

Exploring Moral Values Toward Nature in Indonesian English Textbooks Through Language Appraisal

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Abstract

This study examines moral values toward nature in Indonesian senior high school English textbooks through Martin and White's Appraisal Theory and Paul W. Taylor's Biocentrism. The research is motivated by the growing urgency of global environmental problems such as global warming, pollution, and biodiversity loss that demand early character education to build ecological awareness. Using a qualitative discourse analysis approach, the study analyzes textbook excerpts related to environmental issues, focusing on three subsystems of the Appraisal framework: Attitude (Affect, Judgment, Appreciation), Engagement, and Graduation. The analysis reveals that textbooks convey values including Respect for Nature, Justice for Living Beings, Sustainability, Harmony with nature, Non-Maleficence, and Moral Responsibility, primarily through strong evaluative language in the Judgment and Appreciation categories. Nevertheless, certain key values such as Biotic Egalitarianism are absent, indicating that the materials often remain anthropocentric and do not fully embrace biocentric ethics, which recognize equal intrinsic worth for all living beings. These findings highlight the need for English textbooks to go beyond language instruction by integrating ecological ethics more thoroughly. The study offers recommendations for teachers, textbook authors, and policymakers to design materials that strengthen students' environmental responsibility and foster a deeper, sustainable moral commitment to nature

Keywords : Moral Value, Nature Empathy, Language Appraisal, English Textbook

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INTRODUCTION

Textbooks are one of the most important resources that students use to learn English, the quality of textbooks also contributes to success in learning a second language (Pratiwi et al., 2023) A good textbook not only presents material that suits the learner's needs, but is also designed with effective methods to improve understanding and language skills. They play an essential role in the educational process by facilitating the teaching of various subjects, including English. English language instruction is systematically integrated into the curriculum from elementary school to higher education, with textbooks providing not only grammar and vocabulary but also insights into the cultures of English-speaking nations, they incorporate key concepts such as learner development, task based methodology, and cross curricular themes. At the same time, they provide a strong foundation in grammar along with extensive practice in vocabulary, grammatical structures, and language functions (Radić-Bojanić & Topalov, 2016)

Beyond language development, textbooks contribute significantly to shaping students' thinking, character, and values. Of particular relevance to this study is the representation of moral values toward nature, given the increasing urgency of global environmental challenges. By integrating environmental awareness into language learning materials (Saifulloh et al., 2025), English textbooks can make learning more meaningful, motivating students to care for nature and take responsible

action. In recent decades, environmental problems such as pollution, biodiversity loss, climate change, and depletion of natural resources have posed serious threats to both the environment and human life (Ikliil Saifulloh et al., 2023; Okai, 2022). These issues have prompted countries worldwide, including Indonesia, to demonstrate stronger commitments to environmental protection. For instance, the Indonesian government has set a target to reduce marine plastic waste by 70% by 2025 (Siong, 2023). Most of these ecological disturbances stem from humanity's profit driven actions. As the most dominant beings on Earth, humans often misuse their physical and intellectual abilities to pursue desires rather than needs, exploiting nature without acknowledging its intrinsic value (Jena & Kumar Behura, 2023)

This highlights the importance of environmental education in fostering ecological awareness and moral responsibility. Therefore education serves not only as a means of knowledge transfer but also as a strategic platform for developing socially and environmentally responsible citizens, in the context of English language teaching (Saifulloh, 2024), textbooks serve as structured educational tools that can convey environmental moral values (Kusramadhani et al., 2022). The moral values inherited by Samin's ancestors are a beneficial virtue to humans, nature, society, and country (Rinenggo & Kusdarini, 2021). In the context of relationships with nature, this virtue also reflects an awareness to maintain environmental balance, where humans not only coexist with others, but also with nature in a sustainable manner. By upholding moral values that are in harmony with nature, a peaceful and prosperous life can be realized without damaging the ecosystem that sustains human life. However, although English textbooks for Indonesian secondary schools are expected to integrate environmental ethics into teaching materials, previous research indicates that most moral values addressed in these resources remain general emphasizing traits such as responsibility, kindness, and perseverance while giving limited attention to ecological ethics.

