



**THE VISUAL AND TEXTUAL ANALYSIS OF DEMOCRATIC VALUES
REPRESENTED IN THE EFL TEXTBOOK FOR SENIOR HIGH
SCHOOL STUDENTS**

THESIS

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JEMBER UNIVERSITY**

2019



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

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MOTTO

“Hard work beats talent when talent does not work hard.”

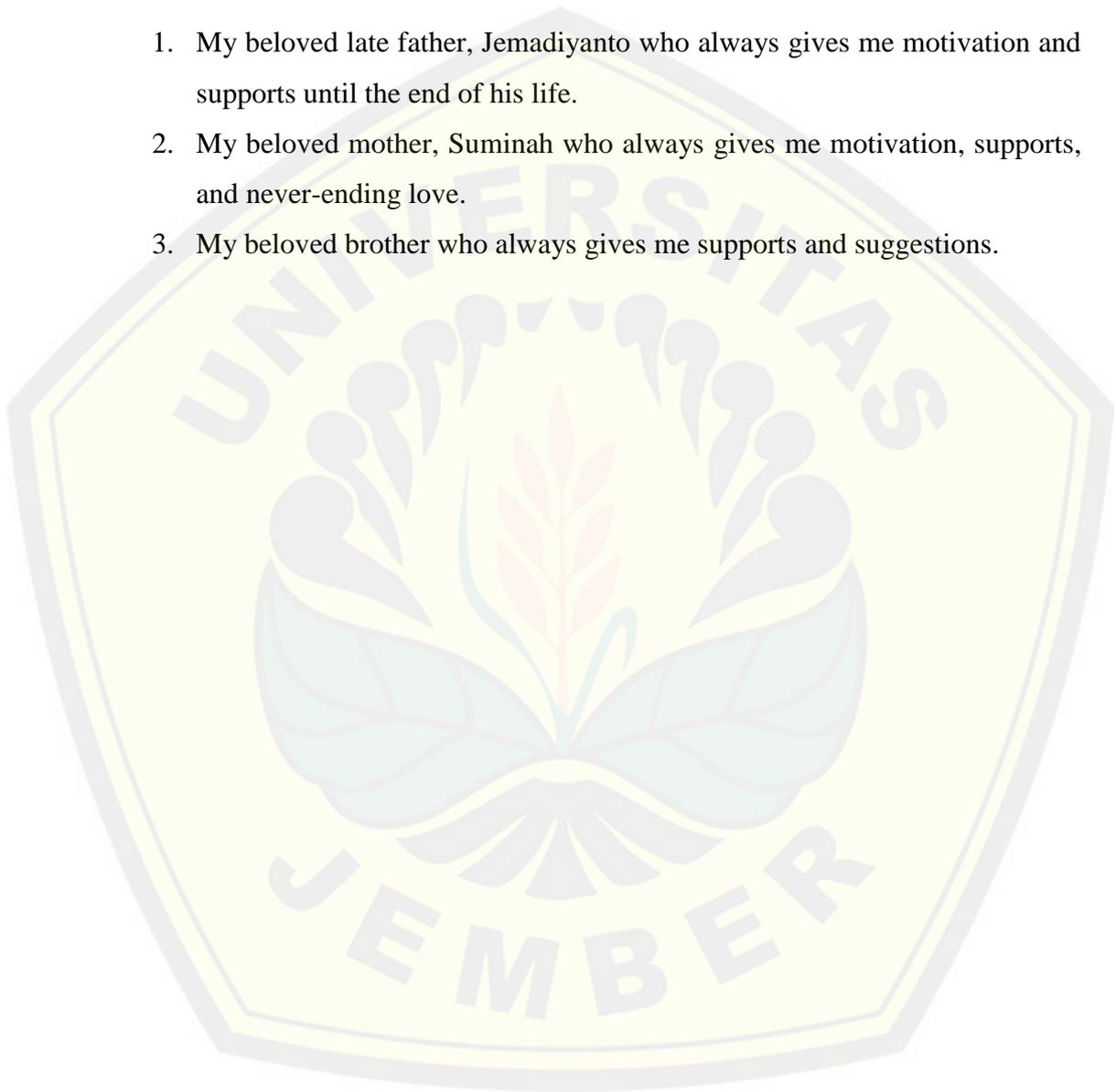
(Tim Notke)



DEDICATION

This thesis honorably dedicated to:

1. My beloved late father, Jemadiyanto who always gives me motivation and supports until the end of his life.
2. My beloved mother, Suminah who always gives me motivation, supports, and never-ending love.
3. My beloved brother who always gives me supports and suggestions.



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed. I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

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CONSULTANTS' APPROVAL

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ACKNOWLEDGEMENT

First of all, I would like to thank Allah SWT, the Almighty, who has given me His guidance and blessing. Therefore, I can finish my thesis entitled “The Visual and Textual Analysis of Democratic Values Represented in the EFL Textbook for Senior High School Students”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Education Department.
3. The Chairperson of English Education Study Program.
4. Both of my consultants, Prof. Dr. Budi Setyono, M. A. and Drs. Sugeng Ariyanto, M. A. for their willingness and suggestions to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. The English Education Program lectures who have given me support to work harder and think positively in my attempt to complete this thesis.

Finally, I hope this thesis will provide some advantages for the writers as well as the readers. I would be more grateful if there are some positive comments and suggestions from the readers for the improvement of this thesis since it undoubtedly has some drawbacks.

