

**CULTURAL DIVERSITY DEPICTED IN EFL  
JUNIOR HIGH SCHOOL BOOKS: A CRITICAL  
DISCOURSE ANALYSIS**

**THESIS**

Submitted in Partial Fulfilment of the Requirement for Degree  
of Bachelor of Education in English Education Department



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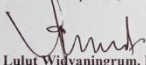
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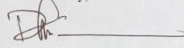
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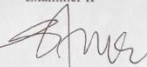
  
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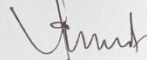
  
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*Assalamu'alaikumWr. Wb*


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ANALYSIS

State that this thesis is ready to be submitted to Education and Teacher Training Faculty of UIN Walisongo Semarang to be examined at Munasqosyah Session.

*Wassalamu'alaikumWr. Wb*

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## MOTTO

فَإِذَا فَرَغْتَ فَانصَبْ ۖ وَإِلَىٰ رَبِّكَ فَارْغَبْ ۝  
(Al Insyirah 7-8)

*Meaning: 7. So when you are free, nominate. 8. And make your Lord your exclusive object.*<sup>1</sup>

“Live as if you were to die tomorrow. Learn as if you were to live forever.”<sup>2</sup>

Mahatma Gandhi

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<sup>1</sup>Qur'an Kemenag, 2019, Al-Qur'an QS. Al Insyirah: 7-8

<sup>2</sup><https://motivasee.com/hiduplah-seolah-eng-mati-besok-belajarlah-seolah/>. Cited on 13<sup>th</sup> of June, 2022 at 13.00 PM.

## **DEDICATION**

This writing project is fully dedicated to:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum. as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadhlilah, S. Pd. I., M. Pd. as the Head of English Language Education Department.
3. Dra. Nuna Mustikawati Dewi, M. Pd. as the guardian lecturer who has guided me on undertaking the study from the beginning semester until the end.
4. Lulut Widyaningrum, M. Pd. as the advisor. Words cannot express how grateful I am for helpful advices, guidance, and encouragement in composing this final project.
5. All lecturers of English education department.

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First and foremost, praises and thanks to God, the Almighty, for His showers of blessings throughout my research work to complete the research successfully.

I would like to express my deep and sincere gratitude for the support, guidance, advice, and encouragement from many people and institutions. Therefore, the researcher would like to express the deepest gratitude to:

1. Dr. KH. Ahmad Ismail, M. Ag., M. Hum. as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.
2. Sayyidatul Fadhlilah, S. Pd. I., M. Pd. as the Head of English Language Education Department.
3. Dra. Nuna Mustikawati Dewi, M. Pd. as the guardian lecturer who has guided me on undertaking the study from the beginning semester until the end.
4. Lulut Widyaningrum, M. Pd. as the advisor.  
Words cannot express how grateful I am for

helpful advices, guidance, and encouragement in composing this final project.

5. My beloved family, especially my beloved father and mother (alm. H. Habib) and Siti Ruchayah who always give me support either financial or mental during my thesis work.
6. My teacher and ideological father at Monash Institute Semarang, Dr. Mohammad Nasih who never tire in providing insight, encouragement and guidance. May Allah bless him.
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9. *Last but not least, I want to thank me for believing in me, for doing all this hard work, for having no days off, for never quitting, for just being me at all time.*

The researcher realizes that this thesis is still far to be perfect; therefore, constructive suggestions and criticism are needed to make it perfect. The researcher hopes this thesis can be helpful for the improvement of English teaching-learning.

Semarang, 21 Juni 2022

The Writer,



**Anis Sa'adatur Rohmah**

NIM: 1503046103

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## **ABSTRACT**

Title : CULTURAL DIVERSITY DEPICTED IN EFL  
JUNIOR HIGH SCHOOL BOOKS: A CRITICAL  
DISCOURSE ANALYSIS  
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As the goal of English pedagogy at the primary, secondary and tertiary levels of education is achieving Intercultural Communicative Competence, EFL textbooks not only promote Anglo-American and British cultures but also include both EFL learners' home and international cultures. This study aims to explain the cultural values predominantly depicted in the EFL junior high school books and to analyze the ways of EFL textbooks in providing EFL learners with the opportunities to enhance their intercultural knowledge and awareness. This study uses qualitative as the research method, and content analysis as the research design. By using Yuen's cultural categorization and Systemic Functional Linguistic (SFL) by Halliday as the data analysis, this research found that the most dominant of cultural aspects are 'Practice', with the percentage 72% for grade VII, 86% for grade VIII, and 53% for grade IX. from the percentage, the most dominant cultural values are politeness, respect others, and care for each other. Although the textbook writers seem to be aware of the cultural diversity present in Indonesia and elsewhere, English teachers, textbook users, may be unaware of this. Therefore, it is necessary to examine how English teachers teach the cultural values depicted in EFL textbook. Observation of how teachers convey cultural values to students need to be undertaken.

**Keywords: Critical Discourse Analysis, Cultural Diversity, EFL Textbook**



## CHAPTER I

### INTRODUCTION

This chapter discusses the background, the questions, the objectives, research focus, and significances of the research.

#### **A. Background of the Research**

The increasing number of English users from non-English speaking countries have shaped the changing roles of English as an additional language, an international language, a global language and a lingua franca. As English plays an increasingly important role as a global lingua franca, the goal of ELT at the primary, secondary, and tertiary levels of education in multicultural and multilingual contexts should be directed at achieving intercultural communicative competence (ICC).<sup>3</sup> ICC according to Bennet is the ability to communicate in cross-cultural situations effectively and connect appropriately in various cultural contexts.<sup>4</sup> In this case, it is

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<sup>3</sup>Reni Kusumaningputri and Handoyo Puji Widodo, 'Promoting Indonesian University Students' Critical Intercultural Awareness in Tertiary EAL Classrooms: The Use of Digital Photograph-Mediated Intercultural Tasks', *System*, 72 (2018), 49–61 <<https://doi.org/10.1016/j.system.2017.10.003>>.

<sup>4</sup>Janet M. Bennett and Milton J. Bennett, 'Developing Intercultural Sensitivity: An Integrative Approach to Global and Domestic Diversity', *Handbook of Intercultural Training*, October, 2004, 147–65 <<https://doi.org/10.4135/9781452231129.n6>>.

intended that English learners should be able to communicate with people from different linguistic and cultural backgrounds.

To achieve this goal, EFL teaching and learning must be accompanied by cultural teaching. Infusing cultural values is an important part of learning English as an international and foreign language. Moreover, the need of communication in the current disruption era required English learners to be able to communicate with people who have different language, culture, and national background. This is in line with Buttjes's (1991) statement that communicating with other people from different cultural backgrounds and ways of thinking is important in everyday life. In addition, Kramsch (1993) asserts that a person cannot be competent in a language if he does not have awareness toward the cultures, and knows how the culture relates to their own language and culture.

Therefore, learning a language in the context of English cannot be separated from learning culture because language is part of culture and culture is part of language <sup>5</sup>. Bennet, Bennet, and Allen (2003) then emphasize the inseparability of

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<sup>5</sup>Sandra McKay and H. Douglas Brown, 'Principles of Language Learning and Teaching', *TESOL Quarterly*, 2000, 240 <<https://doi.org/10.2307/3586319>>.

language and culture by claiming that learning a language without an underlying culture makes the learner stupid.<sup>6</sup>

An individual who learns a language before learning culture can breach cultural norms, leading to misunderstanding.<sup>7</sup> Inserting cultural aspects of language teaching and learning offers resources for students to experience the world from another's viewpoint. It can prepare students for better and well-informed national and international life. It can thus enhance their acceptance and understanding between cultures, minimize their prejudice, enhance their awareness of other cultures, and allow them to interact properly and efficiently in different communicative situations.<sup>8</sup>

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<sup>6</sup>Karim Sadeghi and Zhila Sepahi, 'Cultural Content of Three EFL Textbooks: Teachers' and Learners' Cultural Preferences and Cultural Themes of Textbooks', *Pedagogies*, 13.3 (2018), 222–45 <<https://doi.org/10.1080/1554480X.2017.1417128>>.

<sup>7</sup>Urip Sulistiyo, Retno Wulan, and others, 'A Critical Content Analysis of English Textbook for Senior High School Students in Indonesia', *Studies in English Language and Education*, 8.1 (2021), 84–98 <<https://doi.org/10.24815/siele.v8i1.16778>>.

<sup>8</sup>Omar Fouad Ghafor, 'Exploring the Perceptions of Kurdish EFL University Students towards Culture as the Fifth Language Skill', *Studies in English Language and Education*, 7.1 (2020), 70–82 <<https://doi.org/10.24815/siele.v7i1.15813>>.



However, to understand and respect other cultures and reflect learners' own cultures with other cultures, learners need first to understand and respect their own cultures. Understanding own culture is important to build learners' identity. According to Woodward (as cited in Amalia, 2014), identity gives someone a place in the world and functions as a bond between someone and the community in which he/she resides, as well as providing insight into who they are and how they contribute to others and the world in which they live.

In other words, learners can know who they are and act as whom they are when communicating with other people, especially with other cultures. Thereby, it allows people to interact appropriately and effectively in a variety of communicative ways. The ability to communicate in various contexts will lead them to acquire the global competence required to live in the 21st century.