Previous studies have explored moral values in English textbooks from different perspectives. For example, First the title Examined the use of Appraisal Theory in analyzing attitudes in narrative texts for 11th-grade students by (Magfiroh et al., 2021), Second the title Investigated the integration of moral values in visual and verbal elements of senior high school EFL textbooks by (Mahrudin et al., 2023), Third the title Studied the intersection of linguistics, visual representation, and moral education in primary school EFL textbooks in Indonesia by (Sitio et al., 2023), Fourth the title Explored moral values conveyed through sayings in international English textbooks for Indonesian primary students (grades 2 and 6) by (Hasna, 2024). And last the title Examined moral values in English Language Teaching (ELT) textbooks for vocational high school students (grades X–XII) by (Tampubolon & Sidabutar, 2023). While these studies provide valuable insights, they generally focus on moral and social values without emphasizing environmental responsibility.

Given the gaps in previous research, this study aims to fill those gaps by focusing specifically on moral values related to nature using Biocentric theory by Paul W. Taylor and examine how these values are represented linguistically using the language Appraisal developed by Martin and White. Through this integrated theoretical approach, the research delves deeper into how sustainability related moral values are represented and how they influence students' perspectives and attitudes toward the environment. This research is expected not only to provide an academic overview of the representation of moral values in English textbooks but also to offer useful recommendations for educators, textbook authors, and policymakers in creating more effective and relevant teaching materials to foster ecological awareness and moral responsibility among students. Thus, future generations are expected not only to understand the importance of preserving the environment but also to have the motivation and readiness to take active measures in nature preservation and conservation efforts through appropriate and comprehensive educational approaches.

BIOCENTRISM

Biocentrism is a theory by Paul W. Taylor that states all living beings have the right to live, and they do not need to be useful to humans. According to biocentrism, humans are just one of many species. It is an ethical perspective that gives intrinsic value to all living things (Alabo, 2021) Taylor argues that humans are not the only beings with moral values, but are part of a wider community of life (Taylor, 2011) Therefore, Paul developed a biocentric environmental ethic which is a view that places all living things as entities that have inherent value and deserve respect. Here are some of the key moral values :

1. Respect for Nature

Every living thing has inherent worth, not just based on its benefits to humans. Therefore, humans should treat nature with respect, recognizing the right of each organism to evolve according to its nature. This attitude reflects respect for life in all its forms and rejects the view that nature is only a resource for human interests.

2. Value of Justice for Living Beings

Justice in the relationship between humans and other living beings means not treating nature arbitrarily or exploiting it without moral consideration. Humans should provide fair treatment to other species by ensuring that they have the opportunity to live and thrive. This includes the protection of natural habitats as well as conservation policies that consider the well-being of all living things.

3. Sustainability Value

Maintaining the balance of ecosystems so that they remain sustainable for future generations, both human and non-human, is a moral obligation. Exploitation of natural resources must be done wisely and must not be destructive. This concept emphasizes the importance of sustainable practices in agriculture, industry and daily life to ensure that nature can still support life in the future.

4. The Value of Non-Maleficence (Not Harming Nature)

Humans have a moral obligation not to cause unnecessary harm to the environment. If humans must use natural resources, it must be done in a way that causes the least harm to the ecosystem. This value demands caution in every action that impacts the environment, such as development, mining, and deforestation.

5. The value of Harmony between Civilization and Nature

Humans need to develop lifestyles that are in harmony with the balance of nature, not against it. This means adopting ecological practices that do not disrupt the harmonious relationship between humans and the environment, such as supporting renewable energy, reducing pollution and maintaining biodiversity. Awareness of the interconnectedness between humans and nature will help build a more environmentally friendly society.

