How Indonesian Junior High School EFL Textbooks Instill Moral Values? A Critical Discourse Analysis

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Abstract

This study aims to analyze the moral values instilled in the Indonesian Ministry's Junior High School English language teaching book for EFL (English as a Foreign Language) students based on Martin & White's (2005) theory of language evaluation, Kress & van Leuween's (2002) theory of visual grammar, Smetana's (2006) theory of the social domain, and Lickona (1991), and the approach of the study using critical discourse analysis. The research investigates the discourse strategies employed in the book to convey moral values and their impact on the target audience, including 1) analyzing the moral messages, 2) evaluating the relevance of moral messages, 3) assessing whether the moral message is effective, and 4) evaluating the effectiveness of moral education in English language textbooks. The limitations in this study are limitations on the data used—only one textbook from the Indonesian Ministry of Education—and this study will not discuss the effectiveness of textbooks in teaching English to EFL students. This research only focuses on analyzing the moral values contained in the textbook. This study contributes to the understanding of the role of moral education in foreign language learning and provides insights for educators in designing language teaching materials that incorporate moral values. The findings of this research will be beneficial for EFL teachers, curriculum developers, and researchers interested in language education and critical discourse analysis.

Keywords: Critical Discourse Analysis, Curriculum developers, EFL Books, Language educations

Introduction

Research on morality in English-language textbooks is essential because morality is a crucial value in daily life. In English language textbooks, various stories and texts often contain moral messages that can shape students' characters and positive attitudes. However, in some cases, moral messages in English-language textbooks may not effectively shape students' characters and positive values. There may be a need for more focus or even unawareness in conveying the desired moral message to students, or there may be differences in values or perspectives in different cultural contexts.

The research problem regarding morality in English language textbooks is the extent to which moral messages contained in English language textbooks can effectively shape students' characters and positive values. Many experts have researched the importance of morality in education, such as Kohlberg (1981), who stated that moral education is an integral part of education because it involves

the development of individual attitudes and character. Furthermore, Thompson (2009) concluded that moral texts found in English language textbooks needed to be clarified whether students understand the moral messages contained in the texts or not. This is an important issue to study because morals taught in schools must be relevant to students' everyday lives so that they can understand and internalize those values (Lickona, 1991). In different cultural contexts, the teaching of moral values or perspectives in English-language textbooks must also be adjusted to the cultural values prevailing in the students' country or environment. In that case, Cohen (2015) stated that morality taught in English language textbooks should be sensitive to students' cultural and environmental differences to build understanding and appreciation for different values.

In general, the research goal on morality in English language textbooks is to evaluate the effectiveness of moral messages contained in English language textbooks in shaping students' characters and positive values. This research aims to analyze the moral messages contained in English language textbooks and assess whether the moral messages in English language textbooks are consistent with the cultural values prevailing in the students' country or environment. To achieve these research objectives, the researcher refers to experts' opinions. For example, according to Lickona (1991), "Moral education in schools should not only teach moral values but also help students internalize those values." Meanwhile, according to Cohen (2015), "to create an inclusive learning environment, English language textbooks should be sensitive to students' cultural and environmental differences."

The research contribution of this study is to increase understanding of the importance of character education in learning, particularly in English language textbooks. This study can significantly contribute to the development of character education and positive values for students, textbook authors, curriculum developers, language education, and research interest in critical discourse analysis.

Literature Review
CDA Study Toward ELT Textbooks

Critical Discourse Analysis (CDA) provides a comprehensive framework for investigating how language is employed to construct and perpetuate power structures, social inequalities, and ideologies. By applying CDA to the analysis of English Language Teaching (ELT) textbooks, researchers gain valuable insights into how language, images, and activities within these materials contribute to the promotion or reinforcement of dominant discourses. Researchers who have utilized CDA in this context have successfully unveiled hidden biases, stereotypes, and ethnocentrism often prevalent in ELT textbooks (Fairclough, 2003; Pennycook, 2016). These insightful studies have examined how power asymmetries manifest in the representation of gender, ethnicity, and social classes (Trenkic, 2015). Moreover, in recent years, researchers have focused on various dimensions of ELT textbooks, such as gender representation, cultural/multicultural content, and pedagogical representation, leading to a more comprehensive understanding of the underlying dynamics in these educational resources (Puspitasari et al., 2021).