Jember,

The writer

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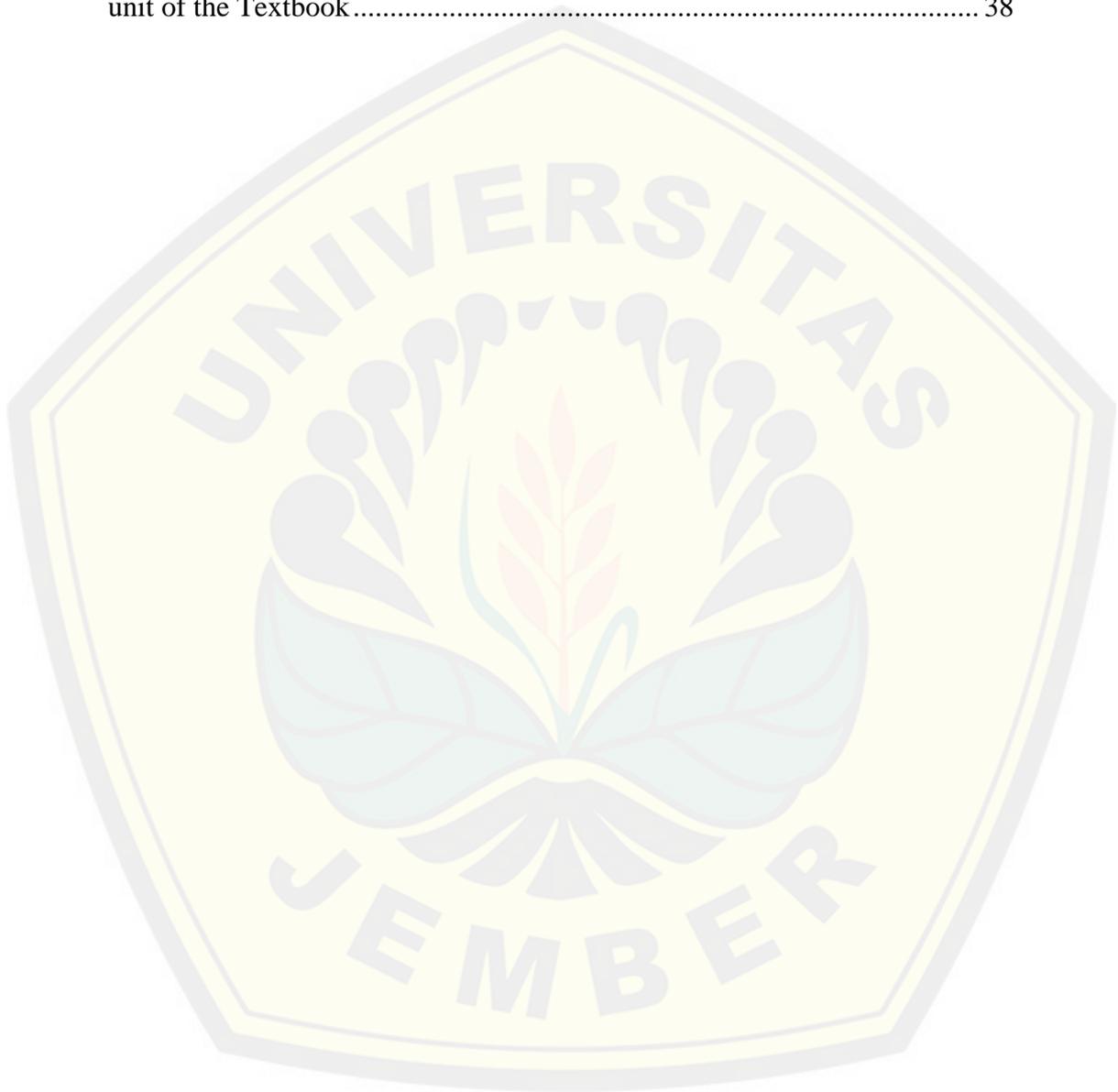
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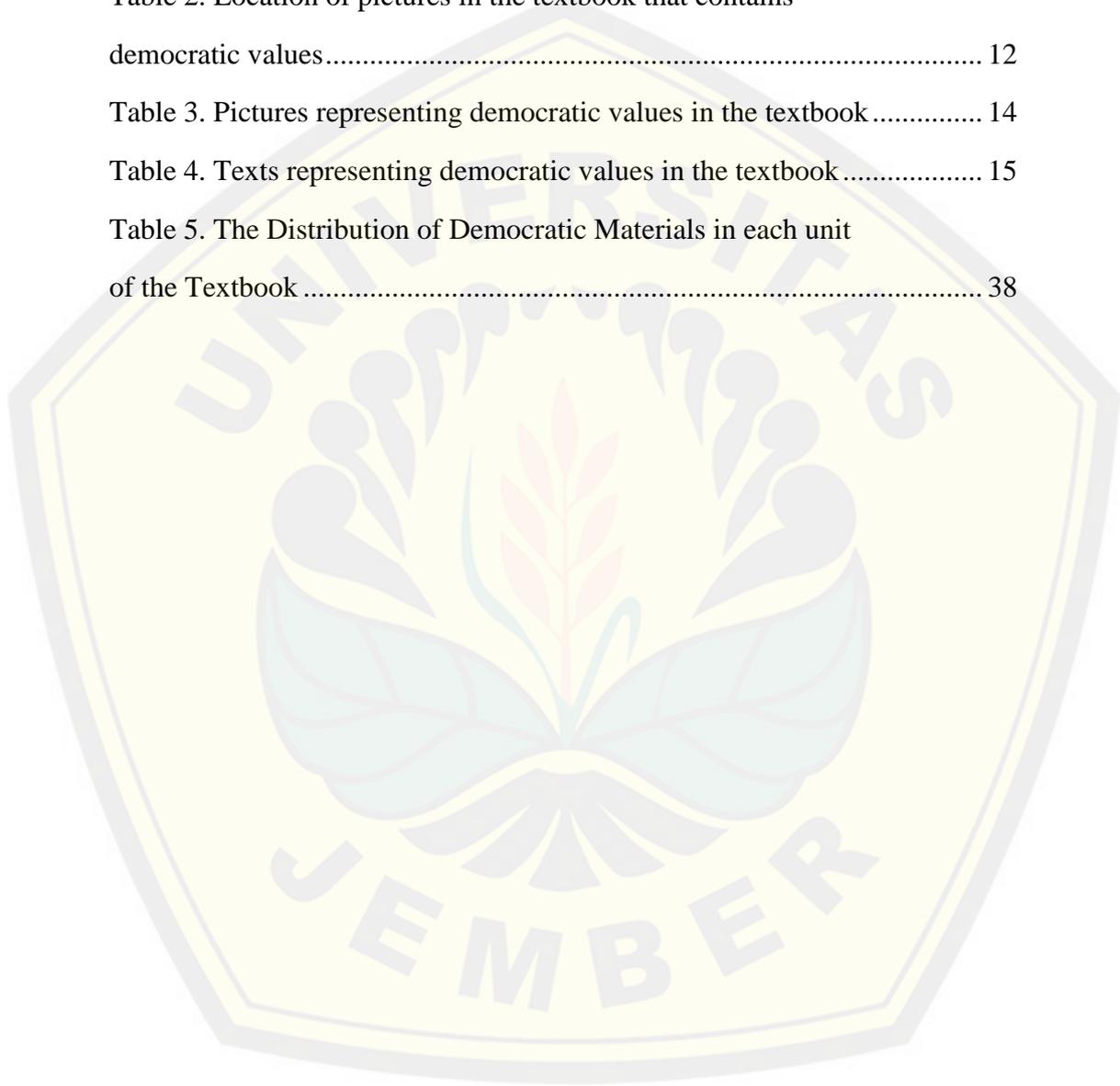
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SUMMARY

