An Integration of Moral Values on the English Text Book of Vocational High School. A Case Study of Critical Discourse Analysis

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Abstrak

Buku Teks Bahasa Inggris SMK memiliki nilai moral yang sangat perlu diteliti antara keseimbangan hard skill dan soft skill. Penelitian ini bertujuan untuk menginvestigasi integrasi nilai-nilai moral yang terdapat pada buku teks Bahasa Inggris SMK kelas X, XI dan XII. Penelitian ini menggunakan metode deskriptif kualitatif dengan Analisis Wacana yang memuat konten verbal dan visual. Nilai-nilai moral yang terdapat pada buku tersebut menyatakan bahwa *menghargai antar orang lain dan berprilaku ramah* ditemukan 17,5 %. Kecenderungan buku terjadi pada *tindakan sosial* ditemukan 7%. Selanjutnya, nilai moral terkait hard skill siswa yang mencakup pada nilai *Kreativitas* sebesar 6,8%. Hal ini menunjukkan bahwa, kelima rasa keadilan sosial pancasila bagi seluruh rakyat Indonesia sangat jelas terdapat dalam buku tersebut. Selain itu, beberapa makna yang tersirat secara eksplisit pada buku ajar berdasarkan konten visual dan verbal membudayakan pembentukan karakter dalam *tindakan sosial* yang berdampak pada kehidupan manusia sehari-hari. Studi tersebut menyampaikan bahwa, menghargai orang lain untuk bersikap ramah lebih ditekankan dalam buku teks Bahasa Inggris. Sedangkan kreativitas sosial dalam buku ini lebih ditekankan dengan model gambar visual. Desain buku teks Bahasa Inggris sekolah menengah kejuruan memberikan banyak wawasan yang sangat signifikan tentang kemampuan siswa untuk belajar bahasa Inggris sebagai bahasa asing konten, topik, penggunaan tata bahasa dan metodologi mencerminkan konten moral, menyampaikan banyak pesan moral seperti informasi tentang budaya, keyakinan, dan moral sosial
Kata Kunci: Kajian wacana; Pendekatan Multimodal; Buku Teks Bahasa Inggris; Nilai Moral

Abstract

English Textbook of Vocational High School in terms needs to be assessed for their relevance of the hard skills and soft skills. This research aims to cultivate the integration of moral values found in the ELT textbook of Vocational High Schools in grade X, XI, and XII. This research method is a qualitative descriptive research method in the Critical Discourse Analysis of verbal and visual images. The moral values found in the book declare that respect for others and being friendly occurs in 17.5 %. The book tendency occurs on the social sensitivity which occurs in 7%. Furthermore, the moral value regarding the students' hard skills depicts Creativity with 6.8 %. This indicates that the fifth sense of Pancasila "Social justice for all the people of Indonesia" is clearly found in the book. In addition, there are some meanings implied explicitly in the textbook based on the visual image that cultivates character building in social sensitivity which affects human's daily life. The study conveys that, respect for others and being friendly is more emphasized in the ELT textbook. Meanwhile, social creativity in this book is more emphasized with the visual image model. The ELT textbook design of vocational high school provides a lot of very significant insight into students' abilities to learn English as a foreign language the content, topics, use of grammar and methodology reflect moral content, conveying many moral messages such as information about culture, beliefs, and social morals.
Keywords: Discourse Analysis; multimodal approach; English Text Book; Moral Values

INTRODUCTION

Textbooks have a very important role in teaching and learning English as a foreign language for Indonesian learners, especially vocational high school students. The quality of students in education and character ownership are often linked to the quality of schools and teachers who educate them. Of course the role of the book as a tool used is part of bridging what parents expect of their children. Textbooks as a tool used in learning are viewed in terms of weaknesses and strengths approach which is organized as the characteristics of books whether books are considered quality textbooks and have moral values (Safitri & Asrining Tyas, 2019). Textbooks are not only considered as a means of facilitating hard skills but also recommendations for soft skills. The role of textbooks which include content containing visual and verbal texts is considered appropriate in learning in schools in Indonesia and has accommodated syllabus programs that follow standard instructions for the appropriateness of using books according to their level and department which provide an effective model in learning English as a foreign language (Setiawan & Fahriany, 2017).

