



Critical Discourse Analysis of Moral Values in EFL Textbook for Senior High School

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Abstract: This study aims to determine the description of the moral values contained in the English textbook for class XI Senior High School, which the Ministry of Education and Culture of the Republic of Indonesia approved. The present study uses Critical Discourse Analysis (CDA) with a qualitative design method. This study uses critical discourse analysis to determine the moral values in visual and verbal texts. The study found the English textbook contains moral values in behaving in the surrounding environment, both in individual and in groups. Another thing is that most of what is listed in this English textbook contains moral values such as a sense of responsibility for oneself and others. The other findings, a sense of concern for the surrounding environment and concern for others, are described from visual and verbal texts. Thus, the moral values found in this textbook need to be known by teachers and students so that they can think more critically and read about understanding moral values such as a sense of responsibility, care, and concern.

Keywords: *Critical discourse analysis; moral values; English textbooks.*

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A. INTRODUCTION

Textbooks are one of the learning tools that provide a variety of materials and are used by teachers as teaching and learning activities in the classroom. Pratama and Retnawati (2018) stated that textbooks are a learning media tool used as learning materials



in class. Textbook also creates teaching materials to communicate between students, teachers, and the instructional resources listed in it. Textbooks also contain proper values for students that can be practised in the community. Textbook is viewed as an ideological message, namely the community's dominant values and beliefs (Opoku-Amankwa et al., 2011). Therefore, textbook has a moral message to teach students and can be practised in the community. Widodo (2018) asserts that textbooks carry messages or values not known by teachers and students, described in visual and verbal texts. Mandarani et al. (2021) argue that textbooks represent their character values. According to Xiong (2012), moral values are very high-quality educational values because these values are signs of social humanity or civilized culture, such as caring, a sense of responsibility, and concern. Moral messages can be used as teaching materials delivered to students in language teaching, especially English. Teaching English is also suitable. Some values are helpful for students. Moral values and discipline values in teaching English are contained in it. Shaaban (2005) expressed that English classes also have disciplinary and moral values in their learning, one of which is contained in textbooks that can be instilled into students and practised in the community. Thus, English textbooks contain many moral values and discipline in which the teacher gives an ideological message that can shape students' character to have good personalities in learning English.

This indicates that the textbook conveys the material and other values listed in it. Sukma et al. (2021) believed textbooks include religious beliefs, honesty, tolerance, discipline, work ethic, creativity, independence, democracy, patriotism, nationalism, respect, friendliness, peace, reading, environmental and social care, and a sense of responsibility. Responsibility and many more moral values and discipline are in it. This textbook contains a moral message, especially in learning English. Moral values and discipline are tried to be integrated into English learning, which helps teachers convey to students that language learning is not just a theory and ideology but its moral values. According to Galina and Ryan (2016), moral messages have been integrated into language textbooks and used as guidelines for teacher delivery to every student in the class. In other words, the teacher conveys the material, and the moral values that can build a better personality need to be conveyed to every student. Thus, today's English textbooks have integrated moral values into them. English textbooks have been integrated with the character/moral education contained in them (Mambu, 2015). Therefore, one of the goals



of character or moral education is to shape the character or morals of students to have a good personality.

Moral value is a measure of whether or not a person's behaviour is in the view of society. Mahendra and Amelia (2020) mention that moral values are related to good and bad actions that form the basis of human life and society. So, the moral values raised here need to be known in English learning textbooks. According to Ngammuk (2011), language learning does not only teach the material, but there are moral values such as honesty, discipline, responsibility, and courtesy. That is, the Textbook does not only focus on the material but some moral values are given in it. These moral values must be considered, especially in teaching and learning. In English learning textbooks, moral values such as honesty, discipline, courtesy, humility, and responsibility are conveyed. Honesty is a feeling of loyalty to oneself, especially in tasks (Ngammuk, 2011). A discipline is a person who has a high responsibility, politeness is polite behaviour characterized by humility in any situation and high moral values, and responsibility is the behaviour of someone who has awareness in terms of the trust given. According to Puspitasari et al. (2021), the learning process using textbooks not only displays knowledge and skills but hidden moral values in education have been in demand for the last 15 years. According to Destelita et al. (2022), moral values need to be instilled to have a civilized character in education because it will shape the students' character in their environment. In addition, Engelen et al. (2018) said that instilling moral values in young students requires a process. This is very important to convey because it relates to the growth of their characteristics in the future. Thus, the explanation of these moral values contains beneficial meanings for students, especially in terms of learning English which does not only contain material but moral education to build students' character for the better.

