

**EXPLORING MORAL EDUCATION CONTENT IN A COMMERCIALY  
PUBLISHED EFL TEXTBOOK FOR 7<sup>TH</sup> GRADE STUDENTS**

**A Thesis**

**Presented to the Department of English Language Education as Partial  
Fulfillment of the Requirements to Obtain the *Sarjana Pendidikan* Degree in  
English Language Education**



**By:**

**Cornelya Gheayunita**

**18322131**

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
FACULTY OF PSYCHOLOGY AND SOCIAL CULTURAL SCIENCES  
UNIVERSITAS ISLAM INDONESIA**

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**APPROVAL SHEET**

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By

**Cornelya Gheayunita**

**18322131**



**Approved on 10<sup>th</sup> February 2022**

By

**Supervisor**

**Willy Prasetya, S.Pd., M.A.**

**NIP. 173220502**

## RATIFICATION SHEET

EXPLORING MORAL EDUCATION CONTENT IN A COMMERCIALY  
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By:

Cornelya Gheayunita

18322131

Board of Examiners

Chairperson : Willy Prasetya, S.Pd., M.A.

First Examiner : Irma Windy Astuti, S.S., M.Hum.

Second Examiner : Nizamuddin Sadiq, S.Pd., M.Hum.

Defended before the Board of Examiners on February 2022 and Declared Acceptable.

Yogyakarta, 22 February 2022

Department of English Language Education

Faculty of Psychology and Socio-Cultural Sciences

Universitas Islam Indonesia

Head of Department,



Irma Windy Astuti, S.S., M.Hum

## STATEMENT OF WORK'S ORIGINALITY

This is to certify that to the best this thesis, with the exception of what is specified in the references and citations, is my own work and does not contain the work of others. This thesis has not been submitted for any degree or other purposes.

I certify that the intellectual content of this thesis is the product of my work and that all the assistance received in preparing this thesis and sources have been acknowledged.

Yogyakarta, February 9<sup>th</sup>, 2022

Writer,



**Cornelya Gheyunita**  
**18322131**



## MOTTO

“There are no mistakes if you take failure as feedback”



## **DEDICATION**

I dedicate this thesis to the precious humans in the world, the researcher's parents. They are Mr. Tasmianto and Mrs. Dwi Widowati, who believed and supported their daughter until she finished this thesis. Then, my beloved sister Maydita Piety Prastitasari motivated the researcher in everything. Last, I dedicate it to myself.



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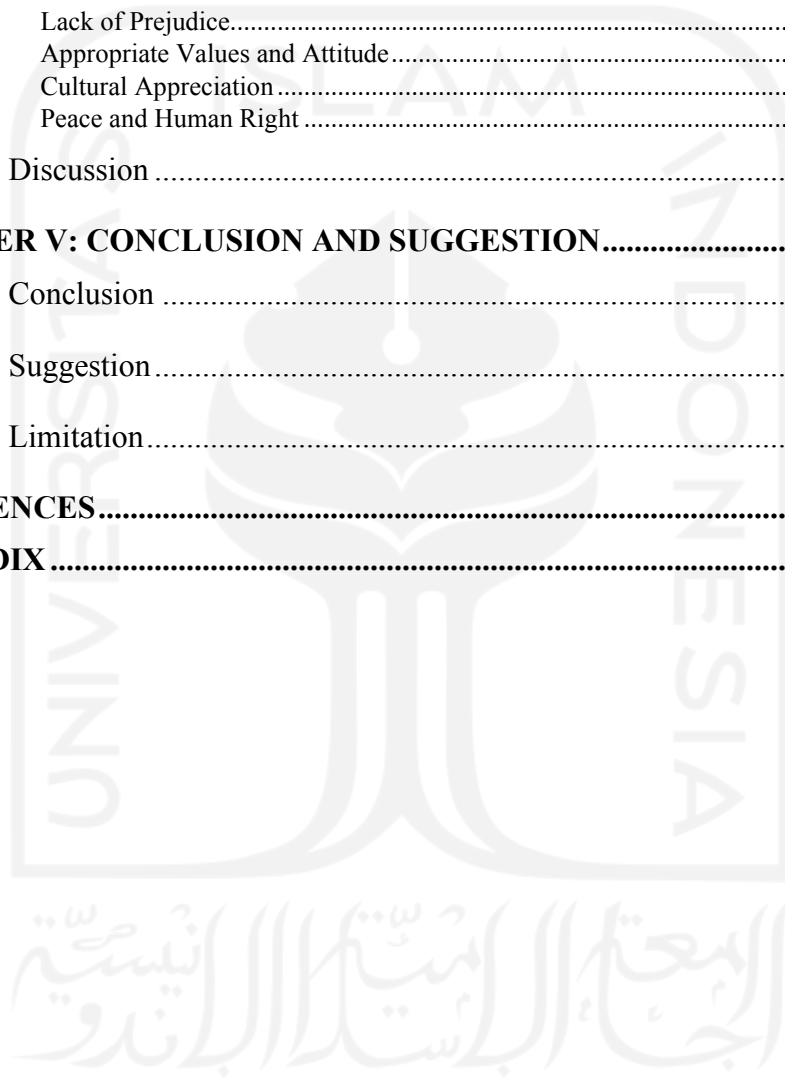
**Cornelya Gheayunita**  
**18322131**

