



**THE REPRESENTATION OF PEACE VALUES IN THE ENGLISH
TEXTBOOK ENTITLED “BAHASA INGGRIS WHEN ENGLISH RINGS
A BELL SMP/MTS KELAS VII”**

THESIS

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ENGLISH EDUCATION PROGRAM

THE LANGUAGE AND ARTS DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

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

BY:

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MOTTO

“Winners never quit. Quitters never win.”

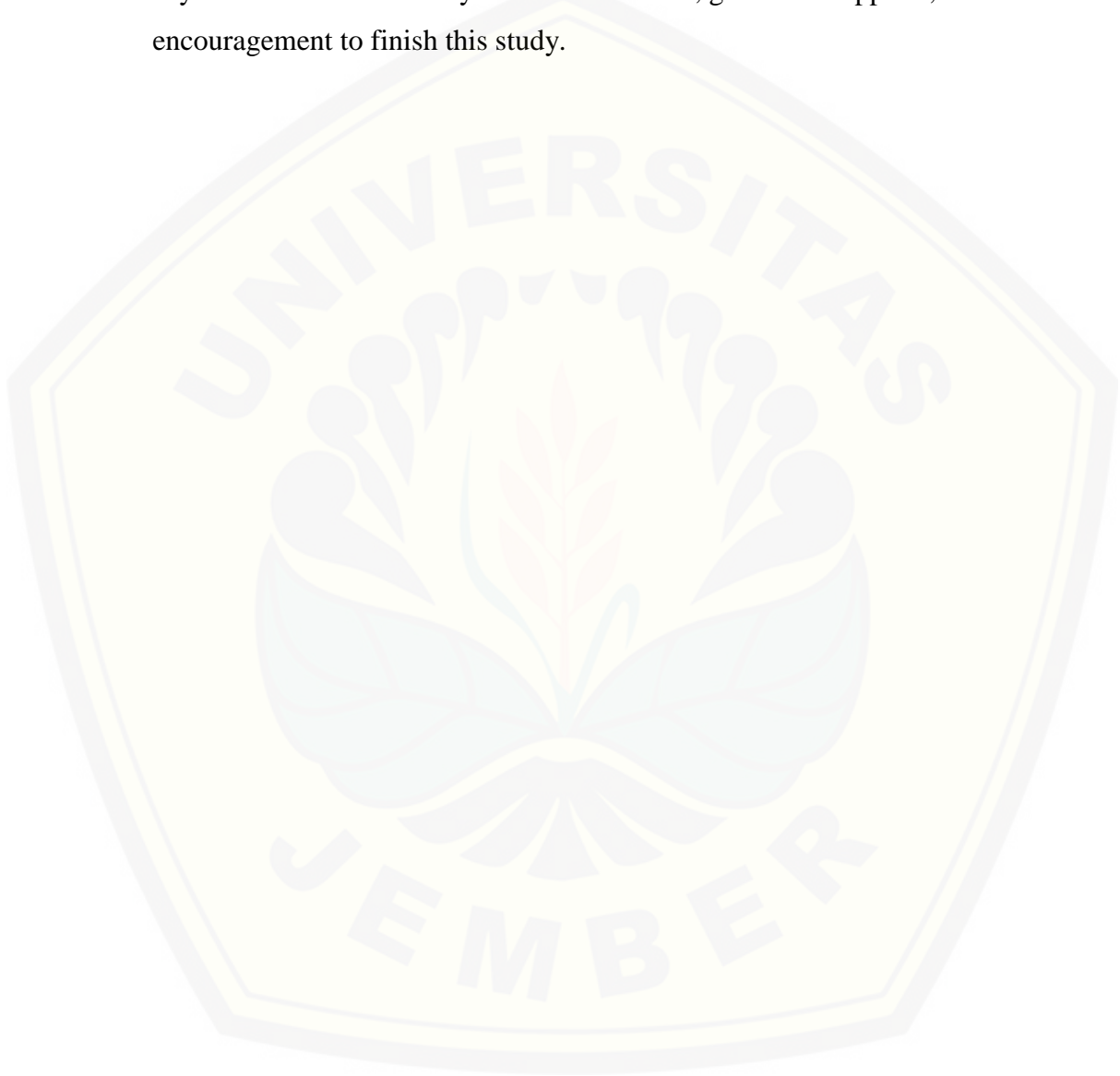
(Albert Einstein)



DEDICATION

The thesis is dedicated to:

1. My beloved parents who always give me motivation and never-ending love.
2. My beloved sister and brother who always supports me.
3. My best friends who always share our dreams, give their supports, and encouragement to finish this study.



STATEMENT OF THESIS AUTHENTICITY

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

I certify that the content of this thesis is the result of 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.

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**THE REPRESENTATION OF PEACE VALUES IN THE ENGLISH
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The English Education Program, Language and Arts Department,
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Finally, I hope this thesis will provide some advantages for the writer 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, 9 July 2019

