

**THE REPRESENTATION OF CHARACTER EDUCATION VALUES  
IN PICTURES FOUND IN 10TH GRADE ENGLISH TEXTBOOK: A  
CRITICAL DISCOURSE ANALYSIS**

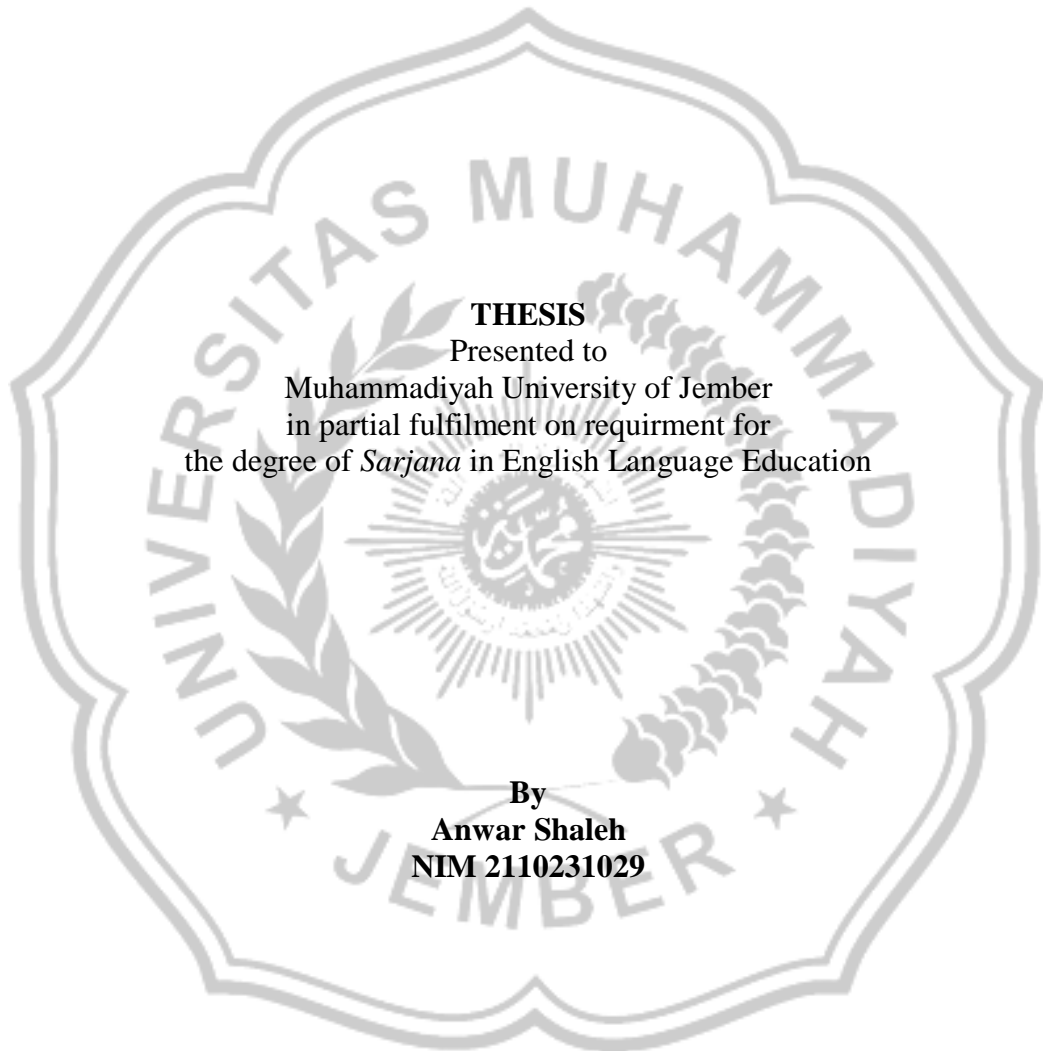
**THESIS**

**By  
Anwar Shaleh  
NIM 2110231029**



**UNIVERSITAS MUHAMMADIYAH JEMBER  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH LANGUAGE EDUCATION PROGRAM  
2025**