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# EXPLORING MORAL EDUCATION CONTENT IN A COMMERCIALY PUBLISHED EFL TEXTBOOK FOR 7<sup>TH</sup> GRADE STUDENTS

By  
**Cornelya Gheyayunita**  
18322131

## ABSTRACT

The main objective of this study was to identify the representation of moral education content in the EFL textbook. The method of the research considered with investigating the moral education through visual data. The data source is an EFL textbook from Yudhistira publisher for 7th-grade students. This study along with semiotic analysis from Kress and Leewuen (2015). The results of study divided into three sub-findings. First sub is three aspects of moral education have the highest total of coding from the textbook: Environment, Lack of Prejudice, and Appropriate Values and Attitude. Second sub is one moral was rare to be found and third sub is one moral did not appear in the textbook: Cultural Appreciation and Peace and Human Right. From the description above, the textbook lacks representation of moral education.

**Keywords:** *EFL Textbook; Commercially Published; Moral Education; Semiotic Analysis*

## CHAPTER I

### INTRODUCTION

This chapter will clarify the background why this study was selected by the researcher and explain the background of the study, formulation of the study, objectives of the study, and significance of the study.

#### 1.1 Background of Study

In these situations, morals need to be educated in an educational context. This idea was supported by Sidhu et. al. (2018) if morals itself was not discussed, future generations of students may fail to recognize the importance of cultural and moral values in their decision-making processes. That is why morals need to be represented in learning and it needs more investigation of morals in learning tools.

Wu and Naverra (2018) who revealed that textbooks can be primary learning resources that might be useful as sites for values education. From this statement there is a way to educate the morals through textbook especially ELT. And from Palindungan, Rifai, and Safriani (2018) who agreed that textbook as an essential of learning resources. Either as learning material or building characters. Besides textbook can be a learning tool of morals, teachers can be an educator of morals.

Then there is an increasing importance of discussing moral values in ELT material. Appearance of previous study found in EFL contexts such as Malaysia (Sidhu

et. al, 2018), Indonesia (Sulistyo, et. al., 2020), and Singapore (Wu, S. M. & Naverra, G. S., 2018).

Previous studies in Indonesia itself discussed moral values represented in English textbooks for elementary, junior high school, and senior high school (Parlindungan, Rifai, and Safriani 2018; Setiawan & Fahriany, 2017; Setyono & Widodo, 2019; Sulistyo, et. al, 2020). Even though there has been a lot of research of moral values in English textbooks in Indonesia, the current body of research mainly investigate English textbooks from the government rather than the non-government publisher. And it is necessary to investigate the moral content from the non-government ELT publisher. To fill this empirical gap, this study will investigate textbook from Yudhistira publisher and focus on how moral education is integrated into English textbook for 7<sup>th</sup> grade of junior high school. In the future, the results will help highlight how moral education are represented in an English textbook.

## **1.2 Formulation of the Study**

One research question that guided this study is:

1. How are moral education represented in an EFL textbook entitled 'Mozaik' for the 7<sup>th</sup> grade of junior high school from Yudhistira publisher?

## **1.3 Objectives of the Study**

The objective of this study is to describe the representation of moral education in an EFL textbook with the title 'Mozaik' for 7<sup>th</sup> grade in Junior high school.



#### 1.4 Significances of the Study

The study will help the authors to know how far moral education is represented in the EFL textbook. To the teachers in a similar context, they could be aware of moral education in the EFL textbook. Furthermore for future research, the study aims to enlarge the literature.



## CHAPTER II

### LITERATURE REVIEW

In this chapter, there will be the explanation of the theory used in this study. It encompasses moral education in ELT, previous study, and theoretical framework.

#### 2.1 Moral Education in ELT

Moral education itself can be defined as an educator of fundamental values principles. From Shabaan (2005) who stated that moral education has eight elements: respect, cultural appreciation, lack of prejudice, appropriate values and attitude, peace and human right, global concerns, communication, and environment. That means incorporating first respect for self and others. Second, local culture or international culture are balanced. Third, tolerating, solidarity or empathy with others. Fourth, there is humanity, global concerns, act of communicating, and last is about the environment. Doppelt (2009) If self-respect is not a fundamental good, then, regardless of the basic structure of institutions, self-respect is determined by how people see their own and others' worth, and whether or not these judgements are reasonable and fair in the culture as a whole. Then self-respect as behavior of seeing people in the environment. Cultural appreciation, incorporating multiculturalism in textbook as a value for recognizing foreign culture from various socio-cultural and geographical backgrounds (Setyono and Widodo, 2019). Defining prejudice is an attitude that develops as a result of social learning in a specific social setting (Peucker, 2011).