The role and value of visual image and verbal text in English books can be recognized and reflected as content that can realize aesthetic values in creating better characters and in accordance with the experiences that occur in the environment around students (Jauhara et al., 2018). The image and verbal content designed for English as a Foreign Language material certainly have relevance to current life that is happening in the community environment in Indonesia and also abroad because they are considered not only to accelerate the learning process but also to have an effect on the process of expression in attitudes and moral values of students (Purwaningtyas, 2020). In general, English materials have an important role to facilitate learning targets or learning culture (Stec & Stec, 2018). They can help students prepare for English learning in a different context. In addition, they can be used to find cultural identity in language courses. Hence, Learning a foreign language means maintaining the target language and ensuring the target culture contains social structures, patterns, behavior patterns. (Martínez Lirola, 2020).

Globally, the teaching of English cannot be divorced from teaching moral or character values (Sulistiyo et al., 2020). Therefore, EFL teacher should provide appropriate materials, methods, models or whatever which can facilitate the pupils to acquire the language, at the same time he/she has to incorporate the moral values to students (Wiyaka et al., 2017). This might minimize EFL learner's negative attitudes toward some of the target culture's un-preferable aspects (Jazilah, 2020).

Moral values is communally accepted behavior in different social contexts, such as interacting with other ethnic groups, participating in communal events, and communicating with parents or other people with different socio-economic and cultural backgrounds (Sulistiyo et al., 2020). Modeling how moral values in EFL textbooks are micro-semiotically constructed to offer a fresh way of complementing philosophical dialogues and psychological methodologies in moral education research, provides an empirical basis for further critical reflection on character building which is one of the textbook features aimed to inculcate a multitude of moral values into students and provides critical analysis and an explicit metalanguage for the comprehension of moral values where it is in accordance with character virtues embedded in the curricula and syllabus (Sukma et al., 2021). Thus it necessitates emphasis on morals, values and ethics that can be reflected through an improved science education curriculum (Mohammad Chowdhury, 2016; Nag-Chowd, 2012). This research is focused on the integration of moral values found on the English Text Book of Vocational High School.

Commonly used ELT materials can be considered as sources and targets of learning culture (Stec & Stec, 2018)in (Sidabutar et al., 2021). The character of education also deal with moral values (Nurlaela Sari, 2013; Sulistiyo et al., 2020; Wiyaka et al., 2017). Values, in this perspective, are more abstract in the sense that they transcend specific objects, events, and situations and function as evaluative criteria that represents that which is desirable or desired outcomes (Aglasi & Casta, 2017; Masmuzidin et al., 2012; Sukaton, 2018; Sukma et al., 2021). Values is considered central in culture (Barbara Walvoord & Johnson Anderson, 2010) and the core to one's identity. The convergence of ESL, values, and culture is not at all surprising as ESL teaching is already a

space for discussing cultural issues as they are co-constructed by teachers and students who comes from mostly different cultural backgrounds. Halliday sees language as social semiotics, that is, as a resource to understand and produce meanings in any social environment, and it can be regarded as an attempt to describe and understand how people produce and interpret meanings in social settings (Halliday & Matthiessen, 2013).

