
HUMANISTIC VALUES IN ENGLISH ELECTRONIC SCHOOL TEXTBOOK FOR SENIOR HIGH SCHOOL

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ABSTRACT

The English electronic school textbooks or known as BSE (*Buku Sekolah Elektronik*) for senior high school are used by students in Indonesia since this kind of book is downloadable free in the internet. Due to that reason, this study intends to evaluate the language use in the book by means of appraisal analysis. The focus of attention will be on the representation of humanistic values in the book. The values are necessarily to promote due to the fact that textbooks become one of resources for students to build their characters as language enables humans to express their conscious awareness of emotions (Dong, 2006). Consequently, what the book presents influences the students' attitudes towards certain issues. This research attempts to find out what humanistic values are promoted in the book and how the writers' attitudes are represented to show the humanistic values. The analysis shows that the book presents three values: respecting others, nature and social issues. The writers' attitudes towards the values are dominated by affect: 87% in respecting other people and 73% in respecting social issues. To respect nature, the writers' attitudes are shown in appreciation, presented in 71%.

Keywords: textbook, humanistic values, attitude, appraisal

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INTRODUCTION

As a foreign language in Indonesia, English is started to be taught in primary school as a local content subject so that children can recognize this international language in early times. In high schools, both junior and senior ones, English is a compulsory subject to master. This subject is also one of the subjects examined in the final examination. Due to its importance, Indonesian government has attempted to help students and teachers by launching electronic textbooks which can be downloaded by academicians free.

Launched by Indonesian government and used by students and teachers throughout the country, the English electronic school textbook, or *Buku Sekolah Elektronik (BSE)*, is expected to be able to ease the teaching learning process in schools. The affordable price of this book becomes motivation for both teachers and students to select this book as the main resource they use in classrooms. For those who are familiar with internet, this kind of book is downloadable. Teachers and students just need to register in national education network and download the book free.

Used in schools throughout Indonesia, the textbook is expected to promote humanistic values to students. The writers of the book have the opportunity to promote them since schools are the best place to learn academic and humanistic values. As the example, Indonesia is very rich of its customs, so promoting local wisdom is potentially to make. The students can learn humanistic values from the appearance of folklore, for instance. The questions and instruction given by the textbook can lead the students' point of view to respond certain stories.

Other sources to promote humanistic values in the textbook can be found in dialogs, short paragraphs, written exercises, or even instructions. For instance, the textbook involves a topic about showing sympathy. The given situation which requires expressing sympathy can be observed in terms of how the students can express their feeling when they face certain situations. The provided expressions in the textbook will influence the students' characters when they face the similar situation in their real life. Whether the provided feeling is positive or not also affects the students' character development.

Halliday says that language is able to influence people by means of wordings (2004). The choice of words to form meaningful written utterances in the textbook clearly reflects the writers' attention to certain issues, which issues are paid attention most and which are not. Language can influence people, so the chosen wordings in the textbook can influence the readers, particularly students, on how to give attitudes towards the issues presented in the textbook.

To understand language use, systemic functional linguistics believes that meanings can be realized within ideational, interpersonal, and textual functions. Halliday (2004) states that ideational function deals with the function that the speaker or writer embodies language in his experience of the phenomena of the real world. Interpersonal function deals with how the speaker or writer interacts with the audience, including showing feelings and building relationship between them. Textual function is about how the language use is constructed by the speaker or writer.

Interpersonal function will be the concern of this study. This function is to observe how the writers of the textbook interact with the readers, particularly on how they express feelings towards certain situations. Language evaluation is seen as the most appropriate approach to answer the previous curiosity. Martin and White (2005) offer an approach to evaluate language use by the speaker or writer, namely appraisal analysis. This is about the representation through language of favorable and unfavorable attitudes towards specific subjects (Dong, 2006). The attitudinal analysis will be conducted in this study. Martin and White (2005) state that this system involves three semantic regions covering: emotion or affect, ethics or judgment and aesthetics or appreciation. To identify the three semantic regions, Halliday's systemic functional linguistics (SFL) is the main tool to conduct.

As designed for senior high school, the textbook provides various topics which are realized in reading texts, dialogs, and also exercises. As a result, the textbook actually takes a big role to shape Indonesian students' attitudes towards various issues in

their life. This paper attempts to find out what humanistic values are promoted in the textbook and how the writers' attitudes are represented to reveal humanistic values in the textbook.

