PEACE VALUES REPRESENTED IN ENGLISH TEXTBOOK FOR TENTH-GRADE SENIOR HIGH SCHOOL STUDENTS: A CRITICAL DISCOURSE ANALYSIS

THESIS

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JEMBER UNIVERSITY
2019

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Composed to Fulfill 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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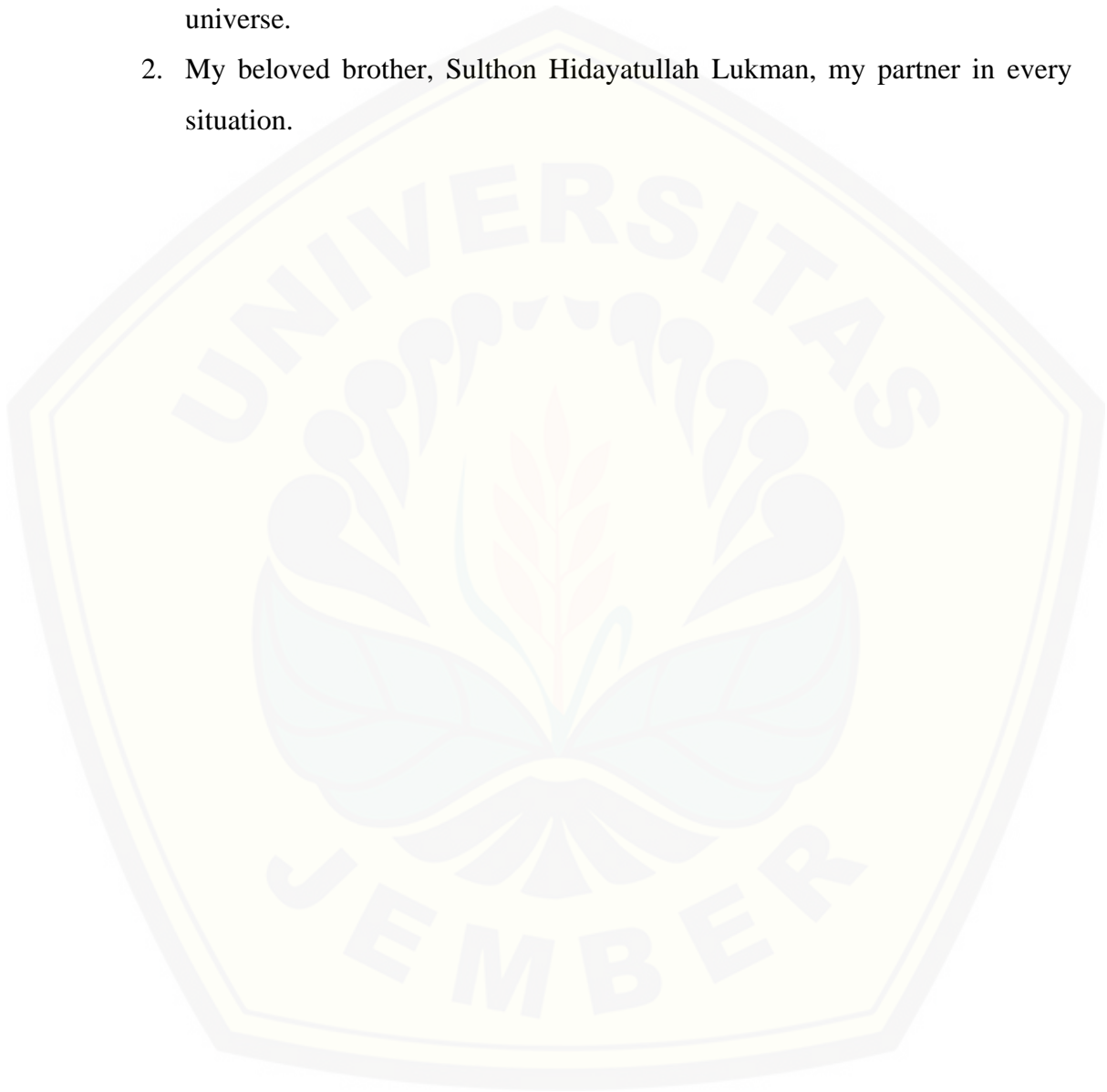
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i

DEDICATION

The thesis is dedicated to:

1. My beloved parents, Abi and Umik, the most beautiful poetry in this universe.

2. My beloved brother, Sulthon Hidayatullah Lukman, my partner in every situation.

STATEMENT OF THESIS AUTHENCITY

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.

