

Investigation of Cultural Values in English Textbooks for Junior High School Students

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ABSTRACT

The purpose of this study was to identify the embodiment of cultural values in English textbooks for junior high school students. This research used a qualitative approach with a content analysis method. The research data was in the form of a collection of discourse texts in the form of monologues, dialogues and exercises. The data were taken from two books entitled Scaffolding and In Focus published by the Book Center of the Ministry of National Education. It is grade X. The data analysis procedure used in this research was qualitative content analysis. Process of validity was done through credibility, transferability, triangulation, dependability, and confirmability. The results showed that the dominant cultural value was the optimistic value of 43%. Then followed by the brotherhood value of 23.80%, the social value of 19% and the freedom value of 14%. Each cultural value found also describes some more specific values. The value of freedom contains character values, namely the value of independence and hard work, the value of brotherhood contains character values, namely friendly and responsible, the optimistic value contains character values, namely courage, creativity, discipline, and curiosity, and social values contain character values, namely cooperation. This study concluded that English textbooks had the important value to increase students' character as culture values.

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1. INTRODUCTION

Education is implemented not only to master science by development but also to teach values that are useful and relevant to the needs of changing times. Furthermore, the rapid changes in human life brought about by scientific and technological advancements have influenced everyone's attitudes and behaviour. Therefore, the educational process must be able to provide value for everyone so that

they can face all changes in the world, remain balanced, overcome difficulties, have resilience, a path of maturity, and have a noble character (Feszterova & Jomova, 2015; Darling-Hammond et al., 2019). It means that the process of administering education is not only oriented to mastery of knowledge but good character development must be built so that students can face future challenges.

People's lives, particularly in the modern era, have become extremely complex and pluralistic, with the values in them bearing the consequences of cultural values loss. The rapid advancement of science and technology has an impact on human life, causing people to lose sight of the social and cultural natural values that are important in society. As a result, educators must create learning resources, teaching materials, learning strategies, and learning media to ensure that educational objectives are met. One critical aspect is the use of textbooks, which play a critical role in achieving learning objectives and increasing the value of the educational process. Teachers can incorporate cultural values into textbooks to help students achieve educational values.

Therefore, textbooks must contain values so that students can become good individuals (Yanasari, 2016). In addition, textbooks also contain teaching materials that can direct students to master skills relevant to the 21st century, technological advances, and science. In addition, textbooks must also have topics and texts that are appropriate to the context of communication needs, diversity and cultural representation so that students can build tolerance values (Huang, 2019; Zarei & Khalessi, 2011). So, teachers must be able to know the values contained in the textbook (Hanifa, 2018). Textbooks must also be designed according to the curriculum (Cheng, Lam, & Kong, 2019). It means that educators must choose the right textbook and the learning objectives in the curriculum design in schools. Educators should also consider textbooks that have character values that can meet the demands of the curriculum in Indonesia.

In the context of world language learning, where learners may have infrequent contact with speakers of the target language, textbooks are the primary means of exposure to these speakers and their culture. As a result, the representation of the target language community and their culture in textbooks has a significant impact on language learners' understanding (Uzum, Yazan, Zahrawi, Bouamer, & Malakaj, 2021). Many English teachers think that culture cannot be separated from learning English. Research on English textbooks Curriculum 2013 (hereinafter, K13) published by the Ministry of Education of the Republic of Indonesia shows that there are three cultural values identified in narrative reading texts in textbooks such as respecting the rights of indigenous peoples, finding peace and nature and with all forms of life, and appreciation of cultural products (Sulistiyo et al., 2020). From some of these studies, it can be concluded that language learning textbooks have the value of harmony with the cultural context that can be applied by students in their lives.

Teachers must adapt and balance cultural information in textbooks with their local culture or norms by seeking other materials from various sources (Sulistiyo, Wulan, Al Arif, Efriza, & Anwar, 2021). English textbooks have the potential to not only provide guidance for language learning but can be a platform for introducing cultural diversity and tolerance and as a medium for integrating knowledge across disciplines (Huang, 2019), or cultures (Lee & Li, 2020). There are two main reasons to represent local culture in EFL textbooks for junior high schools in Indonesia which include promoting a sense of familiarity among junior high school students in learning English as well as strengthening the national aspect (Mahmud, 2019). Thus, English textbooks used by educators must consider the choice of diverse identities and cultural representations (Li, Dong, & Duan, 2019)

According to previous research, textbooks are one of the fundamentals for achieving cultural-educational values and the development needs of human life. As a result, the gap in this study focuses on the study of cultural values in textbooks, which are understood through the topics or themes found in each chapter of the textbook. Furthermore, the primary motivation for conducting this research is the infrequent investigation of cultural content in English textbooks as a foreign language context. Furthermore, cultural values are critical in developing students' national resilience to the character values of patriotism.