The writer

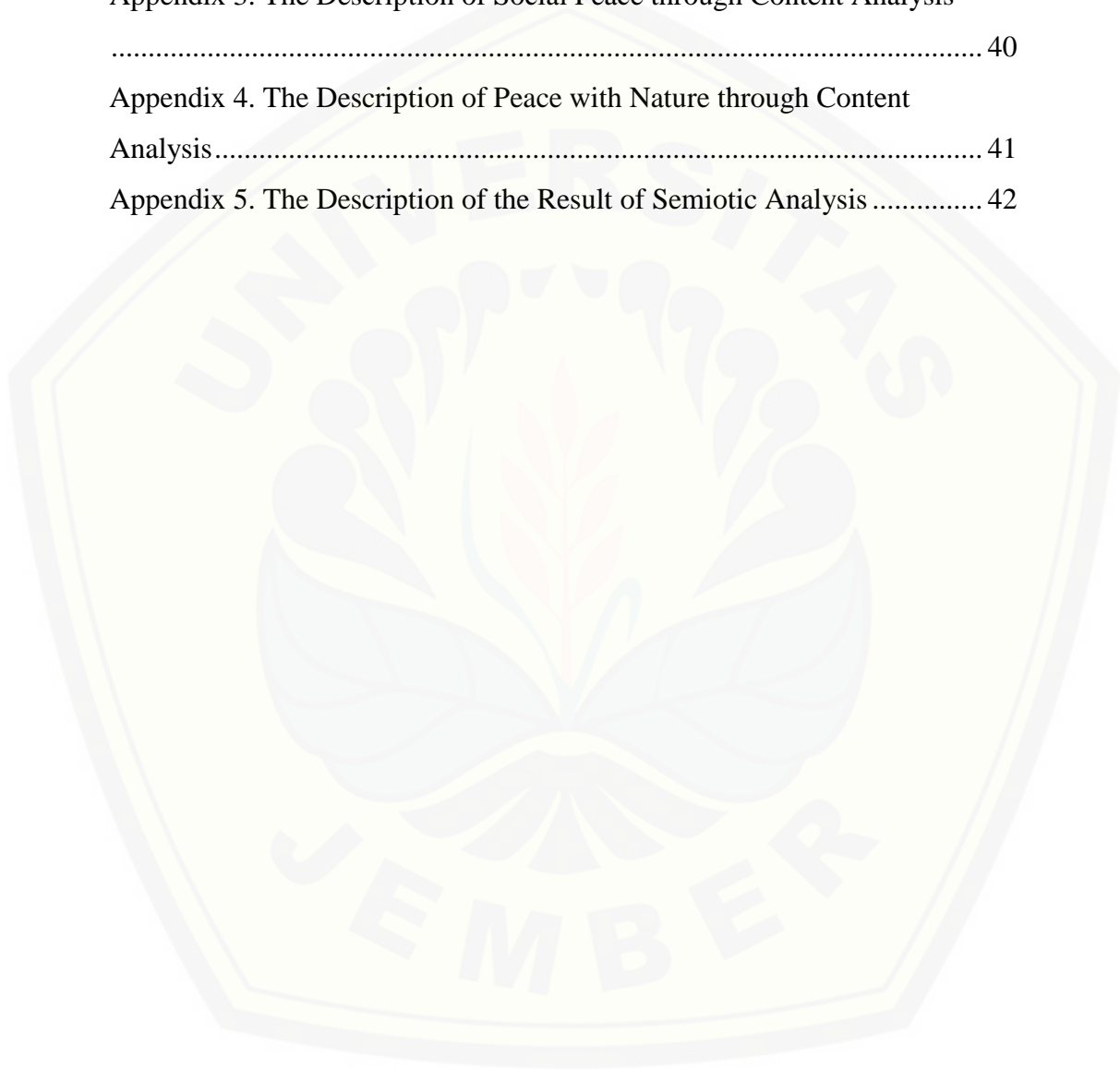
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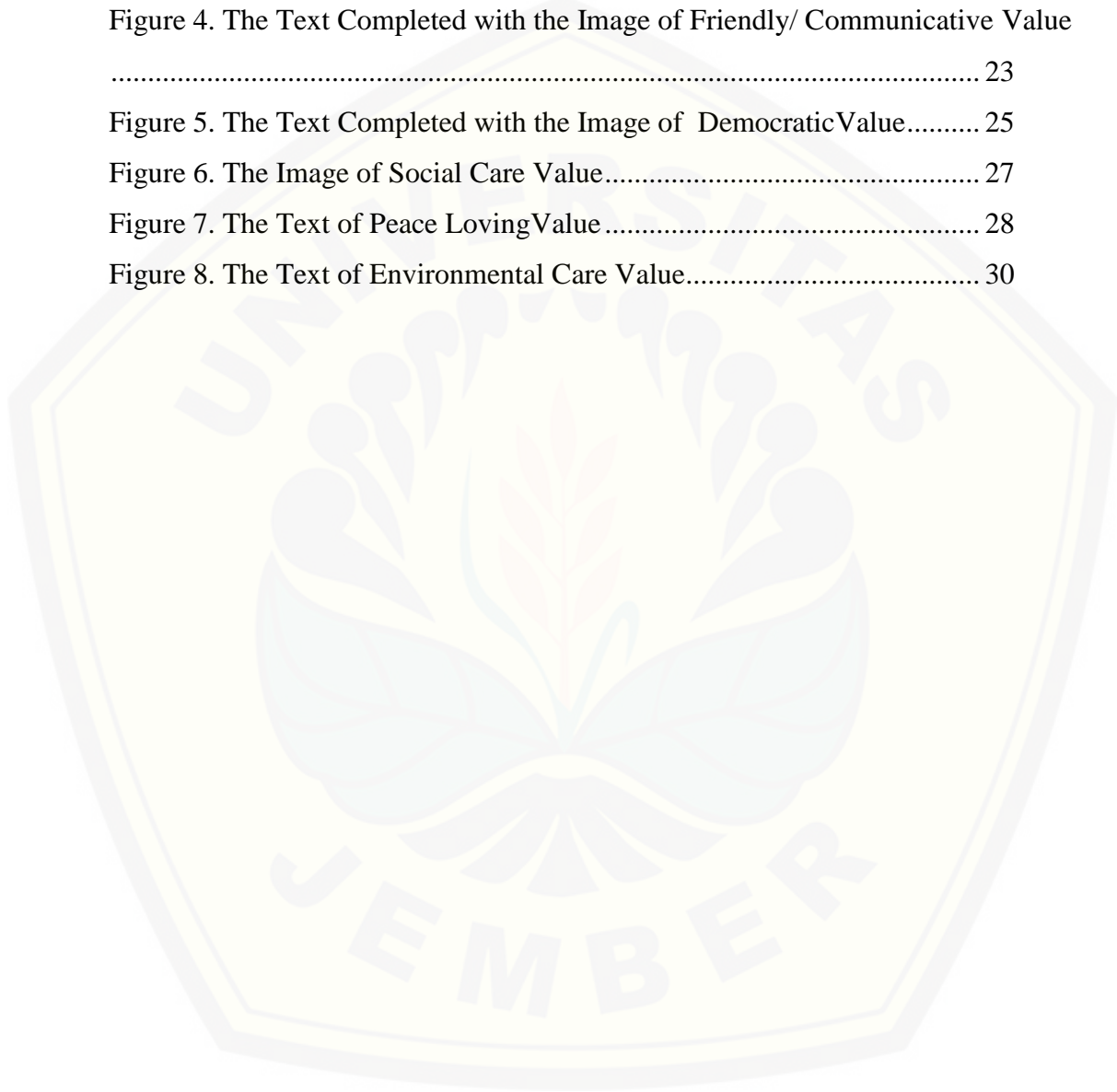
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SUMMARY