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iii

CONSULTANTS' APPROVAL

PEACE VALUES REPRESENTED IN ENGLISH TEXTBOOK FOR TENTH-GRADE SENIOR HIGH SCHOOL STUDENTS: A CRITICAL DISCOURSE ANALYSIS

THESIS

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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APPROVAL OF THE EXAMINATION COMMITTEE

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Date   :   20th September 2019

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v

ACKNOWLEDGEMENT

First of all, I would like to thank to Allah SWT, the Almighty, who has given me His guidance and blessing. Therefore, I can finish my thesis entitled "Peace Values Represented in English Textbook for Tenth-Grade Senior High School Students: A Critical Discourse Analysis."

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 my consultants, Asih Santihastuti, S.Pd., M.Pd. and Drs. Sugeng Ariyanto, M.A., for their willingness and suggestion to guide me in accomplishing this thesis. Their valuable guidance and contribution to the writing of this thesis are highly appreciated.
5. All my examination committees, Dr. Budi Setyono, M.A., and Drs. Bambang Suharjito, M.Ed.
6. The English Education Program lecturers 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 writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 20 September 2019

The writer

vi

TABLE OF CONTENTS

viii

THE LIST OF APPENDICES

APPENDIX 1. Research Matrix

APPENDIX 2. Research Instrument

THE LIST OF IMAGES

SUMMARY

Peace Values Represented in English Textbook for Tenth-Grade Senior High School Students: A Critical Discourse Analysis; Aulia Rahmatika Nur Azizah; 150210401091; 39 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This study examined what peace values are represented in English textbook for Tenth-Grade Senior High School students published by the Ministry of Education and Culture of the Republic of Indonesia by using visual semiotics of Roland Barthes. The study was expected to give enlightenment towards the discussion of peace values needed in English teaching and learning process for the students, the teachers, and the next researchers in the future.

The study analyzed visual images that provide information about peace values in English textbook for tenth-grade Senior High School students by using visual semiotics of Roland Barthes that has two layers in visual semiotics' layering of meaning: denotation and connotation. This study used both layers to analyze the peace values represented in the images provided in the English textbook for tenth-grade Senior High School students, in order to reveal what and how the image represents the ideas and values in it. The main reasons for analyzing the peace values in the textbook is because images tend to provide rich and accurate information about the peace values.

The findings show that there are three categories of peace values represented in the English textbook through 21 images out of 81 images. Those peace values are Social Peace (22,2%), Inner Peace (2,4%), and Peace with Nature (1,2%). The most represented peace values can be found in the target textbook is social peace. On the other hand, peace with nature were seriously under-represented through images in the target textbook. Therefore, an active role from English teachers such as providing various additional activities related to the images given in the textbook is important to increase the use of peace values being depicted.

CHAPTER I. INTRODUCTION

This chapter presents the introduction of the research. It is divided into four aspects consisting of research background, research questions, research objectives, and research contributions.

1.1 Research Background

Peace education is a major challenge globally (Reardon, 1988) due to the fact that the peace value is a strategic and urgent issue in the 21st century and for the next period. The variety of internal and external issues that could potentially lead to conflict might be faced by a country. Some conflicts can lead to acts of intolerance, violence, persecution, discrimination, hostility latent, and so on. Therefore, the peace values become an important need to be continuously transmitted to the learner through education in an effort to create people with a good character. According to Gulati and Pant (2013), quality education is education that integrates the peace values in it.

In Indonesia, peace education can readily be integrated into values education as a subject. Values education has become the government concern and has been realized in the form of character education in the 2013 curriculum. However, following the 2013 curriculum, teachers are required to integrate character education into their teaching-learning processes, so the students can instill character virtue or peace values. In this case, the term "teaching-learning processes" is for all school subjects including English. As communication specialists (Larson, 1990), language teachers should be at the forefront of promoting peace education.

The material mostly used in teaching and learning process including in EFL classroom is textbook. Textbooks are used for giving the knowledge and skills as well as transferring the values to the new generation (Ersoy and Sahin, 2012). Due to this, textbooks have the potential to promote the values in explicitly and implicitly on every aspect of the textbook such as language, content, presentation or display, and illustration. In the context of EFL classroom, textbooks need to

1

contain a mission to attainment of students' peace values in the learning materials of the four language skills and the language components.

