
Plate, date of birth	:	Banyuawangi, 22 July 2000
Address	:	Dsn. KABATMANTREN Ds. Wringinputih Kec. Muncar
Faculty	:	Education and Teacher Training
Major	:	English Education Department
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Educational Background

MI DA'WATUL KHOIRIYAH WRINGINPUTIH   (Graduated in 2013)

 MTSN NEGERI 4 BANYUWANGI   (Graduated in 2016)

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UNIVERSITAS ISLAM NEGERI KH. ACHMAD SIDDIQ JEMBER