6. The Value of Moral Responsibility towards Nature

Every individual is responsible for the impact of their actions on the environment. If damage occurs, humans have an obligation to repair or restore it in accordance with the principles of restitutive justice (Saifulloh et al., 2025). This responsibility includes the rehabilitation of damaged ecosystems, reforestation, and the implementation of policies that prevent the recurrence of environmental damage.

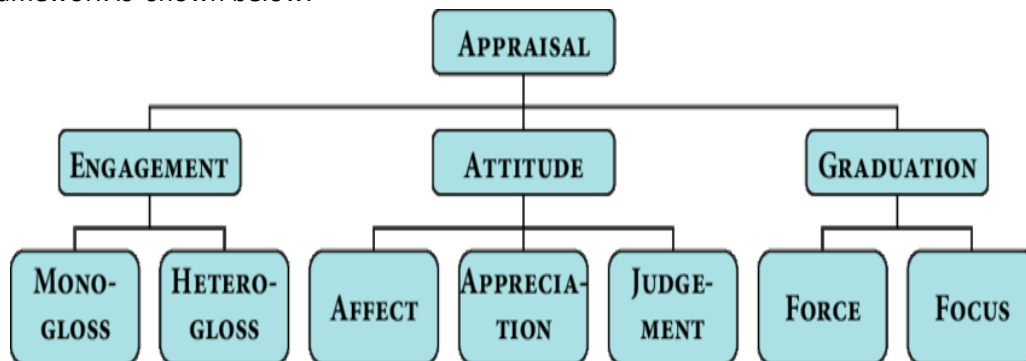
7. Value of Biotic Egalitarianism

Humans should not consider themselves superior to other species. Instead, humans should see themselves as part of the community of life on Earth. Respecting biodiversity and avoiding species discrimination are important aspects of this value. This principle supports the right of all living beings to be treated fairly and not exploited unethically.

LANGUAGE APPRAISAL

The Appraisal Theory as developed by Martin and White is a framework within Systemic Functional Linguistics that focuses on how language is used to express attitudes, amplify evaluations, and manage interpersonal positioning (Martin, 2005) By using Appraisal, language analysis can reveal how

texts establish relationships between writers and readers, as well as how texts reflect certain social values and ideologies, it can be concluded that the appraisal framework is a way to analyze text to be systemic and organized based on the functional linguistic system (Kurniawati et al., 2023). The Framework is shown below:



1. Attitude

Attitude is a key component within the Appraisal framework that refers to the way language is used to convey feelings, evaluations, and emotional stances. It reveals how speakers or writers emotionally or evaluatively position themselves in relation to people, actions, events, or entities being discussed, Attitude is divided into three parts

a) Affect

Affect focuses on the emotional dimension of meaning. It involves expressions of personal feelings, which may be positive (happiness, satisfaction, admiration) or negative (sadness, fear, anger). Affect can be directly stated or implied through tone and choice of words.

b) Judgment

Judgment involves the assessment of human behavior according to social norms, values, or ethical standards. It evaluates whether actions are considered morally right or wrong, responsible or irresponsible, capable or incompetent, Judgment reflects the speaker's or writer's stance on people's conduct.

c) Appreciation

Appreciation refers to the evaluation of objects, texts, phenomena, or processes in terms of their quality, significance, or aesthetic value. It goes beyond personal emotion and social morality, focusing instead on how things are valued whether they are seen as useful, beautiful, harmful, efficient, or impactful.

2. Engagement

Engagement is a subsystem within the Appraisal framework that deals with how speakers or writers position their statements in relation to other voices, opinions, or potential alternative views, Engagement divided into two types:

a) Monoglossic

Statements represent a single, authoritative voice. These expressions do not reference other viewpoints or acknowledge the presence of differing perspectives. The speaker or writer presents the information as unquestionable or generally accepted truth. monoglossic statement it asserts a claim without engaging alternative voices.

b) Heteroglossic

Statements, on the other hand, acknowledge, include, or engage with other voices, perspectives, or possibilities. They may express uncertainty, cite sources, present opinions, or open space for disagreement. Heteroglossic it recognizes another voice and invites dialogic engagement.

