

## A PORTRAIT OF RELIGIOUS VALUES IN AN ELT TEXTBOOK FOR JUNIOR HIGH SCHOOL: A CRITICAL DISCOURSE ANALYSIS

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**Abstract:** In a society with diverse religious backgrounds, Indonesian students need to understand the steps to investigate various problems in every aspect of life-related to differences in language, culture and religion. Therefore, English text books as a medium for teaching students not only contain differences between one individual and another but also broadly cover several dimensions of relationships between several parties. Through documentary studies, this research focused on the religious content of the ELT textbook published by the Ministry of Education and Culture. In addition, Critical Discourse Analysis was used to investigate the religious values depicted in the ELT textbook aimed at junior high school students. Three dimensions of the relationship between religious values have appeared in the textbook, namely: (1) the individual relationship with God; (2) individual relationships with other people; and (3) the individual relationship with the universe (environment). These three dimensions are represented by inserting visual-verbal and textual artifacts or products containing religious values in the ELT textbook. This indicates that English plays an important role in shaping students' character. Thus, English teachers are expected to be able to integrate these religious values to increase the positive impact on students' academic quality.

**Keywords:** Critical Discourse Analysis, ELT Textbooks, Religious Values

### INTRODUCTION

Issues related to religious values in Indonesian education have been the focus of government studies for the past few decades, for example the implementation of policies to instill these religious values in students. Religious values have a significant role in identifying the positive impact of religiosity in achieving individual well-being. Related to this topic, several literature studies also use terms such as religiosity and spirituality, which are often used interchangeably, but both have different meanings so that they do not determine whether religious people become spiritual and vice versa (Newman, 2004; Saroglou & Muñoz-García, 2008; Tanyi, 2002; Villani et al., 2019). According to The House of Representatives of the Republic of Indonesia, Indonesia is a country with quite complex religious diversity. By adhering to Pancasila as the state ideology and the 1945 Constitution along with the motto *Bhinneka Tunggal Ika* (Unity in Diversity), Indonesian people have the freedom to choose their religion and receive protection when carrying out their worship. The state recognizes six types of religions in Indonesia, namely Islam, Christianity, Catholicism, Hinduism, Buddhism, and Confucianism. This religious diversity has the potential to trigger differences of opinion between one belief and another. Therefore, having an attitude of tolerance and mutual respect between religious adherents is essential for Indonesian society. However, these efforts have not been able to prevent the decline of religious values that are still often encountered, which are mostly caused by differences in ethnicity, religion, race, and class, for example in the field of education where cases of brawls between Indonesian students continued to increase in 2014, 2018, and 2021 (Central Bureau of Statistics, 2023). In response to this problem, the government has included character education in the school curriculum.

The formation of student character as part of the learning system in schools has been implemented by the government in the 2013 Curriculum. Hence, the instillation of character education including religious values covers various aspects of life, with schools as intermediaries to foster students' faith in God Almighty and maintain harmony between religious adherents in Indonesian society (Cheng & Beigi, 2012; Lodigiani, 2020; Prayitno et al., 2022). Internalization of religious values contains a set of belief models about human behavior related to three relational dimensions that determine the nature of human relations with God; but at the same time regulate relations between society itself, as well as between society and its environment (Bobyreva et al., 2019; Melé & Cantón, 2014). Crawford et al., (2002) stated that textbooks can be used as a guideline in integrating religious values and shaping students' behavior. Language textbooks also inform students about the reasons and uses of learning the target language. They offer some representations of everyday life through visualization of the textual material being studied by recognizing the meaning contained (Canale, 2021; Risager, 2021; Weninger, 2021). In addition, the main purpose of instilling religious values through textbooks is to help students develop positive attitudes into religious aspects through materials from various views on religious values related to students' daily lives (Riegel & Delling, 2019; Utami et al., 2021). Therefore, curriculum designers strive to compile textbooks that contain several materials covering cognitive, affective, and psychomotor aspects such as informative dialogues or conversations that represent the strengthening of character education values (Behnam & Mozaheb, 2013; Hannam et al., 2020; Setyono & Widodo, 2019).

By reflecting faith in God Almighty, these religious values are manifested in carrying out religious teachings and beliefs, respecting religious differences, upholding a tolerant attitude towards the implementation of religious worship and other beliefs, and living in harmony and peace with adherents of other religions. This includes three dimensions of relationships at once, namely the relationship between individuals and God, the relationship between individuals and fellow human beings, and the relationship between individuals and the universe or environment (Ministry of Education and Culture of the Republic of Indonesia, 2017.) The first dimension is the relationship between individuals and God which reflects religious sub-values, including believing in the existence of God Almighty and practicing religious teachings in daily life to establish a relationship with God, for example by praying before doing activities and carrying out worship according to each religion. The second dimension is the relationship between individuals and others which is reflected through an attitude of tolerance, helping each other through mutual cooperation, maintaining friendship and sincerity, not forcing one's will on others and protecting small and marginalized groups. Finally, the third dimension or the relationship between individuals and the environment is manifested by caring for nature by maintaining environmental cleanliness, for example by studying the surrounding environment and encouraging activities aimed at preserving nature. Thus, these three dimensions of the relationship can be conveyed in various ways, for example through language education by teaching English as a foreign language both in written and spoken form to assist in carrying out certain religious rituals and routines (Han, 2018).