The Visual and Textual Analysis of Democratic Values Represented in the EFL Textbook for Senior High School Students; Andriyas Galuh Kurniwan; 39 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This study examined how visual and textual data in the senior high school English textbook represent democratic values by using Visual Semiotics of Roland Barthes. This study was expected to give enlightenment towards the discussion of Democratic Values needed in English teaching and learning process or the next research in the future.

The researcher gathered the text and visual materials which provide information about democratic values by using the documentary method. The data analyzed using two layers of visual semiotic of Barthes (i.e., denotation and connotation) in order to reveal the representation of democratic values in English textbook for tenth grade students.

The findings show that there were 8 pictures and 4 texts represent democratic values in English textbook. For the pictures, there are 2 pictures showing an act of respecting the freedom to express opinion, 1 picture that shows an act of respecting the right to obtain self-development, 1 picture that shows an act of respecting the freedom to choose religion, 1 picture that shows an act of respecting the right to sustain the life, 1 picture that shows an act of respecting the freedom to assembly, and 2 pictures that show an act of respecting the right to have welfare. For the texts, there are 2 texts showing an act of respecting to right to have welfare and 2 texts showing an act of respecting to right to sustain the life and get security. The data also prove that English textbook contains democratic value messages that both teachers and students can use it for learning. Other than that, teachers need to equip their students with experience (e.g., respecting others right), knowledge (e.g., democracy perception), skills (e.g., politeness strategies),

and attitudes (e.g., democracy awareness) to make students critically get the meaning of hidden values in the English textbook. Considering Indonesia build upon the heterogeneous populations, it is also needed for the teachers to develop the materials which suitable for the students' discussion of democratic values.



CHAPTER I. INTRODUCTION

This chapter discusses the importance of researching democratic values in English textbook for senior high school. In a more detail, this chapter will introduce the research background, research questions, research objectives and research contributions.

1.1. Research Background

The present study focuses on analyzing “democratic values” in an EFL textbook for senior high school students in Indonesia. Democratic values in this research are operationally defined as guide of behaving that appreciate and respect (1) human rights; (2) freedom; and (3) rule of law (Adapted from Republic of Indonesia Legislation, Number 39, 1999). Democratic values have to be promoted via English textbooks because Curriculum 2013 targets the attainment of three domains of education (i.e. knowledge, skills, and attitudes). Thus, the materials in English textbook should cover the ones that promote the attainment of the language knowledge (e.g. vocabulary, grammar), communication skills (i.e. listening, speaking, reading, writing), and the social and spiritual attitudes/ values. Based on the Minister of National Education of Indonesia (2010), there are nine character values (i.e., friendly, communicative, care about environment, inquisitive, democratic, independent, hard-working, discipline, and keen on reading) that must be promoted through English textbooks. Democratic value is the one that will be examined its existence in English textbook for senior high school students.

Analyzing democratic values in English textbook for senior high school is important for a number of reasons. First, democratic values in the textbook cover some information about human rights (Shuayb, 2015). Understanding human rights can reduce conflict and violence that happened in the society (e.g. violence in Aceh Regional Election in 2017). Second, democratic values expressed through a variety of materials inside the textbooks (such as texts and images) can stimulate students to be courageous in expressing their opinions and affect students’ behaviors. Recently, there are some social phenomena related with democratic

issues (e.g. the turmoil after president election in Mei 22nd, 2019, students' demonstration in rejecting a Bill of Criminal Code and Corruption Eradication Commission's law in September 19th, 2019). Students' demonstrations constitute the freedom of expressions and are permitted by the government as long as they obey and respect the existing rules. Peace demonstration by students without violence indicate students' maturation in democracy, i.e., by appreciating and respecting other people's rights. Learning democratic values in school is an essential part to build a democratic society (Zachrisen, 2016). Topkaya and Yavu (2011) claim that schools are the central of education which is also a suitable place to instill democratic ideals to individuals. Therefore, English textbooks as the main resource in English language teaching can be a good medium to teach democratic values and attitudes in school (Pretsch and Madapathi, 2018).