Through the lens of CDA, researchers have shed light on the pervasive influence of power dynamics within ELT textbooks. They have uncovered how language choices, images, and activities can perpetuate existing power structures and reinforce social hierarchies. By critically analyzing the discursive strategies employed in these textbooks, scholars have exposed the subtle mechanisms through which dominant ideologies are sustained and disseminated. This line of inquiry has revealed the biased portrayals of gender, ethnicity, and social classes that are often encoded in the materials, thereby contributing to the reproduction of inequality. Furthermore, the application of CDA to ELT textbooks has expanded beyond the examination of individual dimensions. Researchers have delved into the multifaceted nature of these materials, investigating various aspects such as the representation of diverse gender identities, the inclusion of multicultural content, and the pedagogical approaches used. These studies have helped uncover the complex interplay between language, power, and representation in ELT materials, highlighting the need for critical awareness and inclusive practices in educational contexts (Puspitasari, 2021).

In recent years, a growing body of research has focused on the critical analysis of ELT textbooks through the framework of Critical Discourse Analysis (CDA). This approach has proved instrumental in uncovering how language, images, and activities within these materials contribute to the perpetuation of dominant discourses and power structures. Notably, scholars utilizing CDA have

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successfully exposed the hidden biases, stereotypes, and ethnocentrism that often underlie ELT textbooks (Fairclough, 2003; Pennycook, 2016). By critically examining the representation of gender, ethnicity, and social classes in these materials, researchers have shed light on the power asymmetries reflected in their content (Trenkic, 2015). However, the analysis of ELT textbooks goes beyond these specific dimensions. Scholars have recognized the importance of considering a range of factors, including gender representation, cultural/multicultural content, and pedagogical representation. By exploring these various dimensions, researchers have aimed to develop a more comprehensive understanding of the complex dynamics at play in ELT textbooks (Puspitasari, 2021). These endeavors contribute to the ongoing efforts to create more inclusive and equitable educational resources.

Moral Representation in EFL Textbooks

In recent decades, research interest in evaluating moral value in EFL textbooks has increased, and numerous studies have been undertaken by researchers around the world, such as in Indonesia (Puspitasari et al., 2021; Setyono & Widodo, 2019), Chinese (Xiong, 2012; Feng, 2017), Ethiopia (Gebregeorgis, 2017), Japan (Han, 2018; Bamkin, 2018; Nishino, 2017). They all provided empirical data focused in terms of moral and multicultural values in EFL textbooks. Driven by Feng, W. D. (2019), an analysis of 19 textbooks from Primary 1 to Secondary 4–6 in Hong Kong revealed a progression of social values from the personal domain, such as good hygiene and healthy lifestyle, to the interpersonal domain, including politeness and respect, and finally to an altruistic concern for all humankind.

Puspitasari et al. (2021) studied three primary school EL textbooks and identified the most prevalent moral values depicted through discourse. The study found that helping others, being friendly and polite, and practicing tolerance were the dominant moral values emphasized in the educational materials to instill these values in students.

In a study by Khoirunisa et al. (2021), the presence of tolerance values in textbooks was explored. The researchers discovered that cultural and religious differences were addressed within the context of promoting tolerance. The study emphasized that activities involving interactions with peers, such as displaying polite behavior towards elders and demonstrating care and respect for others, were the primary ways tolerance was portrayed.