Adding definition for appropriate values and attitude from Moise (2014) attitudes and value can be defined as an individual's reaction to other people's actions and external conditions, as well as the behaviors that people have learnt as a result of their beliefs and values. Peace and human right in relation with fundamental societal framework on dealing the problems without non-violent manner (Hvidsten and Skarstad, 2017). It can be seen that peace and human right carried good values in moral education. As defining global concern, allow people to interact with other individuals and groups from all around the world resulting in social identities that surpass national borders and geographic distance (Reese et.al, 2015). Communication has no specific meaning, the study from Ruler (2018) only revealed the kinds of process in communication. Thus, communication can be placed as an action. However, there According to Bonnet (2012), ethical and environmental concerns stimulated humans' caring nature. Environment categorized as moral education to improve human's caring character of learner.

Moral education is interconnected with language learning. Adding from Lockwood (1978), moral education aims to guide and modify learners' values by encouraging them to reflect on their values and how they affect their behavior. Moral education is woven into every part of teaching, including the curriculum, the school culture, and the ethical models set by teachers (Veugelers, 2010). From Veugelers (2010), it means that moral education can be embedded in the context of teaching, whether in curriculum, schools' rules, or teacher itself. As mentioned above, there are eight aspects of moral education, and all aspects enter the category of good behavior.

Therefore, those aspects are crucial for learners' behavior. Then it can be concluded from theories above, moral education is a term that is specific to educate the learners with educational morals. Moreover, moral education can be integrated in ELT as a tool for guiding the learners in education context

## **2.2 Previous Studies**

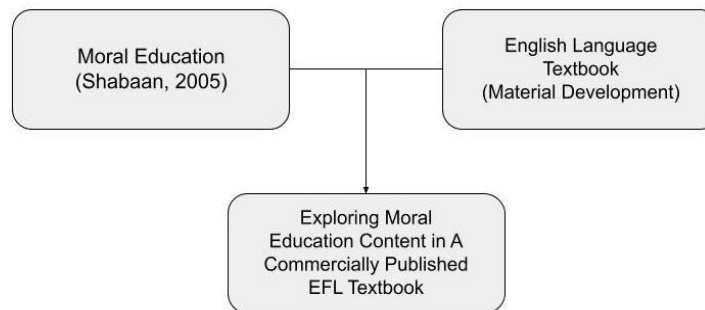
There are several previous studies from EFL countries and Indonesia which present the same issue. Sidhu, Kaur, and Fook (2018) did the study of analyzing the integration of moral and cultural values through ELT reading in Malaysia by descriptive research design. Sidhu et.al (2018) found out that Malaysia as multi-racial country and ELT materials were replete with local and western moral and cultural values. In this case, learners are hope to aware about culture things than values. There is a lack of inserting moral values and for the culture, it should be represented Asian cultures too. Another study from Wu and Naverra (2018) investigated ELT materials as sites of values education in Singapore. Wu and Naverra (2018) revealed how important to insert moral education into ELT materials with and impossible to separate language, culture, and text. That means one cannot teach texts without effect on culture and values. Also, Canh (2018), who analyzed moral values in EFL textbook and knew there is a limitation of moral values in an English textbook, and the researcher is convinced that just fundamental moral values are embedded in an English textbook. In Canh (2018), the author of an English textbook avoids deliberately controversial topics such as family violence.

Grouping the studies from Indonesia written by Setiawan and Fahriany (2017) and Setyono and Widodo (2019). Setiawan and Fahriany (2017) focused on analyzing moral values in narrative text of ELT by content analysis design. Setiawan and Fahriany (2017) stated that multicultural values are properly represented in the English textbook, but some cultures from Asia and Africa are less. That means the English textbook author needs to be aware of embedding cultural values in ELT materials. Another study looked at how multicultural values, as represented in an officially approved English textbook written for Indonesian EFL students, and how those values could contribute to intercultural competence (e.g., intercultural awareness/sensitivity) among senior high school students (Setyono and Widodo, 2019), this study concludes there are four values were identified in the textbook, such as respect for pluralism, respect for indigenous peoples' right, respect finding peace with nature and with all form life, and appreciation of cultural products. Setyono and Widodo (2019) searched out multicultural values in EFL textbook by critical discourse analysis and suggested some points; first, the author of the English textbook should put some moral values of fairness of cultural values and picture in narrative with propositional portions. Setyono and Widodo (2019) suggested that the author of an English textbook should pay attention to vocabulary. From all studies, some points can be concluded:

1. Moral values need to be embedded in English textbook properly,
2. Moral values of fairness need to be made of English textbook,
3. Last, noticed others' cultural values

### 2.3 Theoretical Framework

This study also has a framework to guide the study. Moral education interconnected with material development or ELT. Thus, the theory from Shabaan (2005) who defined moral education divided into eight characteristics: respect for each other, cultural appreciation, lack of prejudice, appropriate values and attitude, peace and human right, global concern, communication, and environment. These values have an important role as a guiding students' character in real life. Here is the figure of the theoretical framework to guiding this research:



**Figure 2.1 Theoretical Framework**

## **CHAPTER III**

### **METHODOLOGY**

This chapter reveals the methodology of the study. The chosen research design, data sources, data collection, and data analysis.