The Representation of Peace Values in the English Textbook Entitled “Bahasa Inggris When English Rings A Bell SMP/MTS Kelas VII”; Agistyana Furqania Nur Imaniar; 150210401036; 47 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Trainee and Education, University of Jember.

This study examined the representation and the dominant value of peace values in the Junior High School English textbook issued by the Department of education and culture in Indonesia. In dealing with the peace values that were part of the character-building program, the researcher related some example of some categories of peace values with the value in the character-building program. These peace values were Inner peace, Social peace and Peace with nature. From each value, there were subcategories: Appreciating the achievement value and religious value from the character-building program were included in inner peace. Tolerance, friendly/ communicative, democratic, social care, and peace-loving from the character-building program were included in social peace. And environmental care value from the character-building program was included in peace with nature.

The researcher gathered the texts only, texts completed with the images and images only which provide information about peace values by using the documentary method. Content analysis and critical discourse analysis, focusing on two layering meaning of visual semiotic analysis was used to analyse the discourse of visual and textual form.

The findings showed that there were a total of 9 images, 96 texts completed with the images and 37 texts presented social peace values. While in inner peace there was only one image, four texts completed with the images and 12 texts, and in peace with nature, there was only one image, six texts completed with the images, and two texts presented in the textbook. The data prove that social peace was the dominant value presented in the textbook. In inner peace, the researcher found some texts and images presented appreciating achievement in the

topic of appreciating clean and tidy classroom, appreciating parents' job, appreciating someone coming on time to school, and appreciating other attitudes. Religious value presented in the textbook in the topics of shaking hands between students and teacher and an image of a family praying together before eating. There were some topics presented in the textbook to show some value of social peace: tolerance value presented in the image of some children from different races playing together without discrimination, and there was also a dialogue completed with the image between a girl wearing hijab greeted her friend that had a different complexion. In the textbook, the friendly/ communicative value was presented in all forms of different topics and different situations of dialogues, also some dialogue completed with the images. Democratic value was presented in the textbook with the topic of human rights. The other value of social peace was social care value presented in the topics of helping other people, caring to other people and cooperation. And peace-loving value in the textbook presented in the topic of conflict and understanding others condition. The last, in the peace with nature, the environmental care value presented some images and texts completed with the images that can invite the reader to plant trees and loving animals and keep the environment clean.

In this case, to maximize the development of education in Indonesia, the teacher are suggested to pay more attention to students' character-building program, and As the developers of the textbook, the authors and publisher are suggested to review and evaluate the textbook that has been made based on the latest curriculum in accordance with government regulations.

CHAPTER I. INTRODUCTION

This chapter presents some aspects underlying the topic of the study. It covers the research background, the research problem, the research objectives, and the significance of the research, including empirical, and practical contribution of this study.

1.1 Research background

Peace is a value that is considered an essential factor to anticipate the effect of the globalization era. In this globalisation era, there are lots of problems that must be faced by students in and out of the classroom, especially relating to how to behave or treat themselves, society, and nature. One of the other problems is about the violence that belongs to bad behaviours or acts. Balasooriya (2001:1) notes that “we live in an era of unprecedented violence in the forms of terrorism, war, crimes, injustice, oppression, exploitation, and poverty”. Violence can negatively affect young people’s mind, even children. In this situation, the need to nurture peace has arisen as an urgent issue to be addressed (Balasooriya, 2001).

Balasoriya (2001:55) categorises violence into verbal violence, psychological violence, physical violence, criminal violence, and structural violence. All of these kinds of violence often happened in Indonesian schools. Rakhmat and Tarahita (2018) reported that, in a 2012 survey released by Indonesia’s National Child Protection Commission, 87.6% of 1,026 students were bullied either physically or verbally in school. In order to nurture peace values, education is viewed as suitable fields. This is supported by UNESCO (1995) in Gebregeorgis (2016:1) stating that:

“True education, over and above pure academics, it is capable of equipping learners with the ability to acknowledge and accommodate diversity, appreciate and respect each other, join hands for justice, peace and democracy, strengthen alliances and harmony, and solve conflicts in a non-violent way.”

In delivering peace values, education is seen as the best place to transfer it. According to Delors (1996), there are four pillars of education, that two of them have related to the peace values and curriculum 2013. Learning to live together

refers to the habits of living together, mutual understanding, and acceptance can encourage the growth of respecting other races, cultures, and religion. While learning to be referred to have skills, talents, and good character that closely related to the process of becoming their self. Also, there are social competence and spiritual competence related to the 2013 curriculum. Through the textbook, the government delivered the 18 values of the character-building program to give positive images for students.

Setyono (2018:5) quotes the statement of the Direktorat Jenderal Peraturan Perundangan- undangan (2016), “ideologically, school textbooks in Indonesia are required to avoid pornographic content, extreme ideology, radicalism, violence, ethnic-religious-racial sentiments, and gender bias”. In this case, to avoid those negative things for students, the existence of positive images in the textbook is needed as the representation of peace values. Moreover, students’ textbook as the learning resources for students must be in line with the curriculum. In order to achieve the national education objectives, the government made the curriculum as a set of plans and regulations about the aims, content and material of lessons and the method employed as the guidelines for the implementation of learning activities.

