CHAPTER II
LITERATURE REVIEW

This section presents a brief explanation of several theories that support the research. These theories are related to social values, ELT textbooks, and explanations of Multimodal Discourse Analysis (MDA).

A. Theoretical Framework

This theoretical framework contains a conceptual framework that explains how the main concepts in research are interconnected and support the analysis or interpretation of data.

1. Social Value

Social values are principles, norms, or beliefs that are considered good and important by society, serving as guidelines for individuals in interacting and behaving within their social environment. According to Raiden & King (2022), social value is the social impact provided by individuals, organizations, or projects on the communities in which they operate. These values, such as honesty, responsibility, and tolerance, are important guidelines to help individuals live a harmonious social life (Nopitasari, 2020). Voicu (2013) argues that social values are part of the culture of the environment in which schools develop, and that these values influence achievement in schools. Dionisius & Sundari (2023) state that social values are used to consider the merits and demerits of an action carried out by humans. Both actions that have been taken and will be taken. Every action will be seen, whether it is appropriate to be accepted by society or not. Therefore, schools as educational institutions have an important role in instilling these social values.

The aim of education is to help individuals become more aware of the social and physical environment in various aspects of life, as well as positively change their perspective on that environment in the context of

social values (Salih & Zafer, 2017). This is also important in the school environment, especially at the secondary level, because at this stage students move into the adolescent phase. Furthermore, Salih & Zafer (2017) revealed that junior high school students gave positive perceptions regarding social values. Therefore, textbooks as a learning resource must reflect the application of these social values because social values are formed as a result of the accumulation of society's culture over many years and play an important role in forming social identity (Salih & Zafer, 2017). Zubaedi (2005) classifies social values into three main groups, namely compassion, responsibility, and harmonious life. First, compassion includes values such as devotion, help, kinship, loyalty, and concern. Second, responsibility includes a sense of belonging, discipline, and empathy. Third, a harmonious life includes values such as justice, tolerance, cooperation, and democratic principles. This research uses Zubaedi's (2005) framework because it offers a clear and education-oriented classification of social values that aligns with school-based character development. The social values are essential for junior high school students, who are at a stage of developing empathy, discipline, and cooperative behavior. These values are essential for promoting harmonious peer relationships and improving character education in general, fulfilling the need for successful educational programs targeted at helping students achieve these social values (Syamsiah, 2023). Therefore, Zubaedi's theory is highly relevant for analyzing social values in a Junior High School textbook.

In conclusion, social values emphasize the crucial role in shaping students' character and behavior within the school and family environments. As junior high school students enter a developmental stage characterized by increased emotional awareness and social interaction, the integration of social values into educational materials becomes increasingly important. Zubaedi's (2005) classification provides a focused and educationally oriented framework that aligns with students' needs and character goals

within the school context. Therefore, this framework serves as an appropriate foundation for analyzing how social values are represented in the textbooks used in this study.

2. ELT Textbook

Textbooks are an important medium that supports the learning process because they can help students develop thinking skills. The use of ELT Textbooks in class aims to help teachers achieve learning goals (Aprilia & Ambarwati, 2023). There are various reasons why textbooks are used in the teaching and learning process. Textbooks present structured teaching and systematic learning units, guide teachers and students regarding the material that must be taught and studied, and help the parties involved (teachers and students) in carrying out learning or activities, because they provide detailed steps and procedures for systematic teaching (Baloch & Khatoon, 2019).

In the context of education, the content of social values such as honesty, responsibility, and tolerance is conveyed so that students always remember the importance of social values and can integrate them into their social life. In accordance with Dionisius & Sundari (2023), Social values are not only conveyed, but also studied, understood, and applied in society. This is adapted to the principles of the Merdeka curriculum, namely character education by combining character values into various aspects of learning. This curriculum aims to build a 'Profil Pelajar Pancasila' who has the following characteristics: faith, piety, noble character, independence, cooperation, global diversity, critical thinking, and creativity. These principles of the Independent Curriculum have been applied to all textbooks for all levels in Indonesia, including the textbook 'English for the Nusantara' for the seventh grade of junior high school which was published in 2022 by the Center for Curriculum and Textbooks, the Education

Standards, Curriculum, and Assessment Agency, under the Ministry of Education, Culture, Research, and Technology.