Van Canh (2018) examined Vietnamese textbooks and observed the presentation of both Vietnamese and universal moral values. However, the study revealed that the learning activities provided in the textbooks needed to be improved in engaging students in critical thinking, decision-making, and problem-solving skills. Consequently, the study underscored the necessity for more interactive and engaging activities to be incorporated into the textbooks.

In a separate investigation conducted by Istiqomah et al. in 2019, they examined English textbooks intended for seventh-grade students. As a result of their analysis, they pinpointed 14 moral principles that were evident within the content of these educational materials. These principles encompassed a range of values, including religious devotion, integrity, tolerance, self-control, diligence, democratic ideals, enthusiasm for learning and a passion for reading, love for one's country, a sense of national identity, amicability, effective communication, environmental consciousness, societal awareness, and a sense of duty.

The existing research has primarily focused on culture in English Language Teaching (ELT) textbooks. However, there is a pressing need for a more comprehensive analysis of this topic. Consequently, the present study investigates how English teachers utilize cultural references found in textbooks during their teaching practices. Additionally, it is imperative to conduct further research that critically examines the representation of moral values in ELT textbooks. This analysis should encompass textbooks published by different publishers and utilized in various countries where English is taught internationally. Furthermore, it is also essential to conduct studies and research on the implementation of the Independent Curriculum in Indonesia, in line with the research recommendations (Rachel Davidson and Yongcan Liu. 2018).

The literature review demonstrates that multiple studies have examined the portrayal of social values in English language textbooks. The findings highlight the progression of values, starting from individual concerns and progressing to interpersonal and altruistic considerations. These studies underscore the significance of fostering moral development through educational materials.

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Tolerance is a prominent value depicted across various contexts, addressing cultural, religious, and interpersonal differences. However, the studies also indicate a need for textbooks to incorporate more interactive and engaging learning activities that foster critical thinking, decision-making, and problem-solving skills.

Collectively, the reviewed studies contribute to our understanding of moral representation in English as a Foreign Language (EFL) textbooks. They provide insights into the conveyed values and suggest strategies to improve instructional materials, aiming to enhance students' moral development and critical thinking abilities.

Nevertheless, there is a limited body of research that has investigated the portrayal of moral ideals within language textbooks utilized in primary school settings. Language textbooks may contain explicit or implicit representations of cultural content and moral values. These may include guidance on appropriate emotions, thoughts, and behaviors in specific contexts, as well as the promotion of open-mindedness, respect, politeness, tolerance for differences, and the principles of equality and

Methods
Linguistic frameworks are used to analyze verbal and visual texts.

Taking a critical social semiotic perspective, texts are seen as reflections of the social activities in which individuals engage as they create, consume, and distribute these texts in their daily lives (Fairclough, 1989; Widodo, 2018). Language textbooks, in particular, act as educational materials that showcase various social activities. In this study, critical discourse analysis (CDA) was used to examine both written and visual content found in specific textbooks, shedding light on how moral values are portrayed. In this context, CDA helped in understanding moral values as emotional discourses that are evident in textbooks. To carry out this analysis, the language appraisal framework by Martin and White (2005) and the visual grammar theory by Kress and van Leeuwen (2006) were adopted as analytical tools in this research.

Linguistic frameworks are used to analyze verbal and visual texts.

In the Merdeka Curriculum, English is a compulsory subject in junior high schools. The flexibility within the Merdeka Curriculum grants teachers the freedom to utilize textbooks and teaching materials that align with their instructional styles and the characteristics of students in Indonesia. For this research, the author selected a grade 7 textbook from the Ministry of Education's open-source website. The textbook, authored by Ika Lestari Damayanti et al. in 2022, was chosen for several reasons. Firstly, it is an open-source textbook readily accessible to teachers in Indonesia. Secondly, it aligns with the Merdeka Curriculum that was in effect during the research period. Thirdly, it meets the criteria established by the Indonesian National Education Standards Agency. Lastly, the textbook exhibits rich verbal and visual content representing cultural and moral values deemed important in Indonesian society. Thus, this textbook is a valuable source of information on how students are taught moral values.