English language teaching that is in line with religious and socio-cultural values is implemented to prevent various problems, such as the emergence of intolerance in Indonesian society. By emphasizing the development of student character, the teaching includes religiosity, nationalism, independence, cooperation, and integrity. Given the importance of religious values in developing students' character, a review of several studies related to the relationship between English and religion has reached an agreement that religion has supported the language learning

process. Therefore, English teachers strive to incorporate character education into classroom learning by integrating it with social, cultural, and religious values (Zein et al., 2020). From previous studies, it is known that most of the research topics that analyze language textbooks from a critical perspective are carried out by understanding meaning as a representation that contains character education values. Insertion actions influenced by elements of religious values can result in better self-perception in high school students (Phillips et al., 2021). Furthermore, another study presented by Ragnarsdóttir et al. (2020) has discussed the attitudes of the younger generation in Iceland towards cultural and religious diversity and the importance of religion to them as seen from a quantitative study. In addition, Cheng and Beigi (2012) analyzed the inclusiveness of English as an EFL textbook which resulted in religion not being explained openly and not being taught explicitly in the textbooks studied.

Meanwhile, in Indonesia, several studies have also been conducted to examine in more depth the instillation of character values in student textbooks. This results in the English textbooks used by students containing material on character education values. However, some religious values are not represented in the textbooks (Ekasiwi & Bram, 2022; Hirdayu et al., 2022; Utami et al., 2021). This is quite unfortunate considering that the textbooks used are expected to help build students' character. Various studies related to character education in general have been conducted, but there has been no clear discussion about the textbooks used, their relationship to religious values, and how these values are implemented in classroom learning. Therefore, researchers need to conduct further research to address the gaps in previous research, namely to find out the religious values represented in the ELT textbook used by junior high school students. In addition, this study focuses on answering the following questions about what types of religious values are represented in junior high school ELT textbooks and how these religious values are represented in junior high school ELT textbooks. Thus, this study aims to investigate and find out the portrait of religious values in junior high school ELT textbooks.

## METHOD

Qualitative research was conducted to investigate and explore the representation of various religious values in the ELT textbook by taking documents or texts for data research. The English textbook used by third-grade junior high school students entitled *"Think Globally Act Locally Kelas IX"* was chosen because the textbook has been widely distributed based on the 2013 Curriculum policy.

To collect the data, documentary studies were used as a method to review and evaluate teaching materials (Bowen, 2009). Through ELT textbooks for junior high school students, artifacts depicting religious values were identified in a categorized table. Furthermore, the researcher read and carefully observed the data sources in the form of images, texts, and symbols in the junior high school textbook as a collection technique to study the religious values contained therein. Following the Ministry of Education and Culture guidelines, these religious values reflect three dimensions of relationships, including the relationship between individuals and God Almighty, the relationship between individuals and others, and the relationship between individuals and the environment.

By adapting the table "The Portrayal of Values in the Textbook" from Widodo (2018), the artifacts found were categorized based on unit/chapter, theme, type of artifact, description, location, and religious values depicted in the selected textbook. After the data classification stage was completed, the data analysis was carried out by the researcher using the Critical Discourse

Analysis (CDA) method with Fairclough's (1995) three-dimensional discourse framework to apply critical analysis to language studies and produce a critical social analysis that focuses on discourse and the relationship between discourse and other social elements (Fairclough, 2013). Several steps were taken including description, interpretation, and explanation as methods of analyzing religious values in the selected textbook (Fairclough, 2012).

The initial step taken for the analysis is to reveal the dimensions of the artifact through description. Second, the interpretation step is carried out by focusing on the relationship between the text and its social context. The third step is explanation by investigating discourse as part of the social process and social practice and showing how discourse is determined by social structures. In addition, the analysis of visual-verbal and textual artifacts or products of social practice in the ELT textbook in this study was carried out by adopting the critical discourse analysis (CDA) method.

## **FINDINGS AND DISCUSSION**

This study examines how religious values are represented in the ELT textbook entitled “*Think Globally Act Locally*” for junior high school students in grade 3 by the Ministry of Education and Culture of the Republic of Indonesia based on the 2013 Curriculum. Through documentary studies, analysis of the selected textbook found 23 artifacts containing religious values in the junior high school students' ELT textbook using Fairclough's framework, namely critical discourse analysis CDA. Of the total 11 chapters, religious values are represented in 10 chapters, while 1 other chapter does not contain representations of religious values. These artifacts have met the criteria for three dimensions of religious values based on the statement of the Ministry of Education and Culture. The results of the study are divided into two parts consisting of visual-verbal representations and textual representations of the three dimensions of the relationship between religious values. In detail, there are 11 visual-verbal artifacts and 12 textual artifacts that describe the relationship between individuals and God, the relationship between individuals and others, and the relationship between individuals and the universe or environment.

