

Representation of Peace Value in Indonesian ELT Textbook: Critical Discourse Analysis

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Abstract

A textbook can be a medium to convey values, while teachers and learners enact as the values-carrying agents. This present study aims to investigate peace value in the national ELT textbook which was approved by Indonesian Ministry of Educational and Culture entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XII* [English for Senior High School Grade XII]. Findings show that there are three basic sources of peace value such as inner peace (building learner's self-concept), social peace (tolerance with differences), and peace with nature (take care of the environment). This critical discourse analysis study indicates that social practice can be identified through language. Thus, it will contribute to both students and teachers in order to be aware as value agents in the ELT textbook.

Keywords:

critical discourse analysis, Indonesia ELT textbook, peace value,

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INTRODUCTION

In Indonesian educational context, all schools that are implementing 2013 ELT curriculum will be given the textbook endorsed by Indonesian Ministry of Educational and Culture. Those books can be adapted and adopted by the teachers because they have a crucial role in selecting a suitable textbook in order to direct teaching and learning process (Nation and Macalister, 2010). Unfortunately, the textbook which endorsed by the government are rarely used by the teacher for his/her references to teach. Some English teachers decided to use the textbook from another publisher and internet. When I asked the reason, some of them stated that the content of Indonesian ELT textbook could not facilitate their needs in compiling learning materials to meet curriculum objectives. Indonesian 2013 ELT curriculum aims to prepare students become religious, productive, innovative and passionate citizen. In addition, after graduating, students are expected become a global citizen who can contribute in national and international level (Widodo, 2016). However, to gain the goal of curriculum, Widodo, et al (2018) state that it is important to decide the textbook which does not only focus on linguistic and communicative competence, but also embed value on it. Values can be shaped by cultural norms and it will guide students to think, feel, behave, and act socially. Thus, if the Indonesian ELT textbook endorsed by Indonesian Ministry of Educational and Culture could not fulfill teachers' need in arranging ELT material, at least, this present study can ensure whether the textbook can be represented the values or not. In addition, Gebregeorgis (2016) states that textbook is not only a medium for transmitting knowledge but also to deliver universal values. Thus, this present study will focus on representation of peace value.

Nowadays, we live in violence era such as terrorism, war, crimes, injustice, stark poverty and so on. The worst thing of this situation can affect children's innocent minds and create them to grow up become future perpetrators of violence. Hence, imparting peace value to children becomes an urgent issue (Balasooriya, 2001). According to Galtung (2013), peace value is an absence of violence form such as discrimination, conflict and so on. Besides, UNESCO 1995b,12 cited in (Gebregeorgis, 2016) declare "A culture of peace guided by value of peace, human rights, democracy and tolerance has to be a part of education."

Peace value is really helpful for students by giving many understanding about how to treat people well in national and global scope. However, only few studies have investigated the peace value in ELT textbook especially in Indonesian educational context. In the last five years, there are some previous studies that show the representation of peace value in textbook such as in Ethiopia (Gebregeorgis, 2016), Lebanese (Shuayb, 2015) and Iraqi Kurdistan (Darweish and Mohammed, 2017). To fill this gap, the representation of peace value in ELT textbook can be an urgent need in Indonesian educational context.

The main purpose of this study is to examine peace value in national ELT textbook endorsed by Indonesian Ministry of Educational and Culture. In addition, this critical study will help both teachers and learners become aware that textbook is more than linguistic and communicative competence. It also embed value on it. Developing learner's language skill and understanding peace values in this textbook seem kill two birds with one stone. Thus, it can prepare students to be a global citizen who can think critically and contribute in national and international scope. To address the issues, this present study

will focus on identifying the peace value in national ELT textbook which approved by Indonesian Ministry of Educational and Culture. The textbook entitled *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XII* [English for Senior High School Grade XII] is written based on 2013 ELT curriculum. It consists of 11 chapters and 176 pages. Therefore, research question guiding this study is: “What peace values are represented in English textbook endorsed by Indonesian Ministry of Educational and Culture?”