Data Collection Method

For data collection using document analysis, several considerations are taken into account, such as:

Collecting Textbooks

The researched textbooks should represent various curricula used in the country where this research is conducted. Additionally, the textbooks should be English language teaching materials that specifically focus on English language learning.

Identifying Texts and Images

The next step is to identify relevant texts and images related to the teaching of moral values. This includes dialogues, stories, student exercises, and any activities that pertain to moral and ethical topics. The researcher creates a list and interprets how these texts and images contribute to the teaching of moral values to the students.

Discourse Analysis

The researcher also focuses on the language structure, word usage, social context, as well as implicit or implied messages contained within the texts.

Categorizing Moral Values

The researcher categorizes moral values and creates a framework of the prevailing moral values in Indonesia, such as honesty, cooperation, tolerance, and responsibility.

These considerations ensure a systematic and comprehensive analysis of the EFL textbooks' role in instilling moral values among Indonesian junior high school students.

Analysis Data

To effectively collect data about the research question, it is crucial to adopt a systematic and rigorous approach. Firstly, the research question should guide the selection of appropriate data sources and collection methods. As part of this process, it is vital to consider the inclusion of specific examples of data that are relevant to the research question under investigation. These examples serve as concrete illustrations that support the formulation of hypotheses and the identification of patterns or relationships within the data. Additionally, including quantitative data is highly valuable for its ability to provide precise measurements and numerical values. This type of data can be collected through various means, such as existing datasets, enabling researchers to conduct statistical analyses to test hypotheses and draw objective conclusions. The careful consideration and incorporation of specific examples of data and quantitative measures in the data collection process enhance the reliability, validity, and overall robustness of the research findings.

From a qualitative perspective, the investigation of lexico-grammatical elements that convey morally significant concepts involved the application of Martin and White's (2005) language appraisal framework. This framework facilitated assessing various aspects, including expressions of positive or negative emotions, social evaluation, societal regard, and societal disapproval. When examining visual content, Kress and van Leeuwen's (2006) criteria for ideational, interpersonal, and textual functions were utilized. These criteria allowed for a thorough examination of visual materials. Additionally, Smetana's (2006) social domain theory was employed to understand how children interact with their parents, peers, adolescents, and the broader community.

The last aspect to consider is evaluating consistency and implications. The researcher examines whether there is a disparity between the values conveyed in the textbooks and the prevailing values in Indonesia, which involves interpreting based on the findings obtained by the researcher.

Trustworthiness

Ensuring the trustworthiness of a research study is crucial to establishing its credibility and reliability. In the context of this critical discourse analysis on how Indonesian junior high school English as a Foreign Language (EFL) textbooks instill moral values, several measures were taken to enhance the trustworthiness of the research.

Firstly, a rigorous process of data collection was conducted. The selection of EFL textbooks used in Indonesian junior high schools was carefully made, considering a variety of publishers and editions to ensure the representation of different perspectives and approaches. This approach aimed to minimize potential bias and provide a comprehensive analysis of the subject matter.

Secondly, the process of data analysis followed a systematic and transparent approach. The researchers applied qualitative and quantitative techniques to analyze the collected data. The qualitative analysis involved identifying recurring themes, patterns, and rhetorical devices to convey moral values. Concurrently, the quantitative analysis included frequency counts, statistical measures, and textual comparisons to provide a more comprehensive understanding of the prevalence and distribution of moral values across the textbooks. This methodological triangulation ensured the reliability and validity of the findings.

Thirdly, an iterative process of interpretation and critical reflection was employed. The researchers engaged in extensive discussions to enhance the depth and accuracy of the interpretations. By critically examining the underlying ideologies, power relations, and social implications associated with the representation of moral values in the textbooks, the researchers aimed to provide a nuanced and comprehensive analysis.