In the light of the necessity to equip EFL learners with communicative competence to cope with the variety and complex social contexts, teaching materials must be designed to include cultural and intercultural elements as well as relevant pedagogical strategies. Among several teaching resources, a textbook is the most favorite use, especially in Indonesia, regarding their practicality and effectiveness in serving as the basis for language input in the classroom.

The textbook can function as a resource. It provides a classroom with texts, explanations, activities, or tasks (Ayu, 2020; Sulistiyo et al., 2021; Teo & Kaewsakul, 2016), which can be adopted and adjusted based on the needs. A textbook can also perform as a map. This offers an outline of a standardized curriculum of linguistic and cultural elements, showing the field to be undertaken by teachers and learners, and synthesizing previous lessons' behavior so that it assists teachers and learners in understanding the objectives of the course and all classroom activities.<sup>9</sup>

Several previous studies have conducted research in the context of foreign language education, especially those evaluating foreign language textbooks, including: (Feng 2019; Joo et al, 2020; Lee & Li, 2020; Puspitasari et al, 2021; Sulstiyo et al, 2020). They focused on cultural/multicultural representation, gender equality, moral values, multimodal, and intercultural contact.

Most of the previous studies investigated the representation or inclusion of cultural values in foreign language textbooks (Davidson & Liu, 2020; Lee & Li, 2020; Setyono & Widodo, 2019; Xiang & Yenika-Agbaw, 2021).

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<sup>9</sup>Cortazzi and Jin, 'Cultural Mirrors', *Culture in Second Language Teaching and Learning*, 1999, pp. 196–219 <[https://itdi.pro/itdihome/advanced\\_courses\\_readings/cortazzi.pdf](https://itdi.pro/itdihome/advanced_courses_readings/cortazzi.pdf)>.

However, only a few investigated the cultural values represented in foreign language textbooks in junior high school in the context of multicultural countries such as Indonesia and other Asian multi-ethnic contexts (e.g. Hong Kong, India, Singapore and Turkey). To fill this void, this critical discourse study explores the representation of multicultural values in Indonesian junior high school English textbooks.

## **B. Research Question**

The problem above issued research questions, i.e.

1. What cultural values are predominantly depicted in the EFL junior high school books?
2. How do the English Textbooks provide EFL learners with the opportunities to enhance their intercultural knowledge and awareness?

## **C. Objective of the Research**

According to the research question, the objective of the research can be stated as:

1. To explain the cultural diversity predominantly depicted in the EFL junior high school books.

2. To analyze the ways of EFL textbooks in providing EFL learners with the opportunities to enhance their intercultural knowledge and awareness.

#### **D. Focus of the Research**

The focus of the analysis was placed on the verbal and visual text containing the cultural values adopted from EFL textbooks (Bahasa Inggris ‘When English Rings A Bell’ for grade VII & VIII, ‘Think Globally Act Locally’ for grade IX) approved by Ministry of Education and Culture. The textbooks were chosen as a unit of textual analysis based on the following justifications:

1. The books are the product of the curriculum that is currently in used, namely 2013 curriculum. So, the books are believed to have content validity.
2. The books have been mandated by Indonesian Ministry of Education and Culture to be used in public and private junior high schools. This can increase the readership validity because the users of textbooks, teachers and students come from different regions.
3. The books contain cultural values which are represented in verbal and visual texts. These values need to be assessed critically because textbooks are curriculum product that reveal ideological meanings from a cultural perspective

### **E. Significances of the Research**

This study tries to examine cultural representation in English textbooks published nationally for junior high school level. The research findings can be a catalyst for English textbook writers to design and develop English language materials that contains cultural values to promote understanding of cultural differences. Another contribution of this research is to provide a better understanding of the representation of nationally adopted cultural values in a country that has diverse languages and culture. The next contribution, this research will enrich scientific discussion about the role of local culture in ELT materials.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses previous researches, reviews of related literatures, and conceptual framework of this research.

#### **A. Previous Research**

A number of previous studies on EFL textbooks have been carried out at various levels from elementary school (Feng, 2019; Joo et al, 2020; Lee & Li, 2020; Puspitasari et al, 2021; Sulistiyo et al, 2020) to the middle/high school (Abid & Moalla, 2020; Davidson & Liu, 2020; Elmiana, 2019; Lee, 2018; Setyono & Widodo, 2019; Xiang & Yenika-Agbaw, 2021), by raising various research focuses such as cultural/multicultural representation (Davidson & Liu, 2020; Lee & Li, 2020; Setyono & Widodo, 2019; Xiang & Yenika-Agbaw, 2021), gender equality (Lee, 2018), moral values (Feng, 2019; Puspitasari et al., 2021; Sulistiyo et al., 2020), multimodal (Elmiana, 2019; Joo et al., 2020), and intercultural contact (Abid & Moalla, 2020).

Several previous studies on cultural/multicultural have shown that the cultural representation of the three circles in English textbooks are unequally represented. Most of the culture represented is the culture of the inner circle countries such as British and USA culture. As research conducted by

Xiang & Yenika-Agbaw (2021), by applying Kachru and Nelson's model of spreading English and its categorization into Inner, Outer, and Expanding circles. His research investigated which countries are introduced and how multicultural variables including race/ethnicity, gender/sexuality, social class, and persons with disabilities are represented. The results show that there is an imbalance in the representation of the country's culture in the textbooks studied.<sup>10</sup>

In the same case, Lee & Li (2020) conducted a study by comparing two English textbooks used in mainland China and Hong Kong. Using Kachru's three-circle model and Moran's 4P framework (referring to products, practices, perspectives, and people), he found that both book series cover content about local as well as foreign cultures. While mainland textbooks focus on British culture in the inner circle through product and people cultural aspects, insufficient attention is paid to other foreign cultures and aspects of culture from the perspective. In contrast, Hong Kong textbooks cover a wider

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<sup>10</sup>Rong Xiang and Vivian Yenika-Agbaw, 'EFL Textbooks, Culture and Power: A Critical Content Analysis of EFL Textbooks for Ethnic Mongols in China', *Journal of Multilingual and Multicultural Development*, 42.4 (2021), 327–41 <<https://doi.org/10.1080/01434632.2019.1692024>>.

range of foreign cultures and a more balanced presentation of various cultural aspects.<sup>11</sup>

In the third previous research, Davidson & Liu (2020) conducted a more in-depth study of cultural representation in English textbooks used by elementary school students in Japan. By using mixed methods, he researched English textbooks and also conducted interviews with students and teachers in Japan. The content analysis of Japanese textbooks and the thematic analysis of student and teacher interviews found that the texts were culturally simplistic and did not help the student population fully realize the values of global citizenship. Meaningful cultural representation can strengthen cultural awareness, open-mindedness, and social responsibility – core dimensions of global citizenship.<sup>12</sup>

The three previous studies above (Davidson & Liu, 2020; Lee & Li, 2020; Xiang & Yenika-Agbaw, 2021) are the

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<sup>11</sup>Jackie F.K. Lee and Xinghong Li, 'Cultural Representation in English Language Textbooks: A Comparison of Textbooks Used in Mainland China and Hong Kong', *Pedagogy, Culture and Society*, 28.4 (2020), 605–23 <<https://doi.org/10.1080/14681366.2019.1681495>>.

<sup>12</sup>Rachel Davidson and Yongcan Liu, 'Reaching the World Outside: Cultural Representation and Perceptions of Global Citizenship in Japanese Elementary School English Textbooks', *Language, Culture and Curriculum*, 33.1 (2020), 32–49 <<https://doi.org/10.1080/07908318.2018.1560460>>.



studies in the context of Asian countries outside Indonesia. Those studies outlined how the cultures of the inner circle, outer circle and expanding circle are represented in EFL textbooks at the elementary and junior high school levels. In the Indonesian context, there is one study examined the representation of multicultural values depicted in EFL textbooks at the high school level conducted by (Setyono & Widodo, 2019). By using Halliday's Systemic Functional Analysis (SFL) theory, they focuses on what multicultural values are represented in English textbooks used by senior high school students grade XII.

The results of Setyono and Widodo's study revealed that the textbook authors emphasized four themes of multicultural values from English textbooks, namely: (1) respect for cultures of different ethnic and religious groups; (2) respect for cultures of indigenous people; (3) conflict avoidance and peace with all forms of life and nature; and (4) appreciation of creative cultural products. Setyono & Widodo (2019) stated that the multicultural values of outer circle and expanding circle countries are important to be added in English textbooks

as a provision for students to be able to communicate with people from different linguistic and cultural backgrounds.<sup>13</sup>

## **B. Literature Review**

### **1. Cultural Values in Language Education**

As the media in the Indonesian language education system, textbooks have several concerns related to the country. According to Purba, Malihah, & Hufad (2019), the social phenomena manifestation varieties linked to diversity consequently always deliver the comprehension to maintain the national cultural identity.<sup>14</sup> Their research highlighted the depiction of social phenomena differences as multicultural in language education through the textbook accommodating the students to have nationalism.

Furthermore, based on the result of the study by Özturgut (2011), he conducted the study concerning multicultural

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<sup>13</sup>Budi Setyono and Handoyo Puji Widodo, ‘The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis’, *Intercultural Education*, 30.4 (2019), 383–97 <<https://doi.org/10.1080/14675986.2019.1548102>>.