Thus, the goal of this study was to find examples of cultural values embodied in English textbooks for junior high school students. As a result, the findings of this study are expected to provide advantages and recommendations for improving the quality of textbook selection as a source of student learning. Teachers can use the findings of this study on English textbooks to learn about the cultural values that must be taught to students through learning themes.

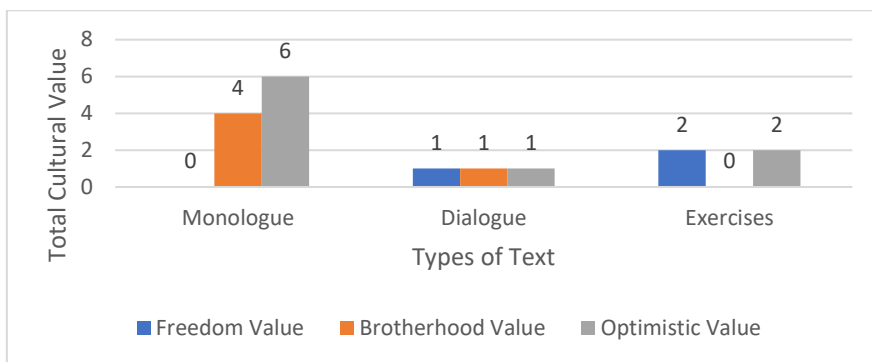
2. METHODS

This research used a qualitative approach with a content analysis method. Content analysis not only analyzes the visible content of the material but also distinguishes the level of content, themes and main ideas of the text as the main content: context information as hidden content (Jhon W. Creswell, 2012). Because it required a subjective analysis of the content of the text data through a sequential classification system of coding and defining, qualitative content analysis was used as a research design. Two EFL textbooks for grades VII, VIII, and IX were used as data sources in this study. Scaffolding by Joko Priyana, Riandi, and Anita P. Mumpuni is the first book, and In Focus by Artono Wardiman, Masduki B. DJahur, and M. Djusma Sukirman Both books were published by the Ministry of National Education's Book Center. These two books are used because they are in a national context, are easily obtained, and are published by the Ministry of National Education in print or digitally.

The research data was in the form of a collection of discourse texts that are directly related to the cultural values taken in English textbooks. Identify the cultural values adapted from a previous study (Mahmud, 2019; Prihatiningsih et al., 2021) Discourse texts are in the form of monologues, dialogues and exercises. The procedure for collecting research data was carried out by 1) reading in-depth and understanding both explicitly and implicitly all books. (2) put a mark on expressions or statements that have or contain cultural values. (3). Grouping is based on aspects of cultural values. (4) Tabulate according to the unit of analysis or types of cultural values (Emzir, 2012). From the beginning of the study to the end of the study, qualitative research procedures were used. It was presented as percentage data. In this study, qualitative content analysis was used to analyze the data. Mayring started two qualitative content analysis procedures: developing inductive categories and applying deductive categories. This study will employ category development procedures such as (1) problem formulation, (2) data source selection or categorization, (3) elaboration of data categories based on operational definitions, (4) reliability checking, (5) data analysis, research, reports, and evaluation of research results (Mayring, 2014). The validity of research data used credibility, transferability, triangulation, dependability, and confirmability (John W. Creswell & Creswell, 2018).