Indonesian national education system law number 20, 2003, chapter 3 stated that the goal of national education is to develop education with life skill and good character building. Then, the Indonesian government (Kemendiknas, 2011) published *Buku Panduan Pelaksanaan Pendidikan Karakter*, and it is stated that there are 18 values as the result of an empirical study which is done by Center for Curriculum. Those values are sourced from religion, Pancasila, Culture, and the goal of national education (Agustien and Anugrahwati, 2015).

From those 18 character-building values, there are eight values related to the peace values. Peace means the behaviour that encourages harmony in all the way people acts. Balasooriya (2001), in Gebregeorgis (2016: 4) stated that peace is the behaviour that encourages harmony in the way people talk, listens, and interacts with each other, and discourages actions from hurt, harm, or destroy each other. There are three values of peace based on Balasooriya (2001:10) that are

inner peace, social peace, and peace with nature. So, the values of peace are identical to and part of the 18 Indonesian character-building values based on Curriculum 2013. Especially eight values including religious, tolerance, democratic, appreciating the achievement, friendly/ communicative, peace-loving, environmental care, and social care.

From some latest textbook analysis, there are five studies analysed the peace values in the textbook. In Indonesia, the analysis of textbook based on curriculum 2013 is often done in all level of education with a different issue. However, no study has been conducted dealing with peace values in the Indonesian context. In this case, the researcher was motivated to explore peace values that become part of the character-building in Indonesia to support the development of education, especially for junior high school English textbook. This research analysed one of the English textbook entitled “Bahasa Inggris When English Rings a Bell SMP/MTS kelas VII” which has been developed based on Curriculum 2013. Therefore, the researcher conducted a study entitled The representation of peace values in the English textbook entitled “Bahasa Inggris When English Rings a Bell SMP/MTS kelas VII”.

1.2 Research questions

The research questions of this study are formulated as follows:

1. What type of peace values is dominantly represented in the textbook?
2. How are the peace values represented in the textbook entitled “Bahasa Inggris When English Rings a Bell SMP/MTS kelas VII”?

1.3 Research objectives

The objective of this study is to describe the dominant types of peace values in order to see the balance of peace values represented in the textbook. Besides, how are the representation of peace values in the textbook issued by the department of education and culture? This is important to see whether the ELT textbook issued by the Department of education and culture suitable with government decisions about character building in curriculum 2013.

1.4 Research contributions

There are two contributions to this research:

1.4.1 Empirical contribution

The result of this study contributes knowledge to the readers that peace value is one of a big problem that should solve first to make a better understanding, better human being, and better social life including nature. Moreover, this study can inform the future researchers about a peace that is divided into inner peace, social peace and peace with nature.

1.4.2 Practical contribution

This peace values study is expected to give a reference for the textbook author that peace needs to be spread out as the implementation and as a part of the character-building program in curriculum 2013.

CHAPTER II. LITERATURE REVIEW

This chapter presents the literature review related to the problems of the research. It includes the peace values: inner peace, social peace, and peace with nature, peace values in 2013 curriculum, English textbook as the curriculum documents and previous studies.

1.1 Peace Values

The American Peace Society was founded in Boston in 1828. Then, in 1850, there were fifty American peace societies in existence nationwide. According to Stomfay-stitz (2008) stated that “peace education has been studied at various times by scholars, activists, and reformers in the United States as a way to bring harmony among groups of people, primarily through schools and classrooms”. The definition of peace is formed in many aspects. One of them is that peace goes beyond the absence of war. Balasooriya (2001: 20) stated that “it encompasses no violence in all forms such as conflict, a threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice”. Barash and Charles (2014) in Gebregeorgis (2016:4) support the statements above by asserting that peace not only the absence of war but also “the establishment of positive, life-enhancing values and social structures”. It is clear that the form of peace does not only about war but also encourages harmony of life. Based on the Article 1 of The United Nations’ declaration on the culture of peace (1999) in Gebregeorgis (2016:4) “peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on respect for life, ending of violence and promotion and practise of non-violence through education, dialogue and cooperation”.

1.2 The Types Of Peace Values

According to Balasooriya (2001:10), there are three primary sources of peace as follows:

1.2.1 Inner Peace

Inner peace refers to a condition of mentally and spiritually at peace. There are some examples of inner peace, such as harmony and peace with oneself, good health and absence of inner conflict, joy, sense of freedom, insight, spiritual peace, feelings of kindness, compassion and contentment, appreciation of art.

From those examples stated by Balasooriya (2001), there are 2 points that closely related to the character-building program. First, spiritual peace is closely related to the religious value from character building. According to the Agency of Research and Development Center of Curriculum (2010) in Pangalila (2014), it is stated that the descriptions of the curriculum are attitudes and behaviours that comply in carrying out religious teachings which are adhered, tolerant of other faiths, and live by getting along well with other religions. This value might be seen as tolerance but focus on religion that links with spiritual. Spiritual peace itself means peace with God. Second, appreciation of art in peace value is the same as appreciating the achievements from character building. It means attitudes and actions that encourage him to produce something useful for the community and recognising and respecting other people's success.

1.2.2 Social Peace

Social peace requires establishing right relationships with others. Balasooriya (2001) states some examples of social peace, such as: peace between man and man (men and women as well), harmony arising from human relationships at all levels, conflict reconciliation and resolution, love, friendship, unity, mutual understanding, acceptance, co-operation, brotherhood, tolerance of differences, democracy, community building, human rights and morality.

There are 5 points from character-building values that closely related to the values of social peace. Such as tolerance, democratic, friendly/communicative, peace-loving and social care. Those values are closely related because they have almost the same descriptions that persuade the readers or learners to have an attitudes and action of respecting differences, want to give help to other people, having attitudes, words, and actions that make other people

happy to avoid conflict demonstrating a sense of love to talk and working with peace with other. Also, having a democratic value which is ways to think, behave, and act, appraising the same rights and obligations of himself and others.