3. Graduation

Graduation is a subsystem of the Appraisal framework that deals with the scaling of meaning specifically, how speakers or writers adjust the intensity, degree, or sharpness of their evaluative

language. It allows language users to amplify or soften their stance, thereby influencing how strongly a statement is perceived and how persuasive or emphatic it becomes. Graduation operates through two main mechanisms:

a) Force

Refers to the scaling of intensity or quantity in a text. This includes grading expressions (very important, extremely harmful) and quantifying amounts (many people, a few cases). Through Force, a writer can increase or decrease the perceived weight of an evaluation, making it more emphatic or more tentative.

b) Focus

Deals with the sharpening or softening of categorical boundaries. It reflects how clearly something fits within a particular category whether it is seen as a core or marginal. Graduation plays a crucial role in shaping meaning. It enables the speaker or writer to intensify emotional or evaluative impact, or to moderate it, depending on the communicative goal.

METHODOLOGY

This study employs a qualitative approach using discourse analysis as its primary method. This design is selected to explore and understand the moral values related to nature that are embedded within English textbooks, specifically through the lens of the Language Appraisal framework. By applying discourse analysis, the researcher examines how language is used to express moral evaluations, attitudes, and ethical considerations toward nature.

Data Collection

The data for this research were collected through the use of English textbooks as the primary source. The documentation technique, commonly used in qualitative research involving discourse analysis, was employed. This technique involves collecting data by examining written documents to identify relevant information about specific topics or variables. In this case, the reading texts in the selected textbooks were carefully read and analyzed to identify moral values related to nature. As is typical in qualitative research, the primary instrument engaged directly with the data by categorizing and coding expressions using the Appraisal Framework and a Biocentric Ethic. The data obtained through this process were then organized into tables based on appraisal categories and moral value classifications. This systematic documentation technique ensured clarity, consistency, and ease in further analysis and interpretation.

Data Analysis

The data analysis technique used in this study is thematic analysis, which aims to identify recurring patterns or themes within the collected data (Braun & Clarke, 2006; Saifulloh & Anam, 2022). The analysis process begins with a thorough reading of the text to understand its content and identify moral values toward nature, both explicit and implicit. Next, initial coding is performed on relevant sections of the text using the Language Appraisal Framework (Affect, Judgment, Appreciation, Graduation, Engagement). These codes are then grouped into initial themes based on similarities in meaning and evaluative patterns that emerge. The next step is to review the themes to ensure consistency, relevance, and completeness of data coverage, and to revise, merge, or delete themes as needed. After that, each theme is defined and named to reflect its moral message, referencing Paul W. Taylor's Biocentrism Ethics theory. The final stage is the preparation of an academic report detailing each theme, accompanied by data quotes, Appraisal classifications, and interpretations of moral values toward nature.

RESULTS AND DISCUSSION

RESULT

Table 1. Title of English Textbooks

1. English for SMA/MA/SMK/MAK Class XI (Revised Edition 2017), authored by Mahrukh Bashir publisher Ministry of Education and Culture of the Republic of Indonesia
2. English: English for Change for SMA/MA Class XI (2022), written by Puji Astuti, Aria Septi Anggaira, Atti Herawati, Yeyet Nurhayati, Dadan, and Dayang Suriani publisher Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia
3. English for SMA/MA Class XII (2018), authored by Utami Widiati, Zuliati Rohmah, and Furaidah publisher Ministry of Education and Culture