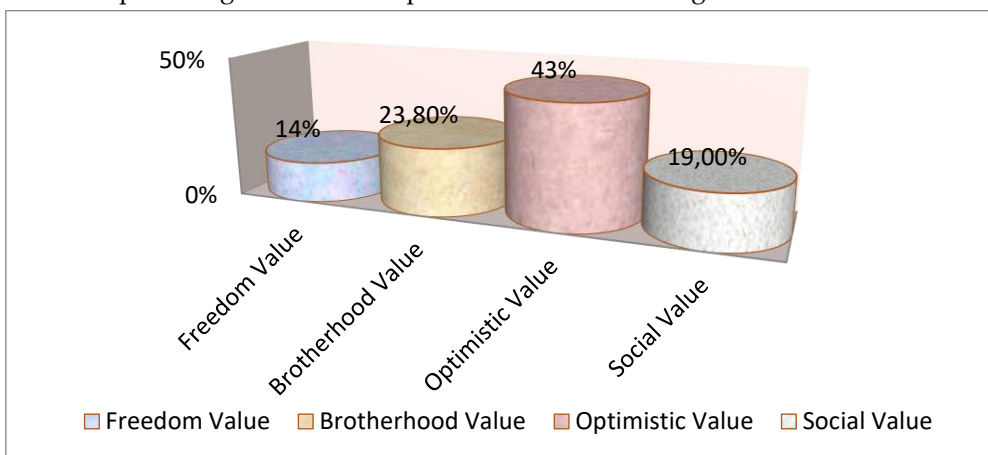
3. FINDINGS AND DISCUSSION

According to the results of data analysis, this English textbook contains cultural values on the topics of religion, language, art, morals, law, customs, and kinship. Data analysis of monologue texts, dialogues, and exercises in English textbooks revealed that cultural values include all forms of civilization, thought processes, and human reason. This means that cultural values are explicitly described in monologues, dialogues, or instructional learning and exercises. This textbook's findings on the embodiment of cultural values have taught students about a place's culture and traditions.



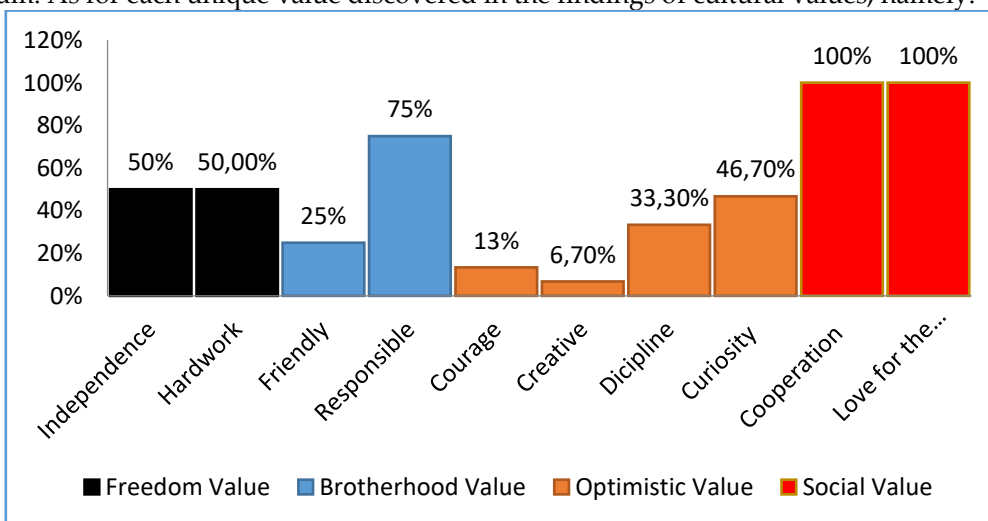
Graph 1. Total of Data for Cultural Value in English Textbooks

While the percentage of cultural representative value in English Textbooks is as follows:



Graph 2. Percentage of Cultural Representative Value in English Textbooks

According to the graph, the dominant cultural value is the optimistic value of 43 percent or 9. The brotherhood value of 23.80 percent was followed by the social value of 19 percent and the freedom value of 14 percent. Each discovered cultural value also describes some more specific values. The discovery of these values is also a manifestation of the character values proclaimed in the curriculum. As for each unique value discovered in the findings of cultural values, namely:



Graph 3. Character Value Finding in Cultural Representative in English Textbooks

Graph 3 shows that the findings of cultural values include: 1) the freedom value is 14.3 percent or 3 consists of the value of independence and hard work, 2) the brotherhood value is 23.8 percent or 5 consists of friendship and respect, 3) the optimistic value is 42.9 percent or 9 consists of the values of

courage, creative, discipline, and curiosity, and 4) the social value is 19 percent or 4 consists of the value of cooperation and love for the homeland. This equates to less than half of the phenomenon. Here is an example of cultural representative value demonstrated through monologue, dialogue, and exercises.

1. Monologue paragraph

Data 1.

Stories around us:

Si Pungguk

The Legend of Mount Tangkuban Perahu

.....