Some similar studies have been conducted by scholars. Caldwell (2009) conducts appraisal analysis in the Australian Football League (AFL) post-match interview. From the analysis, it is found that there is a neutral stance of the journalist and footballer from the existence of high probability of equal frequency of positive and negative attitude, high probability of invoked attitude, and median probability of inscribed appreciation.

Pascual and Unger (2010) observe grant proposals by Argentinean researchers using appraisal analysis. The focus of the research is engagement, which is about the resources by which the textual or authorial voice is positioned intersubjectively (cited in Pascual and Unger, 2010: 263). The application of interpersonal analysis shows that the writers of grant proposals use certain language markers to position themselves and put their audiences. They use strategies to show a preference of inviting audiences than challenging their colleagues.

Another research on appraisal analysis is by Wu (2013) who conducts attitudinal analysis of public service advertising discourse. The study attempts to find out the frequency of attitudinal types in the discourse. It is found that judgment appears the most followed by affect and appreciation. This means that the advertising discourse concerns human behavior and the objective world than emotional field (Wu, 2013).

The related studies summarized above show that appraisal analysis can be

conducted in various data. The goal of conducting such analysis is the same: to find out how the writers or speakers build their relationship to their audience, particularly how they express their feelings. The present study is in an attempt to apply appraisal analysis in the different data. The textbook involved in this study is also observed in terms of how the writers show their feelings towards certain issues, particularly those containing humanistic values. Consequently, this research will prove that appraisal analysis is applicable to conduct in various kinds of texts.

METHODOLOGY

The observed textbook was entitled *Developing English Competencies for Senior High School (SMA/MA) Grade X* and written by Achmad Doddy, Ahmad Sugeng, and Effendi. The book was published by *Pusat Perbukuan Departemen Pendidikan Nasional* in 2008 and can be accessed in www.kemendikbud.go.id. To initiate the analysis, the clauses in the book are broken down into those containing humanistic values. From the observation, there are three values: respecting others, nature, and social issues. To analyze the clauses, this research applied appraisal analysis, which is included as a part of discourse analysis. Discourse Analysis treats language as a medium for interaction and the analysis of it becomes the analysis of what people do (Wood and Kroger, 2000). Jorgensen and Philips (2002) propose that CDA is about how entities such as 'language' and 'the subject' are to be understood. The focus of analysis in the present study is the linguistic features of the text. As this research attempts to uncover the feelings by the writers of the textbook, what Martin and White (2005) develop from

Halliday's SFL becomes the template of the analysis. The chosen clauses containing humanistic values are analyzed in terms of attitudes: affect, judgment, and appreciation.

RESULTS AND DISCUSSION

Humanistic Values Found in the Textbook

There are three domains of humanistic values which were found in the textbook.

The values are about respecting others, nature, and social issues. To summarize the appearance of the three values, clauses in the textbook covering them are counted and grouped so that it can be concluded whether or not the textbook presents equal domains and promotes humanistic values proportionately. In the textbook, the appearance of those three domains can be summarized in the following table.

Table 1. Summary of Humanistic Values in the Textbook

No	Domains of Humanistic Values	Number	Percentage
1	other people	126	72%
2	nature	34	19%
3	social issues	15	9%
	Total	175	100%

From the observation, there are 175 clauses which contain humanistic values. Those clauses are found in various forms, including the instructions, reading texts, or exercises. The three domains of humanistic values in the textbook appear in different portion. Table 1 above shows that the value related to other people appears the most, which equals 72%. The following dominating values are those related to nature, 19%, and to social issues, 9%.

The textbook was designed for the tenth graders who do not focus on certain branch study. As a result, the textbook present the values about people, nature, and society. From the findings above, the first humanistic value the writers attempt to involve is the one related to people. The topics in the textbook are dominated by the relationship between human beings. The domination of this issue reveals that building

relationship to other people cannot be separated in every day's life.

The topics which are related to respecting others are: greeting introducing, parting; expressing sympathy, affection; making, accepting, declining invitation; making and cancelling appointment; expressions of congratulating and complimenting; expressions of gratitude, and expressions of surprise and amazement. The topics mentioned earlier are closely related to the students' life. The positive expressions in the textbook indirectly influence the students' point of view when they face similar situation as in the textbook. in short, the textbook is in an attempt to build positive characters to the students.

The topics about nature and social issues are not put separately in some chapters. Rather, they are integrated with the topics related to people. Nature and social issues are presented in reading texts. This is

because the tenth graders are not designed to focus on certain branch. The students are introduced by the two topics only to broaden their critical thinking towards the issues. It is said so since learning reflection is found right after the reading texts.