LITERATURE REVIEW

In previous studies, many values are represented such as multicultural value, moral value, and gender-related value. For instance, Rodriguez (2015) state that textbook that he identified is only explain about surface culture such as static, congratulatory dan homogeneous nation than deep culture. He also argues that teacher as material designer, can use real-life source; real newspaper, movies, documentaries which relate with discrimination, human rights and so on. McConachy (2018) finds that the most problematic in textbook is stereotype for Japanese students. They felt that Japanese culture is only explained in simple way. He also notes that culture value is important to develop student’s ability in intercultural communication. Besides, in Hong Kong, Feng (2017) explains that the textbook only describes about how to be a citizen than teaching students to think critically.

In Indonesia, Ariyanto (2018) found that there is still lack of gender equality and stereotyped gender differences in Indonesian ELT Textbook for Junior High School. Besides, Setyono and Widodo (2019) found there are four themes of multicultural values in Indonesia ELT course book such as: (1) respect for cultures from varios ethnic and religious groups; (2) respect for culture of indigenous people; (3) Conflict avoidance and peace with all form of life and nature: (4) appreciation of creative cultural products. Isnaini, et al (2019) also shows that there are four categories of multicultural vales that representated in EFL textbook such as respecting other people tradition, appreciating other people perspective appreciating other people cultural products and appreciating woman’s equal rights. According to previous studies above, values in English textbook can shape students to be a global citizen who think critically.

Culture of Peace/Peace Value in Educational Setting

Culture of peace is introduced by United Nations Educational, Scietific, and Cultural Organization (UNESCO) in Africa. Peace is usually correlated with the war. However, Balasooriya (2001) declared that peace is not only about absence of war, but also free from conflict, threat to life, social degradation, discrimination, oppression, exploitation, poverty, injustice and so on. Along with this concept, Unesco (2013) argued that culture of peace consist of values, attitudes, behaviors, justice, democracy, human rights, tolerance, solidarity and negotiation. Besides, Galtung (2013) stated that culture of peace consist of two methaphor such as health and love. He believes that health people can design a peaceful world. While love is the united of body, mind and spirit. He also argues that there are positive and negative peace. As the authors tell before, negative peace means absence of war. However, there are still citizen who get invisible violence such as injustice, discrimination and so on. Therefore, because of those reasons, there is expansion of definition called positive peace which presences joy, health, social justice and so on.

Reber (2008) explained that peacefulness can be as a method to manage conflict. She also tells that a culture of peace can be an approach and end result of peace education which means it can be ethos of school's culture. So that it teaches learners about empathy, compassion and respect each other. On the other hand, Laing (1978) in Balasooriya (2001) stated that peace education can be the way to solve conflict and violence ranging from global scale, nation, local and personal. He also clarified that peace education will be relevant when it is enriched by cultural, spiritual and universal human values. Those perspective can guide the peace values into Five Pillars of Indonesian Ideology such as religiosity, humanism, pluralism, democracy and social justice (Setyono and Widodo, 2019).

Balasooriya (2001) claims that peace is under three basic source such as inner peace, social peace and peace with nature. It is depicted as follow:

1. Inner Peace: Harmony and peace with oneself, good health, and absence of inner conflicts, joy, sense of freedom, insight, spiritual peace, feelings of kindness, compassion, and content, 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, morality.
3. Peace with Nature: Harmony with natural environment and mother earth.

Thus, it can be concluded that culture of peace must be implemented into school's curricula especially English textbook. This present study uses Unesco's framework by Balasooriya (2001) as the main basic of peace in order to analyze the representation of peace value in English textbook.