(listening, practice 1/ chapter 4/ page.76/ Scaffolding Book)

The cultural values expressed in the quote above include the value of brotherhood, specifically respect for respect, because it reflects mutual attitudes and behaviour in respecting others as human beings. This value embodies mutual regard for the interests and lives of others. Students can obtain this value through the discussion process in class. Each student will have different points of view, so if they respect one another, the discussion will go smoothly. This quote explains how his life struggled in the past. As a result, the teacher can convey the moral message contained in the character education story, namely mutual respect.

Data 2.

Do you sometimes read texts about the origins of some festivals around the world? can you read and write

(unit 7/ page 123/ In Focus Book)

The cultural values contained in the text above are social values that refer to aspects of the value of love for the homeland. This value teaches students to keep things that are part of their lives. This has implications for the character education process because students are taught to behave and act in that show high loyalty, concern, and appreciation for the language, physical, social, cultural, economic, and political environment of the nation.

Data 3.

You love reading, don't you? The text that you read may include recount texts on someone's unforgettable holiday.

(unit 4/ page 61/ In Focus Book)

The cultural values mentioned in the preceding text are upbeat values that refer to aspects of the value of curiosity. Students must have a strong sense of curiosity. This has implications for character education because students are taught to have attitudes and behaviours that seek to learn more deeply and broadly from what they have learned, seen, and heard.

2. Dialogue Paragraph

Data 4.

- I'm looking for a book about celebrations around the world. I'm just curious about that.
- Well, I think I have the book you are looking for....

(unit 7/ task 7/ page 129/ In Focus Book)

The cultural values expressed in the quote above are social values, specifically love for one's homeland because it demonstrates a way of thinking, acting, and acting that demonstrates loyalty, care, and high regard for language, the physical, social, cultural, economic, and environmental environment. This value reflects students' attitudes and mindsets toward loyalty and care for the

nation as a whole. These values are included by the authors in learning about the introduction of celebrations throughout the world so that students can compare them to their own country.

Data 5.

- This story has various items. There are many clothes and souvenirs here
- Yes, you're right

(listening, practice 2/ chapter 2/ page.28, Scaffolding Book)

The cultural value contained in the text above is the value of freedom which refers to the aspect of value of honesty. This value teaches students to have an honest attitude and not to lie. This has implications for the character education process that shapes students to behave based on efforts to make themselves people who can always be trusted in words and actions.

Data 6.

- Hi, Tari. What are you doing?
- Hi, Loki. I'm reading the story Si Pungguk from West Sumatra, the thaw, this is the second time I'm reading it and listening,

(practice 6/ chapter 4/ page.78/ Scaffolding Book)

The cultural value mentioned in the preceding text is a brotherhood, which refers to the aspect of friendly values. This has implications for student character development because they are expected to have friendly characteristics, exemplary attitudes, and behaviour so that others will follow patterns and habits based on what they know or see.

2. Exercise

Data 7.

Listen carefully to the dialogue between Adi and Putri. Then, choose the right statement by giving it a tick. Look at the example. The listening script is in the appendix
Situation;

Adi and Putri are talking about Adi's holiday in Bali

(Unit 4/ task 2/ page 62/ In Focus Book)

The cultural values expressed in the quote above are optimistic, specifically curiosity, because they exhibit attitudes and behaviours that constantly seek to learn more deeply and broadly from what they have learned, seen, and heard. This value embodies attitudes and behaviours that reflect students' desire to acquire and explore knowledge more deeply. This value is reflected in the order in which the teacher assigns the assignments.

In the overall study, the data analysis discovered cultural values that emerged in various activities such as an introduction to local and international culture, world celebration events, festivals, tourism activities, travel, and so on. This theme's goal is to introduce and inform students about cultural events, as well as how students can develop characters who care about their own culture. This has implications for character education in terms of developing students' souls with broad or convergent thinking so that they can solve a wide range of problems. It also teaches students to respect and preserve cultural differences from one region to the next.

As much as 66.7 percent of the character value found in the value of freedom is the value of independence. This value is embedded in every word, phrase, and sentence of an English textbook for students to comprehend the significance of each different cultural celebration, both local and international. This has implications for character education, which is concerned with students'

independent values. This value has implications for the process of developing students' character to preserve culture in the cultural theme. While hard work is worth 33.3 percent. This value shapes students' attitudes and behaviour in the classroom by encouraging them to be trustworthy in their words, actions, and actions. This value, within the cultural theme, teaches students the truths contained in each celebration. In other words, every celebration or festival conveys the message that everyone must be honest to balance society's social life and create peace.