Nowadays, instilling character values (in particular democratic values) in schools is needed and teachers should know some effective ways to teach them. In the last two decades, there have been some researchers investigating democratic values. Collado and Atxurra (2006) conducted a study to examine democratic citizenship education involved within the European framework and Spanish educational reforms issues in textbook. It revealed that the European ideals of citizenship education are unevenly presented in the textbook. Wu and Navera (2018) examined English language teaching (ELT) materials of Singapore secondary textbooks as sites of values education. The result of their study indicated textbooks can offer potential values which may be tapped by teachers to realize the values in proper contexts. Widodo (2018) conducted a study which examined the ways of values are portrayed in secondary school English textbook approved by Indonesian Ministry of National Education. The study revealed that different genres on visual materials and verbal texts in the textbook can represent many of values. Based on the previous studies, an analysis of democratic values in English textbooks are still seldom carried out by previous researchers in Indonesia, even though it has become one of the target values in English Curriculum 2013. To fill the gap, this research aims to examine visual and textual analysis of democratic values in EFL textbook entitled "Bahasa Inggris" for tenth

year's students published by the Ministry of Education and Culture of Indonesia (2017).

1.2. Research Question

Based on the research background, this research question is formulated in the following: "How do visual and textual data in the senior high school English textbook represent democratic values?"

1.3. Research Objectives

In reference to the research problem, the present study aims to investigate how visual and textual data represented democratic values in senior high school English textbook published by the Ministry of Education and Culture of Indonesia.

1.4. Research Contribution

The results of this research are expected to give practical and empirical contributions. Practically, English teachers can foster the attainment of democratic values while teaching English in the classroom by developing democratic values into teaching materials for English teaching and learning. Textbook writers are also expected to provide some textual and visual materials in the textbook. Empirically, the results of this research can give some inspirations for the next researchers to conduct future research on democratic values in different English textbooks published by different authors.

CHAPTER II. REVIEW OF RELATED LITERATURE

This part will discuss the notion of democratic values, democratic values and curriculum 2013, and previous studies examining democratic values in educational textbooks.

2.1. The Notion of Democratic Values

Democracy is regarded as a form of lifestyle interrelated with the perceptions and assumptions, common experiences of individuals and it is about living together (Dewey, 1921). It is the fundamental belief in any societies which has a dynamic concept, active and changing process (Topkaya & Yavu, 2011). In establishing democracy, education is not the only source, but family, media, and other institutions also contribute to the process (Subba, 2014). Learning democracy begins from family as indicated by parents' democratic attitudes (Eğilmez et al, 2018). Then, the task for helping individuals to acquire democratic values is the mission of education. Therefore, democratic education has crucial role to instill democratic values to students.

To understand the concept of democratic values in EFL textbooks, it is imperative to make sense of the meanings of democracy and value. All people may be familiar with democracy, but they still misunderstood and misused the concept (Topkaya & Yavu, 2011). In the Oxford Learner's Dictionary, democracy is defined as a system of government in which all the people in their county can vote to elect their representatives. Beetham and Boyle (2009) also stated that democracy is regarded as the sphere of collective decision-making. It embodies the ideal that making decisions can be affecting the association as a whole which are all members should take part and having an equal right to take part in such decisions. Furthermore, democracy does not just belong to the sphere of government, but the principles of democracy are also relevant to collective decision-making in any kind of association. It is regarded as the way of life in societies (Subba, 2014). Therefore, democracy is not merely as a political system but democracy is also as a way of life. Thus, it is also aspired to secure civic liberties, human rights, social justice and equality before the law for everyone

regardless of race, gender, culture, religion, and national origin (Salili & Hoosain, 2010, pp. xi).

Besides understanding the concept of democracy, the concept of values also needs clarification. According to Shechtman (2002) values refer to the main cognitive weapon to foster self-respect that gives opportunity to individuals to adapt, perform and cope with reality more effectively. It is closely related to emotions, thoughts and behaviors (Yildirim & Dilmac, 2015). Values also present statements about what is considered to be right and wrong and about what is important and unimportant (Li, 2016). Furthermore, based on the experts' definitions about democracy and values, it can be said that democratic values are the way of life that secure civic liberties, human rights, social justice and equality before the law for everyone. Regarding this statement and the aspire of democracy based on Salili and Hoosain (2010), for the use of Indonesia context, this study identify democratic values as the way of life in any societies respected to (1) human rights; (2) freedom; and (3) rule of law.

Based on Republic of Indonesia Legislation Number 39 of 1999, human rights is a set of rights inherent in the nature and existence of humans as the creations of the God Almighty which must be respected, held in the highest esteem and protected by the state, law, Government, and all people in order to protect human dignity and worth. Freedom is the state of being allowed by the government to do what citizen want to do. Thus, everyone is required to comply with the laws and regulations, unwritten laws, and international law that have been accepted by the Republic of Indonesia. Therefore, in performing human rights and freedom, each citizen must comply with the laws and regulations. It is also stated on the article 28J of The 1945 Constitution of the Republic of Indonesia that everyone should have duty to respect the human rights of others in the orderly life of the community, nation and state and they should have the duty to accept the restrictions established by law for the sole purposes of guaranteeing the recognition and respect of the rights and freedoms of others and of satisfying just demands based upon considerations of morality, religious values, security and public order in a democratic society. Furthermore, everyone should obey the

legislation and Law as stated on article 27 of The 1945 Constitution of the Republic of Indonesia.