<sup>14</sup>Anwar Soleh Purba, Elly Malihah, and Achmad Hufad, ‘The Implementation of Multicultural Education in Senior High Schools in Medan’, *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 2.3 (2019), 226–33 <<https://doi.org/10.33258/birci.v2i3.411>>.

education, the result of the study displaying that regarding cultural diversity. It is promoting multicultural comprehension and encourages the students' awareness of cultural values for constructing the students' belief to be agents of change.<sup>15</sup> His research defined the students of language education consciousness about cultural values through the textbook provided the opportunity for the students to be aware of their capability to organize the beneficial stuff for their circle. It consists of beneficial stuff related to multicultural value comprehension to contribute for their own country. In this case, the values that are included in language education textbooks not only have a role to contribute to the comprehension and consciousness of cultural diversities in the countries moreover to preserve nationalism education.

The transformation of values perspective was not for themselves as students but additionally for the country. Therefore, in Indonesian 7 context, the textbooks are restricted by several government recommendations of values. The values that determined by Kemendiknas (2011) were initially about social interaction, it is related to the students' awareness of their social circle. The second is linked to tolerance, it has

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<sup>15</sup>Osman Özturgut, 'Understanding Multicultural Education', *Current Issues in Education*, 14.2 (2011), 1–11.

correlation to the students' comprehension of diversities such as religious differences, appearance and capability.

The last is a recommendation to consider self-responsibility. It is related to discipline, nationalism, curiosity and independence.<sup>16</sup> Thus, the appearance of multicultural value in language education could be represented through various themes, such as related to social interaction, tolerance, and self-responsibility. These three multicultural value themes depicted in language education could contribute to the country. It provides the opportunity to construct the students' nationality comprehension.

In language education the multicultural appearance has correlation to the students' social competence in their country. Consequently, the persons are required to be an attractive character. Moreover, developing personality as advantageous, civilized and attentive person inasmuch Indonesia is categorized as a place of high-culture contexts, the values in social relation as indicators of human kind and culture of civility.<sup>17</sup> They highlighted that the education of cultural

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<sup>16</sup>BPPPK Kemendiknas, 'Panduan Pelaksanaan Pendidikan Karakter', *Badan Penelitian Dan Pengembangan Pusat Kurikulum*, 2011, 71.

<sup>17</sup>Urip Sulistiyo, Supiani, and others, 'Infusing Moral Content into Primary School English Textbooks: A Critical

values in English textbooks accommodate the personality adaptation for taking an interaction in society. So, following these values, the students were educated to manage their attitude based on the context especially in respecting the values in the country. Therefore multicultural values in the textbook could construct the students' social competence and also their nationalism.

Whereas Widodo (2019) analyzed the values depicted in the textbook. Furthermore, he revealed that the numerous values could be portrayed in English textbooks by investigating the values in English textbooks more critically. It is recommended to discover the value of appearance through the prompts of instructional and images in textbooks. His research determined that visual and nonvisual artefacts are necessary to be analyzed for discovering the whole of multicultural values in the textbook for language education. In hence, the representation of multicultural values in the English textbook for education could be displayed through visual and nonvisual artefacts. As the result of multicultural values representation in language education, visual and non-visual

exemplification of culture in the textbooks have an involvement to provide the contribution for the country.<sup>18</sup>

## **2. Cultural Values in ELT Textbooks**

Certain researchers conveyed a number of their textbooks study results. The language textbooks are not only a significant basis for teaching the subject but also have the proficiency to affect the students' original principles in language knowledge demonstration (Alshammri, 2017). It defined that the presentation of English textbook in teaching is affecting the students' academic competence caused by the presentation of the language material.

Furthermore, the students can learn other knowledge such as the cultural values through the textbook. It is confirmed by the researchers Sulistiyo, Supiani, Kailani, & Lestariyana (2020). They highlighted not only the content (skill) is presented in the textbooks of language but also moral values occurred in the textbook. It means that they emphasized that 9 moral values are presented in the textbook and the intended skill is related to language knowledge such as the skill of reading, speaking, listening, and also writing.<sup>19</sup>

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<sup>18</sup>Setyono and Widodo.

<sup>19</sup>Sulistiyo, Supiani, and others.

Whereas, in the research that was conducted by Li, Dong, & Duan (2019), they established that the English language textbooks implementation are not only for affecting the knowledge of linguistics, but also deliberated as the foremost resource for learning the cultural diversities characteristics of English. This research explained the effects of ELT textbook implementation were related to communication competence and also increased the students' and teachers' knowledge of culture.<sup>20</sup> It means that referring to the previous studies, the textbooks contain not only the language competence or knowledge of linguistics but also the employment of values. In addition, it surrounds the students' original principles, and also English cultural characteristic diversities.

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<sup>20</sup>Jia Li, Juan Dong, and Wei Duan, 'Identity Options and Cultural Representations in English Textbooks Used in Cambodia', *Asian Social Science*, 15.11 (2019), 60 <<https://doi.org/10.5539/ass.v15n11p60>>.

The cultural employment in the textbook provides the opportunity to be an interesting research for several educational staff and critical scholars. The study about multicultural values representation in the textbook that was executed by Setyono & Widodo (2019), they highlighted four themes of multicultural values that should be materialized from ELT textbook. Initially, the representation of multicultural admiration of ethnic and religious diversities in the textbook. This representation is aimed to encourage the students and teachers as the ELT textbook readers to be proud of finding the different faith and ethnicity.<sup>21</sup>

The second one is about respecting the multicultural of intelligence. This value theme taught the students and teachers as the readers of the ELT textbook to be aware of different individual competence in their circumstances. The third is preventing the conflict and having concord with the whole forms of life and nature. This theme of value 10 prompts the ELT textbook readers to be a peaceful and lovely person for the environment such as humans, animals and also the plants. The last recommended value is about appreciation of creative multicultural results. This implementation in the textbook is expected to maintain the different perception of

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<sup>21</sup> Setyono and Widodo.



the cultural product around the students and the teacher as the ELT textbook readers. It is included in respecting the cultural products such as tradition, art and language. It determined that faith, ethnicity, intelligence, peacefulness, tolerance are linked as the multicultural values in the textbook.

Therefore, these themes of multicultural values are highly recommended to be implemented in the ELT textbooks to provide fair circumstances among the students and teachers. According to the relevant study by Zareia & Khalessib (2011) revealed that the textbooks not only contain the tendencies to global issues which were related to international issues comprehension of religion and ethnicity diversities. Additionally, it contains self-promotion such as cultural personal difference.<sup>22</sup>

This depiction of self-promotion in the English textbook was linked to personal differences, it had correlation to value themes such as intelligence, peacefulness, and tolerance of culture products.<sup>23</sup> Their study explained the differences of culture appearance in the textbook was educating the reader to

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<sup>22</sup>Gholam Reza Zarei and Mahmood Khalessi, 'Cultural Load in English Language Textbooks: An Analysis of Interchange Series', *Procedia - Social and Behavioral Sciences*, 15.December 2011 (2011), 294–301  
<<https://doi.org/10.1016/j.sbspro.2011.03.089>>.

<sup>23</sup> Zarei and Khalessi.

react in society by applying intercultural comprehension. Therefore, the preceding research exhibited the English textbook not only presenting the academic knowledge but also cultural values. Values of cultural differences in the textbook through several perspectives and multicultural values representation were displayed throughout the values of cultures differences in the textbooks.

### **C. Conceptual Framework**

The theoretical framework of this research begins from figuring out the fact that cultural content in an ELT textbook has significant effect for the success of students' language achievement. Since the learners of English come from non-English country, they should be familiarized by the culture of the target language in order that they understand of how English used to be communicated.

In another way, local culture referring to learners' culture should be promoted in balance. It will attract learners to communicate simply using English by their own character based on the cultural values that have been taught in their country. So, the importance of exposing cultural content in ELT Textbook should not be neglected. However, with the massive number of locally published ELT textbook, teachers as one who select the teaching source for their guideline might

feel complicated to consider the appropriateness of an ELT textbooks that cover many aspects one of which is cultural content.

Considering that textbook is the main resource in the teaching and learning process, moreover, in teaching foreign language, a textbook evaluation is considered a preferable action to do. This evaluation can help teacher to choose what textbook should be used as their primary resource.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the research method used as a reference in this research to obtain the answers of research questions. The parts of this chapter consist of: research design, research instrument, and data source which are described as follows.

#### **A. Research Design**

This research is qualitative research since it investigates the meaning of cultural values depicted in three EFL textbooks. Qualitative research used to explore, describe, or explain social phenomena and reveal the meaning of activities, situations, events, or artifacts.<sup>24</sup>

In qualitative research, the researchers and participants play an active role in the study.<sup>25</sup> The researcher who uses a qualitative approach tries to understand a phenomenon by focusing on the entire picture rather than dividing it up into

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<sup>24</sup>Patricia Leavy, *The Oxford Handbook of Qualitative Research, The Oxford Handbook of Qualitative Research*, 2014 <<https://doi.org/10.1093/oxfordhb/9780199811755.001.0001>>.

<sup>25</sup> Leonard A Jason and David s Glenwick, *Handbook of Methodological Approaches to Community Based Research (Qualitative, Quantitative, and Mixed Methods)*, Oxford University Press, 2016.

variables. The qualitative approach seeks to reveal a holistic picture and depth-understanding rather than numeric analysis.<sup>26</sup>

To categorise the aspects of culture in the textbooks, this research adopt Yuen's categorization consist of 'Products' (Big C), 'Prctices' (little c), 'Perspectives' (Subjective culture), and 'Persons'. (National standards in the foreign language education projects).<sup>27</sup> 'Product' refers to formal culture that consists of formal institutions (social, political, and economic institutions), the great figures of history and the products of literature, fine arts and sciences.