### ***Visual-verbal Representation of Religious Values in ELT Textbook***

Combining visual and verbal materials can enhance and strengthen the message of the elements and provide greater opportunities for meaning-making than using both separately (Dwyer, 1988, as cited in Braden, 1993; Damayanti et al., 2021). In this section, 5 visual-verbal artifacts were found that explain the relationship between individuals and God. The researcher also found 4 visual-verbal artifacts that focused on the dimensions of the relationship between individuals and others. Finally, 2 visual-verbal artifacts were found about the relationship between individuals and the universe or environment.

### ***Dimensions of Individual Relationship with God***

Religion essentially involves a relationship between an individual and a divine being, whether it is God or another deity. Apart from that, religion also influences the creation of a mindset with certain values as a priority and motivating individuals by instilling an attitude of responsibility in daily life (Melé & Cantón, 2014).

**Figure 1: Motivating Self-confidence**



Figure 1 is a picture of a boy in a student uniform who has motivated readers to be more confident in doing good deeds. This motivational expression is taken from a quote from an expert, which can be interpreted as a relationship with God in the dimension of religious values. Adherents of religion believe in the support of the Divine Strength that is close and involved in everyday life. This belief is felt to provide calm self-esteem and improve students. Therefore, the religious values found to apply religious teachings in daily life to build relationships with God by expressing self-confidence in doing good deeds (Schieman et al., 2017).

**Figure 2: Addressing Gratitude towards God**

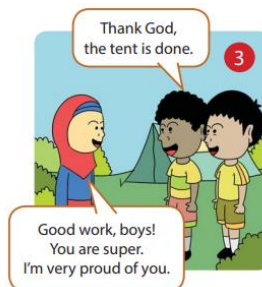


Figure 2 contains a portrait of a girl and two boys who spoke with each other. One of the boys in the photo said, "Thank God, the tent is done", which can be interpreted as a dimension of religious values, namely the relationship with God. The expression of 'Thank God' itself can be called an expression of thanks or prayer to God. As is known, God is considered the Almighty and the main source of all things in all religious teachings, with gratitude and prayer as a form of worship for him (Van Cappellen et al., 2024). This behavior allows direct communication with God because when thanking God, people who believe in religion feel their presence and support (Exline & Wilt, 2024; Krause et al., 2012). In the school environment, students are taught to pray and always be grateful for all the blessings of God. As a result, having a sense of gratitude can also increase students' motivation, engagement, and achievement in learning (King & Datu, 2018). Therefore, the authors convey the values of faith in the existence of God Almighty and apply the teachings of religion in daily life to build relationships with God, namely by expressing gratitude to God in carrying out any activities.

**Figure 3: Encouraging Students to be Brave**



Figure 3 displays a picture of a boy in a school uniform who has motivated readers to show courage in achieving success. As a student, courage is influential as a supporting value in taking risks and facing fears to achieve academic satisfaction in studying (Lodi et al., 2022). Motivated students also have the confidence to make decisions or take steps when starting something new. Through this courage motivation, students were able to understand and improve the quality of their knowledge to achieve future goals (Saeed & Zyngier, 2012). By providing this motivation, the author tries to invite readers to instil courage in making decisions and be firm in improving their quality in achieving success and building a relationship with God.

**Figure 4: Tolerance in Religion and Belief**



Figure 4 contains two male tourists who have talked about local products made in Indonesia that can be interpreted as a dimension of religious values, namely relationships with God. Both tourists try to introduce local goods made in Indonesia. Examples of local products are traditional clothing from Batak called 'ulos' and a bag called 'noken' from Papua. Not only that, but the two male tourists also discuss the background or value of these items, namely the use of *ulos* by Batak people in ceremonial events such as weddings and funerals, as well as *noken* which is a symbol of the hard work of Papuans. A diverse world is the reason why children face differences in beliefs and practices that are generally difficult to understand. Hence, increasing interest in cultivating tolerance in children and adolescents must be carried out. Apart from that, this effort is also supported by international organizations, religious associations, and schools throughout the world that encourage acts of tolerance (Verkuyten & Killen, 2021). Therefore, the author tries to present religious teachings in everyday life to build relationships with God, namely by expressing tolerance and respecting differences in religion and belief.

**Figure 5: Instilling a Hard-working Attitude**

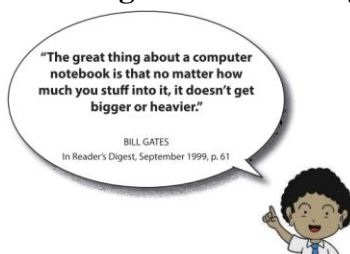


Figure 5 displays a picture of a boy in a school uniform, who has motivated readers to continue increasing their knowledge by using a quote from a famous figure as a parable. Providing motivation can be interpreted as one dimension of religious values, namely the relationship with God because it contains one of the religious teachings that instill hard work and perseverance. Having the spirit or value of hard work and perseverance provides opportunities for students and encourages them to study harder to achieve the best results through the motivation provided (Saeed & Zyngier, 2012). Motivated students were found to have a strong determination to try harder when facing difficulties. Through this motivational quote, the author hopes that students can have a positive influence in increasing their hard work and persistence in studying.