Previous Research on Peace Values in Textbook

Three previous studies analyzing peace value in ELT textbook were identified. Gebregeorgis (2016) conducted textual, contextual and sociological discourse analysis. He found in English for Ethiopia Students Textbook grade 9, there are peace values are represented such as inner peace; good health and compassion, social peace; solidarity and social responsibility and peace with nature; respect and care for the environment. Besides, Shuayb (2015) analyzed human right and peace value in Lebanese civic textbook. He stated that in 1997, the government publish a new curriculum and textbook which emphasized nation building, reconciliation and citizenship. The finding shows that human right and peace value are encouraged in the goal of 1997 curricula. Human right can be represented as women's rights and the rights of disadvantaged groups, such as refugees, migrant workers, and people with disabilities. While peace value focuses on conflict resolution and dialogue. Another textbook analysis of peace value was conducted in Iraqi Kurdistan by Darweish and Mohammed (2017). They reported that there is still lack of peace, tolerance, equality, friendship, and 'cooperation in the textbook. Findings also shows that the textbook more focuses on Muslims' alienation than the positive aspect of Muslim.

To conclude, peace values have been identified in textbooks around the world. These findings show that some textbooks still lack of peace value. whereas it is proven as the urgent need in curriculum. Peace value is usually forgotten in educational setting. It also shows only few studies that analyze peace value in Indonesian educational context.

The different with previous study is on the textbook which published by Indonesian Ministry of Education and Culture.

METHODS

Research Design

This present study adopted Critical Discourse Analysis (CDA) to analyze peace value in the national ELT textbook which approved by Indonesian Ministry of Educational and Culture. CDA is interdisciplinary approach of study which views language as a form of social practice (Fairclough, 2013). CDA itself is appropriate approach in educational research which connect to social context (Mullet, 2018). In other words, it can analyze the text which can represents and construct social context.

Research Context

For this study, the text for analysis is national ELT textbook which endorsed by Indonesian Ministry of Education and Culture (MONEC). The textbook entitled *Bahasa Inggris untuk SMA Kelas XII* [English for Senior High School Grade XII] is written based on 2013 ELT curriculum. It consists of 11 chapters and 176 pages. This textbook is used for all senior high school students in Indonesia. Electronic book version also can be downloaded on MONEC's website. The textbook is selected with following criteria: (1) The English textbook is written by Indonesian author who understand about Indonesian ELT context; (2) This book is published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud*, the Indonesian Ministry of National Education; (3) Each chapter consists of basic competence, social function, text structure, language features and four English skills; and (4) It also contains peace value that provides visual and textual material.

Research Procedure

This present study analyzed visual and textual artefact that represented peace value on the textbook. In order to analyze peace value, a number of steps are taken. First, the authors took some part from two chapter in the textbook. The total number of text and visual artefact was too large in qualitative research so that the texts were selected in the corpus. Second, the selected chapters categorized by using corpora text analysis. Third, those categories connected to three basic of peace value such as Inner Peace, Social Peace, and Peace with Nature (Balasooriya, 2001). Forth, describing and interpreting the data for the result of analysis. Last, the authors connected it based on the theory and previous research. In this study, the first author conducted to collect, select and categorize data into the corpus. Then, both of authors analyzed and interpreted the corpus together.

FINDINGS AND DISCUSSION

This study aimed at examining peace value in national ELT textbook endorsed by Indonesian Ministry of Educational and Culture. As stated above, Balaasoriya (2001) argued that peace value consists of three sources such as inner peace, social peace and peace with nature. Each sources of peace value has some categories. However, due to space limitation, the authors will focus on one category from each sources and only relevant visual and verbal texts are selected in the corpus for in-depth analysis. Visual text means pictures, photographs and other visual artefacts, while verbal text in analyzing textbook relate to written text (Setyono and Widodo, 2019; Widodo, 2017). The chosen

category of inner peace value in the textbook is building positive self-concept; the social peace value is tolerance of differences; peace with nature value is caring for the environment.