'Practice' deals with the way of life of a particular group of people (daily living studied by sociologists and anthropologists), such as housing, clothing, food and patterns of behavior that members of a culture regarded as necessary and appropriate. 'Perspective' as a subjective culture (more conceptual) refer to the worldview held by the members of a group or society, such as values and beliefs. 'Person' as well-known icons or individuals we know. For example, Pele and

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<sup>26</sup>Donald Ary and others, *Introduction to Research in Education (Ninth Edition)*, 2014.

<sup>27</sup> Yuen, (2011)

Michael Jordan represent the different cultures of Brazil and the United states respectively.<sup>28</sup>

While, to examine the cultural values predominantly depicted in EFL textbooks, this research used critical discourse analysis (CDA). Critical discourse analysis (CDA) is an interdisciplinary approach to the study of discourse that views language as a form of social practice (Fairclough, 2001).<sup>29</sup> Critical discourse analysis is widely used to analyze social issues such as ideology, cultural values and social inequality are among the areas that are the focus of critical discourse analysis (CDA) and analyze the linguistic characteristics of discourse in relation to social structure and cognition.<sup>30</sup>

Critical discourse analysis is used as a theoretical framework that investigates various aspects of discourse in various disciplines such as the relationship between language and society, because language plays an important role in building social identity and ideology.<sup>31</sup> Halliday (1978) argues

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<sup>28</sup> Yuen.

<sup>29</sup> Setyono & Widodo, 2019)

<sup>30</sup> Ruth Wodak and Michael Meyer, *Methods of Critical Discourse Analysis* (SAGE Publications, 2001).

<sup>31</sup> Wodak and Meyer.

that discourse as text is a process and a product, created, embedded, and interpreted in a particular social context.

CDA was selected as an analytical tool because a textbook is viewed as an educational text which contains a myriad of discursive meanings through verbal and non-verbal languages.<sup>32</sup> Textbooks are seen as the product of educational discourse which can be textually examined. A textbook as a curriculum artifact also is a cultural product situated in the educational domain. Culturally, these textbooks contain a particular value system manifested through the use of specific language verbally and visually. To analyze the cultural values found, this study applies Halliday's (1978) systemic functional linguistics (SFL) through lexicogrammatical analysis or micro-language analysis. This analysis looks at linguistic and visual choices in texts as discourses that convey multi-layered meanings. SFL is deployed to see how lexical items and images as visual texts represent discourses on the attitudes of textbook writers.<sup>33</sup>

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<sup>32</sup>Handoyo Puji Widodo, *A Critical Micro-Semiotic Analysis of Values Depicted in the Indonesian Ministry of National Education-Endorsed Secondary School English Textbook*, Springer Journal, 2018 <[https://doi.org/10.1007/978-3-319-63677-1\\_8](https://doi.org/10.1007/978-3-319-63677-1_8)>.

<sup>33</sup>Widodo.

## **B. Research Instrument**

Since this research is content analysis and is included in qualitative research, the main instrument of this research is the researcher herself (human instrument). The researcher read and re-read all the texts in the textbook series to see certain patterns or themes. Then, the researcher sorted out a few samples of the texts portraying particular cultural values based on Yuen's Categorization. Then, the categorized texts are analyzed by using Systemic Functional Linguistic by Halliday.

## **C. Source of the Data**

The source of the data in this study will be taken from three series of English books namely 'When English Rings A Bell' for grade VII & VIII (revised in 2017), and 'Think Globally, Act Locally' for grade IX (revised in 2018). The three books are published by Indonesian Ministry of Education and Culture and written by a team of ELT textbooks writers who are familiar with ELT practices in Indonesia. Here is a brief profile of the textbooks.

The first, the English book 'When English Rings A Bell' for 7<sup>th</sup> graders of junior high school. This book was published by the Indonesian ministry of education and culture



(MONEC). It has been revised four times, in 2013, 2014, 2016, 2017 and adapted for the Revised 2013 National Curriculum. It is written by Siti Wachidah, Asep Gunawan, Diyantri, and Yuli Rulani Khatimah. There are eight chapters in this book which cover listening, speaking, writing, and reading skill. The chapters and the materials are explained below:

<b>Unit</b>	<b>Material</b>
1. Good Morning, How Are You?	Greeting
	Taking Leave
	Saying Thank you
	Saying Sorry
2. It's Me!	Share and Inquire Identities
	Share and Inquire Hobbies
	Share and Inquire members of Family
3. What Time Is It?	Telling the Time
	Telling The Date
	Telling the Day
	Telling the Month
4. This is My World	State Things, Animal, and Public Places
5. It's A Beautiful	Asking for and Giving Information related to the Qualities of the People, Animals, and

Day!	Things, in order to Identify, to Criticize or to Praise Them.
6. We Love What We do	Asking for and Giving Information related to the Actions/Functions of People, Animals, and Things, in order to Identify, to Criticize or to Praise Them.
7. I'm Proud of Indonesia	Describing People, Animals, and Things, in order: To Make Them Stand out, to Show my Pride of Them, to Promote and Criticize Them.
8. That's What Friends are Supposed to Do	Getting the Message of Song

The second series of MONEC's English book for junior high school is *When English Rings A Bell* for grade VIII. This book has also been integrated with the Revised 2013 National Curriculum. The authors of this book are Siti Wachidah, Asep Gunawan, Diyantri, and Yuli Rulani Khatimah who completely revised the book in 2017. This book consists of 13 chapters with a number of materials. Compared to *When English Rings A Bell* for grade VII and VIII, this series has the most units which consist of 13 units. Here are the units and the materials:

<b>Unit</b>	<b>Material</b>
1. It's English Time!	To Get Attention
	To Check If We are Understood
	To Show Appreciation to Others
	To Tell What We or Other People Think of Something
2. We Can Do It, and We Will Do It	To State that We Can do Something
	To State that We Will do Something
3. We Know What to Do	To Give Suggestions
	To State Rules and Obligations
4. Come to My Birthday, Please!	To Invite Someone to Do Something
	To Give Instructions
	To Ask for Permissions
5. I'm So Happy For You!	To Make Greeting Cards
6. Our Busy Roads	To Show the Existence of Things and People
7. My Uncle is a zookeeper	To Communicate States and Events that Happen routinely or as General Truths in order to Appreciate the Nature, to Show Our Pride in Something or to Give Good and Bad Samples
8. What Are You Doing?	To Communicate States and Events in Progress in order to Share Information with Others
9. Bigger is Not Always Better	Comparing People, Animals, and Things to Show their Differences
	Comparing People, Animals, and Things to be Proud of Them
	Comparing People, Animals, and Things to Praise Them

	Comparing People, Animals, and Things to Criticize Them
10. When I was A Child	To Communicate States and Events in the Past in order to Share Information with Others
11. Yes, We Made It!	To Share Our Experience from an Events and Activities
	To Show that We're Proud of Our Experience
	To Learn From Our Experience
	To Report Our Experience
12. Don't Forget It, Please!	Write Some Messages and Notice to Get What We Want
	Write Some Messages and Notice to Make Other People do What We Want
13. We Got A lot of Histories	To Get the Message of a Song

The third English book by MONEC is Bahasa Inggris ‘Think Globally, Act Locally’ for grade IX. There are 11 chapters in this book which is arranged by Siti Wachidah, Asep Gunawan, and Diyantri. This book has been integrated with the Revised 2013 National Curriculum by the process of editing on March 2018. The explanation of each chapter explained below:

<b>Unit</b>	<b>Material</b>
1. Congratulations !	To Express Hopes and Wishes to Others
	To Congratulate Others on their Fortunes and Achievements
2. Let's Live a Healthy Live !	To State the Purpose ot Intention to do Something

	To Agree or Disagree with a Suggestion or an Idea
3. Be Healthy, Be Happy	To Choose Healthy and Safe Products
	To Avoid Harmful Effects
	To Get the Best Results
4. This is How you do it!	How to Get the Best Results
	How to Avoid an Accident, Damage, or Unnecessary Waste
5. Everybody is always in the middle of something	To Share Information with Others
	To Give an Explanation
6. We have been to an orphan home We went there last Sunday	To Share the Information with Others
	To report the Past Happening to Others
	To Give an Explanation
7. Sangkuriang	To Listen a Folktale
	To Read a Folktale for Myself
	To Read a Folktale to Other People
	To Get a Moral Lesson from a Folktale
8. They are made in Indonesia	To Use Sentences in the Passive Voice to Describe Objects
9. What is it?	To Obtain and Share Information about Things, Animals, Natural and Social Phenomena to General Knowledge
10. Come and Visit Us!	To Understand the Promotion of Goods and Services in Short and Simple Advertisements
11. You Can Always Come Back Home	To Get Message From a Song

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

#### **A. Findings**

##### **1. Cultural Diversity Predominantly Depicted in Three English Books**

The findings of this study depart from the first research question; What cultural values are the most dominant in EFL textbooks for junior high school students. The findings are illustrated from three levels of ELT textbooks, namely When English Rings A Bell and Think Globally, Act Locally.