### ***Dimensions of Individual Relationships with Others***

Humans are social creatures who have a basic need to establish relationships or interact with other people to build bonds with social groups in society. Relationships between individuals or interpersonal relationships are expressed through communication through dialogue with language as the intermediary, which is conveyed verbally and non-verbally. Interpersonal relationships arise from interactions that are built on mutual understanding and can develop into deep friendships over time. In interpersonal communication, various forms of language include verbal, written, nonverbal signals, and symbolic expressions. Interactions between individuals can foster emotional relationships characterized by shared feelings, mental states, and feelings of personal attraction or attachment (Melé & Cantón, 2014).

**Figure 6: Praising Student Achievements**



Figure 6 depicts two female figures speaking in front of the class. From the visuals, one character is wearing a student uniform and the other is wearing a brown uniform, so it can be said that this is a conversation between a student and a teacher. The two characters are seen standing facing other students sitting in their respective chairs. The teacher in the picture congratulates one of his students who won the story competition. By congratulating students for their achievements, interpersonal relationships occur between the teacher and students. Apart from that, the teacher



also gave encouragement and good hopes for their students' success in the upcoming competition. Through these words of praise in the form of congratulations and hopes, students became more motivated and encouraged to try as hard as possible to improve their academic achievements (National Research Council, 2003). Teachers also build positive relationships with students by encouraging, prioritizing relevance, and providing verbal praise to motivate students in class (Hardré & Sullivan, 2008). Therefore, the author conveys religious values through appreciation and sincerity toward student achievements visually and verbally.

**Figure 7: Congratulating Other People's Success**



Figure 7 contains portraits of two girls and one boy discussing certain events. From the picture, it can be seen that all the characters are fellow students and the conversations occur in the classroom environment. The boy in the picture said, *"Congratulations, Lina! It's your dream to be the winner of the school's storytelling competition, isn't it?"*, in his sentence. Interpreted as a dimension of religious values, relationships with others are demonstrated by congratulating friends on their achievements. Regarding interpersonal relationships in the school environment, friendship ties have a big role in students' lives (O'Rourke et al., 2019). Expressions of congratulations conveyed sincerely by one of the figures in the conversation above are considered a form of support for fellow friends. Therefore, the portrait depicts the bonds of friendship between classmates and symbolizes sincerity in the success achieved by others.

**Figure 8: Appreciating Group Teamwork**

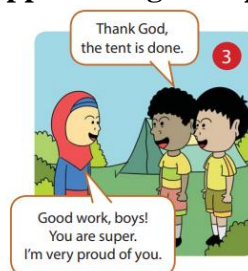


Figure 8 depicts a girl and two boys discussing their success in building a tent. It can be seen in the photo that the activity took place in an outdoor area. The girl in the portrait said, *"Good work, boys! You are super. I'm very proud of you"*, can be interpreted as a dimension of religious values, namely appreciating cooperation between groups. This value is central to building interpersonal relationships and useful skills that are important for a person's daily life. For students, teamwork also plays a significant role in character building efforts because it is done together with other people to achieve certain team goals (Lau et al., 2013). Apart from that, collective success can be achieved optimally through cooperative relationships built between members. Therefore,



the author provides an overview of cooperation between friends or colleagues, which is presented through pictures with conversational dialogue. Thus, instilling religious values in the form of building relationships with other people can be done through appreciation of cooperative actions.

**Figure 9: Suggesting to Visit the Orphanage**

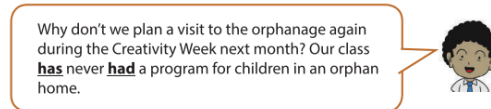


Figure 9 shows a boy in a student uniform presenting a proposed group activity agenda. The male student advised his classmates and readers to visit the orphanage again and prepare several programs for the children in the orphanage. Having a sense of caring and providing protection for children in orphanages is one of the implementations of religious teachings in the dimension of social relations. One form of care and protection that can be done is by providing various useful activities, for example Creativity Week as stated by the character above. Through various activities that stimulate interpersonal and intrapersonal relationship, students were able to think critically in dealing with problems and foster cooperation between orphans (Azid & Yaacob, 2016). Therefore, the potential of orphans to influence their attitudes and behavior needs to be maximized. The author tried to convey the importance of this concern through the religious values found, namely the value of sincerity and protection for small groups in the social order, especially children in orphanages.

### ***Dimensions of Individual Relationship with the Environment***

From a theological perspective, all creation is interconnected and equal before God. Furthermore, humans have a reciprocal relationship between individuals and nature or the surrounding environment. The environment has a crucial role in various aspects of human life, so it is also necessary to properly handle other living creatures such as plants and animals (Melé & Cantón, 2014).

**Figure 10: Learning about Animals and Plants**



Figure 10 shows a picture of a girl and boy having a short conversation as fellow students during lunchtime. Seeing that his other friends were not in the cafeteria, the girl in the picture asked if his friend did not have lunch and the boy answered, “No. They are all in the library. They’re looking for some texts about animals and plants in the encyclopedia. Let’s go and join them.” The following statement is related to one of the religious teachings, namely that humans also care about nature and are responsible for protecting the environment. Curiosity in nature also allow students to understand points of view, share, empathize and help other living creatures. One of the methods the author used in this textbook is providing illustrations to convey the values of

caring for nature by seeking information and learning about animals and plants through reading certain books (Rule & Zhanova, 2014).