**THE REPRESENTATION OF CHARACTER EDUCATION VALUES  
IN PICTURES FOUND IN 10TH GRADE ENGLISH TEXTBOOK: A  
CRITICAL DISCOURSE ANALYSIS**



**THESIS**  
Presented to  
Muhammadiyah University of Jember  
in partial fulfilment on requirment for  
the degree of *Sarjana* in English Language Education

By  
**Anwar Shaleh**  
**NIM 2110231029**

**UNIVERSITAS MUHAMMADIYAH JEMBER  
FACULTY OF TEACHER TRAINING AND EDUCATION  
ENGLISH LANGUAGE EDUCATION PROGRAM  
2025**



## STATEMENT OF ORIGINALITY OF SARJANA THESIS

The undersigned:

Name : Anwar Shaleh

Student Number : 2110231029

Program : English Language Education

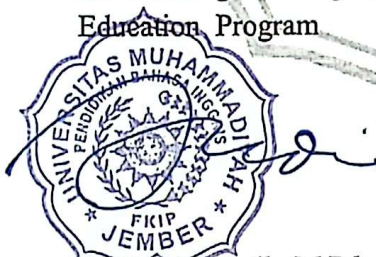
Faculty : Teacher Training and Education

I declare that the thesis entitled The Representation of Character Education Values in Pictures Found in 10th Grade English Textbook: A Critical Discourse Analysis is truly my own work. All ideas, data, analyses, and conclusions contained in this thesis are the result of my independent research and writing process. All sources used have been properly listed, and I have not committed plagiarism in any form.

If in the future it is proven that this statement is not true, I am willing to accept academic sanctions in accordance with applicable regulations.

Acknowledged by,  
Head of English Language  
Education Program

Jember, 5 August 2025  
Writer



Dr. Indri Astutik, M.Pd  
NPK. 04 08 639



Anwar Shaleh  
NIM. 2110231029

## MOTTO

“Tuhan, Kebenaran, Akal Budi”

(By Anwar Shaleh)



## AGREEMENT SHEET

This is to certify that the *Sarjana* thesis of Anwar Shaleh has been approved by the thesis advisors for further approval by the Board of Examiners.