#### **3.1 Research Design**

This research used a semiotic approach to explore moral education as represented in English language textbook for visual data only. Kress and Leeuwen (2015) stated that semiotic approach to examine meaning of picture and text in-depth. In other words, using coding to analyze the data the content of textbook based on specific criteria that have been determined. After that, this study will find out the meaning of image implicitly or explicitly.

#### **3.2 Data Sources**

The English textbook that will be used for research is from Yudhistira publisher. Because Yudhistira is one of the best publishers and one of the biggest companies in Indonesia. In addition, Yudhistira is well-known because many schools use the books from this publisher. In 1978, Yudhistira published schoolbooks for all subjects and grades: elementary, junior high school, senior high school, and vocational high school. The English textbook used to investigate in this research is for 7<sup>th</sup> junior high school with the title “Mozaik” and its followed 2013 curriculum. The authors are Gumanti

Ning Rahayu and Asep Mahdi, S. S. This book was published in 2019 and consists of 8 chapters (Greetings, self-introduction, dates and time, things around us, describing objects, describing actions, descriptive texts, and song lyrics) in 136 pages.

The English textbook covers listening, speaking, reading, and writing skills. The characteristics of this book are full of color so interesting; the texts are made with easy to comprehend and age-appropriate, inserting by some images used for some tasks, and for each chapter provided an exercise to evaluate students' achievement after learning the material, before reaching the end of the chapter, the author offers a slice of material that related to the task and summary for remembering before evaluation. The authors used authentic materials so related to real-life and designed for students' needs.

### **3.3 Data Collection**

The researcher will collect the visual data only in printed English textbook for each chapter until the end of the textbook. The researcher will look for the picture first, decide which suits the code, and code based on the description of codes below. Elements of moral education; Respect for self and others, cultural appreciation, lack of prejudice, appropriate values and attitude, peace and human rights, global concerns, communication, and environment (Shaaban, 2005). The analysis encompasses each chapter from activities, assignments, material, examples, pictures and summary.



**Table 3.1***The Description of Codes*

<b>Moral Education</b>	<b>Code</b>
Respect for Self and Others	RSO
Cultural Appreciation	CA
Lack Of Prejudice	LP
Appropriate Values and Attitude	AVA
Peace and Human Right	PHR
Global Concerns	GC
Communication	CN
Environment	ET

**3.4 Data Analysis**

Content analysis is used for data analysis as Marsh and White (2006) stated instead of describing reality objectively, qualitative content analysis focuses on constructing a picture of a given phenomenon that is always embedded inside a specific context. The aim is to show the "big picture" of a subject by arranging a number of detailed observations in a way that demonstrates conceptual depth (Marsh and White, 2006). By that means, where the researcher will analyze the content and message inside of the image. The data analysis will be guided by consultation with the advisor to see the validity and approve this technique.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter will consist of findings from the analysis of the visual data of the EFL textbook. The findings are about the representation of moral education and include the procedures needed in order to write the findings. The activities are divided into some stages: observe the image, then decide which code of moral education is most suitable for answering the research question above.

#### **4.1 Findings**

The indication of findings refers to one research question and will be grouped into three categories-which of the findings are most found, rarely found, and not found at all. In addition, some images categorized one until some of the moral education. The English textbook contained appropriated pictures that include appropriate for self and others, cultural appreciation, appropriate values and attitude, communication, and environment. However, one aspect of moral education is not found in the English textbook, which will be explained below.

##### **4.1.1 Environment**

The environment is categorized as the most found moral education in the English textbook. Bonnet (2012) stated that ethical and environmental concerns started humans' caring character. Thus, there is awareness of environmental issues.

There are 81 total images portrayed in the environment. The environment in this context represents an image of a view of nature, places, and animals. Most of which is represented as a place such as living room, bedroom, classroom, and building. Other's portraying animals are represented as an elephant, dog, cow, horse, sheep, etc. Overall, there are 69 images of places, 12 images of nature, and 41 images of animals. A park can portray the view of nature with trees, grass, and bushes. The sample's visual data below are chosen as the most representative images found in the textbook.

**Table 4.2**

*The Sample Visual Data of Environment in the English Textbook*

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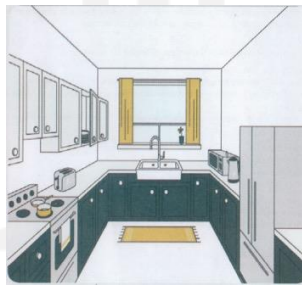
**Sample Visual Data Description**

---



**Figure 4.2**

A cozy living room



**Figure 4.3**

A modern kitchen



**Figure 4.4**

A pleasant bedroom

---

Those images portraying the environment described an excellent place indicating that the author might have wanted to describe an ideal home. The description started from the living room, kitchen, and bedroom.