Table 1. Democratic content analysis framework adapted from Republic of Indonesia Legislation Number 39 of 1999.

Human rights	right to sustain the life	Citizens have right to their life and an adequate and healthy environment.
	right to marry and bear children	Citizens have right to make a legal family and bear their children.
	right to obtain self-development	Citizens have right to obtain education and information.
	right to get justice	Citizens have right to be recognized, guaranteed, protected, and treated fairly before the law.
	right to get security	Citizens have right to get security and not get an arbitrary interference.
	right to have welfare	Citizens have right to do or has their job as befits a human being.
Freedom	freedom to choose religion	Citizens have freedom to choose and worship their religious belief based on legal religion which determined by the government.
	freedom to express opinion	Citizens have freedom to express their opinion in personal or public, according to prevailing law.
	freedom to assembly	Citizens have freedom to peaceful assembly and create an association based on the existing law.
	freedom to participate in politics	Citizens have freedom to choose, participate, and hold their political beliefs.
	freedom to elect and being elected	Citizens have freedom to vote and be voted in elections and have equal rights to a direct, free, secret, fair, and just vote based on the existing law.
Rule of law	laws and regulations	Everyone within the territory of the Republic of Indonesia is required to comply with Indonesian legislation and Indonesian Law, including unwritten law and international law ratified by Indonesia.

2.2. Democratic Values and Curriculum 2013

Fostering the character values has become one of the educational goals (Lovat, 2017). Therefore, national education has functions to evolve and establish characters and a dignified nation in order to educate the life of the nation (Decree

Number 20 of 2003 of Republic Indonesia). Character education is planned efforts to make students recognize, care and internalize the values which make students have good knowledge and attitudes (Haryanto, 2011). It is also an attempt to instill the important core values which are the fundamental belief of character education to students through the implementation of a school curriculum (Widodo, 2018).

In Curriculum 2013, there are three domains of education targeted to be achieved (i.e. knowledge, skills, and attitudes/values). Curriculum 2013 emphasizes the attainment of values due to the fact that young generations have experienced moral degradation. Therefore, instilling good attitudes/values in education is needed to make students perform good behaviors. Character education policy has also entered to all school subjects (Mambu, 2015). It means that character education should be integrated to all school subjects including English. Based on the Ministry of National Education of Indonesia (2010), English textbooks as one of the curriculum artifacts should cover nine character values (i.e., *friendly, communicative, care about environment, inquisitive, democratic, independent, hard-working, discipline, and keen on reading*). Democratic value is one that must be instilled in the textbooks because they have crucial role in education. By providing the materials on democratic values in English textbooks, it is expected that children will learn how to appreciate and respect to human rights, freedom, and rule of law through learning activities designed in the textbooks or tailored by the teacher. Therefore, it is not enough for teachers to understand the notions of democratic society, values, behaviors, and attitudes, but they also need to practice them in the classroom (Ravitch, 1991).

Because character values should be taught in all school subjects, teachers need to explore the school subjects facilitating the learning of character values in spoken, written, and visual materials. Teacher is the factor key to build a democratic classroom (Kesici, 2008). If the teacher more understand about democracy and can also incorporates it in the classroom, it will be more understood by students (Subba, 2014). Incorporating character values into textbooks is one of ways to do it. According to Widodo (2018), textbooks are a

vehicle for teaching character values in all school subjects. It also actively helps to construct a particular value of social practices through the texts, tasks, and images.

2.3. Previous Studies Examining Democratic Values in Educational Textbooks

Democratic values should be reflected in the formal curricula, explicit teaching, throughout the hidden curriculum codes of conduct, the mission statements and interactions in classroom which used democracy model and the rights to respect for all (Howe & Covell, 2009). Regarding this statement, textbooks which are the curriculum artifacts and main teaching-learning media in education should also cover democratic values. Since 2006, there are several studies that investigated democracy issues in textbook which have been documented in different countries such as Spanish, USA, and UK. To begin with, Collado and Atxurra (2006) analyzed democratic citizenship on text, images, or activities in 24 integrated textbooks series (i.e., social science, natural science, and technology) for each of 6 years of primary school education which developed by four different publishers (i.e., Bruño, Elkar, Erein, and Santillana) in Spain, particularly in the Basque Autonomous Region. This research focused on analyzing five specific topics considered fundamental of democratic citizenship in Western and European approaches (i.e., responsibility, participation, conflict resolution, diversity, and human rights).

Their study used qualitative analysis which analyzed page-by-page to specify and identify any content related to responsibility, participation, conflict resolution, diversity, and human rights. The finding indicated that the textbooks dealt European ideals of citizenship education with unevenly and barely in the some cases. For responsibility, the family context appeared in all of the textbooks, school contents are included in three series, road contexts appeared in all of the series, and civic contents only dealt with first years of primary school. For participation, school context appeared in three series, Social context appeared in two series, and institutional sphere context appeared in all series. For conflict

resolution, it appeared in two series. For diversity, it appeared in all series. For human rights, it appeared in two series.