The Writers' Attitudes to Reveal the Humanistic Values in the Textbook

As stated earlier, the domains of humanistic values are separated into three, each value is broken down into its type of attitude, referring to Martin and White (2005). Those three types of attitudes are *affect*, *judgment*, and *appreciation*. The writers' attitudes towards humanistic values are summarized in the table below.

Table 2. Summary of Types of Attitudes in the Textbook

Domains of humanistic values	Types of attitudes					
	affect		judgment		appreciation	
	no	%	no	%	no	%
attitude to other people	110	87	16	13	0	0
attitude to nature	1	3	9	26	24	71
attitude to social issues	11	73	4	27	0	0
total	122	70	29	16	24	14

The table above shows the appearance of each domain of humanistic value in the textbook. The first domain, attitude to other people, employs affect as the type of attitude which appears the most, 87%. The value is also depicted using judgment, 13%, while appreciation is not employed by the writers in the textbook to show attitude to other people. The second domain, attitude to nature, uses appreciation as the dominating attitude chosen by the writers, which is presented in 71%. Judgment is employed in 26%, while affect is used in 3% to show attitude to nature. The last domain, attitude to social issues, is presented in 73%, which uses affect. Judgment appears in 27%, while appreciation does not appear to show attitude related to social issues. In general, affect is used the most by the writers to show humanistic values, which appear in 70%. Judgment and appreciation are the

following tools to show humanistic values, which appear in 16% and 14%.

Affect

Martin and White (2005) assert that the realization of affect can be seen from participants and processes: affective mental and behavioral processes and modal adjunct. There are three forms of affect: affect as quality, process, and comment. As a quality, affect is observed in terms of describing participants (epithet), attributed to participants (attribute), and manner of process (circumstance). As a process, affect refers to either mental or behavioral process. As a comment, affect refers to desiderative seen from the modal adjunct. There are six factors of affect: positive or negative, behavioral or mental, reaction or undirected mood, modality (low, median, or high), realis or irrealis, and un/happiness,

in/security, or dis/satisfaction (Martin and White, 2005).

In the data, *affect* to reveal the first humanistic value, respecting others, can be seen in the examples below.

- (1) Well, it's *nice* to hear your story.
- (2) I've got a new *interesting* novel and VCD of a drama performance.
- (3) Well done, Don. I'm very *proud* of you.

In (1), the relational process to entail the subject occurs. Clause (1) can be paraphrased as *to hear your story* (Carrier) *is nice* (Attribute). The positive feeling is built up in the clause. It can be seen from the employment of the word *nice* which has a positive meaning. The textbook writers give an example of how to respond someone's story. The students can give positive feeling to someone else by showing their affection. It is also proven by the analysis of mental process as shown above.

In (2), the object *novel and VCD of drama performance* is modified by an adjective *interesting*. The function of the modifier is to give information about the noun. Another positive word to describe nouns is also seen in clause (2). The nouns *novel and VCD of drama performance* are described to be interesting. Here, *affect* is chosen by the textbook writers to describe nouns by means of describing the quality of the nouns.

In (3), a mental process occurs. *I* (Senser) *am very proud* (Phenomenon) *of you*. *Affect* is also employed here, but it does not show the quality of something. Besides, this clause shows a process of giving affection. The employment of mental process in (3) proves that the Senser experiences a Phenomenon, a process of being proud.

Affect to show the second humanistic value, respecting nature, is only represented in the only following example.

- (4) Yesterday, on the TV news, I *saw* a bad thunderstorm in East Java.

A Mental process occurs there. *I* (Senser) *saw* (Phenomenon) *a bad thunderstorm in East Java*. The choice of such clause shows that the textbook writers attempt to build the students' character by giving examples on how to show affection on an event related to nature. The students are attracted to give opinion about a thunderstorm. Indirectly, the students also develop their sensitivity and affection towards what happen in the country.

Affect to reveal respecting social issue can be seen below.

- (5) Everyone *knows* who Kartini is.

In (5) a mental process referring to cognition occurs. *Everyone* (Senser) *knows who Kartini is* (Phenomenon). The issue about woman emancipation cannot be separated from Indonesian history. The heroine, R.A. Kartini is the most important figure to arise the issue. The existence of this figure is chosen by the textbook writers to awaken the students' awareness about the issue. The use of *everyone* as the Senser in (5) becomes the proof. The students, as important part of the future of Indonesia, is also involved.

The presence of clause (6) strengthens the previous discussion.

- (6) She is our national heroine and a *great* lady with the *bright* idea.