The character value found in the brotherhood value is as much as 1 data-friendly. The value of friendship reflects a willingness to get along with or talk to people from all walks of life. Thus, cultural celebrations introduce many associates or stories that can reach people from all walks of life. This also has implications for the classroom learning and teaching process, as students are formed into souls who can easily get along and cooperate with their peers. This value is relevant to the formation of students' character in the character education process. Students are taught to respect cultural values through the value of respect. Values and beliefs differ. This has implications for the importance of character education, specifically respect. Because this value instils in students the importance of respecting themselves, others, and the environment. Students learn to treat one another civilly and courteously. It refers to a person's sense of self-discipline in their behaviour (Tan, Mahadir Naidu, & Jamil Osman, 2018).

The character value found in the optimistic value is the curiosity value of as much as 43% or 9 data. Students are taught to dig deeper into information about the values embodied in both local and international cultures. This finding has implications for the character education process that teaches and shapes students' souls to become people who always try to explore and gain deeper knowledge. Environmental care values found in social values teach students how to preserve culture through various festivals or celebrations as a feature of a region that reflects the civilizational characteristics of a social group. It has implications for the educational process in that students are formed into people who always preserve and preserve the source of cultural wealth. The second value is love for one's homeland, also known as nationalism, which teaches students how to preserve a country's cultural character so that they can learn to love their own culture. Environmental care values found in social values teach students how to preserve culture through various festivals or celebrations as a feature of a region that reflects the civilizational characteristics of a social group. It has implications for the educational process in that students are formed into people who always preserve and preserve the source of cultural wealth. The second value is love for one's homeland, also known as nationalism, which teaches students how to preserve a country's cultural character so that they can learn to love their own culture. Students are formed into souls who think, behave and act in ways that demonstrate loyalty, concern, and high appreciation for language, environment, social, economic, cultural, and political issues. It is relevant to other studies (Putra, Rochsantiningih, & Supriyadi, 2020; Lee & Li, 2020; Mahmud, 2019).

So, this finding has relevance to previous studies that have reviewed English textbooks. Thus, English textbooks are related to a positive attitude toward English learning (Rahimi & Hassani, 2012). Besides, it has a basic element that manages the language content, cultural content (Simsek, 2014), structure and the concept of the curriculum (Lee, 2014) for the value are relevant to the environment (Miguel, 2015). So, textbooks must present a choice of texts and activities that can provide an understanding of the value of learning (Miller, 2011). This can affect the clarity with which educational values are to be taught. Thus, this study provides insight into how textbooks play a critical role in facilitating the teaching process and assisting teachers in carrying out learning based on student needs. (Farzaneh, Kohandani, & Nejadansari, 2014; Badea & Iridon, 2015). Educators must comprehend and categorize textbooks by the requirements of the learning curriculum, the needs of students, and the stated learning objectives. This means that cultural values represent the value of local wisdom that can be channelled into English skills.

4. CONCLUSION

The results revealed that the optimistic value of 43 percent was the dominant cultural value. The value of brotherhood was followed by the social value of 19 percent and the value of freedom by 14 percent. The value of freedom includes character values such as independence and hard work, the value of brotherhood includes character values such as friendliness and responsibility, and the optimistic value includes character values such as courage, creativity, discipline, and curiosity, as well as social values. contains character values, specifically cooperation. Meanwhile, monologue text is the dominant text in the study of discourse texts. This finding implies that students are taught to be people with a strong desire to learn and explore the information contained in English textbooks. The discovered cultural values are fundamental in the process of character education and are also relevant in the process of moral education. Character is defined as a collection of attitudes and behaviours, motivations, and skills. Characteristic students always behave and act by their potential and by applicable regulations. This has been demonstrated by locating data in every word, phrase, sentence, or paragraph of monologue texts, exercises, and clear dialogues.

This study is still limited to analyzing cultural values in monologue texts, dialogues, and exercises from learning themes in textbooks. As a result, the discovered cultural values are still related to social and cultural activities in society that are relevant to human life. As a result, future researchers can continue to develop this research related to students' attitudes and behaviour based on educational values learned through textbooks.

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