The issue of peace education has been investigated by some researchers in different countries by applying different tools of analysis. From the seven studies reviewed, there are two articles investigating peace education in EFL context (i.e. Gebregeorgis, 2016; Kruger, 2011). In non EFL context, there are three articles investigating peace education in Civics textbooks (i.e. Wulandari and Murdiono, 2018; Bentrovato and Nissanka, 2018; Shuayb, 2015), one article investigating peace education in History textbook (Darweish and Mohammed, 2017), and one article investigating peace education in general school textbook (Ide, Kirchheimer, and Bentrovato, 2018). The specific issues of peace education investigated are: how to claim a more prominent role for the analysis of school textbooks when studying peace and conflict (Ide, Kirchheimer, and Bentrovato, 2018), how far peace education values have been integrated into the curriculum (Darweish and Mohammed, 2017; Kruger, 2011), how textbooks addressed human rights and peace education (Shuayb, 2015; Bentrovato and Nissanka, 2018), and what peace values that the contents of textbooks reflect (Gebregeorgis, 2016; Wulandari and Murdiono, 2018).

There are some tools of analysis that have been used by the researchers, such as quantitative content analysis (Shuayb, 2015), descriptive analysis (Kruger, 2011), qualitative content analysis (Ide, Kirchheimer, and Bentrovato, 2018; Wulandari and Murdiono, 2018; Bentrovato and Nissanka, 2018), qualitative study utilizes critical discourse analysis (Darweish and Mohammed, 2017), and qualitative study uses sociological discourse analysis (Gebregeorgis, 2016). The findings showed that the analysis of school textbooks has already contributed significantly to peace and conflict studies and outline avenues for further research ((Ide, Kirchheimer, and Bentrovato, 2018). In Iraqi Kurdistan and South Africa by Darweish and Mohammed (2017) and Kruger (2011) found that the curriculum appears to encourage violence, to maintain the dominance of the group in power, and by adding dimensions of social consciousness to the curriculum, TESOL teachers can equip learners with the necessary skills to contribute positively to both

local and global society. In Lebanon and Sri Lanka by Shuayb (2015) and Bentrovato and Nissanka (2018) found that the civics textbooks directly addressed the themes of particularly human rights and to a lesser degree peace education and in Ethiopia and Indonesia by Gebregeorgis (2016) and Wulandari and Murdiono (2018) found that the contents of textbooks reflect inner peace, social peace, and peace with nature.

To conclude, from seven articles reviewed, it is revealed that there is no study of peace values in EFL context conducted in Indonesia. It means that the peace values represented in EFL textbooks in Indonesia have never been investigated by researchers. Besides, the study that analyzed visual images that provide information about peace values using Barthes visual semiotic analysis has never been investigated in the previous studies. Therefore, to fill this gap, this study was conducted to analyze English textbook for tenth-grade Senior High School students by applying Barthes visual semiotic analysis to find out the peace values represented in the textbook to support what the government said that the implementation of character education should be applied continually. The finding of the present study contributes knowledge about what kinds of peace values can be found in target textbook, what is the dominant one, and how the target textbook promotes the peace values. By using Barthes visual semiotic analysis, all visual images (picture, photographs, diagrams) in the target textbook containing peace values were analyzed.

1.2 Research Questions

Based on the research background stated above, there are some questions to be answered related to the focus of this research:

1. What kinds of peace values can be found in English textbook for tenth-grade Senior High School students and what is the dominant one?
2. How does the English textbook for tenth-grade Senior High School students promote the peace values?

1.3 Research Objectives

Based on the research questions, the objectives of this research are to analyze images (pictures, photographs, diagrams) that contain explicit and implicit messages about peace values represented in the target textbook, to know the dominant peace values represented in the target textbook, and to know how the target textbook promotes the peace values.

1.4 Research Contributions

1.4.1 Theoretical Contribution

Theoretically, the findings of this research are expected to support the theory of textbooks as the important tool to support peace. So, textbooks not only as learning materials to transmit knowledge, but also expected as the tool to transmit peace values to the students.

1.4.2 Empirical Contribution

Empirically, the next researchers are expected to investigate peace values represented in English textbook by different publishers and different level in Indonesia.

1.4.3 Practical Contribution

Practically, textbooks' authors and publishers are expected to provide more peace values contents in EFL textbooks to increase the discussion of peace values needed by the students in learning English. In addition, English teachers are expected to deliver peace values to the students appropriately. They also should be more selective to choose a textbook with attention to integrate peace values.