By implementing these measures, the research aimed to establish the trustworthiness of the critical discourse analysis on how Indonesian junior high school EFL textbooks instill moral values. The comprehensive data collection, systematic analysis, critical interpretation, ethical considerations, and expert feedback all contributed to ensuring the reliability, credibility, and trustworthiness of the research findings.

Finding

A comprehensive examination of visuals within the English For Nusantara school English learning textbooks initiates our exploration. The visual analysis delves into the portrayal of moral values across three distinct textbooks. To unveil a more intricate understanding of our discoveries, we present an elaborate breakdown of how moral values are depicted within the educational materials, scrutinizing their manifestation across both personal (individual) and societal dimensions (see the table).

Our scrutiny centers on meticulously investigating the visual content within the English For Nusantara curriculum's English learning textbooks. The intention is to unveil the nuanced representation of moral principles across three discrete volumes. To expound upon our observations, we offer a comprehensive exposition that dissects the intricate interplay of moral values in these pedagogical resources. Our analysis extends to an exploration of how these values are artfully interwoven, encompassing both the realm of individual character development and the broader societal context.

The description of visual representation of moral values in English Language Textbooks.

Table 1

Chapter	Themes	Description	Pg Num	Visual & Verbal Analysis	Moral Values in the text
1	About Me	The teacher explain the material	35	The teacher is delivering a lesson on a whiteboard, dressed formally, and utilizing a pointer. They are wearing glasses, and their hair is neatly tied back with a hair tie. The teacher's expression is quite serious while explaining the material, yet there are moments of a subtle smile.	The image emphasizes professionalism, dedication to education, attention to detail, approachability, and balance. The teacher's attire, serious demeanor, and use of visual aids underscore their commitment to effective teaching. A neat appearance and a subtle smile show attention to detail and a welcoming attitude. The overall message promotes professionalism in education,

					creating a positive learning environment and striking a balance between seriousness and approachability.
2	Culinary and Me	Two students eat their lunch and talk about their favorite food	61	Two students are eating lunch, one of them is depicted reading basmalah before eating. Then, one of the students shared her food with her friend and said that it was her favorite food.	The visuals depicted contain the values of religious tolerance, mutual sharing, and mutual respect. In the early scene, Galang is depicted reciting the basmalah before eating, while Monita does not read the basmalah and is not wearing a hijab, so it can be concluded that Monita has different beliefs from Galang. This shows an excellent example of religious tolerance. In the next scene, Monita shares her food with Galang, and Galang is seen enjoying the food that Monita gave him. This shows an example of sharing and appreciating other people's gifts.
2	Culinary and Me	A family is having lunch	64	One family is having lunch, and one of the children appears to be unwell as they are using a wheelchair. The person cooking is the father, as he is serving the food. After saying a prayer, they proceed to eat, which includes rice, orange juice, spicy chicken, salad, and pudding.	The depicted scene encapsulates values of familial care, inclusivity, compassion, gender roles, and gratitude. The family's shared meal demonstrates care and togetherness, particularly highlighted by the father's role in cooking and serving. The presence of a child in a wheelchair emphasizes inclusivity and empathy, showing the family's commitment to supporting and accommodating each other's needs. Traditional gender roles are subtly portrayed as the father takes on the cooking responsibility. Saying a prayer