Table 1. The representation of peace value in the Indonesian EFL textbook, *Bahasa Inggris untuk SMA/MA/SMK/MAK Kelas XII*

Unit	Theme	Description	Pages	Peace Value
4	Do You Know How to Apply for a Job?	A text of application letter for a company	50, 57	Inner Peace
1	May I Help You?	A picture comprising a dialogue between two students who are talking about their process of final project.	5	Social Peace
1	May I Help You?	A picture of Maher Zain who is known as Islamic singer.	8	Social Peace
1	May I Help You?	A picture showing a dialouge between two students who wear hijab.	9	Social Peace
6	Online School Registration	Three students with different physical characteristics	82	Social Peace
11	Let's Make a Better World for All	A song lyrics entitled 'Heal The World' by Michael Jackson.	151	Social Peace
7	It's Garbage In, Art Works Out	A report text entitled Indonesia Open Regional Recycling Conference which was published on www.voanews.com	99-100	Peace with Nature

Inner Peace

To build learner's positive self-concept, chapter 4 in this textbook offers the real example through the text. In chapter 4 (*Do You Know How to Apply for Job?*), the textbook writers serve both teachers and learners about how to identify and create the application letter. In fact, this kind of text are useful for students to apply for job in the future. Before starting to create, students should be able to identify the structure of the text. It consists of heading (both applicant and the office address), opening paragraph, body of letter, closing signature and signature. Focusing on the body of the letter, a job applicant usually should describe their personal background, working expertises, experiences, strengths and weaknesses. This aims is to advertise applicant's abilities by accentuating his/her capabilities.

The following data (see text. 1) shows the example of application letter by job applicant named Lilis Handayani (LH). She sends her application letter to personal manager of Jeans and Co, Mr. Frank Peterson. LH explains her expertise and experience as a manager in local branch manager match with the required qualification by the company. She also indicates her strenght as a person who is able to work under high-preasure, team environment, and her ability in using Access and Excel from Microsoft's

Office Suite. In this part of the text, LH tries to convince the company that she is worthy to get that position by expressing her abilities.

Text 1: A woman applying a local branch manager

My current position, managing the local branch of a national shoe retailer, has provided the opportunity to **work under a high-pressure, team environment**, where it is essential to be able to work closely with my colleagues in order to meet sales deadlines. In addition to my responsibilities as manager, I **also developed time management tools** for staff using **Access and Excel from Microsoft's Office Suite**.

Another text (see text. 2) in this chapter shows another example of application letter that is sending by a man named John Donaldson (JD). He applies for programmer position to Prosperous Company. Like LH did in the previous example, JD persuades the company by stating his educational background and experience which is suitable with the qualification. The use of lexical choices such as *I believe, my strong technical experience and education, a very competitive candidate, and the key strengths that I possess*, indicate JD's capacity for this position. Although his statement has not been proven clearly, but the way he knows his capability well can persuade the company. Furthermore, another lexical choice: *I have successfully designed, developed, and supported, I strive for continued excellence, I provide exceptional contributions, I have a full understanding and I also have experience in learning and excelling at new technologies* also demonstrate his values such as professionalism, contribution and achievement to make a good impression for the company (Widodo, 2017).

Text 2: A man applying a job as a programmer

The opportunity presented in this listing is very interesting, and I **believe** that **my strong technical experience and education will make me a very competitive candidate** for this position. **The key strengths** that I possess for success in this position include: **I have successfully designed, developed, and supported live use applications. I strive for continued excellence, and I provide exceptional contributions** to customer service for all customers. With a **BS degree in Computer Programming, I have a full understanding** of the full life cycle of a software development project. **I also have experience in learning and excelling at new technologies** as needed.

Asking students to create the application letter is not only to grasp about the social function, structure of the text, and linguistics elements, but also knowing and understanding their own value such as their capability, strengths, passion, talent and so on. In fact, it is easier for students to mention their weaknesses than their values. Thus, building positive self-concept can be started by understanding their strengths and recognizing their weaknesses first, so that students can overcome and develop their values.

Besides, building positive self-concept also helps students resolve their inner conflicts. Balasooriya (2001) stated that there are three basic types of inner conflict such as approach conflict (a person is caught in two equally interest choices but he only choose one), avoidance conflict (a person who avoids two equally undesirable choices bu he obliged to choose one of them) and negative conflict (a person who wants something for a reason, but at the same time he does not want it for other reason). In other words, inner conflicts can be handled by students through their self-understanding (Balasooriya, 2001: 108).