In conclusion, ELT textbooks play a central role in supporting effective language learning by providing structured materials, clear teaching guidelines, and a systematic learning sequence for teachers and students. Their function goes beyond language development, as they also serve as a medium for integrating character and social values in accordance with the principles of the Emancipated Curriculum. By instilling values aligned with the *Profil Pelajar Pancasila*, ELT textbooks not only facilitate language acquisition but also contribute to shaping students' character and preparing them to become responsible, ethical, and socially aware individuals. This makes ELT textbooks an important object of analysis in understanding how social values are represented in educational materials.

3. **Multimodal Discourse Analysis**

Multimodal Discourse Analysis (MDA) is a discourse analysis approach that studies meaning in communication through various modes, such as text, images, color, layout, and others. MDA integrates language with other resources, such as images, scientific symbols, gestures, actions, music, and sounds. According to O'Halloran & Smith (2011), MDA is a new paradigm in discourse studies that expands the study of language not only to language itself, but also to its use in various contexts. By using MDA, this research can explore how social values such as love or affection, responsibility, and harmony of life are displayed not only through written narratives but also through visual elements such as pictures. Meanwhile, transitivity complements multimodal analysis by focusing on language structure and the way representations of social experience are formed through word choice and sentence structure.

a. **Visual Grammar**

Visual Grammar is a theory developed by Kress & Van Leeuwen (2021) to analyze images and visual elements. Visual Grammar theory can help to understand how visual elements convey meaning, especially in media such as textbooks, posters, advertisements, and others. Visual Grammar views language as a social semiotic system. The combination of language and other semiotic elements in a discourse creates meaning and provides a special attraction for readers. To analyze discourse involving various forms of semiotics, a Visual Grammar approach is used (Kress and Van Leeuwen in Ping, 2018). This framework has three meta functions, namely representational, interactive, and compositional meaning.
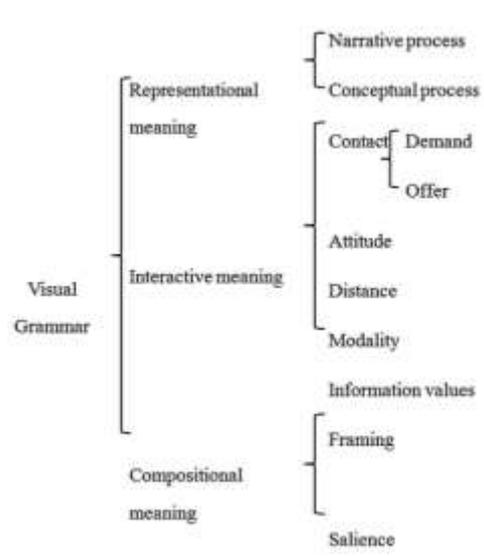
Figure 2.1 Meta-Functional Framework of Visual Grammar

Source: (Ping, 2018)

1) Representational Meaning

Representational meaning describes how visual elements represent events, objects, or people. Representational meaning focuses on how visual elements convey narrative and conceptual meaning.

There are two types of representational meaning:

a) Narrative representation: This type of representation describes the relationship of action and reaction between participants in the image, for example a person performing an action and the action to which the action is directed. In visual grammar, this is indicated by the presence of a "vector" or imaginary line that shows the movement of the participants.

b) Conceptual representation: Conceptual representation shows static visual elements such as portraits, diagrams, and charts, are used to describe concepts or classifications, for example a portrait that shows a certain culture.

2) Interactive Meaning

Interactive meaning is an aspect of meaning that focuses on how the image invites the viewer to interact socially and emotionally, creating a dialogical communication relationship between the element in the image and the audience.

There are four main elements in interactive meaning:

a) Contact: Shows the visual character in the image looks directly at the audience (direct gaze), which invites to interact "demand" creates a sense of connection with the audience. If the visual character does not look directly (indirect gaze) at the audience, create "offer" or provide information.

b) Attitude: Include the point of view and body position of the visual character in the image that conveys a certain attitude toward another character or audience, such as dominance, equality, or subordination. If a character's visuals are taken from a low angle, he or she will appear more dignified.

c) Distance: The distance of the subject or visual character influences the emotional connection. The distance of a close-up will create a more intimate feeling, while long distance indicates a more formal or objective relationship.

d) Modality: Modality determines the level of realism or truth of a visual representation. The level of realism of an image influenced by color, light, contrast, focus, and detail. The higher the modality indicates more realistic and make the image feel very real or close to the audience's experience. Meanwhile the lower the modality indicates more symbolic/imaginative and make the audience feel less emotionally involved.