**Table 4.3**

*The Sample Visual Data of Environment in the English Textbook*

---

**Sample Visual Data and Description**

---



**Figure 4.5**

A hospital



**Figure 4.6**

A bank



**Figure 4.7**

A shop



**Figure 4.8**

A police station



**Figure 4.9**

A mail office



**Figure 4.10**

A museum

---

The sample of the visual data above are images that represent places of buildings. The author represented the images of a building that the people visited for several reasons concerning real life. Those visuals of buildings are commonly found downtown. The representation of those visuals is most likely made as a reminder that each place has specific needs. Then the readers will know how modern the city is. The category images of a place are described as a dreamy place to live in. The description of how a perfect home looks will then attract the reader's attention. Clean and neat are the two words that depict an ideal home. In conclusion, this can be considered a motivation for the readers to keep their homes clean and neat. Therefore, Similar to the buildings which the images describe as a clean city, the people who live downtown will be aware of their action of treating the environment.

**Table 4.4***The Sample Visual Data of Environment in The English Textbook***Sample Visual Data and Description****Figure 4.11****Figure 4.12****Figure 4.13**

A backyard's view with nature,  
a few livestock and kids.

A view of nature

A beach

This first image represents the view of a backyard with trees, grass, and bushes and the peaceful situation in a village portrayed by children playing around. The second image consists of a portrait of a park describing the park's situation, whereas the people usually visit. The last image illustrates a beach that also represents nature, concluding that provided images above are related to the environmental issues. This is similar to the visual data of animals which is part of nature on earth.

**Table 4.5***The Sample Visual Data of Environment in The English Textbook***Sample Visual Data and Description****Figure 4.14****A sheep****Figure 4.15****A dog****Figure 4.16****A turtle****Figure 4.17****A lion****Figure 4.18****A snake****Figure 4.19****A wolf**

The images above are samples of the data visuals collected from the textbook, which represent the varieties of animals that can be found worldwide and are put into two categories. Those categories include which animals can be considered pets and those considered wild animals. All of which are probably used to help improve the human's level of care.

#### 4.1.2 Lack of Prejudice

Prejudice is generally known as attitude, resulting from social learning in a particular social environment (Peucker, 2011). The behavior of people in accepting the differences in their social environment. Prejudice is concluded as the second most found moral education found in the textbook, with 55 images in relation to prejudice and divided into two categories of prejudice: character's occupation and people's identity (Peucker, 2011). Fourteen images fit into the character's occupation, divided into genders; man and woman. The character's occupation itself is illustrated by people wearing specific uniforms relating to various jobs.



**Table 4.6***The Sample Visual Data of Prejudice in The English Textbook***Sample Visual Data and Description****Figure 4.20****Figure 4.21****Figure 4.22**

A man wears a mechanic  
uniform.

A man wears a chef  
attribute.

A man wears a surgeon  
uniform.

**Figure 4.23****Figure 4.24**

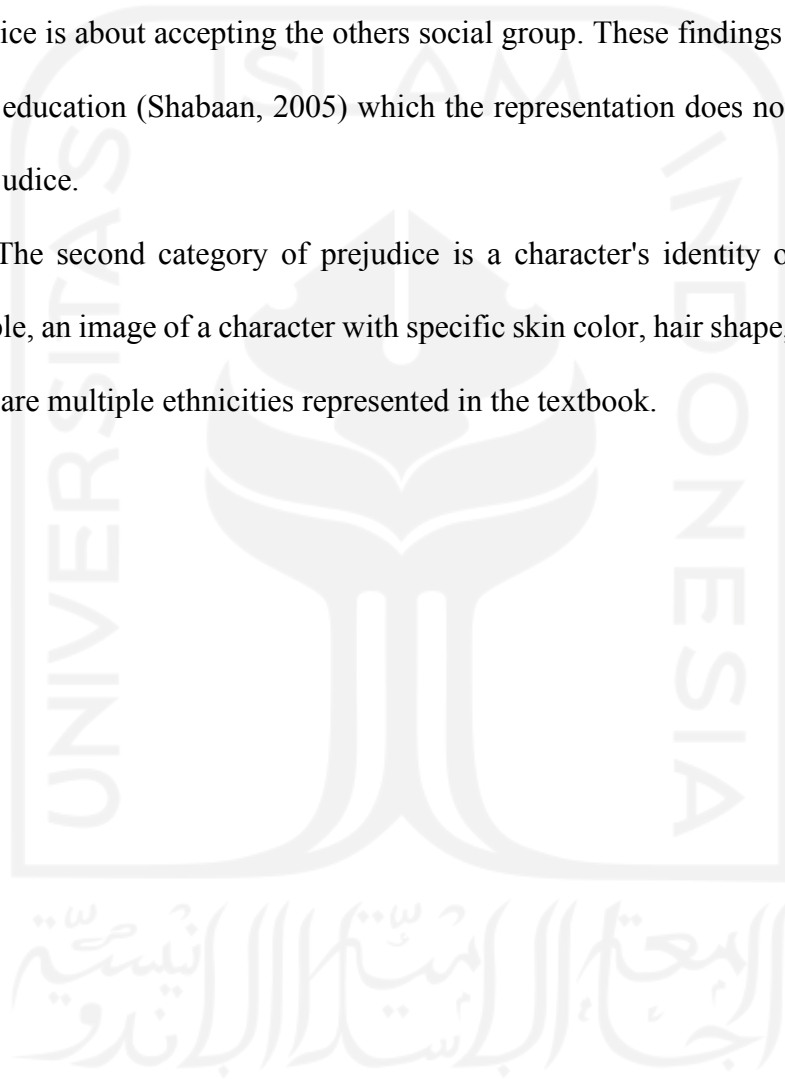
A woman wears a nurse  
uniform.