A textbook is a book on specific subjects used in teaching and learning for students. Radić-Bojanić et al. (2016) asserted that textbooks are certain subject books teachers use. Based on this definition, the English textbook given to students aims to convey the necessary knowledge, skills, and information about certain materials as learning materials to prepare themselves for the cultural backgrounds in every community environment. Textbook aims to prepare students to face every situation in the community. On the other hand, textbooks are a teacher's teaching tool, especially in teaching English, which is



universally widespread. Millions of books are published every year. Textbooks are used as a teacher's reference material for teaching and learning situations and have relevance in the textbook. According to Radić-Bojanić et al. (2016), textbooks have interrelationships in the material's content, so textbooks are a teacher's reference tool to convey material to students. Similarly, Sheldon (1988) argues that textbook gives a signal or symbol to symbolize the heart of students' teaching and learning process in the classroom, especially in language teaching. Thus, this textbook depends not only on the approach and teaching methods provided but also on the expectations of students and general views on the subject textbooks in student culture.

Moral values have been implemented and integrated into the national curriculum and every subject at all levels of formal education. According to Doan (2005), Moral values are often integrated into every subject at all levels of formal education. Moral values provide students with knowledge of specific moral norms and socially acceptable behaviour towards other ethnic groups and teach how to communicate with the surrounding community well, especially with parents. Meanwhile, Khoirunnisa et al. (2021) said that moral values provide knowledge to students to teach how to communicate well, especially in the social environment and with parents. Therefore, moral values have been integrated with the curriculum of subjects that can shape one's feelings and behaviour.

Some examples of moral values are responsibility, care, and concern. English textbooks have listed these values since the 2013 curriculum was enacted. Based on Sulistiyo et al. (2020) stated that moral values that aim to develop student character have been listed in textbooks since the 2013 curriculum was enacted. Liu (2005) asserts moral values include deviance, respect, responsibility, humility, tolerance, and honesty. Thus, these moral values state that students are taught to learn, and what values are contained in the textbook. They teach students to respect each other and encourage them to have moral values and a personality that the public emulates. In the Indonesian education system, every citizen has the right to equal opportunities to become teachers, employees, and students and to receive an education regardless of ethnicity, religion, and gender. Likewise, Khoirunnisa et al. (2021) said that in Indonesia's education context, all citizens have the right to equal opportunities to obtain education, educational values or norms, and certain professions. Thus, the explanation has been illustrated in English textbooks.



Since this English textbook is the main source in this research, many previous studies have investigated the representation of multicultural values in English textbooks. According to Setyono and Widodo (2019), studies using English textbooks as research material found representations of multicultural values, gender bias, and stereotypes. According to Sukma et al. (2021), it explains how moral values are carried out or practiced by students. Thus, in this research, it is essential to reveal moral values such as a sense of responsibility, caring, and attention hidden in English textbooks for class XI. Thus, this study investigates moral values in English textbook.