CHAPTER II. LITERATURE REVIEW

This chapter reviews some points related to the research topic. The points consist of Peace Values and Its Kinds, Peace Values a Part of Character Education, and Previous Studies on Peace Education in School Textbooks.

2.1 Peace Values and Its Kinds

Etymologically, the word "peace" has its root in Latin, namely *pac* and *pax*, which mean "a state of tranquility, quiet, and harmony; absence of violence". Because of its abstract nature, different scholars understand the concept of 'peace' differently, sometimes it is narrowed down to the mere absence of war, which is now called 'negative peace' (Galtung, 1967). On the other hand, the meaning of peace goes beyond the absence of war. It encompasses no 'violence in all forms such as conflict, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice and so on' (Balasooriya, 2001). Along with this concept, Barash and Charles (2014) assert that peace subsumes not only the absence of war but also the establishment of positive, life-enhancing values and social structures.

The public-school system has been used as a vehicle to enact social or political agendas, and one of the main goals of education in schools is to develop and encourage students to become good citizens, capable of both participating in and playing a proper social role in the country (Tan, Naidu, and Jamil, 2017). As Halstead and Monica (2000) stated, that the value of being a citizen is one of the key factors in understanding why the definition of a good citizen evokes different interpretations. They also stated that values refer to the principles and fundamental convictions which act as general guides to behavior, the standards by which particular actions are judged to be good or desirable. They also mentioned the examples of values, those are love, equality, freedom, justice, happiness, security, peace of mind, and truth. Hence, good citizens mean that the students get the good character education. As peace values has been mentioned, it means that peace value is a part of character education.

5

Peace (derived from the Latin word Pax (Miller, 2005)) is a subtle panoramic concept that connotes ideal social, cultural, economic and ecological relationships among all life forms in nature. In this regard, Galtung (1967), the pioneer in peace research, writes 'Peace seems to be an "umbrella concept", a general expression of human desires, of that which is good, that which is ultimately to be pursued'. Peace is promoted by practicing a culture of peace. Article 1of The United Nations' declaration on the culture of peace says: 'a culture of peace is a set of values, attitudes, traditions and modes of behavior and ways of life based on: respect for life, ending of violence and promotion and practice of non-violence through education, dialogue and cooperation' (UN 1999).

According to Balasooriya (2001), the all-embracing culture of peace is believed to be the sum total of inner peace, social peace and peace with nature. Balasooriya (2001) also offers examples of peace values, 'content or substance of peace' (Matsuo (n.d., 13), in which each source of comprehensive peace is depicted as follows:

1. inner peace: 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

2. social peace: 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

3. peace with nature: harmony with the natural environment and Mother Earth

The list of indicators under each peace source, built into human values, are necessary traits that should be demonstrated at the personal, social and ecological levels for the sake of sustainable holistic peace. This entails that textbooks that claim that they are nurturing a culture of peace over and above the academic content, should either directly or indirectly illustrate the above-listed pointers on inner peace, social peace and peace with nature.

Due to the fact that peace value is a part of character education, the peace values become an important need to be continuously transmitted to the learner through education. The need to integrate the peace values within the educational system requires the contents of the textbook (United Nations Educational, 2001), as the material mostly used in teaching and learning process is textbook. Davies (2010) claimed that education, for which school textbooks are often important tools, can support peace building efforts, but also exacerbate conflicts. According to Ersoy and Sahin (2012), stated that textbooks are used for giving the knowledge and skills as well as transferring the values to the new generations.

2.2 Peace Values a Part of Character Education

The National Education System Decree Number 20 of 2003 Chapter 3 states that the National Character Building is an effort of program education system to build the nation's character. Furthermore, through the teacher as agent of education, character building is the best way to teach values and build student's character, because character building is a means of developing personal and social being of the children (Lickona, 1991). Then, teachers are expected to develop student's character values through teaching material. As stated by The Ministry of National Education (*Kementrian Pendidikan Nasional/Kemendiknas*) 2010 Chapter 18 that "the development of cultural education and nation's character is integrated with subject matter of each subject" (Kemendiknas, 2010).

The government launches 18-character values of National Character Building in Character-based integrated curriculum. All the character values are chosen from Government Regulation No. 23 Year 2006 on Graduate Competence Standard and No. 22 Year 2006 on Basic Competence (Kemendiknas, 2010). The character values are: (1) religious, (2) honest, (3) tolerant, (4) discipline, (5) hard working, (6) creative, (7) independent, (8) democratic, (9) inquisitive, (10) nationalistic, (11) patriotic, (12) appreciative, (13) friendly/communicative, (14) peace-loving, (15) keen on reading, (16) care toward environment, (17) concern with others, and (18) responsible. These 18-character values of National Character Building should be internalized in education system in every level.