1.2.3 Peace With Nature

The last part of peace values is about harmony with the natural environment and mother earth. To embed the necessity of respect for life, it is about how to keep the mother earth and to avoid the mass destruction of animals. This contents and activities can develop students' awareness of extinct and currently endangered plant and animal species and the consequences of this situation. That can help people, especially teenagers, to show their empathy. Also, another value to promote peace with nature is having care for the environment. This is good to be friendly to the environment without negatively affecting ecological peace. In this case, the value from character building that is closely related to peace with nature is environmental care. The reason is that in environmental care, students are expected to have attitudes and actions that are always working to prevent damage to the surrounding natural environment, and developing efforts to repair the damage of nature that is already happening.

1.3 Peace Values in the 2013 Curriculum

Peace values are part of the character-building that is stated in the 2013 curriculum. Since all curriculums around the world are based on Bloom's Taxonomy as the primary reference for all educators worldwide (Forehand, 2001), peace values in the 2013 curriculum are also concerned with the affective domain in Bloom's taxonomy. Moreover, in the learning process, students not only learn the cognitive aspect to get the knowledge and represent what they have learned in real life, but they must also learn how to behave better in social life. In this case, the government, through the Ministry of Education and Culture made a character building program that is part of curriculum 2013. From this character building program in Curriculum 2013, it is clear that the government tried to deliver some positive aspect in order to affect the student's character as the agent of change.

Based on curriculum 2013, there are 18 character building values that must be existed on students textbook. Thus, peace values are part of it as the focus of this study. Peace value itself is the behaviour that encourages harmony in the way people acts, divided into three values: Inner peace, Social peace, and Peace with nature (Balasooriya, 2009). Moreover, there are eight values from character building that can include three values of peace. The eight values from character building are religious, tolerance, democratic, appreciating the achievement, friendly/communicative, peace-loving, environmental care, and social care. So, this is clear to conclude that textbooks are not only tools to transfer knowledge, but also to transfer some values that can affect students' behaviours.

1.4 The English Textbook as the Curriculum Documents

In line with what was guided by curriculum 2013, the implementation of the character-building program can be seen in the textbook as the affective domain. In supporting the development of education in Indonesia, this is important to know how good the book is, as the curriculum documents. The learning content and the language used in the textbook must be in well prepared and provide the 18 character-building values.

Widodo (2016: 131-132) reported that “English has been part of the curriculum and is formally taught in secondary schools up to university. It is also included in the high-stakes or national examination at the secondary level as well as in a university/college entrance examination.” This is why English is essential to learn. Not only use for international communication but also needed to get a job or entering the International College. As a school subject, there are many kinds of English textbooks for teaching and learning process. Ariyanto (2018:6) also notes that the “ELT textbook in this context is a representation of social practices of students”. In this case, the social practices refer to the social actions that represented in teaching material that can affect students' behaviour.

1.5 Previous Research Studies on Peace Values in Textbook

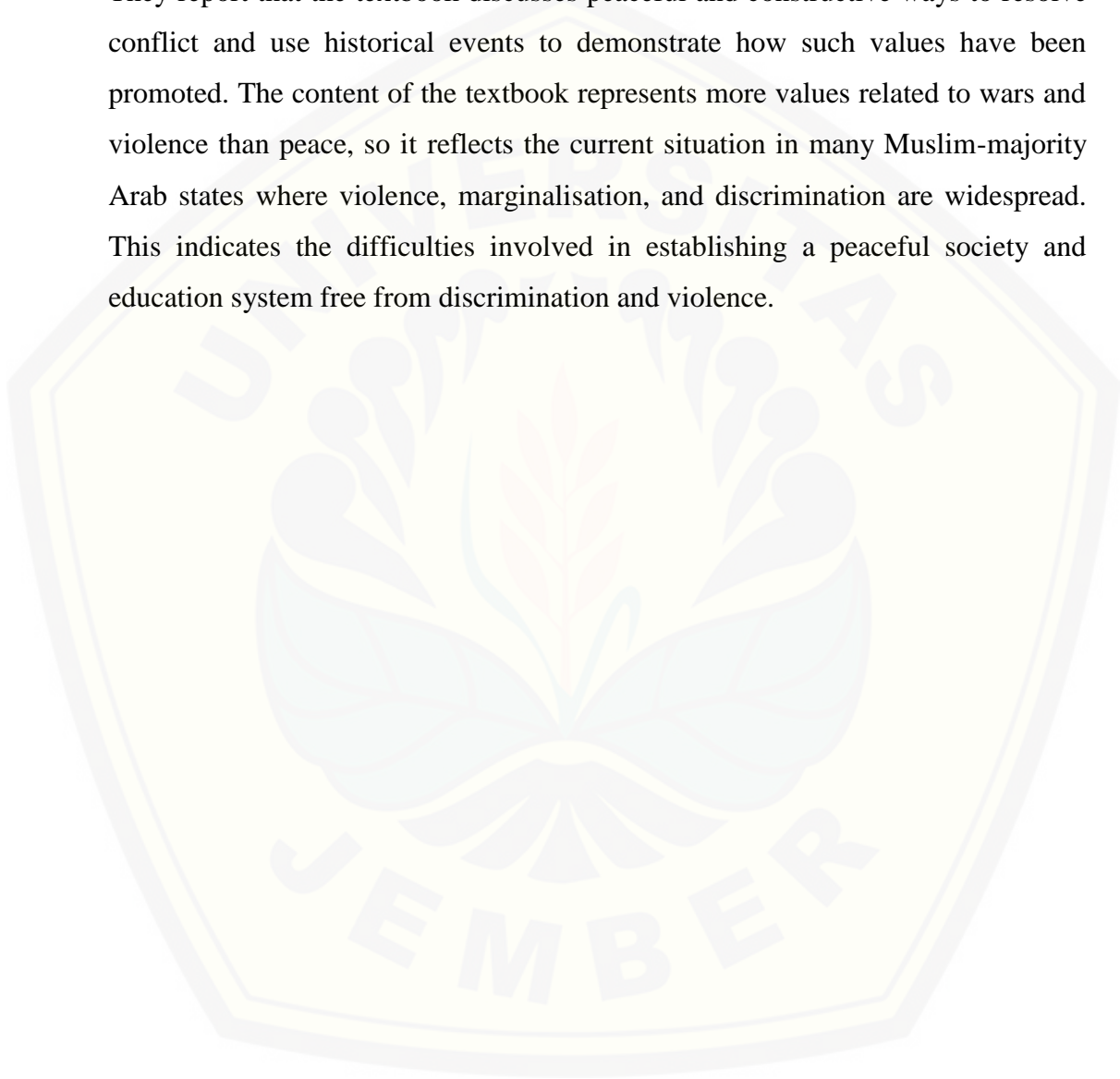
There were five studies about peace values that had been analysed. First, the study of peace values in Ethiopian English textbook entitled “Peace values in