Table 2 Percentage Moral value from all English textbook

Moral Value	Book 1	Book 2	Book 3	Total Frequency	Total Percent
Respect for Nature	4	8	0	12	22.22%
Value of Justice for Living Beings	2	4	0	6	11.11%
Sustainability Value	4	9	0	13	24.07%
The Value of Non-Maleficence	3	7	0	10	18.52%
The value of Harmony between Civilization and Nature	1	5	0	6	11.11%
The Value of Moral Responsibility towards Nature	2	5	0	7	12.96%
Value of Biotic Egalitarianism	0	0	0	0	0.00%

Of all the English textbooks, the moral values of Sustainability (24.07%) and Respect for Nature (22.22%) were the most dominant in all three books, emphasizing the importance of nature conservation and recognition of its intrinsic value. The Value of Non-Maleficence (18.52%) conveys a message to avoid harming nature, while other values such as Moral Responsibility towards Nature (12.96%), Justice for Living Beings (11.11%), and Harmony between Civilization and Nature (11.11%) emphasize justice for all living beings and the balance of development. The Value of Biotic Egalitarianism does not appear (0.00%), indicating a lack of emphasis on full equality between humans and other living beings.

Table 2 Percentage Appraisal Category from all English Textbook

Appraisal Category	Book 1	Book 2	Book 3	Total Frequency	Total Percent
Affect Negative	1	3	0	4	6.78%
Affect Positive	1	1	0	2	3.39%
Judgment Negative	2	9	0	11	18.64%
Judgment Positive	2	3	0	5	8.47%

Appreciation Negative	1	4	0	5	8.47%
Appreciation Positive	2	3	0	5	8.47%
Engagement Heteroglossic	2	1	1	4	6.78%
Engagement Monoglossic	0	1	1	2	3.39%
Graduation Force	7	9	5	21	35.59%
Graduation Focus	0	0	0	0	0.00%

Of all the appraisal categories that appeared in the three books, Graduation Force dominated the appraisal findings (35.59%), indicating a strong emphasis on the intensity of the message. Judgment Negative (18.64%) is the next largest category, followed by Judgment Positive and appreciation (each at 8.47%), meaning criticism of behavior harmful to nature is more prominent than praise. Affect Negative (6.78%) is used more frequently than Affect Positive (3.39%), indicating a tendency to evoke feelings of concern or disappointment. Heteroglossic Engagement (6.78%) appears slightly more frequently than Monoglossic (3.39%), while Graduation Focus is not used at all. This absence indicates that sharpening or refining the focus of ideas has not yet become a strategy relied upon by the authors.

DISCUSSION

1. Respect for Nature

Every living creature has intrinsic value, not just based on its usefulness to humans. Humans must respect nature, recognize the right of every organism to develop according to its nature, and reject the view that nature is only a resource for human interests, As in the quote below:

“Since the time we have been industrializing, we started polluting our waters and air, and have been releasing greenhouse gases that contribute to global warming”

Analysis of this quote reveals two important aspects. First, it is a form of Respect for Nature because it reminds humans to respect and preserve natural resources such as water, air, and the atmosphere, rather than destroying them for economic gain. Second, the quote employs Negative Judgment through critical terms like *“polluting”* and *“releasing greenhouse gases”* to assess human behavior since industrialization as destructive actions. Its core message emphasizes the importance of environmental awareness and critiques a development model that prioritizes economic progress over ecological sustainability. This quote serves as a warning alarm, urging us to change our way of life and business practices to avoid further damaging the Earth, as the consequences will become increasingly severe with extreme weather and environmental crises threatening our own survival if left unchecked.