B. RESEARCH METHOD

Research Method and Design

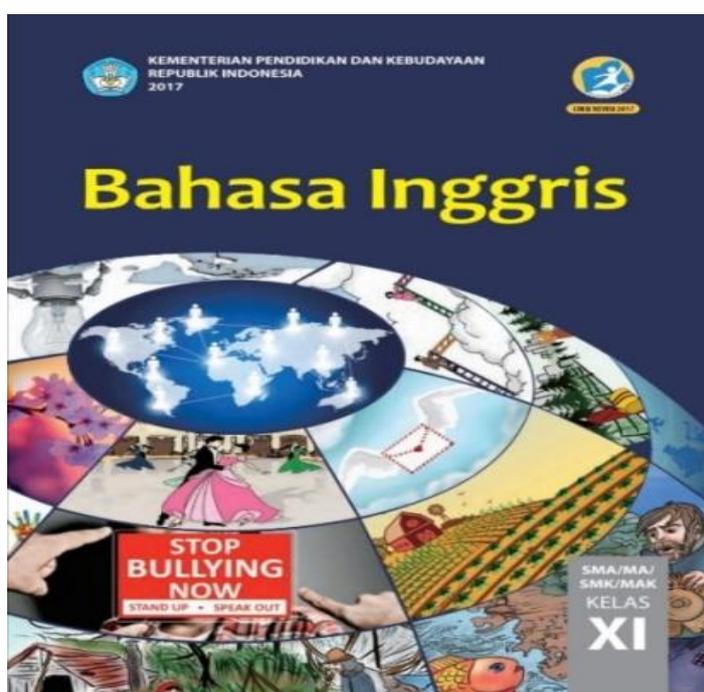
This study uses Critical Discourse Analysis using qualitative methods. This research analyses how moral values are described and arranged in English textbooks. Critical Discourse Analysis was chosen as an analysis tool because this class XI English textbook is seen as a textbook that contains a myriad of discursive meanings found through verbal and nonverbal language. According to Widodo (2018), CDA is an analytical tool because it can help find a myriad of discourse meanings, both verbally and non-verbally. This Critical Discourse Analysis aims to analyze the hidden, opaque, and visible structures of domination, discrimination, power, and control as manifested in language. According to Wodak and Meyer (2008), CDA aims to analyze hidden things as manifested in language. Thus, research will be conducted to understand the moral values in the national English textbooks that the Ministry of Education and Culture of the Republic of Indonesia legalizes.

Analytical Procedures

To answer this research question, the researchers try to classify the visual representations of the moral values listed in the textbooks. Then, the researchers selected each chapter for analysis. Then, the researchers selected several verbal texts in each chapter to be analyzed as a visual depiction of moral values. Meanwhile, because the researchers felt there was limited space, the researchers only chose a few visual objects and texts to be analyzed and discussed. Grammar learning can be used as the leading theory to analyze moral values Kress & Leeuwen (2006). According to Martin and White (2005), in learning English, language assessment is used to analyze verbal texts in textbooks that represent moral values.

Participants

The researchers used a national English textbook approved by the Ministry of Education and Culture of the Republic of Indonesia. This textbook was chosen because the presentation of its content uses English language learning based on both oral and written approaches using English as a learning communication tool. The English textbook emphasizes the importance of attitude, knowledge, and skill competencies. Based on the approach contained in the book, the text states that the curriculum used is the 2013 curriculum in which students learn to seek other learning resources. The textbook is used because the Indonesian Ministry of National Education inaugurated it. One of the core competencies in this textbook includes understanding values and moral attitudes contained in verbal and non-verbal texts. The textbook entitled *Bahasa Inggris* was written based on the 2013 curriculum. The author is Mahrukh Bashir. This textbook consists of 8 Chapters and 177 pages. Most high school students in Indonesia use textbooks. This book was chosen because it uses a text-based learning approach, both oral and written, by placing English as a form of communication. Then, this textbook is part of the 2013 curriculum, which emphasizes the competence of attitudes, knowledge, and skills in English. On the other hand, students are asked to look for other sources, and this textbook is used nationally and approved by the Ministry of National Education. One of the core competencies in this textbook is understanding values and moral attitudes.



Picture 1. Textbook Cover



Data Analysis

This study uses Critical Discourse Analysis to analyze the hidden moral values in verbal texts. This discourse analysis is divided into several stages, including text description, interpretation of the relationship between text and interaction, and explaining the relationship between interaction and social context contained in English textbooks approved by the Ministry of Education and Culture of the Republic of Indonesia. Thus, the researcher tries to obtain the moral values embedded in the verbal text.