Language textbook: the case of English for Ethiopia Student textbook” by Gebregeogis (2016). This study used textual, contextual, and sociological analysis to explore Ethiopian English textbook, and the researcher assumed that if it contained peace values, they could be uncovered from the language content and activities. The values of peace were sorted into the categories of inner peace, social peace and peace with nature. The study proved that peace values are embedded in the textbook. Content and activities that depict humans and animal in challenging situations are provided so that students can learn to care, share the pain of others and commit themselves to the good of life in all forms. The dominant categories of values promoted in the textbook are inner peace, social peace and peace with nature.

Another textbook analysis of peace value is in Lebanon civic textbooks entitled “Human rights and peace education in Lebanese civics textbooks” by Shuayb (2015) that examines how the civic textbook in Lebanon addressed human rights and peace education using quantitative content analysis. In 1997 the Lebanese government published its newly developed curriculum and textbook following a long civil war which started in 1975. This new curriculum emphasised nation-building, reconciliation, and citizenship. The findings revealed that human rights and peace education are endorsed in the aims of objectives of the 1997 curriculum. The peace education is presented in Lebanese textbook focuses on conflict reconciliation in a descriptive way and dialogue. In the same field of subject, the article entitled “Teaching peace in the midst of civil war: tensions between global and local discourses in Sri Lankan civics textbook” by Benvato and Nissanka (2018) complement the existing research on peace education by analyzing a series of six official civic textbooks during the civil war in Sri Lanka using qualitative content analysis. The findings showed that the textbook not only conveyed knowledge, but also promoted attitudes and skill of resolving conflicts such as foster kindness, empathy, and respect of other views’ as well as attitudes of inner peace and the ability to control emotions.

The article entitled “Racialized hegemony and nationalist mythologies: representation of war and peace in a high school history textbook, 1945-2005” by

Montgomery (2006) report that consistently and repetitively, those textbooks represented a moral responsibility to uplift, redeem or rescue violent and less tolerance. Moreover, the article of History education in schools in Iraqi Kurdistan: representing values of peace and violence by Darweish and Mohammed (2017). They report that the textbook discusses peaceful and constructive ways to resolve conflict and use historical events to demonstrate how such values have been promoted. The content of the textbook represents more values related to wars and violence than peace, so it reflects the current situation in many Muslim-majority Arab states where violence, marginalisation, and discrimination are widespread. This indicates the difficulties involved in establishing a peaceful society and education system free from discrimination and violence.



CHAPTER III. RESEARCH METHODS

This chapter presents the method used in this research, such as; research design, research context, data collection method, and procedures and data analysis. Those method details will be presented in these following parts.

3.1 Research Design

Critical Discourse Analysis (CDA) method focusing on visual semiotic analysis was used in this study as a research design to interpret and represent the discourse of peace values in the textbook. Wodak & Mayer (2009) note that Critical Discourse Analysis is a qualitative analytical approach for critically describing, interpreting, and explaining the ways the discourse construct, maintain, and legitimise social inequalities. Furthermore, Semiotics is the study of meaning-making. Explicitly, Leeuwen (2001) stated that the aim of Roland Barthes visual semiotic analysis was to give the representation of the hidden meaning of images. In this case, the use of CDA focusing on visual semiotic analysis was to give the deep or critical meaning to the discourse of peace values that embedded in the textbook.

3.2 Research Context

This study was conducted in the Indonesian context where English is as be used as a foreign language. The object of this study was an English textbook entitled “Bahasa Inggris When English Rings a Bell SMP/MTS kelas VII” and developed based on Curriculum 2013. This textbook was the fourth revised edition published in 2017 by MECI (Ministry of Education and Culture). The textbook consists of 193 pages, which was divided into eight chapters and suitable for 12-13 years old students. It was written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah. Since the government decision required to use this textbook nationally, students and teachers can freely download and easily access this textbook from the internet.

3.3 Data Collection Method

In order to see the representation of the discourse of peace values in the textbook as a unit of analysis, the researcher analysed the texts, including the images using a documentary method to collect the data. According to Bowen (2009), stated that documentary method refers to the method of collecting the data by gathering and reviewing both electronic and printed material such as books, newspapers, journal, survey data, and television program. The document undoubtedly contains texts, but, a text is not just a collection of words. In discourse analysis, an image is also included in the text. This was supported by Fairclough (2003:2) who saw the term of text in a general sense. Shopping list, newspapers, transcripts of spoken conversation, interviews, and television programs are included as texts. Moreover, the television program involves not only language but also visual images and sound effects.

3.4 Procedures and Data Analysis

To analyse the data, this research was used Content Analysis and Critical Discourse analysis focusing on visual semiotic analysis. Ruiz (2009) wrote that, as a textual level analysis of sociological analysis, content analysis and semiotic analysis could give in-depth information about the discourse. Krippendorff (2004) defined content analysis as a research technic for making inferences from texts or any other materials based on the context. In this case, the texts and images on the textbook had been analysed using content analysis to categorise texts and images based on the context into eight values of character building and peace values. Then, analyse it using visual semiotic analysis. There were two layers in this visual semiotic analysis. First, the denotation layer was to give the representation of what or who was being depicted. Second, the connotation layer was to give the representation of what ideas and values were expressed, and how the way it represented (Barthes, 1977).