Democratic principles are a major need to construct democratic citizenship. Oryan and Gastil (2013) analyzed democratic principles within the parent-child relationships theories on written text in two historical textbooks (i.e., the Adlerian model in *Children: The Challenge* by Rudolf Dreikurs published in 1964 and the Parent Effectiveness Training model in *Parent Effectiveness Training* by Thomas Gordon published in 1975) in United States. Focusing on two models of democratic parenting as theoretical ideal, their study used qualitative argumentative content analysis to expose the difficulties and paradoxes of two models (i.e., the Adlerian model and the Parent Effectiveness Training model) when they articulate democratic principles within the parent-child relationships in the textbooks. Their analysis included three stages (i.e., open coding dealt with the texts' conceptions of democracy and democratic parenting, identify the core categories regarding the relation of texts and democratic family, and explore the way of expert discourse in organizing the texts).

Thus, the finding of their study showed that the textbooks attempted to impart democratic ideas through the key communication skills practices which identified (i.e., listening and understanding the child, disciplining the child without dominating, and including the child in deliberative family decision making). Both of textbooks (i.e., *Children: The Challenge* by Rudolf Dreikurs and *Parent Effectiveness Training* by Thomas Gordon) instruct parents to listen and understand their children, in order to shape the children behaviors with the parents' wishes, to enforce parental power over the child indirectly through manipulative, congenial communication practices, and to ensure the child's presence during family deliberation to help children with the right decisions, and pre-determined through separate parental judgment.

Democratic citizenship education has crucial role in any society. In UK, Olga Ververi (2017) analyzed the Council of Europe (CoE) citizenship conception in two major Education for Democratic Citizenship (EDC) textbooks (i.e., *T-Kit 7: Under construction: Citizenship Youth and Europe* by Lopez et al published in

2003 and *The Compass Manual* by Brander, Keen, and Lemineur published in 2002). Both of textbooks comprise the epitome of the Council of Europe's citizenship discourse which are *T-Kit 7: Under construction: Citizenship Youth and Europe* is about European citizenship and *The Compass Manual* focuses upon Human Rights. In Ververi's research, it used critical discourse analysis (CDA) to identify the essence of the Council of Europe (CoE) citizenship conception applied on the textbooks.

Thus, the analysis used two levels to examine the representation of social events on textbooks. The first level used micro analysis which lies at the level of reference. The second level used macro-transdisciplinary analysis which involves the dialectic of social relations and in accordance with the Critical Cultural Political Economy of Education (CCPEE) theoretical framework. The finding showed that Education for Democratic Citizenship (EDC) programme textbooks (i.e., *T-Kit 7: Under construction: Citizenship Youth and Europe* and *The Compass Manual*) impart neo-communitarianism which describes the conceptual hybrid of political philosophy and political economy as a new meaning which sabotages citizenship in its legalist yet important sense linked with social justice. Furthermore, based on the Critical Cultural Political Economy of Education (CCPEE), the identification of the Council of Europe's neo-communitarian conception of citizenship is the politics of education moment which reveals the citizenship education power in the European space.

Based on the previous studies above, it indicated the crucial role of democracy in education. Teaching democratic values in education is needed to build a great democratic citizenship in the society. Although democratic values have a crucial role in society and one of the compulsory character values, previous studies which are investigating democratic values in EFL textbooks were not found in the literature. To fill the gap, the present study will analyze democratic values in an EFL textbook for the tenth-grade students of senior high school through visual and textual materials in the textbook.

CHAPTER III. RESEARCH METHOD

This chapter discusses the research design, research context, data collection method and its procedures, and data analysis method.

3.1. Research Design

The present study aims to investigate “democratic values” represented in an EFL textbook for Senior High School students published by Ministry of Education and Culture of Indonesia. As a curriculum document (Widodo, 2018), the EFL textbook also serves as a tool to cultivate students’ character virtues and moral values. Therefore, to analyze the democratic values in EFL textbook for senior high school students, this study utilizes Critical Discourse Analysis (CDA) to examine the democratic values in visual discourses and/or visual with textual discourses. According to Kress and van Leeuwen (2006), CDA is an appropriate method to reveal the ideological messages represented in visual discourses in explicitly and/or implicitly, whereas Susana de los Heros (2009) adds that CDA is also suitable to uncover how the ideological system is constructed and reconstructed by texts and social practices that privilege particular values in groups or society.

3.2. Research Data

The data that was collected in the present study are in the forms of pictures and texts that contain “democratic values” in an EFL textbook. The pictures and texts chosen in the textbook have to contain “messages” which appreciate and respect human rights, freedom, and rule of law. Therefore, pictures and texts in the textbook that contain democratic values will be carefully identified.

The textbook that is analyzed is entitled “Bahasa Inggris SMA/MA/SMK/MAK Kelas X” [English for High School/Islamic High School/Vocational High School/Islamic Vocational High School]. It was published in 2017 by the Ministry of Education and Culture of the Republic of Indonesia (third edition) authored by Utami Widiati, Zuliati Rohmah, and Furaidah and edited by Helena I. R. Agustien, Emi Emilia, and Raden Safrina. Physically, this textbook consists of 220 pages and 15 chapters. The researcher

selects this textbook because it is written based on the Curriculum 2013 that brings the mission of character education and democratic values are one that are promoted in the Curriculum 2013 and the research investigating the democratic values in this textbook has not been conducted before.

3.3. Data Collection Method and its Procedures

Because the data are gathered from a curriculum document (i.e., an EFL textbook for senior high school), the way to collect the data is called documentation method (Gibson and Brown, 2009). The procedures to collect the data are as follows: (1) identifying the pictures and texts that contain democratic values in the EFL textbook analyzed; (2) creating a working table that contains information about the location of pictures or texts that contain democratic values (i.e. human rights, freedom, and rule of law) in the textbook. Table 2 in the following is the example of a working table that was used to gather pictures and texts that was analyzed in the textbook.