Teachers have participated in several training programs on how to make lesson plans that can contribute to character building (Kementerian Pendidikan Nasional, Badan Penilitian dan Pengembangan Kurikulum, 2010). Nevertheless, this study found that teachers actually incorporated the teaching of values into their lesson plans by choosing some values suggested by Indonesia' Ministry of Education and culture, however, some teachers are still hesitant in integrating such values into their actual teaching practices (Depdiknas, 2007). Some previous research led to a textbook meant to impart greater confidence in teachers including in the teaching of character values to students.

The 2013 curriculum particularly aims to create a balance among attitude, skills, and knowledge. This aim is congruent with article 35 in the Constitution No. 20 of 2003, which says that the competence of the students must incorporate attitude, knowledge, and skills as stipulated in the national standard. Based on these three components, a good character should be supported by knowledge about virtue, the will to do good, and a concrete action of doing good. In the 2013 curriculum, students are taught to have a whole character that can integrate their values into knowledge to overcome life's various problems.

The 2013 curriculum is a concept of education and culture that aims to develop good character on the part of students. From the perspective of knowledge and skills, students are encouraged to nurture creativity, innovation, and positive thinking in the development of a stronger and tougher generation of Indonesians in the future. This curriculum emphasizes the development of character in addition to skills and cognitive abilities.

Education is not only intended for the transfer of knowledge, but also for nurturing and developing good character so that the students will not only master knowledge, but also have a strong sense of character. A good character is so important that former United States President Theodore Roosevelt once said, "To educate a person in mind and not in morals is to educate a menace to society" (Megawangi, 2004). This statement signals the importance of an education orientated to character values. Consequently, character or values education is not only the obligation of teachers of religion or civics education, and guidance and

counseling teachers, but also of all teachers through an integration of values into their lessons.

2.3 Previous Studies on Peace Education in School Textbooks

Since the year 2011, peace education has been investigated by some researchers in different countries by applying different tools of analysis. Gebregeorgis (2016), reviewed the content and activities of the English for Ethiopia Student Textbook Grade 9 by searching for embedded peace values and prejudices by using textual, contextual and sociological discourse analysis. The findings revealed that a positive self-concept; good health and compassion (inner peace); tolerance, solidarity and social responsibility (social peace); and respect for life in all its forms and care for the environment (peace with nature) were found to be recurring peace values. However, some content reflected gendered stereotyping which goes against the peace value of equality.

Kruger (2011), investigated the interplay between English, as expressed in terms of being a global language, and the social responsibility of TESOL teachers in South Africa, found that teachers should not only provide learners with the opportunity to consider, understand, and appreciate global issues and peace-related content, but should also provide them with the necessary skills to address everyday problems peacefully.

Wulandari and Murdiono (2018), conducted a study that aim to analyze peace values contained on Pancasila and Civic Education textbooks in Senior High School in Indonesia, found that the contents of Pancasila and Civic Education textbooks in Senior High School reflect inner peace, social peace, and peace with nature.

Bentrovato and Nissanka (2018), conducted a study to analyze a series of donor-funded official civics textbooks issued in Sri Lanka during the civil war, found that the textbooks construct notions of social cohesion around civic virtues, frame rights as privileges earned through compliance and gratitude towards authoritative institutions, promote understanding of peace and conflict which highlight individual responsibility while obscuring systemic violence, and affirm social

justice, democracy and human rights while evading the realization of these ideals in practice.

Shuayb (2015), examined how the civics textbooks in Lebanon addressed human rights and peace education, found that the textbooks directly addressed particularly human rights and to a lesser degree of peace education.

Darweish and Mohammed (2017), investigated the content of History Education (HE) textbooks (grade five to eight) and assessed how far peace education values and principles have been integrated into the curriculum, found that the curriculum appears to encourage violence and foster divisions between Muslims and non-Muslims, and the null curriculum is regulated to maintain the dominance of the group in power.

Ide, Kirchheimer, and Bentrovato (2018), conducted a study that the aim was to claim a more prominent role for the analysis of school textbooks when studying peace and conflict, found that the school textbooks have already contributed significantly to peace and conflict studies and outline avenues for further research.