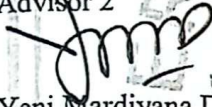
Jember, August 5, 2025

Advisor 1

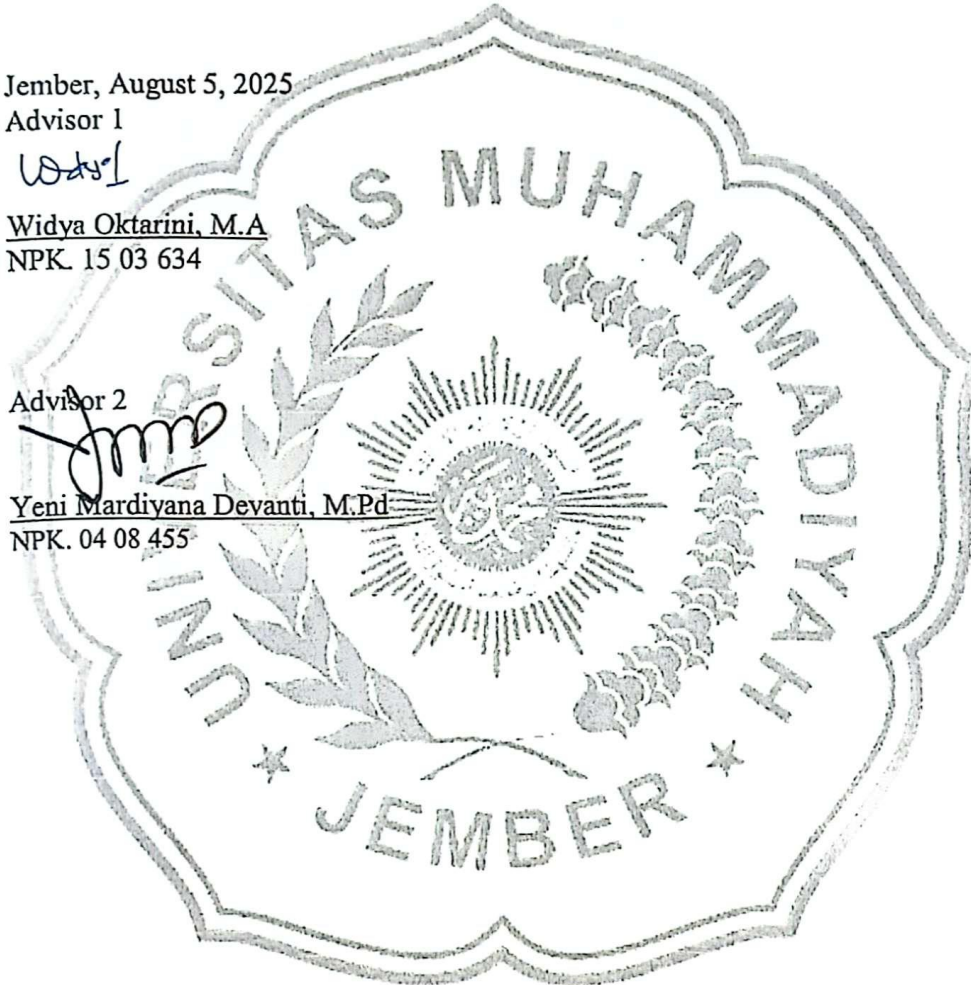


Widya Oktarini, M.A  
NPK. 15 03 634

Advisor 2



Yeni Mardiyana Devanti, M.Pd  
NPK. 04 08 455





## APPROVAL SHEET

This is to certify that the *Sarjana* thesis of Anwar Shaleh has been approved by the Board of Examination as the requirement for the degree of Sarjana in English Language Education Program in August 5, 2025.


### Board of Examiners

  
Fitrotul Mufaridah, M.Pd  
NPK. 08 12 446

Chair

  
Widya Oktarini, M.A  
NPK. 15 03 634

Member

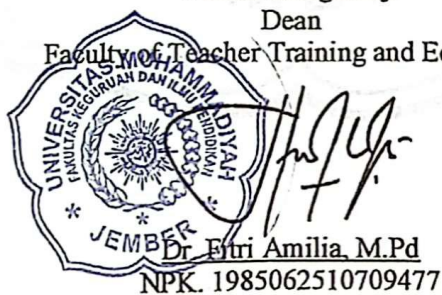
  
Yeni Mardiyana Devanti, M.Pd  
NPK. 04 08 455

Member

Acknowledged by

Dean

Faculty of Teacher Training and Education

  
Dr. Fitri Amilia, M.Pd  
NPK. 1985062510709477

## PREFACE

All praise and gratitude the researcher offers to Allah SWT for His endless mercy and blessings, which enabled the completion of this thesis entitled "*The Representation of Character Education Values in Pictures Found in 10th Grade English Textbook: A Critical Discourse Analysis*." This thesis fulfills one of the requirements for obtaining a Bachelor's degree in English Language Education.

This study was inspired by the need to integrate character education into learning, particularly through textbook visuals. Using Norman Fairclough's Critical Discourse Analysis model, it explores how character values are represented in images found in a tenth-grade English textbook.

The researcher hopes this thesis contributes to academic discourse in character education, visual literacy, and discourse analysis within English language learning. Constructive feedback is warmly welcomed to improve this work further.

Jember, 2025



The Writer



## ACKNOWLEDGEMENT

Praise be to Allah SWT, the Most Gracious and Most Compassionate, who has granted the researcher health and strength to complete this thesis as a partial fulfillment of the requirements for the Sarjana Degree in English Education at the University of Muhammadiyah Jember.