Table 2. Location of pictures in the textbook that contains democratic values.

Unit	Theme	Pictures Representing Democratic Values	Description	Location	Type of Democratic Values
Chapter 1	Talking about Self		Two men who wear blue long-sleeved shirt (blonde hair) and batik (black hair) make an interview.	p. 17	Respecting the freedom to express opinion
Chapter 2	-	-	-	-	-
Chapter 3	-	-	-	-	-

3.4 Data Analysis Method

The present study analyzes pictures and texts that carry messages of democratic values in an EFL textbook by employing the visual semiotics of Barthes. Barthes (1977) argues that there are two layers of meanings in the visual

semiotics layering of meanings. The first layer is denotation that explains what and who is being described in the picture. The second layer is connotation that explores the ideas and values expressed through what is represented and how it is represented in the picture. This study uses both layers of meanings to analyze pictures or pictures with texts that contain democratic values in the textbook analyzed.

An example of analysis based on the data in Table 2 is given in the following. Picture #1 located in Chapter 1 (p.17) is a picture about two men who wear blue long-sleeved shirt (blonde hair) and batik (black hair) make a conversation. This picture represents two men make an interview expressing what they think (denotative meaning). This picture also represents respect for 'the freedom of expressing opinion' (connotative meaning). From the picture, it is expected that students who express their opinion in personal or public have to respect to one another because the country allows them to express their opinion both in personal or public. Also, school children in expressing their ideas or opinion have to respect their friends who have different ideas or opinion. Moreover, teachers need to equip their students with democratic knowledge in order to help students interpret the hidden values. By doing so, it is expected that students could learn how to appreciate and respect to one another the way their friends in expressing their ideas or opinion through a conversation. In addition, school children are also needed to be aware of living in Indonesia as a big democratic country where the government guarantees its citizens to have a freedom of expressing their opinions based on the existing law and also become media in learning and practice democracy.

CHAPTER V. CONCLUSION

The present study has examined democratic values, which are represented in the officially endorsed English textbook written for Indonesian EFL students through the analysis of pictures and texts. The following part presents the conclusion of the findings and suggestions for teachers and next researchers.

5.1. Conclusion

Having analyzed the textbook, it can be concluded that the democratic values have been represented through pictures and texts in the English textbook. There are 8 pictures representing the democratic values. Two pictures represent the democratic value under the category of freedom to express opinion, one picture represents the democratic value of the right to obtain self-development, one picture represents the democratic value of freedom to choose religion, one picture represents the democratic value of the right to sustain the life, one picture represents the democratic value of the freedom to assembly, and two pictures represent the democratic value of the right to have welfare. In addition, there are two texts that represent democratic value under the category of respecting the right to have welfare and there are two texts representing democratic value under the category of respecting the right to sustain the life and get security. The pictures and texts identified in the textbook effectively portray the democratic values, even though it does not cover all democratic contents (i.e., right to marry and bear children, right to get justice, freedom to participate in politic, freedom to elect and being elected, and rule of law). The writer uses symbol, attribute or activities associated with Indonesian people's life represent democratic values that both teachers and students can learn and discuss it. Then, text materials portray the values in different genres and text types (e.g., dialogue, recount text). It is also used as a starting point to deliver the democratic values covered in the stories. The language in the texts also has a great impact on arousing students' emotion in understanding the material. Therefore, it is necessary for English teachers to examine democratic references contained in textbooks in their teaching.

5.2. Suggestions

From the results of analysis of democratic values in the textbook, some suggestions are proposed to English teachers and textbook writers. For the English teachers, considering the lack attention in exploring democratic values, they should discuss it more deeply in the textbook materials because such values are frequently hidden in the pictures and the texts. Teachers should have a good experience, knowledge, skills, and attitudes about democracy in order to teach democratic values. The textbook has many pictures and texts that explicitly presented such values designed by the writers to affect students' characters. The teachers need to understand how to teach, apply, and explore those representative pictures and texts to the students for better learning outcomes. For the textbook writers, they are suggested to review and evaluate the textbook by government regulations on character education. Democracy has a dynamic concept, active and changing process which should make the writer to review the materials with current condition. They also need to pay attention to the importance of democratic values in students' character building program, so that they can equally distribute character values, especially democratic values to improve student character.