2. Value of Justice for Living Beings

Humans should not treat nature arbitrarily or exploit it without moral consideration, but should treat it fairly, protect its habitat, and implement conservation policies for the welfare of all living beings. As quoted in the sentence below:

“Kuta Beach is Bali’s most popular and most visited destination and that clearly is visible since there are huge mounds of garbage on the beach that are collected on a daily basis”

This quote about the condition of Kuta Beach reveals two significant analytical dimensions in the context of environmental studies and sustainable tourism. First, this quote reflects the principle of Justice for Living Beings, where the accumulation of waste consistently threatens the balance of coastal ecosystems and marine life. This situation creates ecological injustice for species dependent on coastal habitats, such as hawksbill turtles that use the area as a nesting site, as well as various microorganisms and marine fauna directly exposed to pollution impacts. The quote applies a Negative Judgment to the phenomenon of uncontrolled mass tourism. The use of the terms “huge mounds of garbage” and “collected on a daily basis” indicates systemic criticism of the destination management model that prioritizes visitor numbers without considering environmental carrying capacity. The irony in stating that the “most popular” destination is also the “most problematic” highlights the failure to implement the concept of carrying capacity in tourism management.

3. Sustainability Value

emphasizes the moral obligation to maintain the balance of the ecosystem it remains sustainable for future generations, both humans and other creatures, by utilizing natural resources wisely and without causing damage, as well as implementing sustainable practices in agriculture, industry, and daily life. As quoted in the sentence below:

“Global warming is not a new problem but lately people are acknowledging that we are facing a serious problem.”

The quote above emphasizes the importance of sustainability. It shows that society is beginning to recognize climate change as a serious issue that must be addressed, and this awareness is the first step toward keeping the earth safe and livable for current and future generations. From an appraisal perspective, including Affect Negative, this quote also expresses concern and regret over the slow pace of human awareness regarding global warming, despite the fact that this issue has existed for a long time. This underscores the urgency of taking immediate concrete action, whether through changes in daily lifestyles or environmental policies, to minimize ecosystem damage and ensure that the Earth continues to support human life and other creatures in the future.

4. The Value of Non-Maleficence (Not Harming Nature)

Non-Maleficence emphasizes the moral obligation of humans not to damage the environment excessively, by utilizing natural resources with minimal impact and exercising caution in every action such as construction, mining, and deforestation. As in the example sentence below :

“Collect, save, earn, change behavior, and enjoy a clean neighborhood.”

This quote highlights the value of Non-Maleficence, which emphasizes humanity's responsibility to avoid harming nature through everyday actions. By doing simple things like collecting trash, sorting it, or changing how we use resources, everyone can help maintain environmental balance and prevent further damage. Additionally, from an appraisal perspective, including Positive Appreciation, this quote highlights the importance of collective awareness. It is not only individual actions but also the overall involvement of society that can foster an environmentally conscious culture. The main message is that significant changes and positive impacts on the environment do not always require massive efforts all at once, but rather begin with consistent and sustainable small steps in daily life.

5. The value of Harmony between Civilization and Nature

This quote emphasizes the importance of humans living in harmony with nature, maintaining the balance of the ecosystem through practices such as using renewable energy, reducing pollution, and preserving biodiversity, thereby creating a more environmentally friendly society. As in the example sentence below ;

“100 tons of junk was being cleaned on a daily basis”

The quote above is included in The value of Harmony between Civilization and Nature because it highlights a serious problem in human interaction with nature, which is clearly evident from the accumulation of daily waste in the surrounding environment. This condition reflects a collective failure to maintain the cleanliness and health of the ecosystem, thus falling into the Appreciation Negative category, which critically assesses ongoing damage. The main message of this quote is the importance of consistent behavioral change, both individually and collectively, to restore ecological balance and prevent further environmental degradation. It also serves as a reminder that without collective awareness and action, environmental restoration efforts will be difficult to achieve, and the damage caused may become permanent.

6. The Value of Moral Responsibility towards Nature

Moral Responsibility towards Nature emphasizes that every individual is responsible for the impact of their actions on the environment, including repairing damage through ecosystem rehabilitation, reforestation, and preventive policies to prevent damage from recurring. As in the example sentence below :

“Indonesia contributes to 10% of global marine pollution.”