**Figure 10: Instructions for Nature-themed Activities**

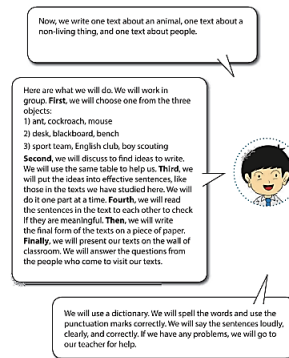


Figure 11 shows a picture of a boy in a student uniform giving a list of instructions for learning more about animals, non-living things, and people. The boy provides steps in writing text for students, which is done through group work activities. Most religions believe that the creation of the universe in a detailed form consisting of living things (people, animals, plants) and non-living things with different details was an act of God (UNEP, 2018). To increase awareness of protecting the environment, interactions between living things, non-living things and the surrounding environment are very important. Therefore, this awareness can be realized in various ways, such as helping students to seek knowledge about the environment as its natural habitat. In this way, they can understand the surrounding environment, including living things (people, animals and plants) and non-living things (Bakar et al., 2020). By providing instructions for nature-themed activities such as writing texts about animals, non-living things and people to students, the author conveys the value of caring for and protecting the surrounding environment.

### ***Textual Representation of Religious Values in ELT Textbook***

Language is a tool for expressing thoughts and ideas conveyed to other people. Moreover, discourse and context also have a strong role in how language is used, representations are created, and meaning is created. By using language, representation activities are carried out which include how the author of the text presents ways of creating meaning and looking at the world to describe a certain series of ideas about an event, process, group of people, and so on (Melé & Cantón, 2014). For this section, the researcher found 6 textual artifacts about the relationship between humans and God. In addition, 4 textual artifacts were found regarding the relationship between humans and other humans. Finally, 2 textual artifacts focusing on the relationship between humans and the universe or environment were found.

### ***Dimensions of Individual Relationship with God***

**Figure 12: Expressing Gratitude for God's Blessings**

Lina: "Thank God, I've got an A for my Math test.  
But, I don't know the result of my English test, yet."  
Dayu: "Congratulations on the result of your Math test!  
I hope you get an A for the English test, too."

Figure 12 contains a dialogue between two characters named Lina and Dayu. From this dialogue, it is known that Lina got a satisfactory score in her mathematics test. Therefore, Lina's character says, *"Thank God, I've got an A for my Math test."*, as a gratitude towards God for her success. Expressing gratitude to God is an example of gratitude carried out by religious people for God's blessings so that they can achieve their desired goals. This also applied to students who instill a sense of gratitude and belief in God's support and help in all the activities they do. Through expressions of gratitude, students could experience various positive impacts such as motivation, involvement and increased independent achievement. In this way, grateful students were more motivated to carry out activities to improve their academic performance at school (King & Datu, 2018). Therefore, the author conveyed these conversational sentences in order to help improve students' relationships as individuals with God.

**Figure 13: Suggestions for Maintaining Personal Health and Hygiene**

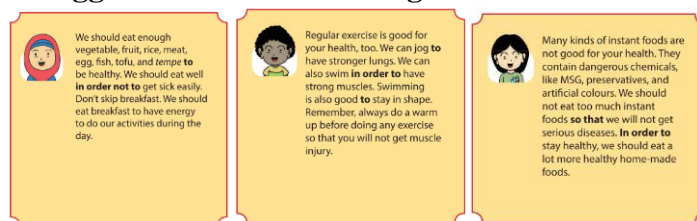


Figure 13 is a collection of reading materials containing tips or suggestions for maintaining personal health and hygiene. The reading includes the importance of consuming nutritious food, exercising diligently, and being wary of instant foods that contain chemicals that are dangerous to health. According to Tanır (2019) healthy lifestyle behavior consists of sufficient exercise, a balanced diet, hygienic behavior, and so on. However, in reality, adolescents often engage in behavior that is risky for health, such as irregular sleep duration and unhealthy eating patterns. On the other hand, students are responsible for maintaining their health by implementing behavior or habits that can help improve the quality of their health (Emanova et al., 2020). Therefore, the reading contains tips provided by the author to help students maintain the mindset of maintaining personal hygiene and health is also influenced by religious beliefs in daily life as a form of gratitude and blessings given by God.

**Figure 14: Labels of certain medications**

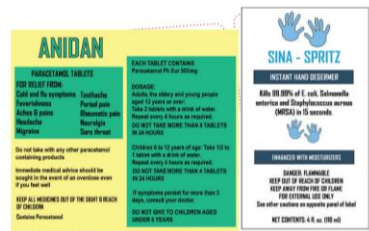


Figure 14 displays Anidan and Sina-Spritz labels containing facts about the drugs provided therein. The label provides information about the drug brand, drug name, description, content/amount, how to use, instructions for use & dosage and storage instructions. From these two labels, information was obtained regarding the brand of paracetamol tablets called Anidan and Sina-Spritz as brands of instant hand degermer products. Having the ability to analyze the label on a medicinal product is very useful because it helps students understand information about certain

drugs to maintain personal health. Some people often misunderstand and misread drug label instructions, make mistakes when restating the instructions in their own words, and are unable to demonstrate a functional understanding of the drug, which can have fatal consequences for their health (Sørensen et al., 2012). Therefore, the author provides these two labels as textual artifacts to help students improve their understanding of product information and maintain safety when consuming certain drugs by following appropriate instructions (Maghroudi et al., 2021).