					before eating signifies gratitude and a sense of appreciation for the meal. Overall, this scene promotes values of unity, understanding, empathy, and gratitude within the context of family dynamics.
3	Home Sweet Home	Five individuals are currently cleaning the house	120	Five individuals are cleaning the house, comprising two females and three males. The two females are wearing hair ribbons, and some males are in short and long pants. They are each engaged in their tasks, including cleaning windows, tidying up dolls and books, mopping the floor, and preparing garbage bags.	The scenario exemplifies the values of teamwork, gender equality, responsibility, and self-sufficiency. The diverse group of individuals, regardless of gender, collaboratively engage in cleaning tasks, highlighting the importance of shared responsibilities and teamwork in maintaining a household. Including males and females in various tasks promotes gender equality and breaks traditional stereotypes. Each person's dedication to their specific duties showcases a strong sense of responsibility and accountability. Furthermore, the self-sufficient approach of tackling their tasks independently underscores the value of taking initiative and contributing actively to a clean and organized environment. Overall, this scene portrays values of cooperation, gender inclusivity, diligence, and personal responsibility within a household context.
4	my school activities	Six individuals engaged in conversation across three separate images.	188	A junior high school student in a tie and proper attire, holding his chin in a contemplative gesture with many sentences above his head, his name not indicative of any Indonesian name, yet adorned in the uniform typical of secondary	The moral values conveyed by this image include intellectual curiosity, respect for tradition, open-mindedness, critical thinking, and the expression of identity.

				education institutions in Indonesia.	
4	my school activities	A junior standing by self	164	A junior high school female student wearing a complete school uniform with a belt and tie and her hair tied back.	Fostering morale and cultivating mutual understanding.
4	my school activities	Five individuals are standing in a row.	166	Five individuals are standing in parallel, seemingly greeting the reader. Below the image, there is a map of Indonesia in red and white, representing the colors of the Indonesian flag. These five individuals are also dressed in traditional attire from various regions across Indonesia.	The moral values depicted in this text and image encompass cultural diversity, unity, patriotism, respect for tradition, and a sense of identity.
5	This is My School	Three teacher standing	213	Three teachers are standing together, consisting of two males and one female. One of the teachers has dark skin and a robust build, while another has fair skin with slightly long hair. The female teacher, with fair skin, wears glasses and has long hair tied with a ribbon. All three teachers are wearing identical uniforms in a brown hue."	The description reflects values of diversity, gender equality, unity, and professionalism. The presence of teachers from different genders and ethnic backgrounds highlights the importance of embracing diversity within the educational environment. The portrayal of a female teacher alongside male teachers promotes gender equality and breaks traditional norms. Despite their distinct appearances, they wear the same uniform, symbolizing unity and a shared sense of purpose. This scene underscores the value of professionalism, as they all appear well-groomed and attired in uniforms. Overall, the description underscores the significance of inclusivity, equal representation, collaboration, and a commitment to education.

Discussion

The dialogues concerning values are intricately linked to the sociocultural backdrop in which these values are ingrained. Drawing from the concepts of linguistic assessment proposed by Martin and White (2005), as well as the visual grammar frameworks outlined by Kress and van Leeuwen (2006), these dialogues are classified into two distinct categories: discussions related to social admiration and those associated with social admonishment. These classifications bolster the societal standards and customary practices that young learners are expected to internalize and comprehend.

At the secondary education level, students embark on the journey of learning to conduct themselves following socially acceptable norms, paralleling their evolving comprehension of right and wrong through interactions with peers. Within this context, moral development unfolds as a socio-emotional process intricately entwining the interactions between individuals and their surroundings within the societal realm.

Within secondary education, students are compelled to engage in learning through educational textbooks. The presented material, whether in images or text, potentially grants them an understanding of distinct values. As a result, prior research about the assessment of textbooks has shown that these educational resources play a role in instilling moral values within the learners. The findings from this research indicate the prominence of five fundamental moral values prevalent within the content of these textbooks—specifically, equality (gender equality), politeness, and being friendly.

Equality in gender and daily activities

The role of gender equality in English textbooks for secondary schools holds a profoundly significant impact on shaping students' perspectives and moral values. Textbooks possess the potential to be sources of potent inspiration and knowledge, and by integrating principles of gender equality within their content, these books can provide students with profound moral lessons. Through narratives that depict characters in balanced gender roles, conflicts resolved with fairness, and social interactions based on openness and mutual respect, students can internalize essential values such as appreciation for differences, shared responsibility, and gender justice.