A female teacher character wears a semi-formal  
dress.

The number of images consisting of male characters exceeds the number of images portrayed by female characters. There are a total of 3 images portrayed by

female characters: two portraits of a teacher and one of a nurse. On the other hand, many images of male characters are used to represent various jobs. The visual data above shows the grouping in character's occupation. As Peucker (2011) stated that prejudice is about accepting the others social group. These findings contradict with moral education (Shabaan, 2005) which the representation does not teach the lack of prejudice.

The second category of prejudice is a character's identity or ethnicity, for example, an image of a character with specific skin color, hair shape, and eye shape. There are multiple ethnicities represented in the textbook.



**Table 4.7***The Sample Visual Data of Prejudice in The English Textbook***Sample Visual Data and Description****Figure 4.25****Figure 4.26****Figure 4.27**

A female with white skin, slanted eyes, and straight hair.

A female with colored skin, wide eyes, and curvy hair.

A male with white skin, wide eyes, and blonde hair.

**Figure 4.28****Figure 4.29****Figure 4.30**

A female with colored skin, straight hair, and a Bindi (colored dot).

A male with colored skin and wide eyes.

A Female with white and wide eyes.

The visuals above have their characteristics: an image of a female with coloured skin, wide eyes, and curly hair. Thus the images above described the character's identity from varieties of racial. Afterward, the lack of prejudice is to know that multiple ethnicities came from various countries. These can be indicated that the lack of prejudice in the textbook is probably to introduce the differences of ethnicity in the social environment, excluding the representation of the character's job.

#### **4.1.3 Appropriate Values and Attitude**

Appropriate values and attitude are ranked the third commonly found moral education in the textbook. There are 46 images that portray appropriate values and attitude and are represented from the illustration of images, dress code, and drawings in relation to religion. Moise (2014) attitudes and value can be defined as an individual's reaction to other people's actions and external conditions, as well as the behaviors that people have learnt as a result of their beliefs and values. The intent of the illustration of image was to describe the class situation or talked to someone. Those illustrations mean listening to someone who talks while making eye contact or paying attention.

**Table 4.8**

*The Sample Visual Data of Appropriate Values and Attitude in The English Textbook*

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**Sample Visual Data and Description**


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**Figure 4.31**

Their eyes met during the conversation.

**Figure 4.32**

Their eyes met during the conversation.

**Figure 4.33**

Their eyes met during the conversation.

**Figure 4.34**

They are listening to each other

**Figure 4.35**

They are listening to each other

**Figure 4.36**

They are listening to their teacher

---

These can be pointed as appropriate values and attitude to build an appropriate attitude inside the readers. One illustration of worship that may indicate the introduction of religious identity.

**Table 4.9**

*The Sample Visual Data of Appropriate Values and Attitude in The English Textbook*

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**Sample Visual** Data and Description

---



**Figure 4.37**

A church.

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By inserting the illustration above, it can be assumed that the representation did not aim for religious value but was most likely chosen based on the author's faith. The samples below are examples of representation dress code showing how people dress. Are those appropriate dressing in the textbook? Thus, it needs more investigation from the textbook.

**Table 4.10**

*The Sample Visual Data of Appropriate Values and Attitude in The English Textbook.*

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**Sample Visual Data and Description**


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**Figure 4.38****Figure 4.39**


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A female character wears a shirt with long pants.

A male student character wears a shirt with long pants.

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**Figure 4.40****Figure 4.41**


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A male character wears long pants and a shirt.

A male character wears a long-sleeved T-shirt and jeans.

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Those images are the sample of characters wearing from the textbook and normal to be worn in real life. To sum up, the representation above has a relation

with appropriate values and attitudes. Such as from the illustration of an image directed to appropriate attitude and dress code directed to appropriate values.

#### **4.1.4 Cultural Appreciation**

The existence of multiculturalism in the book as a value to recognize the culture of outside from different socio-cultural and geographical backgrounds (Setyono and Widodo, 2019). The introduction of other cultures through English textbook and as a value of cultural appreciation refers to the world's cultures. The depiction can be an image of traditional food, historical building, and band. There are four images containing culture from inside Indonesia and outside.



**Table 4.11**

*The Sample Visual Data of Cultural Appreciation in The English Textbook.*

---

**Sample Visual Data and Description**

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**Figure 4.42**

An image of a traditional food from  
Indonesia.

**Figure 4.43**

An image of a historical building from  
Indonesia.

---

The English textbook also has other images from outside Indonesia, such as an image of a boy group from South Korea and a rock band known as ‘Coldplay’ formed in London.

**Table 4.12***The Sample Visual Data of Cultural Appreciation in The English Textbook***Sample Visual Data and Description****Figure 4.44**

An image of a rock band that formed in London.