As stated by (Putriani, 2021) in a previous investigation, it contains a depict that moral values in ELT textbooks are a priority for Indonesian students. In textbooks that contain visuals and verbals, of course, there is a genre portraying value that distinguishes language appraisal. From what has been studied, learning is an effective activity when it is concentrated with the use of vocabulary that contains moral values such as patriotism, environmental sensitivity, social awareness, politeness, respect, tolerance. Besides that, the books under study also cover explicit values such as independence, sense of tolerance and social values needed in life. In contrast to what was examined by (Puspitasari et al., 2021) in the investigation of moral values contained in the EFL textbooks, it shows a highly integrated part of the sense of morality. cultural and religious differences are often modeled in textbooks. Subjectively, the moral values contained in EFL textbooks include helping others, being friendly and polite and tolerance becomes the dominate are certainly important for learners in visual and verbal. Furthermore, an investigation into peace values was carried out by (Turnip & Yanto, 2021) in the role of textbooks as a bridge medium for conveying critical discourse. The identified book indicates that the moral values possess the source of peace values such as inner peace (building the learner's self-concept), social peace and peace of nature. The identified ELT textbook will contribute to teachers and students as value agents. Moreover, ELT textbook which are considered to have an important role in teaching foreign languages are considered to have been conceptualized by identifying inner peace, self-concept, social peace in tolerance and peace in the environment. (Turnip & Yanto, 2021). Hence, textbooks can perform many different functions and serve many different purpose moral values is demonstrating the activity such as patriotism, environmental sensitivity, social awareness, politeness, respect, tolerance, etc (Sukma et al., 2021).

To continue the investigation of moral values in critical discourse analysis contained in ELT textbooks, multimodal integration in previous research on (Sidabutar, 2021) from the survey results realized the role of textbooks that contain visual and verbal content tends to improve students' English skills to communicate and understand them. Moving on from this, this study attempted to apply what was published by(Martin & White, 2005) with the aim at cultivating the integration of moral values in the ELT textbook in terms of the relevance of hard skills and soft skills contained in vocational level books in balance with survey results from students. Certainly, this investigation will contribute to the types and values of positive and negative appraisals contained in textbooks. The feasibility of books for contribution really needs to be assessed for their relevance because they are considered as a bridge to not only for hard skills but also the soft skill integration.

METHOD

This research is descriptive-qualitative research that is to describe by giving an interpretive analysis orientation to the text and images in English Text Book that display verbal language and visual images. The context of this research is the integration analysis of the moral values on the English text book published by Indonesian Ministry of Education and Culture. In concerned to the moral values analysis, the researcher applied Halliday theory as in the Critical Discourse Analysis what is the verbal and visual on the discourse material. The two variables have different data and data sources. The verbal and visual discourse texts are analyzed by the moral values applied the Ministry of Education and Culture.

The English textbooks used at the Vocational High School level are levels X, XI and XII which are used by teachers to teach English as a compulsory subject. The teachers have authority in developing sentence innovations in accordance with the rules of the material in the book. In this study there are three English books published by the Ministry of Education in 2018 and have been used in public and private schools. The data taken for content analysis was written by authors who came from Indonesia and met the Ministry of Education's

standard criteria. Textbooks that are used as data have verbal and visual image content that can provide sources of information about how to apply moral values to the student learning process.

To find data sources, researchers will carry out two stages, namely collecting data sources from English textbooks. To find sources of data from English textbooks, researchers carried out stages through visits to schools that would be the source of data and selecting English textbooks based on schools, majors and grade levels. Selecting and determining the components of an English text book that contains verbal and visual components in accordance with the study theory to find sources of data from English text book, researchers carried out stages through visits to schools that would be the sources of data and selecting English text book based on schools, majors and grade levels and categories based on an understanding of the use of computer and internet applications. The analytical method used is multimodal analysis through an analysis of the verbal and visual language metafunction components (Halliday & Matthiessen, 2013; Kang, 2020) after the texts are grouped first based on their structure following the analytical method (Pagano et al., 2018) In the first stage, the units of text analysis appear in their entirety followed by classifying the structures contained in the two texts. Furthermore, the text was analyzed using the appraisal of moral values stated by (Martin & White, 2005), the author interprets the text of the images in the English Text book to see the construction in the text and images in the printed book and the English Text book and the ideology contained in the.