The researcher would like to sincerely thank those who have extended their support and guidance throughout the research process, particularly:

1. Dr. Fitri Amilia, M.Pd, as the Dean of Teacher Training and Education Faculty Universitas Muhammadiyah Jember.
2. Dr. Indri Astutik, M.Pd, as the Head of English Language Education Program of the Faculty of Teacher Training and Education Universitas Muhammadiyah Jember.
3. Widya Oktarini, M.A, as my first advisor, for her patient and insightful guidance throughout the thesis writing process.
4. Yeni Mardiyana Devanti, M.Pd, as my second advisor, for her continuous support and valuable input in helping me improve my writing.
5. All lecturers of the English Language Education Program, for their dedication in providing knowledge and shaping my academic understanding.
6. All staff of FKIP Thank you for the best service and your kindness

Jember, August 5, 2025

## DEDICATION

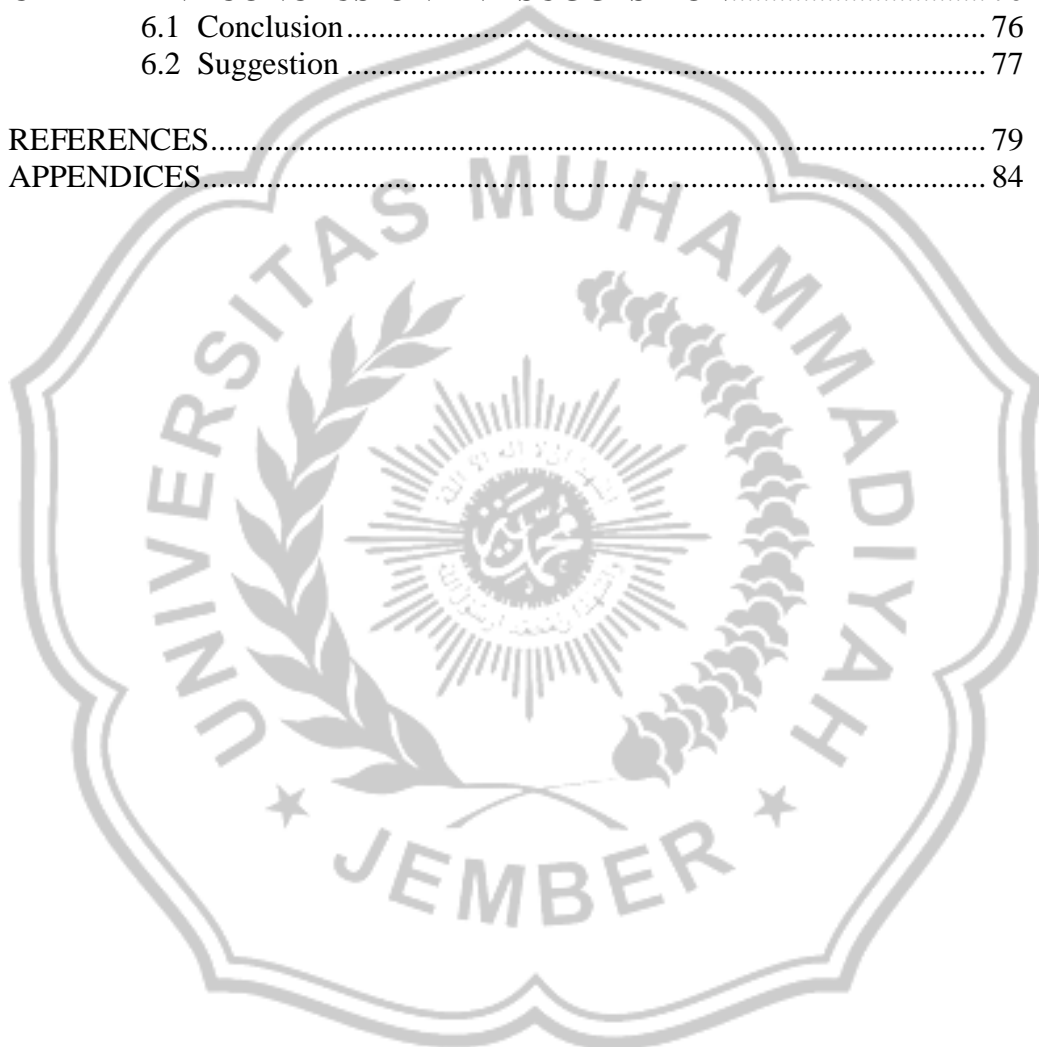
This thesis is wholeheartedly dedicated to:

1. My dearest father, Mr. Hamid Effendi, and my beloved mother, Mrs. Yulia Qurrotul Aini, for your endless prayers, unwavering love, and constant support that have shaped me into who I am today.
2. All my lecturers, for the valuable knowledge, guidance, and inspiration throughout my academic journey.
3. My beloved little sister, Wardatul Jannah, whose laughter and cheerfulness always remind me to keep my spirits up, so that I can be the best big brother you have ever had.
4. The one who holds my heart, Qurrotul Uyun, thank you for your love, patience, and encouragement in every step of this journey.
5. PMII (Pergerakan Mahasiswa Islam Indonesia) where in this organization I got to know and learned for the first time about Critical Discourse Analysis.
6. All my Friends (Sahabat/i) in PMII Rayon Shalahuddin Al Ayyubi, for the spirit of brotherhood, struggle, and growth that will always remain a part of me.
7. My amazing friends in the 2021 English Language Education cohort, for the memories, laughter, and support we have shared along the way.
8. My beloved almamater, Muhammadiyah University of Jember, where I have learned, grown, and dreamed.

## TABLE OF CONTENT

COVER .....	i
TITLE SHEET .....	ii
LOGO .....	iii
STATEMENT OF ORIGINALITY OF SARJANA THESIS .....	iv
MOTTO .....	v
AGREEMENT SHEET.....	vi
APPROVAL SHEET.....	vii
PREFACE .....	viii
ACKNOWLEDGEMENT .....	ix
DEDICATION .....	x
TABLE OF CONTENT .....	xi
LIST OF TABLES .....	xiii
LIST OF PICTURES .....	xiv
LIST OF APPENDICES .....	xv
ABSTRACT.....	xvi
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
1.1 Research Background .....	1
1.2 Research Problem .....	5
1.3 Research Focus .....	5
1.4 Research Objective .....	5
1.5 Research Significance .....	6
1.6 Research Assumption .....	7
1.7 Research Scope.....	7
1.8 Operational Definition.....	8
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>10</b>
2.1 Character Education Values .....	10
2.2 Textbooks as a Medium for Character Education Enhancement .....	14
2.3 Representation and Visual Discourse .....	16
2.4 English Textbook Published by KEMENDIKBUDRISTEK in 2022 .....	18
2.5 Previous Studies .....	20
<b>CHAPTER III RESEARCH METHODS .....</b>	<b>24</b>
3.1 Research Design .....	24
3.2 Research Data .....	26
3.3 Source of Data .....	26
3.4 Technique of Data Collection.....	26
3.5 Instrument of Data Collection .....	28
3.6 Technique for Analyzing Data .....	29

<b>CHAPTER IV RESEARCH FINDINGS</b> .....	31
4.1 Character Education Values Found In Pictures In English Textbooks For Grade X .....	31
<b>CHAPTER V DISCUSSION</b> .....	57
5.1 Discussion of The Representation of Character Education Values in Pictures Found in English Textbooks.....	57
<b>CHAPTER VI CONCLUSION AND SUGGESTION</b> .....	76
6.1 Conclusion .....	76
6.2 Suggestion .....	77
REFERENCES.....	79
APPENDICES.....	84



## LIST OF TABLES

Table 3. 1 Data Sheet for Collecting and Analyzing Character Education Values in Pictures in English Textbooks .....	28
---	----



## LIST OF PICTURES

<b>Picture 2. 1</b> Cover of English Textbook for Grade 10 .....	20
--	----





## LIST OF APPENDICES

Appendix 1. Research Matrix .....	84
Appendix 2. Pictures Found in English Textbook .....	85
Appendix 3. Dimension 1 (Description) in Norman Fairclough's Model of Critical Discourse Analysis.....	92
Appendix 4. Dimension 2 (Interpretation) in Norman Fairclough's Model of Critical Discourse Analysis.....	99
Appendix 5. Dimension 3 (Explanation) in Norman Fairclough's Model of Critical Discourse Analysis.....	107
Appendix 6. Curriculum Vitae.....	119