**Figure 15: Nutrition Facts on Product Labels**



Figure 15 displays the product labels for beverages (Novel Tea) and food (Farmhouse Oatmeal Bread) along with nutritional facts. The label contains information about the product brand, product name, content/amount, description, ingredients, instructions for use & dosage and storage instructions. From these two labels, information was obtained regarding Novel Tea brand beverage and food products in the form of Farm House brand oatmeal bread. These two examples of labels can be interpreted as dimensions of a person's relationship with God by making efforts to maintain personal health and hygiene. Therefore, having healthy eating habits is one of the practices taught by most religions to reduce the risk of various diseases based on certain foods consumed (Tan et al., 2013). Consuming nutritious drinks and food products is important to meet human needs, including high school students. Therefore, the author provides these two labels to understand the content and nutritional facts of the drinks and food products they consume daily.

**Figure 16: Recipes for Making Food and Drinks**

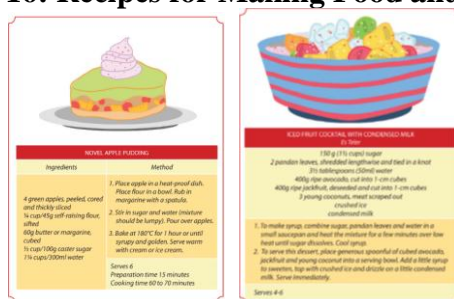


Figure 16 shows recipes for making a novel apple pudding and iced fruit cocktail with condensed milk. Both recipes also include examples of procedure texts which contain a series of steps for carrying out the process of making a particular food or drink. Procedure texts generally contain a description of the steps or instructions in carrying out a task. Meanwhile, a recipe is a type of procedural text that aims to get the best results, in this case cooking food or making drinks (Zhang et al., 2012). Thus, reading a recipe for making a food or drink can be interpreted as an example of a human's relationship with God by trying to avoid accidents, damage or unnecessary waste. Through the recipes in the textbook, the author tried to help develop students' attitudes of responsibility and improve students' abilities in analyzing reading texts, especially procedure texts in the form of recipes for making food or drinks.

**Figure 17: Manual in Using a Rice Cooker Machine**

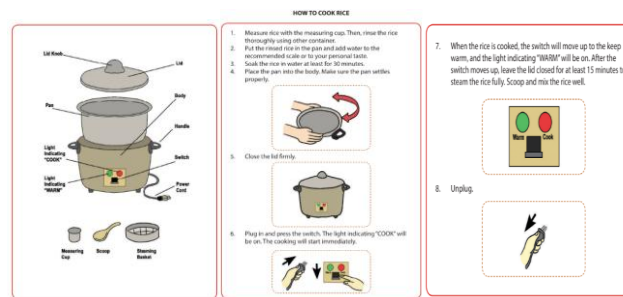


Figure 17 shows a manual on how to cook rice using a rice cooker. As is known, a manual is also an example of a procedure text which is characterized by several operating steps for a particular product (Zhang et al., 2012). Starting from an introduction to the rice cooker machine to the steps for use, this manual is intended to make it easier for users to operate the rice cooker. By reading manuals, an attitude of responsibility, independence and hard work emerges, making it easier to complete tasks in everyday life. Being able to follow certain instructions also supports students in improving their life skills, such as operating certain technologies such as rice cookers, televisions, computers, and others. Therefore, the author provides manual examples to students to improve students' abilities in analyzing reading texts, especially the procedure text in the form of steps for cooking rice using a rice cooker machine.

### ***Dimensions of Individual Relationship with Other People***

**Figure 18: Helping a Sick Friend**

Lina: "I don't feel well. I'm catching a cold."  
Udin: "You should go to the doctor."  
Beni: "I don't think that's a good idea. Just take a good rest and drink a lot of water, Lina."  
Siti: "I agree with Udin. You should go to the doctor, Lina. You look very pale. I think you need to take medicine."  
Edo: "I don't agree with you, Siti. Too much medicine is not good. Lina, just take a rest, drink a lot of water, and eat only healthy food."  
Dayu: "I think the best to do is go home, Lina. Your mom and dad know better what you should do."