To conclude, from seven articles reviewed, it is revealed that there is no study of peace values in EFL context conducted in Indonesia. It means that the peace values represented in EFL textbooks in Indonesia have never been investigated by researchers. Besides, the study that analyzed visual images that provide information about peace values using Barthes visual semiotic analysis has never been investigated in the previous studies. Therefore, to fill this gap, this study was conducted to analyze English textbook for tenth-grade Senior High School students by applying Barthes visual semiotic analysis to find out the peace values represented in the textbook to support what the government said that the implementation of character education should be applied continually. The finding of the present study contributes knowledge about what kinds of peace values can be found in target textbook, what is the dominant one, and how the target textbook promotes the peace values. By using Barthes visual semiotic analysis, all visual images (picture, photographs, diagrams) in the target textbook containing peace values were analyzed.

CHAPTER III. RESEARCH METHODS

This chapter explains the methodology utilized for analyzing peace values represented in English Textbook for Tenth-grade Senior High School students published by Ministry of Education and Culture of Indonesia in revised edition 2017. The first part discusses about the research design. The second part deals with research context. The third part discusses about the data collection method. The last part discusses about the data analysis method, containing information about a tool of analysis used.

3.1 Research Design

To analyze the peace values represented in the target textbook, critical discourse analysis (CDA) was chosen as the research design because it helps to give in-depth understanding on how such values are constructed in textbooks (Johnston and Buzzelli, 2007). In this research, peace values in the textbook can be decoded by using CDA since it is a qualitative analytical approach that describes, interprets, and explains the ways in which discourses are constructed (Wodak and Meyer, 2009). Fairclough (2001) stated that although his focus is on the verbal elements in communication, visual images play an important role in a modern society's communicative life as well: "very often visuals and verbal operate in a mutually reinforcing way which makes them very difficult to disentangle". As put by van Dijk (1995), visual discourse analysis is ideology analysis since ideologies are typically expressed and reproduced in discourse and communication, including non-verbal semiotic messages, such as pictures, photographs, and movies. In addition, CDA is a diverse field that has explored discourse and social meanings (e.g. Kress, 1985; Fairclough, 1989; Wodak, 1989; van Dijk, 1991, among others).

3.2 Research Context

Since the target language (TL) used in the selected textbook is English for Senior High School students, the research context is much concerned with English as a foreign language (EFL). The context of this research is an English textbook

which is expected to have the peace values. The textbook is prepared by the government as the implementation of curriculum 2013. The title of the target textbook is Bahasa Inggris SMA/MA/SMK/MAK Kelas X. This textbook is written by Utami Widiati, Zuliati Rohmah, and Furaidah. The textbook consists of 224 pages and 15 chapters.

The researcher analyzed this textbook based on some reasons; the textbook is used for Senior High School which applied curriculum 2013 in its teaching and learning process, the authors of the textbook claimed that the textbook provides character values in the materials given, and there is no research about textbook analysis about peace values especially on the target textbook. Then, based on those reasons, the researcher showed that the textbook provides peace values as part of character education values as curriculum 2013 stated in the previous chapter of this research.

3.3 Data Collection Method

In this research, the researcher chose document analysis as a method to collect the data. As Wodak and Meyer (2001) stated, there is no typical CDA way of collecting data. According to Marshal (2006), there are four kinds of method of gathering information, they were: 1) Participating in the setting, 2) Observing directly, 3) Interviewing in depth, and 4) Analyzing document and material culture. She also stated that the use of documents often entails a specialized analytic approach called content analysis. The raw material for content analysis may be any form of communication, usually written materials (textbooks, novels, newspaper, e-mail messages, etc.). Thus, the researcher chose to analyze the document in written material that is English Textbook for Tenth-grade Senior High School students published by Ministry of Education and Culture of Indonesia in revised edition 2017.

3.4 Data Analysis Method

The present study aims to examine the peace values represented in the images in the textbook. Hence, the appropriate method to analyze such images is visual

semiotic analysis. Semiotic, as an approach in discourse analysis, is the study of meaning making, sign process (semiosis), and meaningful communication. It concerns with everything that can be taken as sign (Eco, 1976). In a semiotic sense, signs take the form of words, images, sounds, gestures, and objects. There is a specific sub-domain of semiotics that analyses the way visual images communicate a message, which is visual semiotic. Leeuwen (2001) stated that Barthes's visual semiotic analysis possess layering of meaning as its key idea to investigate what, or who is being depicted and what ideas and values are expressed through what and how the image is represented.