The significance of gender equality's role in English textbooks for secondary schools also resides in cultivating students' positive attitudes toward the relationship between gender and morality. In an increasingly interconnected global context, students' understanding of gender roles and the importance of equality becomes more relevant. Textbooks that portray women and men with diverse and robust characteristics while exploring concepts of responsibility and empathy beyond gender boundaries can aid students in internalizing moral principles that support collaboration and esteem for all individuals, regardless of their gender or gender identity. Consequently, using English textbooks that promote gender equality will assist in shaping a younger generation that is more conscious, sensitive, and adept at comprehending and addressing diverse moral issues within an increasingly complex and varied society.

Figure 1. English for Nusantara (grade VII), pg. 120.

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The presented image depicts a tangible example of gender equality in daily life. It portrays two women cleaning a room alongside men, who are also actively engaged in their tasks. This contrasts with the prevailing stereotypes in Indonesia, where cleanliness is often associated with the role of women. In that culture, cleaning duties are frequently deemed as responsibilities of women, while tasks considered heavier or more strenuous, such as lifting heavy objects, are assigned to men. However, the image reflects the efforts of the book's author to spotlight and celebrate gender equality by demonstrating that all individuals, regardless of gender, possess the potential to engage in all aspects of life, including environmental upkeep.

The image carries a compelling message about the significance of dismantling gender stereotypes within students. By illustrating men and women collaborating in diverse tasks, the image teaches that one's abilities and interests should not be constrained by gender. This aligns with the global endeavor to achieve true gender equality, where all individuals have equal rights to choose and pursue their aspirations without being influenced by outdated norms. It is hoped that this image will inspire students to perceive the potential of each individual without gender bias and foster changes in perspectives and actions related to gender roles within society.

Politeness of person

The chapter on politeness in the high school English textbook aims to equip students with essential communication skills and cultural awareness. The primary goal of including this topic is to cultivate a respectful and considerate attitude among students, enabling them to interact effectively with individuals of varying ages and backgrounds. Politeness is pivotal in fostering harmonious relationships and promoting a positive learning environment. By teaching students the nuances of polite language and behavior, the textbook aims to enhance their ability to engage in meaningful conversations, express opinions, and participate in discussions with peers, teachers, and elders. Through understanding the significance of politeness, students can transcend cultural boundaries and exhibit empathy and understanding in their interactions, thereby contributing to their personal growth and the development of a well-mannered society.

Understanding and practicing politeness in communication has immediate and long-term impacts on students' lives. In Indonesian culture, respecting elders and teachers is deeply ingrained, and demonstrating proper communication etiquette is crucial. Learning how to address elders and teachers with the appropriate level of formality and honor not only reflects one's upbringing and establishes a positive rapport. Students who grasp the importance of politeness will likely receive greater attention and guidance from their educators, fostering a conducive learning atmosphere. Moreover, the understanding of politeness enables students to navigate social situations with grace and tact, setting them up for success in their future careers and personal relationships. Over time, incorporating politeness in daily interactions contributes to the collective improvement of communication standards, promoting a society that values courtesy, empathy, and practical expression.

Figure 2. Source: English for Nusantara (grade VII), pg. 174.

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The provided image depicts a display of student politeness towards their teacher. The students employ the term "Ibu" (Mother) when addressing their teacher. In the context of English language instruction, as evident from the image, the classroom employs an entire English language immersion method for teaching. However, owing to the prevailing cultural value of respect and politeness in Indonesia, the students use "Ibu" when addressing their teacher.

In this educational setting, where English is the medium of instruction, the utilization of an entire English immersion approach is evident. This technique aims to create an environment conducive to acquiring English language skills through comprehensive exposure and interaction in the language. Nonetheless, it is noteworthy that cultural norms play a significant role in shaping communication practices. In Indonesian society, the use of honorifics like "Ibu" is emblematic of the respect that students hold for their educators. Despite the language of instruction being English, this observance underscores the importance of cultural values in interpersonal interactions and how language is intertwined with societal norms.