Figure 18 contains a short conversation between the characters, namely Lina, Udin, Beni, Siti, Eko and Dayu. The point of the conversation was to advise a friend who was not feeling well, namely Lina. The characters Udin and Siti suggest that Lina immediately see a doctor. However, Beni and Edo disagreed with this suggestion and told Lina to rest immediately, drink lots of water and eat healthy food. At the end of the conversation, Dayu recommended that Lina go home first because her parents would know what was best for Lina. This short conversation is packaged as a textual artifact that shows conflicts and quarrels between friends are often encountered in students' daily lives. Therefore, schools have an important role in providing non-violent conflict resolution strategies in the school environment, especially for students (UNICEF & UNESCO, 2007). In the development of students during adolescence, the value of religiosity has a positive impact on students, such as having a sense of empathy and caring that encourages them to help others (Markstrom et al., 2010). In addition, the value of friendship is also displayed in the conversation. Therefore, the author inserts these values, namely not forcing one's will, caring for others, and the value of friendship to help shape character, especially in students.



**Figure 19: Caring about Other People's Conditions**

Lina: "Udin, what happened to your foot?"  
Udin: "I tripped and fell while I was carrying the pillows up the stairs at home"  
Lina: "I hope you'll get well soon, Udin."

Figure 19 contains a short conversation between a female character named Lina and the character of a man named Udin. The conversation begins with the character Lina asking about Udin's feet. Udin further explained that before he had tripped and fell down the stairs. Finally, Lina said, "*I hope you'll get well soon, Udin.*", as a sign of empathy and concern for people. In addition, there is a value of sincerity in the sentence spoken by Lina. The values found are also included in the religious dimension in the form of relationships between individuals and other people by caring for each other and showing empathy for the difficulties experienced by others. With the school as a companion for students in developing these religious values, students were able to empathize with each other by helping and being more active in establishing relationships with others, such as teachers and peers (Markstrom et al., 2010).

**Figure 20: Caring and Protecting Small or Marginalized One**

Siti: "What have **they** done for street children?"  
Dayu: "They **have done** one thing for street children and one thing for poor families. To celebrate the 15th birthday of the orphanage, they gave thirty street children twenty thousand rupiahs each. Early this month they went to some poor families in the neighbourhood and gave each family a gift containing sugar, cooking oil, and rice."

Figure 20 is a dialogue delivered by two characters named Siti and Dayu. They talked about the children in the orphanage which helps street children and poor families. This relationship is based on a sense of caring and sincerity in sharing with others, which can be interpreted in dimensional relationships between individuals and other people. Orphanage children take action to help others as a form of gratitude, which aims to establish social relations with the community (Listiyandini, 2018). Even though each person has their own destiny in life according to God's will, children in orphanages still have a sense of concern for street children and poor families around them. This is an example of good behavior in educating students. In accordance with religious teachings, a student should be able to understand and have values such as caring for others and protecting small or marginalized groups. Therefore, the author incorporates these values into the material, one of which is through short conversations or certain dialogues in the textbook.

**Figure 21: Helping Orphans and Other Children in Need**

**Conversation 5**  
Edo: "I didn't know that kids at orphanage are cheerful and friendly kids. It turns out that they are happy and smart."  
Beni: "Not only that. They (help) other kids, too. I think we should do something like that, too. So far we (be) busy thinking only about ourselves."  
Edo: "Yes, you're right. Let's think about something that we can do to help the orphans and other needy children."

Figure 21 is a conversation held by characters named Edo and Beni. They talked about the children at the orphanage who were very friendly and cheerful and liked to help other children. This is most likely based on the resilience of children in orphanages (Putri et al., 2023). Furthermore, feelings of gratitude, environmental support, relationships with other people, and positive activities are factors in increasing happiness (Listiyandini, 2018). From their conversation,

both Edo and Beni realized that they were too busy with themselves, so they intended to start doing things that could help enrich the potential of the orphanage children (Azid & Yaacob, 2016). They also plan to do something to help orphaned children and other children in need. In this way, the author conveys religious values through dialogue or textual conversation with the dimensions of relationships between individuals and others in the form of resilience and awareness to help and protect small groups, for example, children in orphanages.

### *Dimensions of Individual Relationship with the Environment*

**Figure 22: Ways to Live in a Healthy Environment**

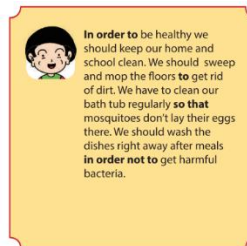


Figure 22 is a reading that contains tips or suggestions for keeping the surrounding environment clean. The reading section includes efforts to create a healthy environment, from sweeping and mopping the floor and cleaning the bathroom, to washing dishes to prevent the emergence of viruses and bacteria that cause disease. Thus, this reading which contains tips for creating a healthy lifestyle and environment has religious value which is interpreted as a person's relationship with their environment. The religious value in question is the enthusiasm for learning about the surrounding environment to preserve nature. For junior high school students, creating a healthy environment is the responsibility of all participants in the educational process. One party that can provide this information is the school, with teachers providing examples to students (Emanova et al., 2020). Therefore, the author includes short readings containing religious values through tips or ways to live a healthy life in the environment as learning material.