The findings present the frequency of analysis and narrative analysis of the textbooks regarding cultural values represented in the written texts and images in the textbook series. The findings are taken from values as tallied in Tables below:

##### **1. The Percentage of Cultural Aspects based on Yuen's Categorization (grade VII)**

No.	Yuen's Categorization	Frequency	Percentage
1	Product	17	22%
2	Practice	54	72%
3	Perspective	2	2%
4	Person	1	1%
	Total	74	100%

2. The Percentage of Cultural Aspects based on Yuen's Categorization (grade VIII)

No.	Yuen's Categorization	Frequency	Percentage
1	Product	6	10%
2	Practice	50	86%
3	Perspective	1	1%
4	Person	1	1%
	Total	58	100%

3. The Percentage of Cultural Aspects based on Yuen's Categorization (grade IX)

No.	Yuen's Categorization	Frequency	Percentage
1	Product	20	46%
2	Practice	23	53%
3	Perspective	0	0%
4	Person	0	0%
	Total	74	100%

As the tables show, The most dominant cultural values based on Yuen's categorization for grade VII is Practice 72%, whereas other frequently aspects are product 22%, perspective 2%, and person 1%. In the textbook for grade VIII, the most frequently aspect is Practice 86%, while other frequently aspects include product 10%, perspective 1%, person 1%. Then, in the textbook grade IX, the most dominant is practice

53%, while the other frequently aspects are product 46%, Perspective and Person are the same, 0%.

In addition to frequency analysis, this study also employed narrative analysis to interpret more content or discursive interpretations of the samples which represent moral values. The narrative analysis is presented below:

## 1. When English Rings a Bell Grade VII

### a. The Sample of Product



(WERB Grade VII, P. 22)

The text above shows the introduction of children from various cities in Indonesia. They introduce their identity starting from their name, place of origin, city of residence, to their full address. Based on Yuen, the dimension of products



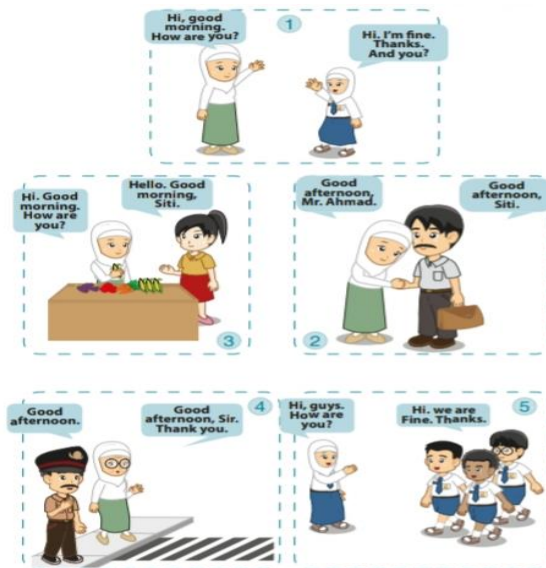
includes four parts such as places (buildings, cities, houses), artefacts (food, written documents, spoken language, tool), art forms (music, clothes, dancing painting, architecture), and institutions (family, economy, religion, education, politic).

This text is included in the category of 'product' culture because it shows the names of regions and cities in Indonesia like West Sumatra, Seram Island, West Java, East Nusa Tenggara, Central Kalimantan, and North Sulawesi. In the picture, the character Max Bae who comes from East Nusa Tenggara is depicted with slightly curly hair like a Papuan and brown skinned. Azwar comes from North Sulawesi described with brown skin and curly hair. Then, there is Dedeh Fatima from West Java.

This description implies that the authors want to show the physical characteristics of East Nusa Tenggara People and North Sulawesi people. As for the name 'Dedeh' is a characteristic of the name of West Javanese, which there is a repetition of syllables. Besides wanting to show the diversity of regions in Indonesia, the authors also want to show that Indonesia has different physical characteristics of person in certain regions. Cultural aspect like such as verbal text above need to be introduced to students in order they know that

Indonesia is vast, there are several islands as well as many regions and cities.

b. The Sample of Practice



(WERB Grade VII, P. 5)

This image represents the attitude of greeting someone in various situations, namely at school, on the street, and at home. Figure 1 shows a student greeting other students, to be exact, junior high school students. Picture 2 shows an older sister greeting her sister, named Siti, in the kitchen. Picture 3 shows a student named siti who is greeting her teacher, Pak Ahmad, while shaking hands. Figure 4 shows a policeman

greeting a student about to be crossed. Figure 5 shows Fina greeting her friends on the street. The five images indicate that it is important to greet someone we know wherever we are. Seeing the picture above, greeting can be done by a student (younger) to a teacher (older), or vice versa. Everyone has the right to say hello first, because all of them are social beings who cannot stay away from interacting with each other. Greeting is a polite attitude, it will be a harmonious society when greeting each other. This attitude needs to be taught to students, so that they are used to interacting and also have good manners. the value contained in the image is the value of politeness, and is included in the cultural aspect of 'practice' due to the interaction, as Yuen stated that the cultural aspect of 'Practice' includes actions (self-expression, communicative practices); interactions (include communicative practices); social lives (interpretation of time, space) which involves a state of propriety and inaccuracy, containing taboos.

c. The Sample of Perspective



*(WERB Grade VII, P. 91)*

The picture shows two veiled women and one man, they are praying. The veil is a symbol of the majority religion in Indonesia, namely Islam. Islam is a belief held by many Muslims around the world. The picture represents several values, namely religious values, family values, and caring values. This is seen by a father who invites his daughter to pray. Attitudes like the above need to be taught to students so that apart from having religious values, students also practice what has been taught by Islam.

d. The Sample of Person



*(WERB Grade VII, P. 115)*

The characters (Siti, Edo, Beni, Udin, Lina, and Dayu) used in this textbook try to explain the diversity of Indonesian society. This is one way to introduce the diversity of religions, tribes and ethnicities in Indonesia. Siti, a student with a headscarf and brown skin who interprets as a Muslim. Edo, a student with curly hair and black skin, shows one of the ethnic groups in Indonesia, namely the Papuan ethnicity. Lina is fair skinned, slightly slanted eyes and wears a ribbon headband, showing Chinese. while dayu, students who are not veiled and have brown skin, show that they are indigenous people. The message of this picture is that even though in class gatherings, even outside of class gatherings there are various people with various skin colors, ethnicities and religions, then someone is prohibited from discriminating against each other and one is obliged to maintain unity in diversity in society.

## 2. When English Rings a Bell Grade VIII

### a. The Samples of Product



(WERB Grade VIII, P. 40)



There are different kinds of public transportation: buses, trains, *ojeks*, and *angkots*. There are some traditional transportation: *becaks*, *bentors*, *andong*s, or *delmans*.

(WERB Grade VIII, P. 78)

The text above explains about the use of batik uniforms and also scouts. The second text describes the types of traditional transportation native to Indonesia, such as becak, bentor, odong-odong, and delman. All of them are State assets, which must be preserved. Everything is inherited from the ancestors, which also needs to be introduced to the generations of the

2000s. Through textbooks, students are expected to know this cultural aspect, then participate in caring for and preserving it.

b. The Sample of Practice



(*WERB Grade VIII, P. 6*)

In the picture, a teacher can be seen teaching his students in class. The teacher asked the students to pay attention because the lesson had already started. But there was one student who did not pay attention, the teacher reprimanded him. The teacher's goal is not to scold, but only to invite the student to focus on the lesson being delivered. The situation as shown in the picture provides a lesson for a student, even all circles are obliged to respect and respect other people who are talking. It aims to create a culture of respect and appreciation, especially

for a student. Through textbooks, this culture is instilled in the hope that students are polite and have morals.

c. The Sample of Perspective



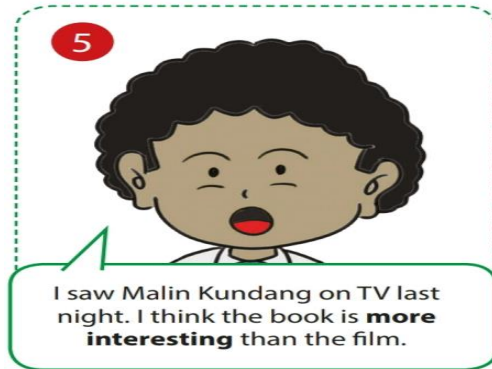
*(WERB Grade VIII, P. 211)*

Perspective according to Yuen is representing the beliefs, perceptions, attitudes, and values that confirm products and guide people and society in cultural practices. The text above is an announcement about the activities of the independence ceremony on 17 August. The text is included in perspective because it contains history, namely the independence of the Republic of Indonesia which was originally set by the first president, Ir. Soekarno, who was then believed by the next generation of the nation to always carry out the ceremony on August 17th. Cultural knowledge about this needs to be taught



to students considering this date is the most historic date for the Indonesian people.

d. The Sample of Person







*(WERB Grade VIII, P. 128)*

Malin Kundang is a famous folklore character whose story contains a deep moral message. His name is familiar to both adults and children. The character of Malin Kundang is categorized in the cultural aspect of 'People' because he is a legendary character whose stories are often used as a message to children not to be disobedient to their parents, especially their mother. The person dimension according to Yuen has formed individual members who represent the culture and community in a certain way. Every human being has a different combination of community, cultural identity, and experience. The name malin kundang is included in language

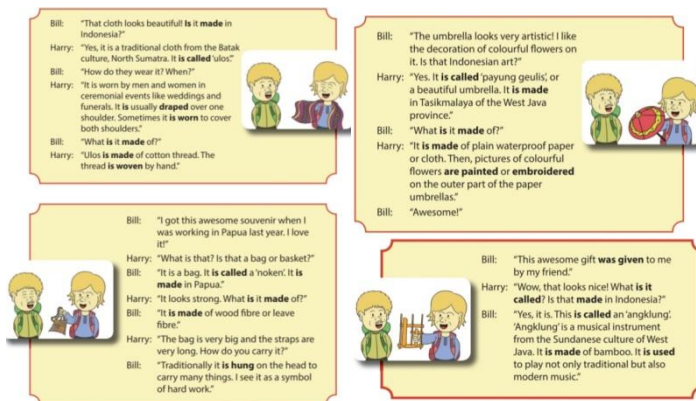
textbooks with the aim that students get to know the characters and their stories, so that lessons can be taken to inculcate cultural values, specifically moral values.