RESULTS AND DISCUSSIONS

Results

This research was conducted by (Martin & White, 2007) was used to examine linguistic resources in the textbooks. The language appraisal parameters include affect (emotional dimension), judgement (social evaluation of people and their behaviour), and appreciation (aesthetic evaluation of things). They were used to analyze positive or negative emotional attitudes and reactions. For visual and verbal texts, we adopted (Pagano et al., 2018) visual grammar theory which comprises three types of metafunctional meanings: ideational (representing morally laden experiences), interpersonal (building and maintaining social relationships and moral identities), and textual (constructing/presenting moral content/messages).

The term appraised will be used here for the semantics resources used to negotiate "emotions, judgment, and valuations". The results of this appraisal will depict:
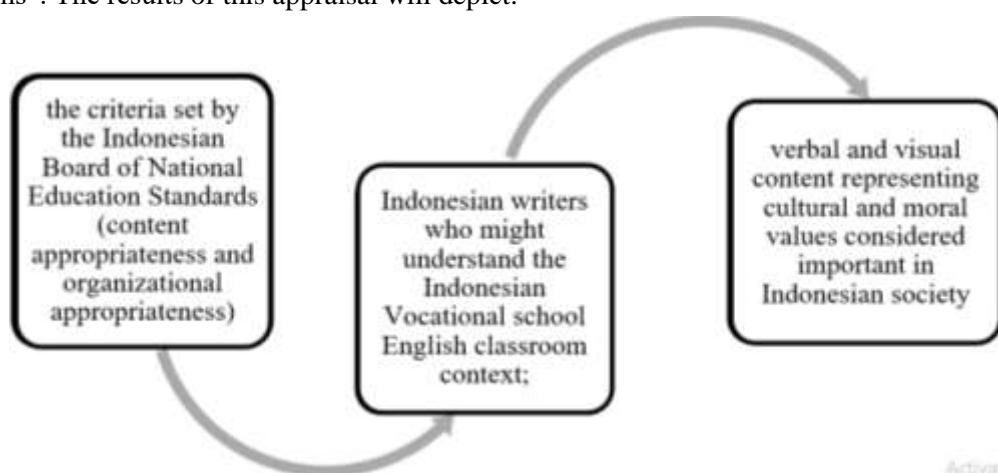
Picture 1. The Results of the Appraisal

Table 1
Percentage of Moral Values across the Appraisal

No	Moral Values	Appraisal (attitude)	Grade X	Grade XI	Grade XII
1	Negotiation	Affect (+)	2 %	3 %	0

No	Moral Values	Appraisal (attitude)	Grade X	Grade XI	Grade XII
		Judgement normality (+)			
2	respect for others	Affect (+)	15 %	12 %	20%
		Appreciation (+)			
		Appreciation (-)			
		Judgement veracity (+)			
		Judgement normality (+)			
3	being friendly	Affect (+)	11 %	9%	12%
		Appreciation (+)			
		Judgement normality (+)			
4	being caring	Affect (+)	3 %	7 %	6%
		Appreciation (+)			
		Judgement normality (+)			
5	Cleanliness		0	0	0
6	creativity	Affect (+)	4%	7%	9%
		Appreciation (+)			
		Judgement normality (+)			
7	curiosity		0	0	0
8	democracy	Affect (+)	3 %	2%	0
		Appreciation (+)			
		Judgement normality (+)			
9	self-discipline	Affect (+)	5 %	5%	7%
		Appreciation (+)			
		Judgement propriety (+)			
10	environmental sensitivity		0	0	0
11	equality (gender equality)	Affect (+)	7%	3%	0
		Affect (-)			
		Appreciation (+)			
		Judgement normality (+)			
12	hard work	Affect (+)	0	5%	7%
		Judgement normality (+)			
13	healthy lifestyle	Affect (+)	2 %	1%	0
		Affect (-)			
14	helping others	Affect (+)	3 %	3%	5%
		Affect (-)			
		Appreciation (+)			
15	honesty			0	0
16	independence	Affect (+)	2 %	1%	0
17	leisure	Affect (+)	0	0	0
		Appreciation (+)			
		Judgement capacity (-)			
18	taking care of family	Affect (+)	7 %	4%	2%
		Judgement normality (+)			
19	love of reading	Affect (+)	2 %	2%	3%
		Judgement normality (+)			
20	nationalism	Affect (+)	4 %	1%	2%
		Appreciation (+)			
21	patriotism	Affect (+)	0	0	0
		Appreciation (+)			
		Judgement veracity (+)			
22	Peace	Affect (+)	3%	5%	2%