C. FINDINGS AND DISCUSSION

Findings

The present study attempts to analyze the English textbook to reveal hidden values teachers and students need to know. Then, the researcher tries to discover the moral values contained in the text or conversation in this English textbook in a social context or around the environment. That is because moral values cannot be separated in the social environment. Therefore, the researchers show the moral values of this textbook, such as a sense of responsibility, caring, and empathy. The analysis below focuses on the moral values expressed visually and verbally in this textbook. Due to the limitations of the text in several chapters, the researchers only chose a few themes that contained moral values in the textbook.

Table 1. Moral Values in English Textbook

Unit	Chapter theme	Visual Artifact	Page	Values	Items
1	Offers and Suggestions	Learning	p. 3	Responsibility, care	
2	Opinions and Thoughts	Issues and Activities	pp. 19	Empathy, care, and learning together	
3	Party time	Information related	N/A	N/A	



		to Invitation			
4	Natural Disasters-An Exposition	Information about a phenomenon.	p.46, 54	Moral values in different environment and care	
5	Letter Writing	Text of a personal letter to someone.	N/A	N/A	
6	Cause and Effect	News and learning	pp. 75	Care about one another	
7	Meaning Through Music	Creativity	N/A	N/A	
8	Explain This	Natural Disaster	p. 100	Environmental care, responsiveness, responsibility	

Visual depiction of moral values

Based on the selected textbook, the author of the textbook indirectly explains that there are moral values, as in the visuals listed on the English package book cover. On the book cover, the sentence "Stop bullying now" illustrates how dangerous it is when bullying often occurs among students or in their home environment. Bullying often occurs in schools, making students feel intimidated, cornered, and often alone. Bullying must be stopped, especially in the community environment, because it can cause big problems.

Even parents tend to defend their bullied children, and eventually, conflict arises between people. Therefore, this English book's cover gives students or readers a moral message so that this does not happen.

Based on chapter 4, on page 46, there is a photo illustrating the impact of global warming on the earth. This global warming has an impact on all sectors, especially on nature. The term "sensitive to the environment" is often echoed or heard and needs to be instilled in students' character or instilled moral values towards the surrounding environment. Because the effect of global warming is inseparable from human behaviour, which has an impact on nature and makes changes to conditions in nature, as shown in the picture. There are two photos, and the first is of the mountains in Nepal in 1978, which makes the glaciers above the mountains look still a lot.

Meanwhile, the second photo of the mountains above shows that in 2004, the glaciers had melted compared to the photo above. This incident is due to the effects of global warming that occur yearly. Human behaviour is the centre of attention so nature can grow fresh and beautiful. Therefore, this textbook conveys that it is necessary to change human behaviour to instill moral values towards the nature around them.

A Pre-Activity

Read the text below.

Global Warming

Is it an end to our world?

Global warming is a phenomenon used to describe the gradual increase in the temperature of Earth's atmosphere and oceans. Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem. Climate change is apparent everywhere. Failed crops, economic slowdown, and deforestation are among the several impacts of global warming.

First of all, there is irrefutable evidence that human activities have changed the atmosphere of our earth. Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming.

Secondly, according to research by the Greenpeace organization, there is evidence of extensive deforestation being carried out in Indonesia and other tropical countries around the world. These forests are used to grow crops like palm sugar, palm oil and coffee—the lifeline of Western society (Greenpeace report, 2007). The impact of climate change is noticeable throughout Asia-Pacific, either during hot days or too much rain accompanied by wind and thunderstorm. This has started to affect the economy as well.

Furthermore, the shifting weather patterns have made it difficult for farmers to grow crops. A recent study has shown that due to unpredictable weather patterns, there have been lot of failed crops (Reuters, 2007).

In conclusion, global warming is not a new problem nor are we solely responsible for it. But as the citizens of the world, we have to take every possible action to help overcome this issue. It is not only for us but for all the future generations to follow.



Picture 4.1 Effect of global warming (Source: nationalgeographic.com)

Discussion

1. What is global warming?
2. Is it a severe problem? Why?
3. What kind of text is given above?

Picture 2. Global Warming

Whereas in chapter 8, on page 100 of the textbook, there is a picture showing a picture of natural disaster that occurred in a place. If it is the same, it is observed that the occurrence of natural disasters needs to be used as a lesson to foster a sense of concern for victims whose disasters have struck. Therefore, in this picture, students need to cultivate a sense of concern and empathy among others if a disaster has hit victims like in the picture.