### 3. When English Rings a Bell Grade IX

#### a. The Samples of Product

<p>'Pempek' is a very popular food from South Sumatra. It <b>is made of</b> fish and tapioca starch. Fish, tapioca starch, and water <b>are mixed</b> to make thick dough. In different shapes and sizes, the dough <b>is boiled</b> until it floats. The <b>cooked</b> 'pempek' <b>is then deep-fried</b>. 'Pempek' <b>is served</b> with very thin sauce called 'cuko'. 'Cuko' <b>is made of</b> water, palm sugar, chilly, garlic, tamarind, and salt.</p> 	<p>Satay or 'sate' <b>is made of</b> chicken, beef, or lamb. 'Sate ayam' <b>is made of</b> chicken, 'sate kambing' <b>is made of</b> lamb, and 'sate sapi' <b>is made of</b> beef. Small pieces of meat <b>are marinated</b> in spicy soy sauce. Some pieces of well <b>marinated</b> meat <b>are skewered</b>. Then, on skewers, satay <b>is grilled</b> over very hot charcoal. It <b>is served</b> with peanut sauce or soy sauce.</p> 
<p>'Kerupuk' are very crunchy crackers. Different kinds of crackers <b>are easily found</b> everywhere in Indonesia. It <b>is made of</b> tapioca starch. It <b>is flavoured</b> with fish, shrimp, or garlic. 'Kerupuk' <b>is shaped</b> in thin pieces. The pieces of 'kerupuk' <b>are dried</b> under the sun until it is completely dry and hard. Very dry 'kerupuk' <b>is deep-fried</b> in hot cooking oil. Some kinds of 'kerupuk' <b>are fried</b> in very hot sand.</p> 	<p>'Lemper' <b>is made of</b> a handful lump of <b>steamed</b> glutinous rice. It <b>is filled</b> with chicken or beef filling. Each piece <b>is wrapped</b> in a banana leaf, and the wrapping <b>is secured</b> on both ends with tooth picks or 'lidi'. 'Lemper' in the banana leaf <b>is steamed, or cooked</b> over a very hot barbecue or grill. If the glutinous rice <b>is well-cooked</b> before 'lemper' <b>is filled and wrapped</b>, it <b>can be served</b> straight away with the banana leaf still green and fresh.</p> 

(TGAL Grade IX, P. 146, 147)



(TGAL Grade IX, P. 149-151)

Pempek, satay, lempeng, and crackers are typical foods from regions in Indonesia. Also angklung, ulos, noken, and paying geulis are the result of art from the regions. This is a product that must be maintained and preserved, because culture is a State asset. Cultural products are very important to be taught to students, remembering to introduce students through textbooks as well as to provide awareness to students about the many cultures of the Indonesian State.

## b. The Sample of Practice



Why don't we plan a visit to the orphanage again during the Creativity Week next month? Our class has never had a program for children in an orphan home.



I agree one hundred percent with Edo. We can make a useful activity with them. We chip in to buy snacks and drinks to eat together with the kids.

*(WERB Grade IX, P. 109, 110)*

The conversation above talks about the program of class visits and social services to orphanages. This activity is an example of cultural practice according to Yuen's categorization. It is categorized as a 'practice' aspect because the text contains verbal actions, namely visiting an orphanage. These cultural practices contain the value of caring for others. These values are important to be taught to students so that students understand and are sensitive to the surrounding environment, have a spirit of sharing, and are not selfish.

## **2. The Ways of English Textbooks Provide EFL Learners with the Opportunities to Enhance their Intercultural Knowledge and Awareness**

In addition to visual portraits that reflect cultural values in textbooks, the researcher presents verbal texts (sometimes accompanied by visual texts). Semiotically, verbal texts are spoken texts and written texts (Widodo 2015). In the analysis of this textbook, verbal texts are related to written texts. The second findings are based on the research question; in what ways English textbooks provide EFL learners with the opportunities to enhance their intercultural knowledge and awareness? This findings analyze how cultural values are promoted, here are two texts from the song that will be explored briefly.

## Count On Me

By: Bruno Mars

[Verse 1:]  
Oh uh-huh  
If you ever find yourself stuck in the middle of the sea  
I'll sail the world to find you  
If you ever find yourself lost in the dark and you can't see  
I'll be the light to guide you

We find out what we're made of  
When we are called to help our friends in need

[Chorus:]  
You can count on me like 1, 2, 3  
I'll be there  
And I know when I need it  
I can count on you like 4, 3, 2  
And you'll be there  
'Cause that's what friends are supposed to do, oh yeah  
Ooooooh, oooooohh yeah, yeah

[Verse 2:]  
If you're tossin' and you're turnin'  
And you just can't fall asleep  
I'll sing a song beside you  
And if you ever forget how much you really mean to me  
Every day I will remind you

Oooh  
We find out what we're made of  
When we are called to help our friends in need

### Observing and asking questions


[Chorus:]  
You can count on me like 1, 2, 3  
I'll be there  
And I know when I need it  
I can count on you like 4, 3, 2  
And you'll be there  
'Cause that's what friends are supposed to do, oh yeah  
Ooooooh, oooooohh yeah, yeah  
You'll always have my shoulder when you cry  
I'll never let go, never say goodbye  
You know...

[Chorus:]  
You can count on me like 1, 2, 3  
I'll be there  
And I know when I need it  
I can count on you like 4, 3, 2  
And you'll be there  
'Cause that's what friends are supposed to do, oh yeah  
Ooooooh, oooooohh  
You can count on me 'cause I can count on you

(WERB Grade VII, p. 179)

The first song, Count On Me by Bruno Mars, is on page 179 in When English Rings A Bell for grade VII. This song talks about the spirit of never giving up and also the spirit of helping friends who are down and need help. In the lyrics "If you are tossed about in the middle of the ocean, I will sail the entire ocean to find you. If you're lost in the dark and can't see, I'll be the light that guides you. Discover who we really are, when we are called to help a friend in need." These lyric fragments teach us to always have a spirit of empathy and a sense of helping each other to anyone, especially to a friend who is in need of help. Compassion and empathy for someone should not be distinguished. Everyone deserves empathy and

help. Empathy and mutual help need to be instilled and cultivated in students' souls, so that when they enter society, they become flexible and easy-going human beings. In addition, the attitude of empathy and also help will become the character of a nation if it is implanted properly.



We will say the sentences loudly, clearly, and correctly.

**"Heal The World"**  
Michael Jackson

<p><b>There's</b> a place in your heart And I know that it is love And this place could be much brighter than tomorrow And if you really try You'll find <b>there's</b> no need to cry In this place you'll feel <b>there's</b> no hurt or sorrow</p> <p><b>There</b> are ways to get there If you care enough for the living Make a little space Make a better place...</p> <p>Heal the world Make it a better place for you and for me and the entire human race <b>There</b> are people dying If you care enough for the living Make a better place for you and for me</p>	<p>If you want to know why <b>there's</b> a love that cannot lie Love is strong It only cares for joyful giving If we try We shall see in this bliss we cannot feel fear or dread We stop existing and start living</p> <p>Then it feels that always Love's enough for us growing So make a better world Make a better world...</p> <p>Heal the world Make it a better place for you and for me and the entire human race <b>There</b> are people dying If you care enough for the living Make a better place for you and for me</p>
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(WERB Grade VIII, P. 82)

The second, a song text called 'Heal the World' by Michael Jackson, in the book for grade VIII (p. 82). This song talks about the destruction of our world and asks all citizens of the world to rebuild our world to make it a better place for all. Here are the lyrics: Heal the world, make it a better place, for you and me, and all of humanity. There are people dying, if you care enough for the living, make it a better place, for you and me. The song also encourages readers to push sadness out

of our world: And if you really try, you'll find that you don't have to cry. In this place, you will feel no hurt or sorrow. The next stanza assures us that there are many ways at our disposal to re store our world: There are ways to get there, if you care enough for the living. The song can raise students' awareness of the fact that irresponsible humans are threatening the world in various ways (eg illegal logging and exploitation of natural resources). This can trigger discussion among high school students about the importance of values such as world peace, love and tolerance.