No	Moral Values	Appraisal (attitude)	Grade X	Grade XI	Grade XII
		Affect (-)			
		Appreciation (+)			
23	Politeness	Affect (+)	7 %	4%	6%
		Appreciation (+)			
		Judgement propriety (+)			
24	Religiosity	Affect (+)	2 %	3%	1%
		Appreciation (+)			
25	respect	Affect (+)	2%	3%	4%
		Appreciation (+)			
26	Responsibility	-	0	0	0
27	social sensitivity	Affect (+)	5	9 %	7%
		Judgement propriety (+)			
28	togetherness	Affect (+)	8	6%	5%
		Judgement normality (+)			
29	Tolerance	Affect (+)	3	5%	4%
		Appreciation (+)			
	Total		100	100	100

Discussion

1. Discourse of Respect for Others of being friendly on Visual Image

Picture 2. Respect for others of being friendly

This picture depicts the *Respect for Others of being friendly* with 17.5% of the total verbal and visual image. The image above implicitly echoes the message that being respects and being caring when giving a sympathy and congratulation for someone. In this case, there are two contexts of social interaction from this image; the young man, linguistically, *'congratulation for your achievement, you get the fish',* indicate the son's awareness of congratulating the father and his achievement to do something without any mandatory order [judgement, normality]. The image of son and father enjoying the successful for their hard work reveals *respects* and *taking care of family* that the son and father should hold *respects* in any social context, particularly in daily life.

The second context demonstrates 'depicted of caring for his friend [priority, judgement]. This also shows the social sensitivity of *being caring* and *being friendly* to the condition of some one's illness or accident. The visual image indicates that one man complements someone and ask for condition and giving solutions [affect, attitude], the meaning of image visually reinforces how both a healthy person.

2. Discourse of Creativity on Visual Image and Verbal text

This picture depicts the *Creativity* with 6.8 % of the total verbal and visual image. The image also demonstrates the position of young man and the old man who are finishing doing fish with a pleasure mood show. This contributes the appreciation of a young man to the old man due to having successful to get fish tends to show the moral acts such as "respectful for other" for the one's achievement and reflect on the users' performance when learning about moral values.

Picture 3. Creativity

Furthermore, the image 4.2 provides the moral values verbally and visually namely the appraisal of gender and equality. The visual demonstrates *the equality (gender equality) which* cultivate the position of woman and man are conditioned to *being friendly.* Verbally, the image expresses the ideas of appraisal and appreciation. The feedback interaction represented arguments between the speakers. The existence of woman and man in the image do not limit the rights to say something about thanking and appraisal as *what a wonderful performance,* as for instance. The reply of appraisal is replied to *thank you very much.*

Therefore, the highlights the position of treatment and interaction between the different gender develop a sense of moral. The equality either integrates the appropriate manner morally and culturally.

3. Discourse of Politeness on Visual Image and Verbal text

This picture depicts the *Politeness* with 5.8 % of the total verbal and visual image.The demonstration from this pilot study showed an intimate of interest in concerned to the interaction manner of men and women. The women preferred to declare the appraisal and gesture verbally and visually, and automatically welcomed by the men respect. Feedback such as giving respects by appraisal evidence create the outstanding phenomena throughout the interaction as *you look gorgeous and thank you very much,* and by pointing at the object such "guitar played by the man in front of the woman creates phenomena of "politeness and being friendly".


Picture 4. *Politeness*

The image also demonstrates the position of young man and the old man who are finishing doing fish with a pleasure mood show. This contributes the appreciation of a young man to the old man due to having successful to get fish tends to show the moral acts such as "respectful for other" for the one's achievement and reflected on the users' performance when learning about moral values.