The two selected visual illustrations above show that visual text means something other than no value can be taken from it. However, the present study indirectly tries to convey moral values so that they grow to teachers and students through the visual text. In this case, the researchers use the existing scientific background to analyze the values contained in the visual text. Thus, visual text can be used as a source of education as moral values that need to grow within students and teachers towards the social context in their surroundings.

Read the text given below.

Earthquakes

Earthquakes – being among the most deadly natural hazards – strike without any prior warning, leaving catastrophe in their wake with terrible loss of human lives as well as economic loss.

Technically, an earthquake (also known as tremor, quake or temblor) is a kind of vibration through the earth's crust. This vibration occurs as a result of powerful movement of rocks in the earth's crust. These powerful movements trigger a rapid release of energy that creates seismic waves that travel through the earth. Earthquakes are usually brief, but may repeat over a long period of time. (*Earth Science*. 2001)

Earthquakes are classified as large and small. Large earthquakes usually begin with slight tremors but rapidly take form of violent shocks. The vibrations from a large earthquake last for a few days known as aftershocks. Small earthquakes are usually slight tremors and do not cause much damage. Large earthquakes are known to take down buildings and cause death and injury (Richter, 1935). According to some statistics, there may be an average of 500,000 earthquakes every year but only about 100,000 can be felt and about 100 or so can cause damage each year.

Earthquakes are dreaded by everyone.



Figure 8.1 Earthquake disaster

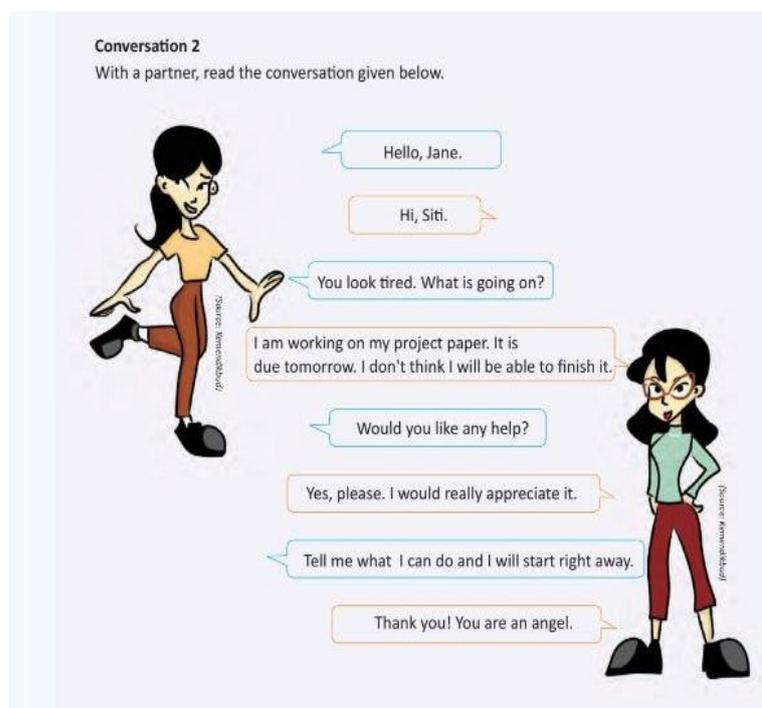
Picture 3. Earthquake

Depiction of moral values in verbal texts

In this textbook, there are also moral values presented in verbal texts. The verbal text consists of spoken and written text. According to Meyer et al. (2018), verbal texts include written documents and usually oral recordings. On this occasion, in analyzing English

textbooks, we return to written texts in a conversational form. Therefore, the researchers try to analyze this written text by selecting several chapters in this English textbook. Thus, researchers find moral values in English textbooks by analyzing each verbal or visual text by observing the contents of the verbal text. Then conclude what moral values are contained in the verbal text.