**Figure 4.45**

An image of a boy group from South Korea.

The readers are possibly introducing cultural issues and expanding the knowledge, and those goals can be achieved by making a curiosity of things around the world. However, there is a lack in presenting the images of cultural appreciation in the textbook.

**4.1.5 Peace and Human Right**

One moral education that was not found in the English textbook is about peace and human rights. Peace and human right are expected to be represented in the English textbook through images of war, soldiers, or democracy. It is most likely

that the author did not include this moral education as it can be a sensitive topic or does not relate to any of the materials in the textbook.

## **4.2 Discussion**

After going through all the procedures in writing the findings, one sub is found in this research which is the representation of moral education through visual data in the English textbook. From the findings, three aspects that are most found in the textbook: environment, prejudice, and appropriate values and attitude. Overall, the English textbook embodied moral education based on the description of codes. Nevertheless, one moral education that did not appear in the English textbook: peace and human right. According to the findings of the environment, the author presented the image of an ideal home and city 'clean and neat' without presenting the opposite side 'dirty and messy'. Because it needs to be more realistic, the readers will notice the difference between these depictions. Thus, there is an increase in human awareness of the environment. Parlindungan (2018) has found the image of family and societal values implicated children to do household chores, such as cleaning and taking care of garden, house, or pet. That statement can be described as the image that involves moral education on the environment. However, the previous study researched through textual data, and it is rare to analyze the visual one. Instead of the representation of the environment through the image of animals, nature, and places, Canh (2018) discovered from textual data talked about environmental issues (carbon dioxide (CO<sub>2</sub>) emissions and global warming).

Lack of prejudice in moral education is perhaps used to teach differentiation tolerance. The result of the analysis on the images in the textbook points to prejudice against gender and this resistance to moral education by grouping the character's occupations in the textbook. In the traditional view on gender roles, there is a difference between females and males in placing the job. There is a separation between female and male occupations. Contrast this with the findings of depicting varieties of ethnicity through visual data. The author probably wants to introduce the multi-ethnicity in the world which correlated to a study from Setyono and Widodo (2019), who have found the representation of multiculturalism in the textbook. The textbook is endorsed by the Indonesian ministry of education and culture to accept others ethnicity and develop the tolerance of differences. This critical perspective that lays a solid foundation for Indonesia's continued existence as a multi-ethnic and multicultural country (Setyono and Widodo, 2019). Therefore, there is an equality of presenting the ethnicity in the textbook either endorsed by the government or published by a private publisher.

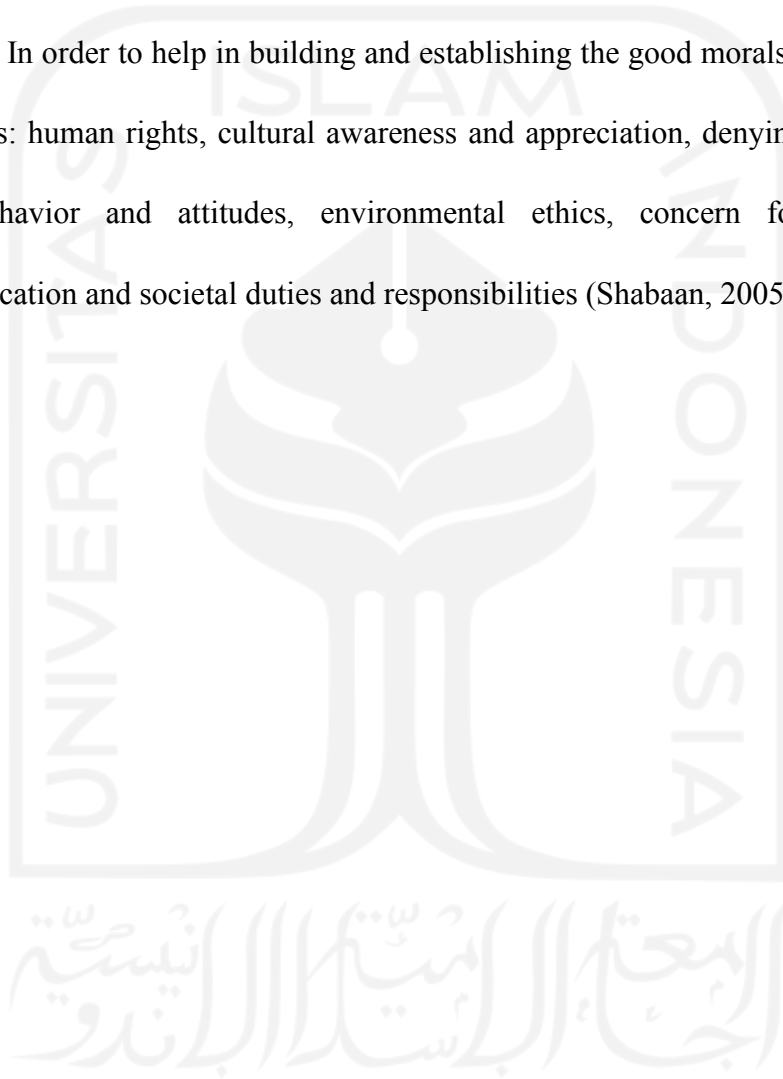
The characteristics of appropriate values and attitude can be seen from the image situation. One of the images showed the situation during class that all students are paying attention to their teacher. Appropriate values and attitude are categorized as actions, such as listening to someone who talks or making eye contact. Thus, the author may show the etiquette during the conversation. Urip (2020) revealed the acceptable action in the English textbook, which is represented by a picture of greeting someone