3) Compositional Meaning

Compositional meaning involves the way visual elements are arranged to create a focus and hierarchy of meaning. This meaning regulates the relationship between the parts of the image to each other as well as the relationship of the image to its audience through layout, placement, and visual structure.

Compositional meaning consists of three main system:

a) Information value: The placement of visual elements in certain zones of the image (e.g. left, right, top, bottom or center) provides different information values. Elements on the left are considered "given" or already known information, while elements on the right are considered "new" or new information. The top and bottom positions indicate the hierarchy or importance of elements. While the center position is considered the focal point and the most important.

b) Salience: Refers to the degree of prominence or visual appeal of an element in an image that influences the audience's attention. Elements with larger sizes, more contrasting colors, or dominant positions will attract more attention and be considered more important in the message being conveyed.

c) Framing: Framing is the way visual elements are defined or separated from each other in an image, for example through lines, space, or background color. Framing helps organize the elements

to make the audience understand the relationship between the parts of the image and interpret the meaning.

b. Transitivity

Transitivity is a set of choices relating to cognitive content, the linguistic representation of extralinguistic experiences, whether external world phenomena or feelings, thoughts, and perceptions (Halliday, 1967). Transitivity in the traditional view must involve at least two participants (a view that will later be qualified), and actions are usually effective in this regard (Hopper & Thompson, 1980).

In Systemic Functional Linguistics theory, transitivity explains the process of meaning in clauses, such as how events, actions, states, and relationships are represented through three main elements, namely process, participants, and circumstances. Halliday & Matthiessen (2014) classify six main types of processes in language.
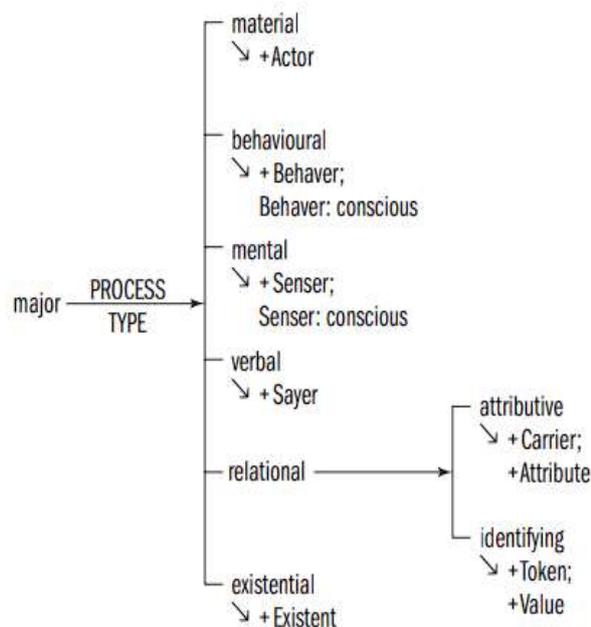
Figure 2.2 Transitivity: Process Type Represented as System Network

Source: (Halliday & Matthiessen, 2014)

Below is the explanation of each process by Gerot & Wignell (1994):

1) Material processes: the processes that indicate physical actions (such as running, building, or creating) or real events. Some entity physically does something to some other entity, so clauses with material process obligatory have a doing (process) and a doer (participant). In a material process, the doer is called an "actor", and an entity that receives or is subjected to action by an actor is called a "goal".

Table 2.1 The Example of Material Process

A student	dropped	his wallet.
Actor	**Material**	**Goal**

2) Behavioral processes: describe physiological and psychological behaviors that stand between material and mental processes (related to human behavior, such as breathing, dreaming, watching, smiling, and crying). This process depicts the outward manifestations of inner workings. In a behavioral process, the doer is called the "behaver".

Table 2.2 The Example of Behavioral Process

She	smiled	widely.
Behaver	**Behavioral**	**Circumstance: manner**

3) Mental processes: related to the senses, including perception (seeing through the five senses), cognition (thinking), and affection (feeling). The participants involved are usually conscious beings. In a mental process, the doer is called a Senser (one who feels) and the thing that is felt is called a Phenomenon.

Table 2.3 The Example of Mental Process

That cat	hates	me.