The fusion of a full English language teaching methodology with the cultural practice of addressing educators with honorifics highlights the nuanced nature of communication. The students' adherence to "Ibu" showcases their reverence for their teacher, demonstrating an inherent harmony between language learning and cultural respect. This phenomenon accentuates the intricate balance between educational strategies and societal traditions, nurturing students who not only excel in language proficiency but also exhibit cultural sensitivity and appreciation.

Being Friendly to Others

Being Friendly to others in the high school English textbook serves as a crucial lesson aimed at fostering positive interpersonal relationships and practical communication skills among students. The central objective of incorporating this topic is to cultivate a sense of inclusivity and empathy, enabling students to establish meaningful connections with their peers. By encouraging students to engage in friendly interactions, the curriculum creates a supportive and harmonious learning environment where mutual respect and understanding thrive. The lessons emphasize the significance of greetings, introductions, and initiating conversations, all enhancing students' social skills and self-confidence. Through mastering these friendly communication techniques, students are not only empowered to form genuine bonds but also equipped to navigate various social scenarios with grace and ease.

Figure 3. Source: English for Nusantara (grade VII), pg. 206

The provided image depicts three individuals engaged in a conversation. The underlying moral message the image conveys emphasizes the value of being friendly towards friends and acquaintances. This is manifested through various actions, such as extending a hand in greeting, initiating conversations with polite expressions, and displaying a genuinely interested facial expression while others are speaking. These elements collectively exemplify the concept of friendliness and contribute to fostering positive interactions. This image is a powerful tool to impart the significance of friendly behavior, which can be effectively conveyed to the target audience—middle school students. The depicted actions, such as using friendly gestures and greetings, as well as exhibiting attentive body

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language, serve as practical examples that the students can readily incorporate into their daily lives when interacting with their peers.

By portraying these relatable scenarios, the image effectively communicates the essential principles of being friendly to young readers. The gestures and expressions showcased in the image provide tangible guidance on how to initiate and sustain friendly interactions. This visual representation not only captures the attention of the middle school students but also resonates with their own experiences and aspirations. It encourages them to adopt these practices as they navigate their daily interactions and cultivate a culture of friendliness and respect among their peers. In essence, the image offers a concrete model for the students to embrace and implement, contributing to developing their social skills and fostering a positive and harmonious environment in their friendships and interactions.

Conclusion

In conclusion, incorporating values such as gender equality, politeness, and being friendly within the context of secondary education English textbooks holds paramount significance. These values are intricately interwoven with the societal norms and cultural fabric of the students' surroundings. By categorizing dialogues into discussions related to social admiration and admonishment, these textbooks enable young learners to navigate the complex landscape of moral development. The visual grammar and linguistic assessment frameworks aid in comprehending how these values are conveyed through text and images, enhancing students' understanding of the intricate nuances of communication.

Moreover, the visual depiction of gender equality challenges stereotypes, promoting inclusivity and collaboration. The recognition of politeness as a vital communication tool not only cultivates respectful interactions but also reflects cultural traditions. The portrayal of friendly behavior in interactions empowers students with practical tools to establish meaningful connections. Collectively, these values equip students not only with language skills but also with the ethical foundation necessary to navigate an interconnected world while respecting diverse perspectives. As secondary education plays a pivotal role in shaping adolescents' moral compass, these English textbooks bear the responsibility of fostering a generation of students who not only excel linguistically but also embrace empathy, respect, and understanding as they interact within their society and beyond.

One important note in this book is that while the visual representation of gender equality and friendliness is commendable, there must be careful consideration and study of the gestures depicted in the images, particularly when students greet their teachers by raising their hands. This gesture contrasts starkly with the prevailing norms and cultural practices in Indonesia, where such a gesture is rarely employed. As a result, introducing uncommon gestures within the local culture can lead to potential misunderstandings or challenges in actual interactions.

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