To analyse texts and images that contain peace values, the steps were: first, observing the data after that, collecting the data from the textbook by gathering and reviewing the text (words) and images. Second, categorising the

identified texts and images into eight values of character building based on the context. Third, giving codes to those 8 values such as religious value (RV), tolerance value (TV), democratic value (DV), appreciating the achievement value (AAV), friendly/communicative value (F/CV), peace-loving value (PLV), environmental care value (ECV), and social care value (SCV). Fourth, categorising those eight values into inner peace, social peace and peace with nature. Moreover, giving a code to the data needed to facilitate categorisation. The results of this study appeared through categorisation. This was clear to see the dominant values among inner peace, social peace, and peace with nature (Gebregeorgis, 2016). Fifth, analysing it to interpret the meanings of texts and images through visual semiotic analysis. The last was making discussion and conclusions about this study.

CHAPTER V. CONCLUSION

This chapter presents the conclusion of the findings, suggestions to the English teacher and the textbook author and the limitations of this study.

5.1 Conclusion

1. The dominant peace value represented in the textbook was social care value that was categorised into five values; tolerance, friendly/ communicative, democratic, social care, and peace-loving.
2. The findings of the analysis showed that the textbook entitled “Bahasa Inggris When English Rings a Bell SMP/MTS kelas VII” contained peace values that were represented in the different topic of material. There were some texts and images represented AAV in the topic of appreciating clean and tidy classroom, appreciating parents’ job, came on time to school, care to others and appreciating another attitude. There are some topics represented in the textbook to show such value: TV represented in the image of some children from different races playing together without discrimination, and there were also some dialogues complete with the image between a girl wearing hijab greeted her friend that had a different complexion. F/CV represented in the all form of a different topic of different situation and the topic of dialogue, also dialogue complete with the image. DV represented in the textbook with the topic of human rights. The other value of social peace is SCV that represented in the topic of helping other people, caring to other people, and cooperation. Then PLV in the textbook was represented in the topic of conflict and understanding other conditions. The last, there are some images and texts that could invite the reader to plant trees and love animals.

5.2 Suggestions

Due to the result of the analysis of peace values, some suggestions are proposed to the following people:

5.2.1 The English teacher

The English teachers who use this English textbook entitled “Bahasa Inggris When English Rings a Bell SMP/MTS kelas VII” is suggested to pay more attention to students’ character building program. Because of in the textbook there were so many images, texts and materials that explicitly presented such values designed well by the writers to affect students’ character, the teacher need to understand well how to teach students and apply those representative texts and images as well as the combined ones to get better learning outcomes.

5.2.2. The textbook developers

As the developers of the textbook, the authors and publisher are suggested to review and evaluate the textbook that has been made based on the latest curriculum by government regulations. Developers also need to pay attention to the importance of peace values, so that they can maximally improve student character, especially peace values.

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Appendix 1

Research Matrix

Title	Problems	Variables	Theoretical Framework	Indicators	Research Methods
<p>The Representation Of Peace Values In The English Textbook Entitled “Bahasa Inggris When English Rings A Bell Smp/Mts Kelas VII”</p>	<ol style="list-style-type: none"> 1. How are the peace values represented in the textbook entitled “Bahasa Inggris When English Rings a Bell SMP/MTS kelas VII?” 2. What type of peace values is dominantly represented in the textbook? 	<p>The Peace Values that Represented in English Textbook.</p>	<ol style="list-style-type: none"> 1. Balasooriya (2009) about peace education. 2. Van Leeuwen (2001) about visual semiotic analysis. 3. Krippendorf (2004) about content analysis. 	<ol style="list-style-type: none"> 1. Peace values that divided into: <ul style="list-style-type: none"> -Inner Peace -Social Peace -Peace with Nature 2. Eight character-building values: <ul style="list-style-type: none"> -Religious -Tolerance -Democratic -Appreciating the Achievement -Friendly/ communicative -Peace Loving -Environmental Care -Social Care 	<ol style="list-style-type: none"> 1. Research Design: CDA (Critical Discourse Analysis) 2. Data Resource: All texts and images that represent peace values in ELT textbook for Junior High School. 3. Data Collection Methods: <ul style="list-style-type: none"> - Documentation analysis 4. Data Analysis Method: The data will be analyzed by using Content Analysis and Critical Discourse Analysis (CDA) focusing on visual semiotic analysis.

Appendix 2

The Description of Inner Peace through Content Analysis								
No	When English Rings a Bell kelas VII		Inner Peace					
	Unit	Topic	AA			R		
			Image	Complete	Text	Image	Complete	Text
1	Cover	Cover	NA	NA	NA	NA	NA	NA
2	Contents	Contents	NA	NA	NA	NA	NA	NA
3	Chapter 1	Good morning. How are you?	NA	NA	NA	NA	2	NA
4	Chapter 2	It's me!	NA	NA	NA	NA	NA	NA
5	Chapter 3	What time is it?	NA	NA	NA	NA	NA	NA
6	Chapter 4	This is my world	NA	NA	NA	1	NA	NA
7	Chapter 5	It's a beautiful day!	NA	2	3	NA	NA	NA
8	Chapter 6	We love what we do	NA	NA	5	NA	NA	NA
9	Chapter 7	I'm proud of Indonesia	NA	NA	4	NA	NA	NA
10	Chapter 8	That's what friends are supposed to do	NA	NA	NA	NA	NA	NA
Total			0	2	12	1	2	0