## **B. Discussions**

### **1. Cultural Diversity Predominantly Depicted in Three English Books**

#### **a. Cultural values embodied in each aspect (Grade VII)**

<b>No.</b>	<b>Yuen's Categorization</b>	<b>Location/ Page</b>	<b>Cultural Values</b>
<b>1.</b>	<b>Product</b>	P. 2-3, P.22-23, P.25-26, P. 30-31, P.66, P.96, P.151, P. 153, P. 158, P.166, P. 168-169, P.179	Caring others, The name of region of Indonesia, the name of institution, Indonesian cultural heritage.
<b>2.</b>	<b>Practice</b>	P.4-8, P.11-12, P.	Caring others,



		14-17, P.91, P.92, P.101, P.103, P.106, P.117, P.122, P.136, P.160	Politeness, Helping others, Discipline
<b>3.</b>	<b>Perspective</b>	P.39, P.91	Respect for diversity of religious group
<b>4.</b>	<b>Person</b>	P.115	Respect for diversity of ethnic group

b. Cultural values embodied in each aspect (Grade VIII)

<b>No.</b>	<b>Yuen's Categorization</b>	<b>Location/ Page</b>	<b>Cultural Values</b>
1.	<b>Product</b>	P.40, P.82, P.108, P.121, P.127, P.144, P.219	Tolerance, Indonesian cultural heritage
2.	<b>Practice</b>	P.4-7, P.10-11, P.4-17, P.21, P.27-28, P.41, P.51, P.58, P.60-61, P.94-95, P.103, P.174, P.176, P.183, P.198, P.202, P.208, P.210	Politeness, Respect others, Helping others, Discipline, Cooperation, Caring others
<b>3.</b>	<b>Perspective</b>	P.211	National history of Indonesia
<b>4.</b>	<b>Person</b>	P.128	Indonesian cultural heritage

c. Cultural values embodied in each aspect (Grade IX)

No.	Yuen's Categorization	Location/ Page	Cultural Values
1.	<b>Product</b>	P.20, P.56, P.82, P.95, P.97, P.100-101, P.102, P.112, P.127, P.135, P.140, P.146-157, P.150-151, P.192-193, P.204	Caring others, Name of region of Indonesia, Name of ethnic of Indonesia, Authentic Indonesian food, Authentic cloth of Indonesia, Indonesian currency, Indonesian customs
2.	<b>Practice</b>	P.2-4, P.11-12, P.14, P.29-30, P.82, P.95-98, P.124	Caring others, Helping others, Politeness
3.	<b>Perspective</b>	-	-
4.	<b>Person</b>	-	-

Cultural values play an important role in language learning. Because culture is part of language, and language is also part of culture. Then, in language learning, it is necessary to integrate cultural values into curriculum materials, such as textbooks. Textbooks are valuable artifacts. every image and text presented must contain values, one of which is cultural values. To

achieve the goal of English language education, namely the ability of students to communicate between cultures, it is necessary to know what values are contained in the three English textbooks for junior high school students.

From the 7th grade book, it was found that the most dominant cultural aspect based on Yuen's categorization is practice (72%), with cultural values of caring others, politeness, helping others, and discipline. even less, the cultural aspect found is Product with a percentage of 22%. The cultural values found include: Caring others, the name of the region of Indonesia, the name of the institution, and Indonesian cultural heritage. The aspects that appear the least are Person and Perspective with the percentage 1% and 2%, respectively. Person raises cultural values such as Respect for diversity of ethnic groups and perspective raises cultural values such as Respect for diversity of religious groups.

The 8th and 9th grade books also show the same results as 7th graders. The most dominant aspects in 8th grade books are Practice (86%), Product (10%), perspective and person (1%). Practice contains the value of Tolerance, Indonesian cultural heritage, 'Product' contains the value of Politeness, Respect others, Helping others, Discipline, Cooperation, Caring others,

Perspective contains the value of National history of Indonesia, and Person contains the value of Indonesian cultural heritage.

For grade 9, practice aspect 53%, Product 46%, perspective and person (0%). Practice contains values Caring others, Name of region of Indonesia, Name of ethnic of Indonesia, Authentic Indonesian food, Authentic cloth of Indonesia, Indonesian currency , Indonesian customs. Product contains values Caring others, Helping others, Politeness.

All cultural values above need to be instilled in junior high school students in order to form good and cultured student characters. Through inculcating behavior in daily habits such as greeting friends, helping parents, and caring for friends, it is hoped that students can understand and also practice so that they become habits that are embedded in students.

A similar study on cultural values in textbooks was also conducted by Handoyo Widodo in 2019. Handoyo examined the multicultural values contained in the books of 10th grade high school students. In this study it was found that there are multicultural values such as respect for cultures of different ethnic and religious groups; respect for cultures of indigenous people, conflict

avoidance and peace with all forms of life and nature; appreciation of creative cultural products. While Handoyo's research found more values of respect for ethnicity, religion, and conflict prevention, the current study found more values such as politeness, respect for others, and caring for others.

## **2. The ways of English Textbooks Provide EFL Learners with the Opportunities to Enhance their Intercultural Knowledge and Awareness**

Due to the increasing importance of the role of English as a lingua franca in a globalized world, educators must consider the various cultural aspects contained in ELT textbooks. In addition, the learning objectives to improve communicative competence should not be ignored. Therefore, the discussion below will discuss how textbooks as the main tool in the teaching and learning process provide opportunities for EFL students to increase their intercultural knowledge and awareness. The discussion is presented as follows:

In the textbook there are several original Indonesian songs and several foreign songs. The author's goal in including foreign songs is to introduce students to foreign songs by not forgetting domestic songs. This is intended to build students' awareness and knowledge of foreign cultures

as well as domestic cultures. from the two foreign songs analyzed, there are several cultural values that can be taught to students such as world peace, love, tolerance, and caring for others.

Although the textbook writers seem to be aware of the cultural diversity present in Indonesia and elsewhere, English teachers, textbook users, may be unaware of this. Therefore, it is necessary to examine how English teachers themselves use the cultural references contained in textbooks in their teaching. To extend the present study, the research about how the teachers teach the cultural values depicted in EFL textbook. Observation of how teachers convey cultural values to students needs to be undertaken.

## **CHAPTER V**

### **CONCLUSION & SUGGESTION**

This chapter presented the conclusion about the representation of cultural values depicted in junior high school books.

#### **A. Conclusion**

This study examines the representation of the most dominant cultural values in junior high school English textbooks and how the cultural values provide EFL learners with the opportunities to enhance their intercultural knowledge and awareness. Cultural values categorized by using 4 aspects of culture by Yuen 2011, and analyzed using SFL by Halliday theory.

The findings reveal that from the three textbooks, a total of 175 verbal and visual images containing cultural values were found. The most dominant cultural values are ‘Practice’, with the frequency 72% for class VII, 86%, for class VIII and 53% for class IX. The most representative value is in the aspect of ‘Practice’ with the cultural values; Politeness (grade VII), respect others (grade VIII), and care for each other (grade IX).

From the analysis of verbal texts it was found that there are two cultural values that need to be instilled in students, namely world peace, love, tolerance, and caring for others. By incorporating representations of cultural diversity, language textbooks can serve to develop learning assignments that promote discussion of creative cultural products designed by people and communities with different cultural backgrounds. This can be a catalyst to improve students' intercultural communicative competence (ICC).

## **B. Suggestion**

From the results of the research, the three English textbooks for junior high school have contained cultural values, so it can be said that the author seems to have realized the existence of cultural diversity in Indonesia and elsewhere. However, English teachers and textbook users like students may not be aware of this. Therefore, it is necessary to research how English teachers use the cultural references in the textbooks for their teaching in the classroom.

## **C. Closing**

The researcher admits that the analysis regarding cultural representation is not an easy matter to resolve, so, many weaknesses might be found in this analysis. Criticisms and



advices are really expected for the better analysis for the researcher. Hopefully, this thesis will be useful for us.