Picture 5. *Politeness*

The figure contains the visual and verbal of multimodal which shows the constructions of discourse of helping others. Asking and giving information become the typical interaction among society of Indonesia which reflects the value of Pancasila. The visual image indicates the tolerance of communication through using the polite shirt as formal shirt and Batik Shirt. The visual image conveys the value of politeness as there are some messages verbally as '*may I know your name please?'*. This sentence emphasizes the value of politeness which linguistically use the interrogative statement. The sentence enacts the [*affect+]* with the judgement of normality. The visual image and the verbal show the social interaction.

4. Discourse of Religiosity on Visual Image
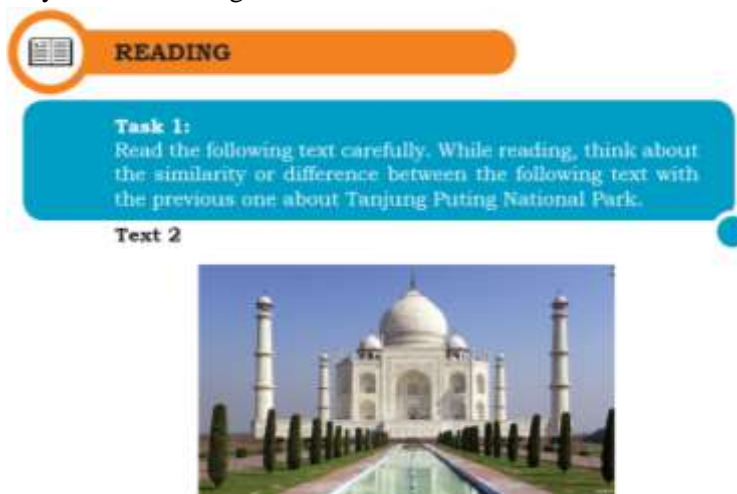
Picture 6. Religiosity

This picture depicts the *Religiosity* with 5 % of the total verbal and visual image This picture depicts the value of religious. The visual image based on multimodal distributes the value of religiosity which prominently delivered the messages of being tolerance among society. Multimodal in visual image conducts the *affect+* and the *judgement of veracity* which indicates meaning of *peace for Muslim.* The visual image of mosque is only mono picture without any other religious that seems to be out of other religious. The picture only engages the specific religion without any sharing the varieties of religion.

The message of this picture stimulates the tolerance of single religion which is called the judgment of normality with the *affect –* for any other students who own different religion. The reading text based on multimodal visual of image reinforces the understanding of mono religious.

5. Discourse of Social Sensitivity on Visual Image

Picture 7. Social Sensitivity

This picture depicts the social sensitivity with 7 % of the total verbal and visual image The image 4.1 depicts the situation the togetherness in the ceremony or attending party. Collectively, the existence value on visual contain social sensitivity and togetherness [judgement, affect+, affect-]. Moreover, the pictures call for the students to bring up the zone of social culture in other countries and compared it in the situation of students' perceptions. Gazed upon the visual image, there are some messages engaged to the social culture with the aimed at calling the students to be closely related in implementing the topic's game in the situation of their culture. In addition, the image either treat the emphasis of values social encounter.
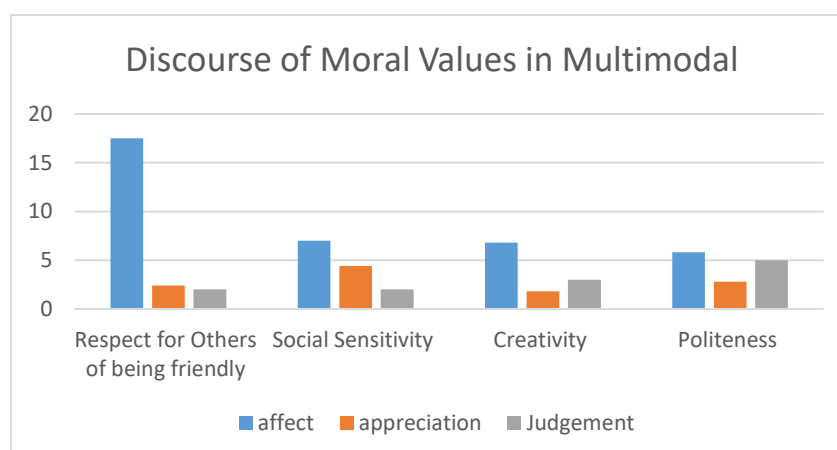
Picture 8. Chart of Moral Values in text