Social Peace

One of the categories in social peace is tolerance of differences. UNESCO in 1996 declare that tolerance is respect and appreciation of the rich variety of world's culture or diversity. The diversity can be as a religions, languages, cultures and ethnicities which can be our treasure. This textbook has provided content and task of tolerance of differences. This category of social peace representation can be analyzed in Fig 1 and 2.



Figure 1. Three students with different physical characteristics

As seen in Fig.1 (chapter 13, p. 180), a picture shows three students with different physical characteristics or appearance; a girl who is on the left side has a long and straight hair with the bright skin especially pale yellow skin, a male who is sitting between his two friends with a bright skin and straight hair, and a male student who has a curly hair and dark skin. As social semiotic resources, these characters' situation explained the real condition of school in Indonesian context. Another example of tolerance the difference also shows on Fig. 2 (chapter 1, p. 5). The picture shows a conversation text between two students (Dhea and Riza) who also have different physical characteristics (appearance). Dhea is a student who wears a casual clothes, hijab and also has darker skin, while Riza has curly hair and bright skin. They are both talking about due date for final project. In appearance, they look different. Dhea who wears a hijab must be a Moslem because it is being as Halal fashion these days and it can be the identity of Moslem woman (Setyono and Widodo, 2019).



Figure 2. A picture comprising a dialogue between two students who are talking about their process of final project.

Unfortunately, this present study finds the identity of Moslem is more dominant than the other religious in this textbook. It is evidenced in Fig. 3. As seen in first picture (on the left), there is conversation between two students who are talking about Maher Zain. Roy explains to Roni that their favorite singer will be touring next month and they want to go to the concert. Maher Zain is a Muslim Swedish singer who is famous in Indonesia. Some of his songs have also known in Indonesia such as Insha Allah, Muhammad, Ya Nabi Salam Alayka and so on. Another example also shows in next picture (on the right). There are two girls who are talking together. Both girls are wearing hijab (the identity of Moslem). Many Moslem characters can be found in this textbook, but, due to a limitation space, the author just choose the some pictures on the corpus.

Accepting and appreciating cultural diversity of religions and ethnics in Indonesia have been found in this textbook. It shows how the book writers put the character with various ethnicities through their appearance. Setyono and Widodo (2019) who analyze multicultural value in this textbook also argue that this book affirm the respect for diversity of ethnic groups. As a matter of fact, Indonesia has known as the great plural societies in the world (Pederson, 2016). Nevertheless, this present study find that Moslem's identity is more dominant than another religious. There are six religions which recognized by Indonesian government such as Moslem, Christian, Catholic, Buddha, Hindu and Konghucu. In fact, the majority of religions in Indonesia is Moslem. However, although Indonesia is the most populous Moslem in this world (Pederson, 2016), at least, the book writer also displays the identity from another religious in order to maximize the embodiment of unity in diversity (*bhineka tunggal Ika*). Besides, the learners also will be able to identify the characteristics of other religions in Indonesia.