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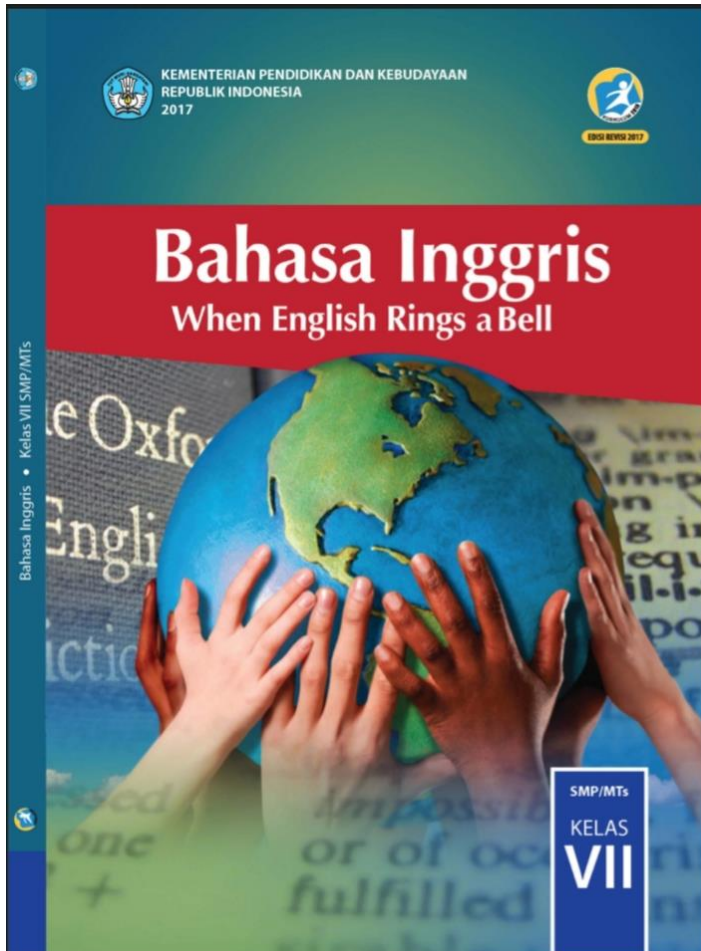
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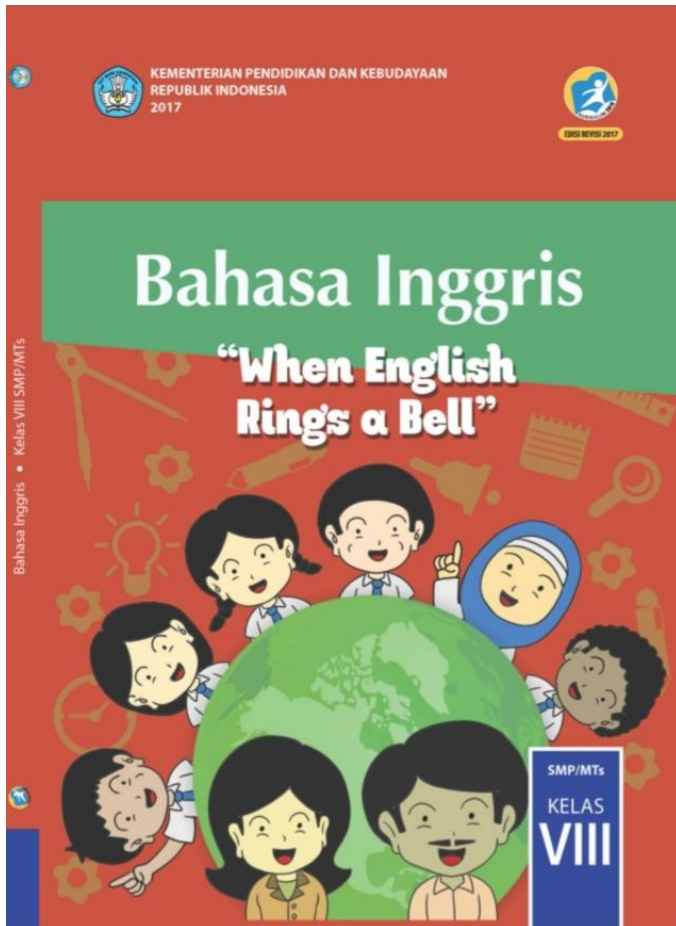
## LIST OF APPENDICES

### Appendix 1

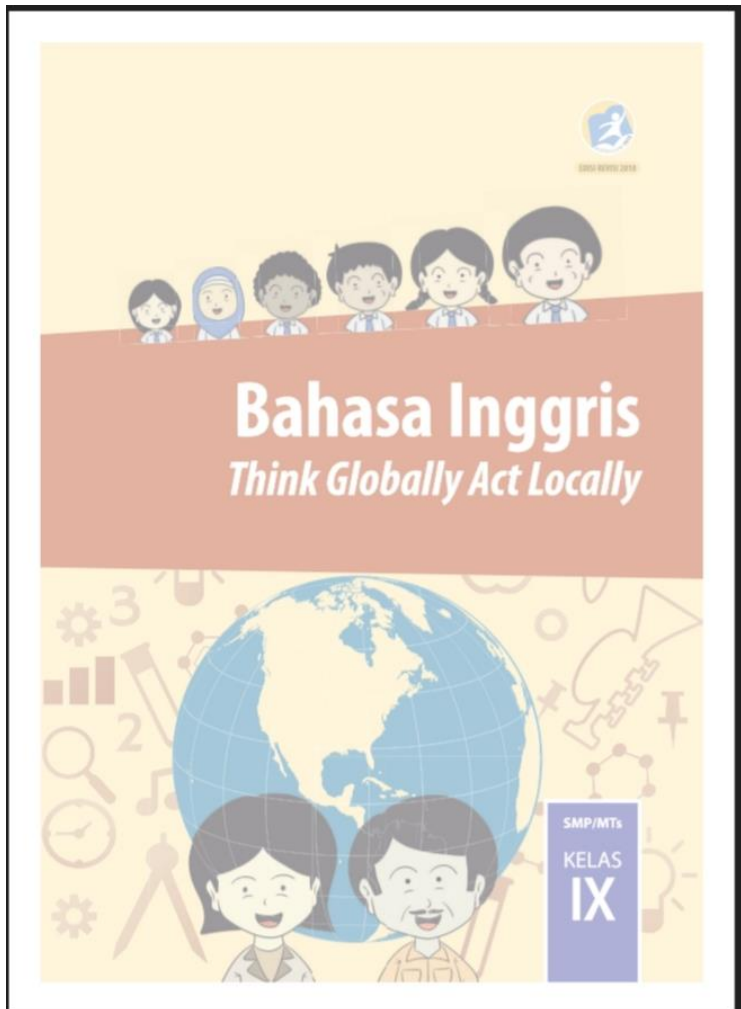
#### 1. Cover of When English Rings a Bell Grade VII



2. Cover of When English Rings a Bell Grade VIII



3. Cover of When English Rings a Bell Grade IX





## Appendix 2

### 1. The Materials of When English Rings A Bell Book (Grade VII)

<b>Unit</b>	<b>Material</b>
1. Good Morning, How Are You?	Greeting
	Taking Leave
	Saying Thank you
	Saying Sorry
2. It's Me!	Share and Inquire Identities
	Share and Inquire Hobbies
	Share and Inquire members of Family
3. What Time Is It?	Telling the Time
	Telling The Date
	Telling the Day
	Telling the Month
4. This is My World	State Things, Animal, and Public Places
5. It's A Beautiful Day!	Asking for and Giving Information related to the Qualities of the People, Animals, and Things, in order to Identify, to Criticize or to Praise Them.
6. We Love What We do	Asking for and Giving Information related to the Actions/Functions of People, Animals, and Things, in order to Identify, to Criticize or to Praise Them.

7. I'm Proud of Indonesia	Describing People, Animals, and Things, in order: To Make Them Stand out, to Show my Pride of Them, to Promote and Criticize Them.
8. That's What Friends are Supposed to Do	Getting the Message of Song

## 2. The Materials of When English Rings A Bell Book (Grade VIII)

Unit	Material
1. It's English Time!	To Get Attention
	To Check If We are Understood
	To Show Appreciation to Others
	To Tell What We or Other People Think of Something
2. We Can Do It, and We Will Do It	To State that We Can do Something
	To State that We Will do Something
3. We Know What to Do	To Give Suggestions
	To State Rules and Obligations
4. Come to My Birthday, Please!	To Invite Someone to Do Something
	To Give Instructions
	To Ask for Permissions

5. I'm So Happy For You!	To Make Greeting Cards
6. Our Busy Roads	To Show the Existence of Things and People
7. My Uncle is a zookeeper	To Communicate States and Events that Happen routinely or as General Truths in order to Appreciate the Nature, to Show Our Pride in Something or to Give Good and Bad Samples
8. What Are You Doing?	To Communicate States and Events in Progress in order to Share Information with Others
9. Bigger is Not Always Better	Comparing People, Animals, and Things to Show their Differences
	Comparing People, Animals, and Things to be Proud of Them
	Comparing People, Animals, and Things to Praise Them
	Comparing People, Animals, and Things to Criticize Them
10. When I was A Child	To Communicate States and Events in the Past in order to Share Information with Others
11. Yes, We Made It!	To Share Our Experience from an Events and Activities
	To Show that We're Proud of Our Experience
	To Learn From Our Experience
	To Report Our Experience
12. Don't Forget It, Please!	Write Some Messages and Notice to Get What We Want
	Write Some Messages and Notice to Make Other People do What We Want
13. We Got A lot of Histories	To Get the Message of a Song

3. The Materials of When English Rings A Bell Book (Grade IX)

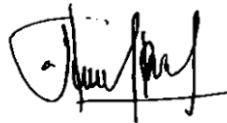
<b>Unit</b>	<b>Material</b>
1. Congratulations !	To Express Hopes and Wishes to Others
	To Congratulate Others on their Fortunes and Achievements
2. Let's Live a Healthy Live !	To State the Purpose of Intention to do Something
	To Agree or Disagree with a Suggestion or an Idea
3. Be Healthy, Be Happy	To Choose Healthy and Safe Products
	To Avoid Harmful Effects
	To Get the Best Results
4. This is How you do it!	How to Get the Best Results
	How to Avoid an Accident, Damage, or Unnecessary Waste
5. Everybody is always in the middle of something	To Share Information with Others
	To Give an Explanation
6. We have been to an orphan home We went there last Sunday	To Share the Information with Others
	To report the Past Happening to Others
	To Give an Explanation
7. Sangkuriang	To Listen a Folktale
	To Read a Folktale for Myself
	To Read a Folktale to Other People
	To Get a Moral Lesson from a Folktale
8. They are made in Indonesia	To Use Sentences in the Passive Voice to Describe Objects
9. What is it?	To Obtain and Share Information about Things, Animals, Natural and Social

	Fenomena to Geberal Knowledge
10. Come and Visit Us!	To Understand the Promotion of Goods and Services in Short and Simple Advertisements
11. You Can Always Come Back Home	To Get Message From a Song

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