Appendix 3

The Description of Social peace through Content analysis																	
no	When English Rings a Bell kelas VII		Social Peace														
	Unit	Topic	T			F/C			D			SC			PL		
			Image	Complete	Text	Image	Complete	Text	Image	Complete	Text	Image	Complete	Text	Image	Complete	Text
1	Cover	Cover	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2	Contents	Contents	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3	Chapter 1	Good morning. How are you?	NA	4	NA	NA	38	2	NA	NA	NA	NA	1	NA	NA	2	NA
4	Chapter 2	It's me!	NA	1	NA	NA	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
5	Chapter 3	What time is it?	NA	2	NA	NA	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
6	Chapter 4	This is my world	2	NA	NA	NA	2	6	NA	NA	NA	2	NA	NA	NA	NA	NA
7	Chapter 5	It's a beautiful day!	2	6	NA	NA	13	14	NA	9	NA	1	1	2	NA	1	2
8	Chapter 6	We love what we do	NA	NA	NA	NA	NA	8	NA	NA	NA	NA	NA	NA	NA	NA	NA
9	Chapter 7	I'm proud of Indonesia	NA	5	2	NA	7	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	Chapter 8	That's what friends are supposed to do	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	NA	NA	NA
Total			6	18	2	0	64	30	0	9	0	3	2	3	0	3	2

Appendix 4

The Description of Social peace through Content analysis					
no	When English Rings a Bell kelas VII		Peace with Nature		
	Unit	Topic	EC		
			Image	Complete	Text
1	Cover	Cover	NA	NA	NA
2	Contents	Contents	NA	NA	NA
3	Chapter 1	Good morning. How are you?	NA	NA	NA
4	Chapter 2	It's me!	NA	NA	NA
5	Chapter 3	What time is it?	NA	NA	NA
6	Chapter 4	This is my world	1	NA	NA
7	Chapter 5	It's a beautiful day!	NA	6	2
8	Chapter 6	We love what we do	NA	NA	NA
9	Chapter 7	I'm proud of Indonesia	NA	NA	NA
10	Chapter 8	That's what friends are supposed to do	NA	NA	NA
Total			1	6	2

Appendix 5

The Description of the Result of Semiotic Analysis				
No	Chapter	Page	Value	Analysis
Inner peace				
1	Chapter 5	106	Appreciating the Achievement	The short dialogue denotatively represented a conversation between a boy and a girl whose names were Edo and Siti. Edo said that Siti's house was far from school, but she always came on time. This text connotatively expressed the value of appreciating someone achievement to not coming late to school even though her house was far from the school. This text not only gave an excellent example to the students but also encouraged them to do something right to appreciate someone achievement.
2	Chapter 4	91	Religious	Denotatively, there was an image of a Moslem family praying before eating. The family member was father, mother, and the daughter rose their hands (like the way Moslem people pray) in the dining room. This image connotatively expressed RV. Because of Moslem is the majority religion in Indonesia, it

				reminds the reader to obey God’s commands and carry out the sunnah of Prophets. The image above was one of God’s commands. This was a very interesting and right example image that should exist on the textbook to build students’ character.
Social Peace				
1	NA	NA	Tolerance	The book cover denotatively represented an image of some children’s hands grabbing globe. These children have different complexion from different races. There were two complexions, black and white. Behind the globe, there were some words which could be guessed clearly “Oxford” and “English” that represented a dictionary. This image connotatively expressed the act of tolerancing other races, cultures, and religions by respecting and understanding them. It also prevents radicalism and conflict in order to live in harmony to build a better world. The words Oxford and English connotatively mean a history of the oldest English college in England that published the most trusted English

				dictionary.
2	Chapter 1	15	Friendly/Communicative	<p>There was a text in the form of dialogue completed with the image that denotatively represented a teacher and a student. The conversation was about a student who greeted the teacher and said that “the class is ready”. This dialogue connotatively expressed F/CV. This could be friends because the student greeted the teacher politely. The student looks so confident without being afraid of greeting the teacher. Also, it expressed Communicative value. In this case, the student told the teacher that the class was ready meant something good that rarely happened in an Indonesian school. The students wait until the teacher came to the class. Moreover, the students will be happy if the teacher was not coming. They will have more time to play with their friends. That was the reality in school. So, this was good text completed with the image to encourage students to do something good that relate to their character.</p>
3	Chapter 5	104	Democratic	The text in the form of dialogue that was completed with the

				<p>image above denotatively represented the two boys that had a different learning style. They wore a uniform. The first boy had curly black hair and black complexion with some books in front of him. Moreover, the second boy was the straight hair boy with a white complexion and a red radio and book in front of him. The second boy played the music radio with high volume. And the first boy felt disturbed by the high volume of the music from the radio. So, the first boy said that he could not study with too-loud music. Then, the second boy would turn down the volume. This text completed with image connotatively expressed DV, because every student had their rights to study in calm situations and conditions. In the other side, every student had their way to learn, for example, the second boy played music while he learned. So, this is clear that it could be democratic because the second boy gave in to turn down the music radio volume.</p>
4	Chapter 5	117	Social Care	<p>There was an image that denotatively represented a student who brought some books in order to help his teacher. This</p>

				image connotatively expressed SCV because the student helped his teacher to bring some books. This image could encourage students to feel empathy to help each other, not only help the teacher but also their friends.
5	Chapter 5	122	Peace Loving	Denotatively, the text in the form dialogue above was about a conversation between two girls, whose names were Siti and Dayu. The conversation was about Siti felt angry to Nita because she cheated and got a better score than Siti. Then Dayu said to Siti to be patient because being angry would not change anything. In this case, the connotative meaning from this text expressed PLV. Dayu tries to make Siti calm down instead of provoking her to be furious. This text could encourage students to maintain social peace instead of beginning a conflict with their friends.
Peace with Nature				
1	Chapter 4	92	Environmental Care	There was an image that denotatively represented a girl who made her bed. She was holding a white pillow. This image connotatively expressed ECV because she tried to make her

				<p>bed clean and tidy by her selves. Moreover, this was an excellent little example for students to start to keep their environment clean; they can start from something that easy to do. There was an implicit suggestion from the picture above, and it expressed to do something easy and small before doing something big. Something easy and small to do, and done continuously would become a habit that can affect student character.</p>
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