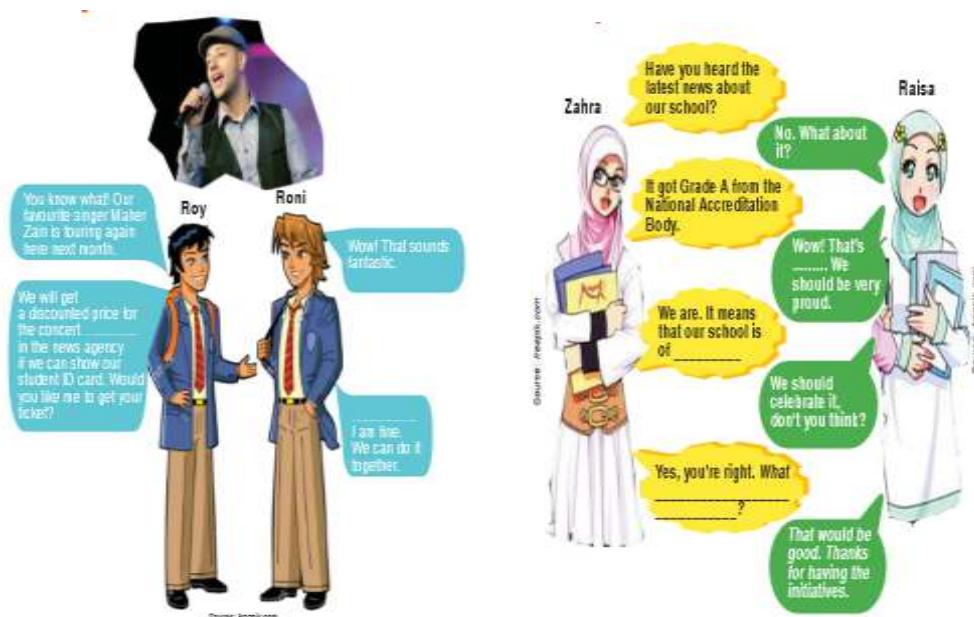


Fig 3. Moslem-dominated figure in textbook

Another sample text (see text 3) is located in chapter 11 (Let's Make a Better World for All). It is a song entitled *Heal The World* which was released in 1991 and written originally by Michael Jackson (MJ). It talks about his idea of world peace. He believes that love can stop the war and humanize humans. In this textbook, the book writer serves this song as a listening section, so that students have to fill the empty part of the text.

As seen in these lyrics, MJ depicts love as a place (metaphor) which can bring hope and defeat the pain, as evidenced by the following lyrics: *There's a place in your heart and I know that it is love, and this place could be much brighter than tomorrow, you'll find there's no need to cry in this place you'll feel there's no hurt or sorrow.* He believes that everyone has a heart to take care of people and the world. In addition, Galtung (2013) also argue that love becomes the metaphor of peace. It is a positive relation between body, mind and spirit. On the chorus verse, he also uses personification because he expresses the world like a human who can be healed: *heal the world, make it better place.* Next, MJ also addressed this song to all people without looking at the background: *for you and for me and the entire human race.* It is because we are as a human have a human right which can protect our life, dignity and cannot be taken by anyone. In Indonesian context, human right has been regulated in The 1945 Constitution (*Undang-Undang Dasar 1945*) Article 27 until 34. Thus, learning English through this song can help develop students' ability in listening and also their awareness of human rights and how important it is (Balasooriya, 2001).

Text 3: *Heal The World* (Song by Michael Jackson)

HEAL THE WORLD

There's A Place In Your Heart	If We Try We Shall See
And I Know That It Is Love	In This _____ We Cannot Feel
And This Place Could Be Much	Fear Or _____ We Stop Existing And Start
_____ Than Tomorrow	Living
And If You Really Try	Then It Feels That Always
You'll Find There's No Need To Cry	Love's Enough For Us _____
In This Place You'll Feel	So Make A Better World
There's No Hurt Or _____	Make A Better World..
There Are Ways To Get There	_____The World
If You _____ Enough For The Living	Make It A Better Place
Make A Little Space	For You And For Me
Make A Better Place...	And The _____ Human Race
_____The World	There Are People Dying
Make It A Better Place	If You Care Enough For The Living
For You And For Me	Make A Better Place For You And For Me
And The _____ Human Race	And The Dream We Were _____
There Are People Dying	In Will Reveal A Joyful Face
If You Care Enough For The Living	And The World We Once Believed In
Make A Better Place For You And For Me	Will Shine Again In Grace
If You Want To Know Why	Then Why Do We Keep _____
There's A Love That Cannot Lie	Life Wound This Earth _____ Its Soul
Love Is Strong	Though It's _____ To See This World
It Only Cares For _____ Giving	Is Heavenly
	Be God's _____

Peace with the Nature

After discussing inner and social value, the textbook writers also offer peace with nature value in this textbook. Nature can be intended for animals, plants and also the whole environment in this world. One of the chapters in this textbook, to be exact chapter 7 (*It's Garbage In, Art Works Put*), contains report text about take care of the environment. There are many ways to embody the real action of care the environment such as planting trees, mutual assistance, sorting trash and so on. However, the idea of this textbook is how the garbage can be something that has a value and useful in order to save the environment.