R.A. Kartini is attributed as an important lady in Indonesia. *She* (Carrier) *is our national heroine and a great lady* (Attribute) *with the bright idea* (Circ. of

manner). The clause is presented to show the quality of the participant. R.A. Kartini is described as a figure who has a good quality in Indonesia, shown by the relational process above. The presence of circumstance of manner also strengthens R.A. Kartini's quality. By selecting the clause and its type, the textbook writers would like to develop the students' character by showing positive affection to an Indonesian heroine whose characters are positive.

Judgment

Judgment deals with attitudes to people and the way they behave their character (Martin and White, 2005). There are two categories on how judgment is made: social esteem and social sanction. Martin and

White (2005) describe that, "Social esteem tends to be policed in the oral culture." On the other hand, "Social sanction is often codified in writing (Martin and White, 2005: 52)."

The realizations of social esteem are normality, capacity, and tenacity. Normality is about how unusual someone is (how special), capacity is how capable they are (how capable), and tenacity is about how resolute they are (how dependable). The realizations of social sanction are veracity and propriety. Veracity deals with how truthful someone is (how honest), while propriety deals with how ethical someone is (how far beyond reproach). The figure below shows how judgment is realized by means of modality.

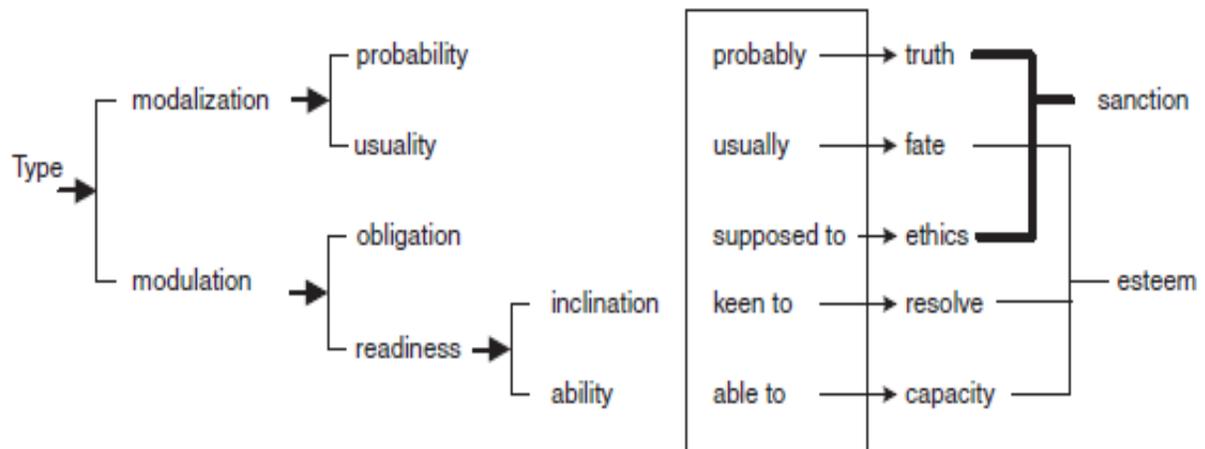


Figure 1. Modality and Types of Judgment (Cited in Martin and White, 2005: 54)

Judgment to show respecting others can be seen below.

- (7) He was very friendly, and his face looked so familiar.
(8) It's always hard to lose someone you love.
(9) I think it *will be* great if we have many city parks in Jakarta.

In (7), the adverb *very* and verb *looked* show judgment. Clause (7) is categorized as *normality* since it talks about how special someone is. The quality of *friendly* in (7) is modified by the adverb *very* to show that the subject *he* has special quality. Thus, it is included as *social esteem* found in the oral culture. The involvement of modals in (8) and (9) is another way to show the writers' judgment. The modals *always* in (8) is to show usuality, while the modal *will* in (9) is to show probability. Both usuality and probability are also included as social esteem in the oral culture.

The textbook presents many expressions in the form of dialogs as the means to show how people build their relation to other people. Consequently, it is not surprising that judgment which involves social esteem is dominating the textbook. Judgment itself is sometimes understood as giving negative opinion about something. However, the textbook does not reveal the previous assumption. Rather, the writers involve judgment in order to picture that in building relationship to other people, the students need to consider the results of their utterances, whether what they say is in line with the oral culture or not. The textbook is good at providing examples which are closely related to the students' real life.

Judgment to reveal respecting nature is depicted below.

- (10) It (Bali) was a really great place.
(11) The people are friendly, the food's great, and the weather's a lot better (as/than) at home.
(12) The Louvre, one of *the world's largest* art museums, draws many visitors.