The verbal text on page 3 in the textbook shows two women having a dialogue about asking about the activities being carried out. Siti started the dialogue by asking what activity Siti was doing at that time and looked tired. Later, Siti offered to help Jane because Jane was busy doing her project and had to finish it tomorrow. But it asked for help from Jane so that Siti's task could be completed quickly. It can be seen that Siti shows concern and concern for Jane. This needs to be known by some people that the form of attention and concern for someone or the surrounding environment needs to be known by students and teachers. As illustrated by Jane's question, Jane has the awareness to help her friend who looks tired because she has to finish it tomorrow. This shows an attitude of caring and helping each other that needs to be instilled in every student and teacher because life cannot be alone and need help from others.



Picture 4. Responsibility and Care

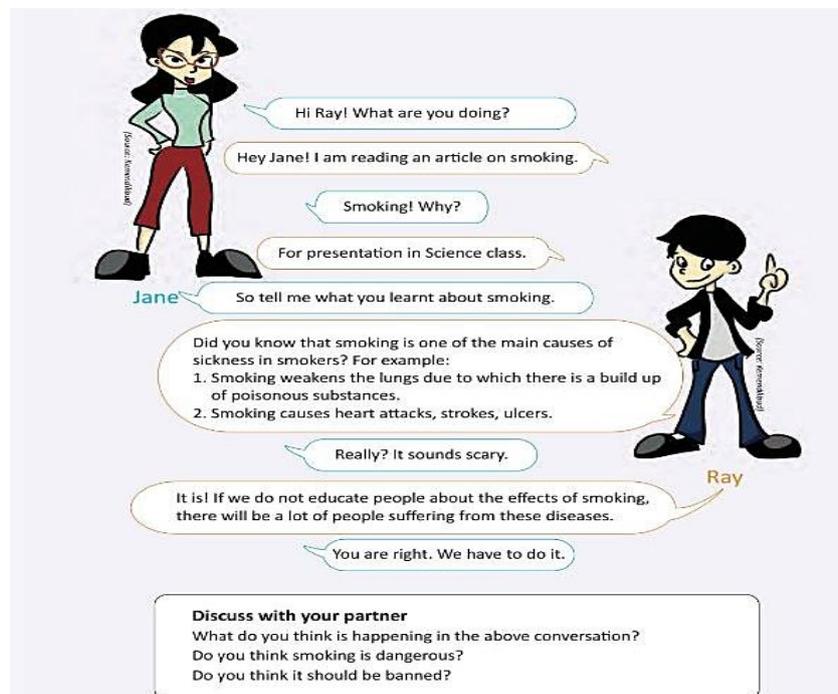
In chapter 2, on page 19, a verbal text discusses bullying where two people are having a dialogue between Siti and Jane. Siti started the conversation by asking about Jane's

condition, where Jane explained the explanation of "bullying" and that the "bullying" incident was very concerning for those affected by the bullying case.

In chapter four on page 54 and chapter 6 on page 75, two people discuss the dangers of smoking. Student A and Student B are shown in Figure 6 below, where Student A starts the dialogue by asking Student B about the dangers of smoking. Meanwhile, Figure 7 explains the same thing about the dangers of smoking for the health of the body. It can be seen from the two forms of conversation that student b and Jane have different characters, where student b ignores the words of Student A. Meanwhile, in picture 7, when Jane asks about the dangers of smoking, Ray helps explain, and Jane receives the message conveyed by Ra. This shows that the attitude shown by Student B is highly discouraged from being imitated by students and teachers because any advice given by others for their own suitable needs to be heard.



Picture 6: Care



Picture 7. Care about Another One



Therefore, this attitude needs to be eliminated, and the attitude of Student A and Ray needs to be emulated, which shows a form of caring and concern for one another.

Discussion

In high school class XI English textbooks, moral values are contained therein, such as a sense of responsibility, care, and concern. Based on previous research, based on Sukma et al. (2021), the moral values contained in it need to be taught to students because many moral values are beneficial to students. Therefore, researchers reviewing English textbooks are significant because teachers need to instill moral values in students. Thus, this research needs to be redeveloped to pay more attention to the hidden values in English textbooks by conveying more of the content and moral attitudes in every verbal or visual text.