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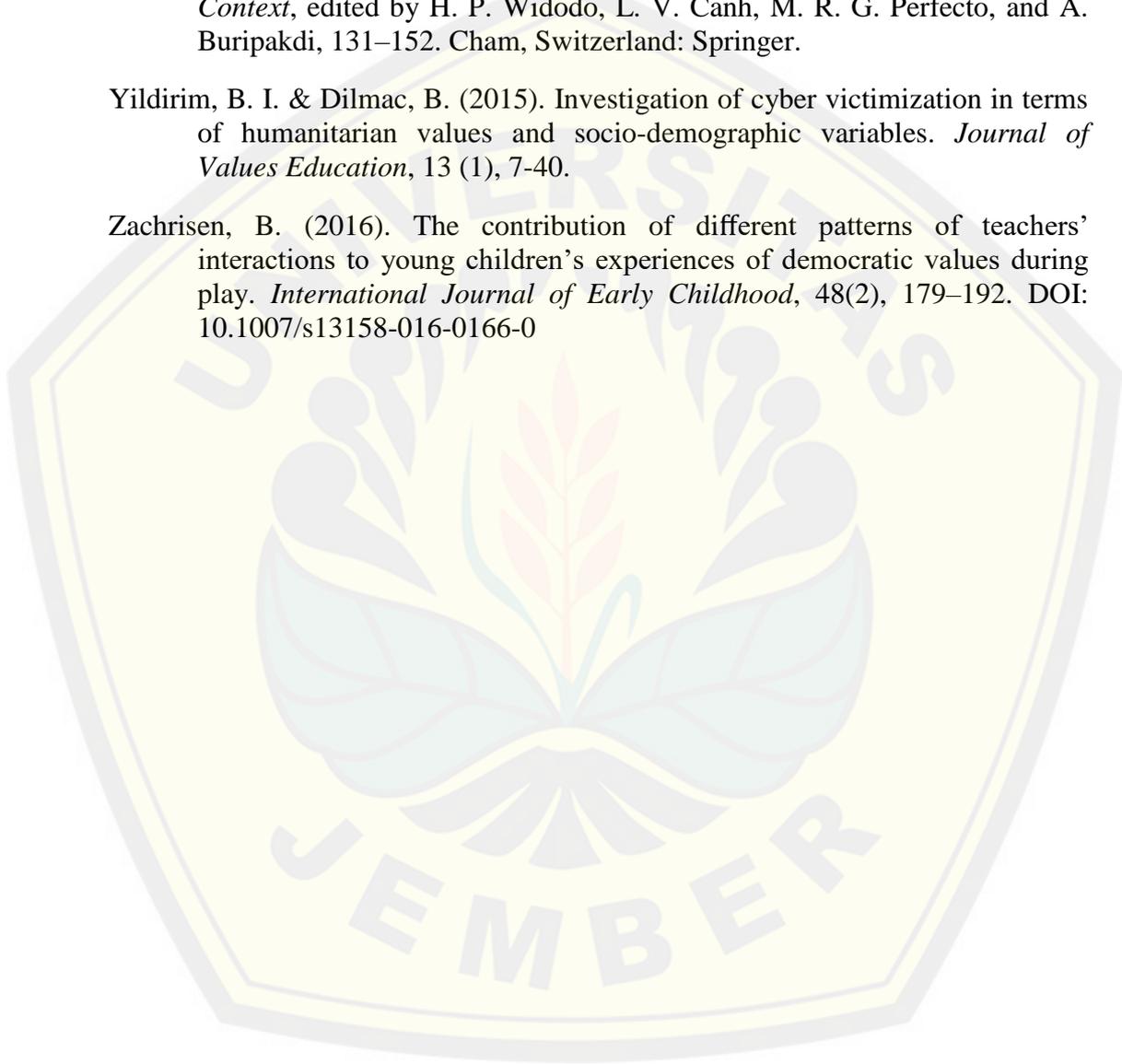
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Appendix 1

Research Matrix

Title	Problems	Variables	Indicators	Research Methods
<p>The Visual And Textual Analysis of Democratic Values Represented In The EFL Textbook for Senior High School Students</p>	<p>How visual and textual data in the senior high school English textbook represent democratic values?</p>	<p>The Democratic Values Represented in English Textbook.</p>	<p>Democratic Values that cover:</p> <ol style="list-style-type: none"> 1. Human rights 2. Freedom 3. Rule of law 	<p>1. Research Design:</p> <p>Critical Discourse Analysis (CDA).</p> <p>2. Data Resource:</p> <p>All texts and images that represent democratic values in English textbook for tenth year's students.</p> <p>3. Data Collection Methods:</p> <p>Document analysis method.</p> <p>4. Data Analysis Method:</p> <p>The data will be analyzed by using Critical Discourse Analysis (CDA) focusing on visual semiotic analysis.</p>

Appendix 2

Table 5. The Distribution of Democratic Materials in each unit of the Textbook

Unit	Theme	The Distribution of democratic Materials					
		Human Rights		Freedom		Rule of law	
		Visual	Verbal	Visual	Verbal	Visual	Verbal
Book Cover	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chapter 1	Talking about Self	N/A	N/A	1 (p. 17)	N/A	N/A	N/A
Chapter 2	Congratulating and Complimenting Others	1 (p. 26)	1 (p. 23-24)	1 (p. 33)	N/A	N/A	N/A
Chapter 3	What are You Going to Do Today	1 (p. 39)	N/A	N/A	N/A	N/A	N/A
Chapter 4	Which One is Your Best Getaway?	N/A	N/A	N/A	N/A	N/A	N/A
Chapter 5	Let's Visit Niagara Falls	N/A	N/A	2 (pp. 77, 79)	N/A	N/A	N/A
Chapter 6	Giving Announcement	N/A	N/A	N/A	N/A	N/A	N/A
Chapter 7	The Wright Brothers	N/A	N/A	N/A	N/A	N/A	N/A

Chapter 8	My Idol	2 (pp. 109)	1 (p. 110-110)	N/A	N/A	N/A	N/A
Chapter 9	The Battle of Surabaya	N/A	1 (p. 123-124)	N/A	N/A	N/A	N/A
Chapter 10	B.J. Habibie	N/A	N/A	N/A	N/A	N/A	N/A
Chapter 11	Cut Nyak Dien	N/A	1 (p. 145-146)	N/A	N/A	N/A	N/A
Chapter 12	Issumboshi	N/A	N/A	N/A	N/A	N/A	N/A
Chapter 13	Malin Kundang	N/A	N/A	N/A	N/A	N/A	N/A
Chapter 14	Strong Wind	N/A	N/A	N/A	N/A	N/A	N/A
Chapter 15	You've Got a Friend	N/A	N/A	N/A	N/A	N/A	N/A
Total		4	4	4	0	0	0

Notes:

1. N/A : Not Available
2. P : Page
3. PP : Pages
4. The number (1, 2, and etc.) means the total number of democratic materials (pictures or texts) that were analyzed in this study