As presented in Text 4, there is a report text aiming to provide information about Regional Recycle Conference in Indonesia. It explains how to manage the waste through the 3Rs (Reduce, Reuse, and Recycle). The first paragraph consists of the general information and the goals of the even, while the last paragraph talks about Mayor Tri Rismaharini's (Mayor Risma) opinion about this program in Indonesia educational context. The following are some parts from the textbook (Paragraph 2 and 3 have been removed due to limitation space).

Text 4: A Regional Recycling Conference

SURABAYA, INDONESIA—Indonesia has opened a regional recycling conference **aimed at increasing awareness of waste management for economic and environmental benefits**. The Fifth Regional 3R Forum in Asia and the Pacific, which opened in Surabaya Tuesday, is being **attended by 300 participants from nearly 40 Asia and Pacific countries**. **The city was chosen to host the event because of its success in managing municipal waste through the 3Rs, Reduce, Reuse, and Recycle.**

...

"The school does not only teach about the environment but also **introduces environmental-friendly practices**, such as the eco school program where they **bring their own plates and cups to reduce plastic waste**. They even **don't use drinking straws**," added Tri Rismaharini.

(Sources: www.voanews.com)

This text informs the reader about the information, goals and the future implementation at social communities in Indonesia. As the stated in the text, this conference was the fifth event in Asia and Pacific which was held in Indonesia especially in Surabaya: *The Fifth Regional 3R Forum in Asia and the Pacific, attended by 300 participants from nearly 40 Asia and Pacific countries, the city was chosen to host the event*. Surabaya was chosen became the host because this city succeeded in managing waste. This fact can trigger student to feel proud for Indonesian achievement, especially for students who live in Surabaya. The report text also declares the aims of this event, as evidenced by the following clause: *aimed at increasing awareness of waste management for economic and environmental benefits*. These goals are connected to the practice in school context. Mayor Risma hopes student's awareness can be shown through their real activities at school. It can be started by bringing student's own plates and reduce plastic waste especially straws.

By carrying peace value, language textbook can convey new insight for students. Consequently, in understanding the new insight, teacher's role must be more prominent. Teachers can be a facilitator and a role model because children can learn peaceful more based on the way a teacher behaves.

CONCLUSION

This study aimed to assess the representation of peace value in ELT textbook endorsed Indonesian Ministry of Educational and Culture for senior high school students. Three basic sources of peace value were identified, including: inner peace (building learner's self-concept), social peace (tolerance with differences) and peace with nature (take care of the environment).

This critical discourse analysis study indicates that social practice can be identified through language. In other words, it can help both students and teachers to be aware that English textbooks might consist of values. For instance, when the textbook shows some kinds of text and its example, the text may intend to depict values (human dignity, joy, world peace, tolerance, etc). It can be proven how the text can trigger students

to construct the new insight with their previous knowledge. We can conclude that English textbook is more than a bunch of text which can help the users to think critically, make a meaning and so on. However, in context of learning, students still need teacher's role as their facilitator. Teacher can use the variety of text types (e.g., descriptive, factual reports, narratives) and genres (e.g., song, application letter) in order to engage students' critical awareness.

This study has at least two limitations. First the authors only chose several data in the textbook which included to the corpus due to limitation space and time. Second, the study employed only the authors' point of views, and had a limited number of prior research to support the analysis. Future research are suggested to analyze using other point of views, such as students' or teachers' perception. Notwithstanding these limitations, the authors suggest that more critical textbook studies are needed to identify values in Indonesian ELT textbooks which publish by another publisher. It can be national or international textbooks which are used by Indonesian students. Besides, future study can also analyze other values such as cultural value, spiritual value, and social value. Methodologically, future research also might explore other approaches of critical discourse analysis such as multimodality, socio-political, sociocultural to be the next agenda of textbook evaluation. In addition, analyzing values inside the textbook will provide the new insight and it becomes the urgent needs for both for students and teachers.

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