**Figure 23: Simple Advertisement for an Encyclopedia Book**

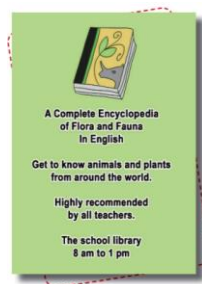


Figure 23 displays an advertisement inviting students to read an encyclopedia book. In the advertisement, there is written information about the availability of a complete encyclopedia book discussing animals and plants worldwide in English. In addition, it is stated that teachers highly recommend the book. The advertisement ends with information regarding the location for accessing encyclopedia books, namely school library visiting hours, namely 8 am to 1 pm. Thus, the advertisement has religious value which is interpreted in the dimension of a person's relationship with their environment. The religious value in question is promoting activities to



preserve nature by protecting the environment and expanding information about the ecosystem within it. Rule & Zhanova (2014) stated that people sometimes focus on preferred species to gain greater attention and treatment strategies. The existence of other creatures that are less known to the public will trigger problems in efforts to maintain the ecosystem. Therefore, one solution that can be taken is to understand the factors that influence environmental conservation by developing effective programs that can help influence people's views on other creatures around them. Through this advertisement, the author tries to attract students' attitudes and interest in the environment (Härtel et al., 2023).

Based on the results of the analysis, the ELT textbook selected as research data have fulfilled the portrait of religious values in the ELT textbook for junior high school students published by the Ministry of Education and Culture. Three dimensions of religious values (the relationship between the individual and God, the relationship between the individual and other people, and the relationship between the individual and the universe or environment) was found using the CDA framework (Fairclough, 2013) through visual-verbal and textual artifacts in the textbook. Researchers have conducted several previous studies, most of which discussed the values of character education in English textbooks (Utami et al., 2021). It was also agreed that textbooks are a suitable learning medium for conveying character education material to students. However, the analysis carried out by Hirdayu et al., (2022) only focused on the representation of overall character values in the English textbook for seventh-grade students.

Following the Ministry of Education and Culture's statement (2017) regarding the dimensions of religious values, the first discussion presented in the textbook is about the dimensions of the relationship between individuals and God which creates a mindset with religious values as a priority by instilling attitudes in everyday life. As stated by Melé & Cantón (2014), the relationship between an individual and God showed how the individual thinks in understanding the highest meaning and value of belief, relationships and worship. Thus, the use of English as a universal language in the textbook has outlined the dimensions of an individual's relationship with God by encouraging students through motivation, expressing gratitude to God, maintaining personal health and hygiene, and improving students' life skills. As a result, the findings of this study were in line with previous research conducted by Phillips et al., (2021) which stated that activities accompanied by religious values have shown a positive impact in shaping students' character, as well as leading students to have a better self-perception.

Apart from the dimensions of the relationship with God, the religious values presented in the textbook have also influenced the development of interpersonal relationships between individuals (Melé & Cantón, 2014). In accordance with the second dimension or the relationship between individuals and other people, the analysis of interpersonal relationships is interpreted in the form of attitudes of tolerance, helping each other through cooperation, and so on. Having the principles of anti-bullying and violence, maintaining friendship and sincerity are also part of the realization of interpersonal relationships that students must have based on the explanation by UNICEF & UNESCO (2007). Appreciating others by giving verbal praise or congratulating others on their achievements, respect for teamwork, helping and caring about other people's conditions and not forcing their will were also instilled in students. Furthermore, the values of friendship, sincerity and protection of small groups such as orphans and poor families were produced by interpersonal relationships as explained by Markstrom et al., (2010).

Lastly, religious values also focused on the dimension of an individual's relationship with their environment. According to UNEP (2018), the discussion included the creation of the universe in various forms and different levels of clarity or detail, which has been recognized by most religions in the world. Not only that, creating a healthy environment is also important for building a healthy lifestyle so that the relationship between individuals and the environment could be well established in accordance with the statement of Emanova et al., (2020). Thus, the third discussion of religious values in this research has included a representation of the dimensions of the relationship between individuals and the universe or environment. In line with Rule and Zhbanova (2014), several programs to increase students' willingness to protect nature were carried out by studying the environment and the living things in it (animals, plants, humans and non-living things), looking for information about protecting nature and keeping the environment clean through reading books and holding activities aimed at preserving nature.

## CONCLUSION

The representation of religious values was studied using a textbook for junior high school students published by the Ministry of Education and Culture of the Republic of Indonesia. In the discussion, it can be seen that in the selected English textbook, three dimensions of the relationship between religious values have been found (the relationship between individuals and God, the relationship between individuals and others, and the relationship between individuals and the universe or environment). The findings show 23 visual-verbal and textual artifacts containing religious values related to students' daily lives. The dimension of the relationship between individuals and God is the most represented dimension, namely 11 artifacts. Meanwhile, the dimension of the relationship between individuals and the universe or environment is the least represented, namely only 4 artifacts. However, the religious values conveyed are expected to help students apply the teachings of the religion in their daily lives.

Nevertheless, this study has limitations because the research data collected were only taken from the junior high school ELT textbook published by the Ministry of Education and Culture. Therefore, further research is needed to see a wider scope. The researcher suggests that information related to religious values can be represented more explicitly in student textbooks. In addition, some suggestions are also addressed to textbook authors to provide more artifacts in each chapter regarding the three dimensions of the relationship between religious values evenly. Teachers are also expected to be able to integrate these religious values using student textbooks. Finally, further researchers can conduct similar studies that discuss the representation of religious values using different textbooks or other alternative frameworks.

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