The present study analyzed images that represented information about peace values in English Textbook for Tenth-grade Senior High School students published by Ministry of Education and Culture of Indonesia in revised edition 2017. It was conducted by using visual semiotic analysis of Roland Barthes. Barthes uses the denotative and connotative 'levels of meanings' to analyze the signs in visual object. Denotation is what all people see without relates it to their society, culture or ideology (Bouzida, 2014). In other words, denotation is the basic meaning of visual signs. This is the first level of signification. Connotation describes the interaction that occurs when the sign meets the feelings or emotion of their users and the values of their culture (Fisk, 1990). Roland Barthes stated that connotation being itself as a system that comprises signifier, signified and as the process which unites the former to the latter (Barthes, 1968). Barthes identifies connotation with the operation of ideology (which he also calls "myth"). According to Barthes, "ideology" or "myth" consists of the deployment of signifiers for the purpose of expressing and justifying the dominant values of a given society, class or historical period (the signs express not just "themselves", but also all kind of value systems that surround them). As myths, signs tend to appear "natural" and self-evident (although they are basically always artificial, coded), hiding the operations of ideology. This study used both layers to analyze the peace values represented in the images provided in the target textbook, in order to reveal what and how the image represents the ideas and values in it.

To analyze the images that contain peace values in the target textbook, a number of steps were taken. First, images represented peace throughout the chapters in the textbook were identified. Second, the identified images were coded based on the three categories, i.e. inner peace, social peace, and peace with nature. Those categories related to indicators of peace values offered by Balasooriya (2001). Third, the selected images purposefully for analysis because they meet the criteria for analysis, i.e. contain implicit and explicit messages about peace values as mentioned before, that is closely related to Balasooriya (2001) indicators of peace values. The fourth step was describing and interpreting the results of analysis. The final step was discussion of the results of analysis by comparing and contrasting them with the related theories and findings of previous studies.
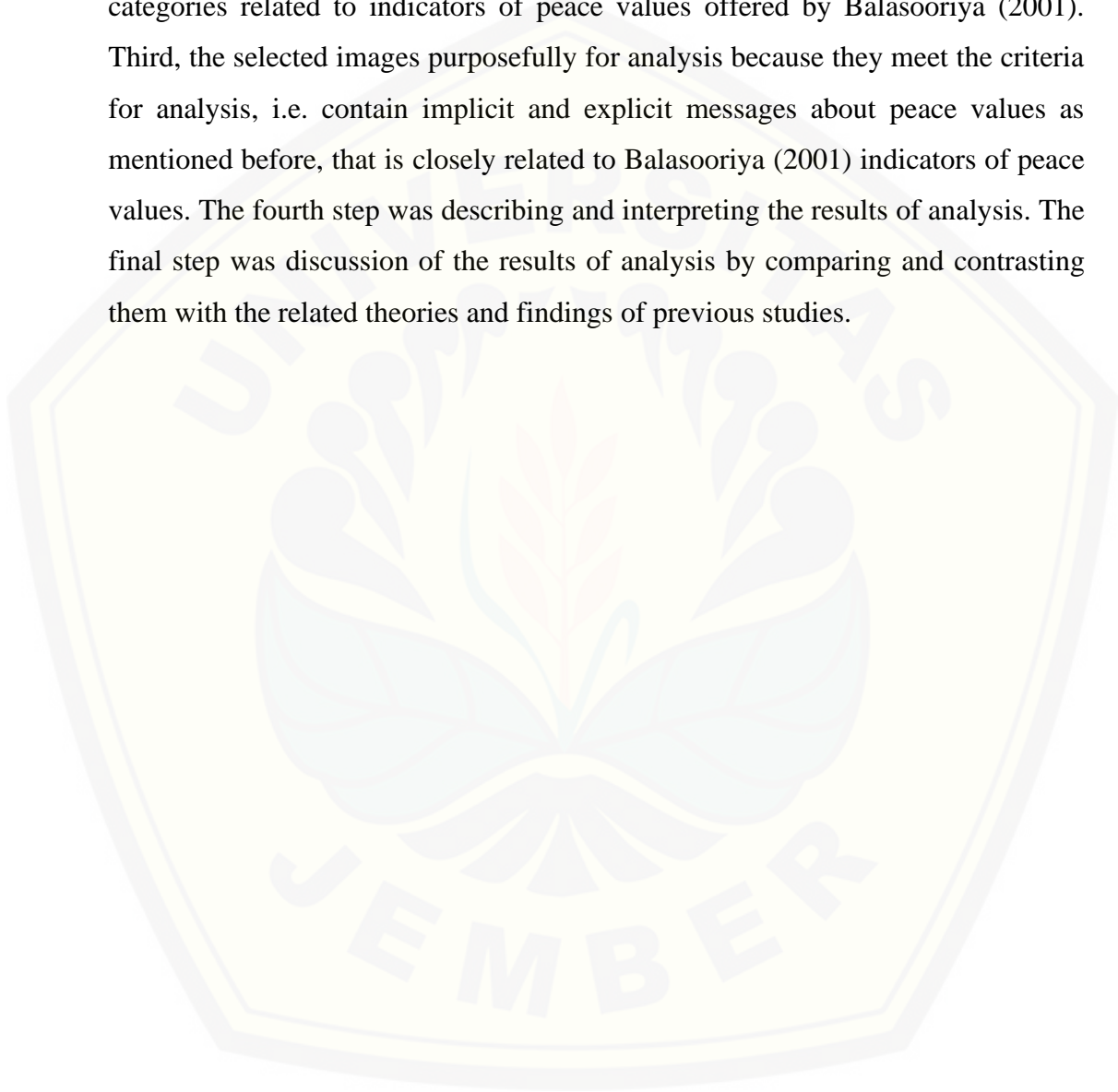
CHAPTER V. CONCLUSION