The adverb *really* in (10) shows the usuality. Bali is shown as a place which is special. The choice of Bali as the subject is a good way to introduce Indonesian tourism place. The adjectives *friendly* and *great* in (11) also reveals usuality. The quality of people and food in Bali is describe as unusual or special. *Home* in (11) refers to a place in Indonesia whose quality is also positive. Here, the writers' choice to involve places in Indonesia with judgment reveals that Indonesia the country to love as it has good quality.

However, the textbook also involves some places outside Indonesia. For instance, *The Louvre* is involved in the textbook and described as *the world's largest* art museum. The superlative adjective *the world's largest* is involved in the clause to show that the museum is also unusual. In short, usuality is chosen by the writers to give positive opinions to certain places, either in Indonesia or outside the country. By doing so, the writers are in an attempt to build social esteem of Indonesia.

Judgment to reveal respecting social issues is presented below.

- (13) Now Kartini has gone. But her spirit and dream *will* always be in our heart.

The modal *will* in (13) is categorized as probability whose level is high. In judgment, probability is used to reveal social sanction. In this matter, social sanction is realized in a form of veracity. It is about how truthful the fact is. The truth of the fact "*...her spirit and dream will always be in our heart*" is

shown in the textbook. In real life, the spirit of Kartini is still alive. It can be seen from the commemoration of Kartini's birthday every year. Schools are commemorating the day by holding ceremony and wearing traditional clothes. It is not about clothes actually, but the teachers' and students' awareness of how important Kartini is. Moreover, the textbook also arises the truth about Kartini's spirit.

Appreciation

Martin and White (2005) propose that appreciation deals with evaluation of

'things' we make and performances we give, but include natural phenomena. Appreciation can be realized in three sub-types: reaction, composition, and valuation. Reaction refers to whether the 'thing' grabs us and quality, which refers to whether we like it. Composition covers balance, whether the 'thing' hangs together, and complexity, whether the 'thing' is hard to follow. Valuation deals with whether the 'thing' is worthwhile. Appreciation is summarized in Table 2.

Table 2. Sub-types of appreciation (cited in Martin and White, 2005: 57)

appreciation	mental process type	metafunction
reaction	affection	interpersonal
composition	perception	textual
valuation	cognition	ideational

(14) Just a note to let you know that we (have) a wonderful holiday in Bali.

(15) How's the trip? Well, It's *snice* and *exciting*.

Clauses (14) and (15) above are classified into appreciation. How to categorize them is by employing interpersonal analysis. Based on Martin and White (2005), the clauses above shows reaction. The mental process in (14) is marked by the verb *know*, which is categorized as cognition. The Senser *you* in (14) performs as the conscious being (Halliday, 2004). The Phenomenon in (14) is realized in the form of fact expressed in a noun clause *that we have a wonderful holiday in Bali*.

In (15) appreciation can be found by conducting ideational analysis. The

appreciation in (15) is categorized as valuation, which deals with whether the thing is worthwhile (Martin and White, 2005). The quality of the subject, *trip*, in (15) can be seen clearly through relational process. Clause (15) can be paraphrased as *I think that the trip is nice and interesting*. The cognition process is marked by the existence of the verb *think*. The Subject *I* performs as a Senser who feels the Phenomenon, a fact, *that the trip is nice and interesting*. The previous analysis clearly shows appreciation to a worthwhile experience related to nature.

In the textbook, appreciation is not always realized directly in clauses containing mental clauses. However, based on the context, the clauses can be paraphrased in mental clauses. The responses given by the characters in dialogs

clearly shows the speakers' cognition. Appreciation is revealed in a form valuation, to reveal that their experiences related to nature are worthwhile to appreciate.

CONCLUSION

The textbook is dominated by humanistic value about respecting others. This finding reveals that the textbook writers attempt to focus on developing the issue of building relationship to other people. Judgment is employed in the textbook to give information about how unusual or special something is, either about other people, nature, or social issue. Appreciation exists to reveal how worthwhile a thing is. From the

analysis, the textbook writers have positive attitudes about issues related to people, nature, and society. The domination of issues about people can be inferred that students in Indonesia need to learn how to build good relationship to other people. The presented topics in the textbook are closely related to students' real life, which, as its effects, are beneficial for their life. The writers attitudes involve *affect* the most. This finding is in line with the dominating issue in the textbook. Affect, which deals with expressing feelings, appears in a positive way to show how special something or someone is.

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