

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 CONCLUSION

Based on the results of analysis and discussion of moral values towards nature in English textbooks using the Appraisal approach and Biocentrism Ethics theory by Paul W. Taylor's, the following conclusions can be drawn:

This study analyzes how moral values toward nature are conveyed in high school English textbooks using the Language Appraisal Framework approach and Biocentrism environmental ethics theory. The analysis shows that the delivery of moral values in these textbooks is selective and thematic, appearing only in texts that directly discuss environmental issues, such as global warming, plastic waste, and marine pollution.

Of the seven texts analyzed, four explicitly contain moral values towards nature, including Respect for Nature, Sustainability, Non-Maleficence, Moral Responsibility, Justice for Living Beings, and Harmony with Nature. Meanwhile, the value of Biotic Egalitarianism was not found in any quotations, which indicates the still minimal delivery of the value of equality between living things in this textbook. As for the other three texts with the theme of pure natural disasters such as tsunamis, tornadoes, and earthquakes, do not show a moral dimension because they are only descriptive and informative.

Linguistically, the Appraisal system is used strategically to construct moral meaning in the text. The Attitude subcategory, particularly Judgment, is the most dominant, indicating an evaluation of human behavior in relation to the environment. Affect is used to evoke emotions such as concern or worry, while Appreciation assesses environmental conditions or conservation efforts. The Engagement subcategory shows a combination of monoglossic language styles that state facts firmly, and heteroglossic language styles that insert the voice of others to strengthen the argument. Meanwhile, Graduation Force is used to emphasize the urgency of the issue, but there is no use of Graduation Focus, which indicates a tendency towards straightforward and direct language.

Thus, it can be concluded that the delivery of moral values regarding nature in English textbooks is not yet fully even and comprehensive. These values only appear in specific thematic contexts and are not yet integrated throughout the text. Nevertheless, these textbooks have great potential as a means of character education and ecoliteracy, as they not only convey information but also shape students' attitudes and moral perspectives toward the environment through the use of evaluative and persuasive language.

5.2 SUGGESTION

Based on the results of the research and conclusions obtained, the researchers offer the following suggestions:

1. For textbook authors and curriculum developers

It is recommended to include more texts that contain moral values towards nature, not only in the form of scientific descriptions, but also through narratives that raise environmental awareness and reflect the principle of moral equality among living things. This aims to ensure that English language learning does not only focus on linguistic aspects but also supports character education and ecological awareness among students.

2. For teachers or educators

The findings of this research can be utilized to enrich learning activities by encouraging critical discussions on environmental issues through evaluative language analysis. Teachers can guide students to identify moral values in texts and connect them to everyday life.

3. For future researchers

It is recommended to conduct further research with a broader scope, such as analyzing textbooks from other educational levels or comparing English textbooks from various publishers. Research can also expand its focus on other moral values such as Biotic Egalitarianism, which was not found in this study, or use other critical linguistic approaches to enrich the analytical perspective.

Thus, the results of this study are expected to contribute to the development of English teaching materials that are not only communicative but also environmentally conscious and oriented toward character building in students.

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