Based on the result of the analysis and discussion, it can be concluded that there are three kinds of peace values have found in the selected textbook. Those are social peace, inner peace, and peace with nature. The analysis showed that there are eighteen images represent social peace, two images represent inner peace, and one image represents peace with nature. However, the findings show that the contents of peace values, moreover peace with nature, were seriously under-represented through images in the target textbook and the most represented peace value is the act of social peace. Social peace is the most represented peace values can be found in the target textbook because it is a universal value needed by the students.

The selected textbook promotes peace values by providing 21 images in photograph and illustration. This study's results show that an imbalanced representation in the target textbook exists. In relation to this, to raise the optimal implementation of the three categories of peace values that are parts of character values of the National Character Building, teachers should use other ways to teach character values to the students by looking for additional materials that contain peace values or teacher can develop the material creatively for the teaching and learning processes.

In order to overcome imbalance, English textbooks should provide more images that represent peace values' materials that focus on peace with nature to help the students improving their peace values through images. English teachers should also consider the representation of peace values in EFL textbooks as an essential part in teaching English as a foreign language, since language and character values are inseparable in language learning. Therefore, an active role from English teachers such as providing various additional activities related to the images given in the textbook is important to increase the use of peace values being depicted.

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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	RESEARCH METHODS
Peace Values Represented in English Textbook for Tenth-Grade Senior High School Students: A Critical Discourse Analysis	1. What kinds of peace values can be found in English textbook for tenth-grade Senior High School students and what is the dominant one? 2. How does the English textbook for tenth-grade Senior High School students promote the peace values?	Peace Values Visual Artefacts	Balasooriya's indicators of peace values: 1. inner peace: 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 2. social peace: 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. 3. peace with nature: harmony with the natural environment and Mother Earth.	1. **Research Design** Critical Discourse Analysis (CDA) 2. **Research Context** English textbook for tenth-grade Senior High School students which is expected to have peace values of character education. 3. **Data Collection Method** Document Analysis 4. **Data Analysis Method** Barthes' Visual Semiotic Analysis

Appendix 2

RESEARCH INSTRUMENT

The representation of peace values in the textbook '*Bahasa Inggris'* for Tenth-Grade Senior High School Students [adopted form the table "The Portrayal of Values in the Textbook, *Pathway to English for Senior High School Grade X*" in Widodo (2018, p.139)]

Unit	Theme	Visual Artifact	Denotative Description	Connotative Interpretation	Location/ Page	Peace Values
N/A	N/A	Book Cover	The book cover **denotatively** depicts world popular buildings which are placed together on the image of the Earth followed by the photograph of vehicles – air balloons, an airplane, and a sailing boat. Amongst the other buildings, Monas is placed in the middle as the main point of interest.	As a visual semiotic resource, **connotatively** the book cover expresses a situation of tolerance of differences by understanding and respecting culture among each country in the world that the students in Indonesia need to get the good character education, since the world popular buildings are placed together on the image of the Earth followed by the photograph of vehicles and Monas as the main point of interest. According	Book Cover	Social Peace

				to Balasooriya, the peace value category which contain in the book cover is social peace, because tolerance of differences is one example of social peace.		
1.						
2.						