Almost all chapter units describe a sense of concern and responsibility for oneself and others to discover the moral values contained in English textbooks. This moral value needs to be instilled in every student and teacher. According to Ariyanti (2016), moral values are significant for all aspects of human life, individually and in groups. From this statement, moral values must be practised throughout society, especially for students and teachers with groupings in a class or school environment. Because when at school, they interact with each other both with students and students, students with teachers, or teachers with teachers. Hence, with hidden moral values in this English textbook, teachers need to convey this so that students know what values are contained in it visually, verbally, etc. This means that in every textbook, there are moral values. Kusramadhani et al. (2022) state that every textbook has moral values. This shows that material is presented, and many moral values are usually kept secret.

The moral values expressed in this textbook, such as caring, responsibility, and concern for one another, need to be instilled. Thus, most of the descriptions of moral values in this English textbook are evident in social events, in the context of activities, information, and so on. Rindawati et al. (2014) mention the moral values hidden in textbooks are a picture of real life both in an individual and social context. Thus, in English textbooks, a sense of care and responsibility is found in this textbook as student knowledge when studying in class or can be applied in the school or community environment. This is shown in this English textbook on the cover of the book. Moral



values must be respected, namely forbidding students to mock each other, not respecting differences, cornering other people, etc. Students must stop such actions when they interact and meet each other, either with the teacher or with other students. This is so that the character of students does not harm others. Because the environment influences the growth of the student's character, moral values can also affect students' intelligence levels in behaviour, solving problems, interacting, learning achievement, and others. Sari (2013) states that moral values can affect students' emotional intelligence. Besides, they affect when students solve problems and interact with others, significantly affecting student achievement at school. Thus, this textbook provides a positive message regarding the moral values contained therein, such as a sense of care, concern, responsibility, and others, so that the goal of character and teacher growth can positively impact both individually and in groups in the community.

There are several ways to find moral values in this English textbook. They were looking for valuable keywords in the text, looking at the form of images that can be used as moral values, and determining the topic of discourse in a text. This was done to find the moral values listed in the verbal text of the pictures in the English book. Most importantly, some hidden moral values in this English textbook were found and analyzed based on the moral values found in the textbook. Thus, the ideological content in the textbook emphasizes behaviour towards others or parents, caring for others, and responsibility for oneself or others. Khoirunnisa et al. (2021) argue textbooks consist of behaviour toward parents or others, concern, a sense of responsibility, and others. All of that is presented in it, which aims to continue to apply good attitudes, such as a sense of caring, a sense of responsibility, and others. Thus, the textbook authors strive to provide social expectations that become positive values for most students in the class.

Therefore, visual and verbal texts written in textbooks describe specific values. According to Sukma et al. (2021), moral values are depicted in visuals and verbal texts. Therefore, educators or students must understand the interpretation of moral values from these texts because the context of this Textbook is full of moral values. To pay attention to these values, teachers need to provide provisions to their students based on experiences related to values embedded in textbooks of caring for one another, responsibility for oneself, and respecting parents and others. In the end, students can apply moral values individually and in groups.



D. CONCLUSION

This research has revealed the meaning of moral values contained in English textbooks. This analysis does not focus on learning, but this study reveals the meaning of moral values depicted in visual and verbal texts. Textbooks also provide messages about values explicitly conveyed by the authors of the textbooks, such as students learning about independence, respecting one another, and describing other values related to social contexts. In addition, the values contained in textbooks are also shown through several verbal texts such as interpersonal interactions, visual texts, and others. The interpersonal interaction text chosen as the discourse analysis describes several caring attitudes and a sense of responsibility to oneself or others. Then, as a comprehensive analysis of moral values based on English textbooks, this research helps readers to understand what values are contained in English textbooks. Then, this research provides an empirical basis that aims to promote character development in English textbooks. Finally, the findings of this study can be used by the textbook authors as evaluation material because the authors of these textbooks need to provide and be able to instill moral values in the context of teaching English.

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