Senser	Mental: Affect	Phenomenon
Tomi	remembered	that incident.
Senser	**Mental: Cognitive**	**Phenomenon**

4) Verbal processes: involve saying (such as say, tell, or ask) or symbolic signalling. It typically has three participants: the doer is called the "sayer", the recipient of the speech is called the "receiver", and the content of what is spoken is "verbiage".

Table 2.4 The Example of Verbal Process

She	told	him	a joke.
Sayer	**Verbal**	**Receiver**	**Verbiage**

5) Relational processes: state the relationship between two express states of being and the relationship between entities, such as identification (identifying) and attribution (attributive). Verbs like "is," "has," and "belong" are typical in relational processes. In attributive processes, the participant roles are "carrier" and "attribute", meanwhile in identifying processes the participant roles are "token" and "value".

Table 2.5 The Example of Relational Processes

Ronaldo	is	a great football player.
Carrier	**Attributive**	**Attribute**
This cake	is	Angeline's.
Token	**Identifying**	**Value**

6) Existential processes: indicate the existence of something. Verbs of existence such as "exist", "be", and "there is/are" indicate the existential process. Any phenomenon can be considered as "existent".

Table 2.6 The Example of Existential Processes

There's	A cat	on the roof.
Existential	**Existent**	**Circumstance: place**

Visual Grammar by Kress and Van Leeuwen (2021) explains how visual elements such as placement, colour, and composition of images shape meaning. Meanwhile, Halliday's (1967) Transitivity theory is used to see how actions, participants, and events are conveyed through language. Visual Grammar and Transitivity complement each other in analysing textbooks as a multimodal text because both can help to see the meaning of images and texts as a whole. When these two theories are combined in the analysis of an English textbook, both approaches can help understand the relationship between images and texts, including how social values are displayed.

In conclusion, Multimodal Discourse Analysis provides a comprehensive framework for understanding how social values are constructed through the integration of visual and textual modes. The inclusion of Visual Grammar enables a detailed examination of how images communicate representational, interactive, and compositional meanings, while the Transitivity system reveals how actions, participants, and events are encoded in language. Together, these approaches offer a holistic analytical perspective that is particularly relevant for examining textbooks as multimodal texts. By integrating both visual and linguistic analyses, this study is able to more accurately explore how social values are represented in the English for Nusantara textbook, capturing meanings that emerge not only from written narratives but also from visual elements.

B. Study of the Relevant Research

Research conducted by Dionisius & Sundari (2023) aims to explain the educational and social values in the middle school English textbook "When English

Rings a Bell". Using qualitative descriptive methods and content analysis, this research uses Elmubarok's theory for educational values and Zubaedi's theory for social values, identifying values such as honesty, discipline, and caring that are relevant to the formation of student character according to the *Profil Pelajar Pancasila*. The findings show that textbooks contain values such as honesty, self-discipline, and caring for others, which have an important role in shaping student character in accordance with the Pancasila Student Profile. This study is relevant to this research because it emphasizes the importance of representing social values in textbooks as a medium for building student character according to the Pancasila Student profile, which is also the focus of this research to analyze social values in the textbook "English for Nusantara".

Meanwhile, Lestari et al. (2024) analyzed the representation of peace values in the "English for Nusantara" textbook based on the Merdeka Curriculum. With a qualitative approach and discourse analysis, as well as the theory from Turnip & Yanto about the three values of peace (inner calm, social tolerance, and environmental concern), this research found that the values of peace are represented equally in the visual material of textbooks, showing their potential in forming a peaceful character in students. This supports the focus of my research, which also uses the Multimodal Discourse Analysis method to explore the representation of social values more comprehensively in the same textbook. My research will complement these studies by exploring how other social values, such as justice and responsibility, are integrated in the "English for Nusantara" textbook, providing a broader understanding of the role of textbooks in shaping students' social character. This research is relevant to this research because it both uses multimodal analysis in assessing how certain values are represented through visual elements and text in textbooks, which can be used as a methodological reference to analyze social values in more depth in the same textbooks.

Furthermore, research by Salih & Zafer (2017) focused on understanding middle school students' perceptions of social values and the influence of factors such as gender, grade level, and parental education. Using a descriptive survey

model and social value perception scale from Bakaç, this research shows that students generally have positive perceptions of social values such as responsibility, honesty, and solidarity, with variations in perceptions influenced by the level of education of parents and student class. However, there were no significant differences based on gender. The study reinforces the urgency of this research in ensuring textbooks convey social values effectively.