older and thanking. The research from Urip (2020) studied visual and textual data. Those actions need eye contact with the opponent. Discuss how the characters' wearing is labeled as appropriate values and attitude. For instance, how Indonesian people dress. In the English textbook, the characters' wearing is acceptable in Indonesia. However, many researchers studied Indonesian norms and etiquette of dressing which those research addressed to religious and ethnic wearing. So far, the textbook itself did not portray a specific dress from a specific ethnicity or religion.

Like previous moral education, cultural appreciation played an essential role in education with an equal portion of cultures. From the findings of culture, it has found four images that are related to culture. Moreover, those images did not cover many cultures in the world. Likely, images above represent and introduce that culture came from many countries to enlarge the readers' knowledge of global things. Somehow, the textbook did not represent all, so it was important to involve others in the culture. Supported by the study from Widodo et.al (2018), incorporating culture and morals into ELT should not be limited from a learner's specific socio-cultural context in which language learning and teaching are to take place. Therefore, it is crucial to present the multi-cultural in the textbook, and it should not be limited.

Based on the findings and discussions, the EFL textbook in this research lacks representation of the morals that differ from the textbook the government endorses. Supporting the statement above by study from Parlindungan et.al (2018), who analyzed

the textbook published by the ministry “Bahasa Inggris: When English Rings Bell.” Those findings and discussion above are linked to the theoretical framework before, and the framework itself recommends representing moral education in the EFL textbook. In order to help in building and establishing the good morals of the learners or readers: human rights, cultural awareness and appreciation, denying of prejudice, good behavior and attitudes, environmental ethics, concern for the planet, communication and societal duties and responsibilities (Shabaan, 2005).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

This research was aimed to investigate moral education in the EFL textbook. After analyzing and categorizing the representation of moral education in the EFL textbook, these stages answer the problem in this research. How is moral education represented in an EFL textbook? in other words, to see how far moral education was represented. To sum up, the findings and discussions were explained in chapter four that the representation of moral education is less compared with the textbook endorsed by the government. It can be seen from the sample of visual data (table 12, table 13) that the depiction of culture is less. It needs to present more about the various cultures in the world, considering how to present the character's job, which is supposed to contain a lack of prejudice. So, instead of representing a lack of prejudice, the images still have a prejudiced value, and the findings do not relate to moral education. The conclusions are about how moral education is depicted in the EFL textbook along with the semiotic analysis.

#### **5.2 Suggestion**

Regarding findings and discussions in chapter four, there are suggestions for the teacher, author of the textbook, and future researchers:

1. The foundation of moral education is through the visual data that the teachers must be conscious of the representation to clarify the representation of moral in the textbook during their teaching.
2. By highlighting the deficiencies from findings, the author should be aware of how to present moral education through visuals. Thus, the representation covers all of the moral education in the EFL textbook.
3. Future research is expected to confirm the findings by investigating the implementation of moral education in real life. To see how far the application of moral education is in the classroom.

### **5.3 Limitation**

The study revealed how moral education is represented in a commercially published EFL textbook. Reconsider that this research was not generalizable, yet this research still contributes to expanding the literature for future research.



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## APPENDIX

**Appendix 1.** The images of the English textbook and the code(s)





Image	Code(s)
	RSO LP AVA CN ET
	RSO LP AVA CN ET
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	RSO LP AVA





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	<p>RSO LP AVA CN ET</p>





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 A colorful illustration of a living room. It features a pink sofa, a wooden coffee table, a potted plant, a window with curtains, and a door.	
 A line drawing of a kitchen. It includes a refrigerator, a stove, a sink, a table with a chair, and a clock on the wall.	ET
 A line drawing of a bedroom. It shows a bed with a teddy bear, a nightstand, a bookshelf, and a window with curtains.	ET
	ET

	
	<p>RSO LP AVA CN ET</p>
	<p>ET</p>
	<p>ET</p>




	
	CA
	LP AVA
	LP AVA CN



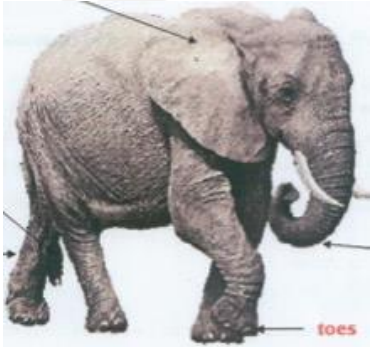
	
	<p>ET</p>
	<p>LP AVA ET</p>
	<p>RSO LP AVA CN ET</p>



	
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