Based on the results of the analysis it was found that the respect for other of being friendly, social sensitivity, politeness has a relevant relationship with what has been researched by (Sukma et al., 2021). It contains moral values that dominate in English textbooks. Of course, in Indonesian culture, it is necessary to emphasize the attitude that should exist in the development of English. The difference is that the value of appraisal is more dominating in vocational high school textbooks in social awareness and politeness. Meanwhile, positive judgment is more inclined towards politeness. similarly, what was researched by(Puspitasari et al., 2021) in investigating the moral values contained in EFL textbooks is also relevant to the research results contained in vocational high school textbooks, in which the helping others, being friendly and polite and tolerance. This proves that the book content for each level always focuses on communication that is social values. However, the differences in the findings in the books are of course not always similar, but there are also differences, such as what the investigative findings from (Turnip & Yanto, 2021) show that peace of nature does not have the same findings in the investigations from the ELT textbook of vocational high school. In addition, there is a similarity of this investigation namely social creativity which is relevant to the attitude found in the book as the inner peace (building the learner's self – concept).

The difference from the results of this study conveys that, the respect for other of being friendly is more emphasized in the ELT textbook. Meanwhile, social creativity in this book is more emphasized with the visual

image model. Following to (Martin & White, 2007)declares that the language appraisal parameters include affect (emotional dimension), judgement (social evaluation of people and their behaviour), and appreciation (aesthetic evaluation of things) either occur as found on this text book. The use of verbal and visual in (Pagano et al., 2018) grab such messages related to semantic form with the aim of positive or negative emotional attitudes and reactions semantics resources used to negotiate "emotions, judgment, and valuations". Based on the chart above, it is clearly stated that the moral values found on book declares that *the respect for other of being friendly* occurs in 17.5 % of the total data. Gazed upon the result, there are some messages conveyed by the results as the way of asking and giving some information. The English textbook contains of moral values which drives nurture students to be respective person even the are speaking English. *The respect for being other of being friendly* creates such paradigm due to not only enhance students' hard skill depicts the *Creativity* with 6.8 %. In addition, the value of *appreciation* to human life having been graduated by the school which have such affects the moral values to next generation. As what found on (Puspitasari et al., 2021) Promptly has the relevance with the adjustment of books' contents as found on the English textbook at Vocational High School which following to present the character of student to be more respectful in the environment of social life and be a continually judgement through habits of action. Furthermore, the social sensitivity occurs in 7%. This indicates that, the fifth sense of Pancasila *keadilan social bagi seluruh rakyat Indonesia* is clearly found on the book. In addition, the are some meanings implied explicitly on the textbook based on the visual image cultivate the character building in *social sensitivity* which has an *effect* to human's daily life.

CONCLUSION

The ELT textbook design of vocational high school provides a lot of very significant insight into students' abilities to learn English as a foreign language. Certainly, the conceptual integration of moral values in the books investigated has relevance to the content, topics, use of grammar and methodology both visually and verbally. Students are invited to create skills in communicating that have a creative spirit that contains the integration of negative and positive politeness as well as social values.

The equality of hard skills and soft skills in ELT textbooks on vocational high school textbooks spurs teachers to design learning innovations according to the topics presented and students' abilities which are not only oriented towards language achievement but are also directed to reflect moral content, conveying many moral messages such as information about culture, beliefs, and social morals.

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