This quote is included The Value of Moral Responsibility towards Nature, highlighting humanity's moral responsibility towards the environment, particularly the impact of marine pollution generated by Indonesia, which accounts for 10% of total global pollution. This fact serves as a wake-up call for society to re-evaluate their daily lifestyles, including the use of single-use plastics and the careless disposal of waste, which directly damage marine ecosystems. The 10% figure serves as a catalyst, exerting strong pressure on the importance of this issue and heightening emotional awareness. As a result, this quote encourages concrete action, whether through individual behavioral changes or support for more effective and responsible waste management policies.

7. Value of Biotic Egalitarianism

The moral value of Biotic Egalitarianism, which emphasizes that humans should not feel superior to other living things but rather as equal members of the community of life on Earth, is not found in the analyzed texts. This value emphasizes the importance of respecting biodiversity, rejecting discrimination against other species (speciesism), and treating all living things fairly and ethically not only based on their benefits to humans, but because they have inherent value as fellow living beings.

Overall, the analysis shows that the texts reviewed highlight various moral aspects that play a role in raising environmental awareness. These range from respect for all living things, the application of ecological justice, a commitment to sustainability, individual responsibility for the impact of their actions, to the importance of maintaining a balance between human activities and nature. All these values are interconnected and mutually reinforcing, forming the basis for concrete actions to preserve the earth. The message conveyed emphasizes that significant change does not always require massive, simultaneous efforts, but can begin with small, consistent steps taken by both individuals and communities collectively, so that their effects can be felt in the long term.

However, the value of Biotic Egalitarianism is not found in the analyzed text. This value emphasizes that humans should not view themselves as superior to other creatures, but rather as equal members of the Earth's community of life. This value also highlights the importance of respecting biodiversity, rejecting discrimination against other species (speciesism), and treating all living beings fairly and ethically, not only based on their benefits to humans, but because they have intrinsic value as fellow inhabitants of the earth. By incorporating this perspective, the foundation of

environmental awareness will be more complete, emphasizing humanity's responsibility to live in harmony and fairness with all forms of life.

CONCLUSION (13PT, CALIBRI, BOLD, UPPERCASE)

Based on the analysis, moral values towards nature in high school English textbooks are conveyed selectively, especially in texts that discuss environmental issues such as global warming, plastic waste, and marine pollution. Of the seven texts, four present various moral values towards the environment, while the other three are descriptive and do not present moral dimensions. Linguistically, the texts assess human behavior toward the environment, raise concerns, and evaluate environmental conditions or conservation efforts. The language style combines the clear presentation of facts with the inclusion of other voices, emphasizing the urgency of the issues. In conclusion, the presentation of moral values in these books is not yet consistent and only appears in specific contexts, but it still has the potential to serve as a tool for character education and environmental literacy through language that emphasizes awareness and action toward the environment.

Limitations and future direction

Limitations

This study has several limitations. First, the analysis was limited to seven reading texts from three high school English textbook, the findings may not represent all English learning materials used in Indonesia. Second, the focus on Paul W. Taylor's Biocentrism Ethics framework may overlook other relevant environmental ethics perspectives. Third, the study only analyzed textual features without exploring how students interpret or respond to these values in classroom practice.

Future Direction

Future research could examine textbooks from various grade levels, publishers, and regions to gain broader insights. Additional environmental ethics frameworks, such as Ecocentrism or Deep Ecology, could be applied to enrich the analysis. It is also recommended to investigate students' perceptions and behavioral changes after exposure to such texts, and to combine qualitative and quantitative methods for more comprehensive and generalizable findings.

Implications

The findings of this study imply that integrating Paul W. Taylor's Biocentrism Ethics with the Language Appraisal Framework offers a comprehensive approach to examining how moral values toward nature are constructed in educational texts. Practically, the results highlight the potential of English textbooks to promote both language skills and ecological awareness when moral values are embedded purposefully. The absence of Biotic Egalitarianism indicates a gap that future textbook development and research should address, including broader data sources and exploration of students' responses to such content.

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