

## CHAPTER IV FINDINGS AND DISCUSSION

As mentioned in Chapter II, the book on religious moderation published by the Ministry of Religious Affairs asserts that the core values of religious moderation are justice and balance. It was also stated that those traits would be easier to achieve when one possesses wisdom, sincerity, and courage. Furthermore, the book elaborates that the indicators of religious moderation include nationalism, tolerance, anti-violence, and accommodation towards local culture. Additionally, according to Kasdi, *wasathiyyah Islam* is comprised of the values of open mindedness, justice, equality, tolerance, liberty, humanity, pluralism and non-discrimination. Therefore, to determine the content of religious moderation values in the textbook, firstly researcher attempted to find elements in the textbook containing the aforementioned values. The collected data, which includes the frequency of the occurrence of each value, is presented in the form of table in the findings. Then, to clarify how the researcher perform the inference to collect the data based on the text, the data is described in the discussion section.

### A. Findings

The religious moderation values represented by the book ‘When English Rings A Bell’ for 7<sup>th</sup> grade published by the ministry of education can be seen in the table below:

**Table 4.1. Representation of Religious Moderation  
Values in the Textbook**

No	Value	Freq.	Page
1.	Justice	0	
2.	Balance	0	
3.	Wisdom	5	104, 106, 121, 122, 136
4.	Sincerity	4	134, 136, 180, 150
5.	Courage	5	163-164, 111, 104, 121,

6.	Nationalism	8	52, 149, 166-173
7.	Tolerance	0	
8.	Anti-violence	0	
9.	Accommodative towards local culture	7	22, 33, 69, 74, 90, 161, 162
10.	Open-mindedness	1	121
11.	Equality	2	8, 163
12.	Liberty	3	163-164
13.	Humanity	3	14, 15, 17
14.	Pluralism	5	22, 26, 30, 31
	Total	45	

## B. Discussion

In this section we will discuss the items listed above one by one in order to clarify researcher's justification in coding them into certain value. To make it systematic and easy to understand, researcher organized the items based on the values they contain and discuss them accordingly.

### 1. Wisdom

**Figure 4.1 A student about to open the curtain because the room is dark; page 104**



Wisdom is one's ability to make good judgment and deal with problems by using their understanding, experience,

knowledge, and the ability to discern matters. In the book, researcher found five units that reflect this character value. The first one is as shown in figure 4.1. In the picture, we can see a girl about to open the window because the room is dark. Although this is a simple thing to do, it requires one's sensitivity to the surrounding and problem solving mindset. Based on the definition of wisdom mentioned above, we can infer that these are the traits of wisdom.

**Figure 4.2 Siti goes to school early to avoid being late; page 106**

**At school**

Edo : Siti, your house is far from your school, but you always come on time.  
Siti : I always go to school at 6 a.m. That's why I'm never late.

The second unit is shown on figure 4.2. It is a short conversation between Edo and Siti, where Edo points out that Siti always comes on time even though she lives far away from the school. Siti then answer that the reason is because always go to school at 6 a.m. Here, we can see that Siti has a problem: the fact that she lives far from school may cause her to be late to school. Instead of using that as an excuse, she solves that problem by leaving early.

**Figure 4.3 Dayu advising Siti to go to the market on weekdays; page 121**

**Situation 4**

Siti : Dayu, do you often go to the traditional market on weekends?  
Dayu : Yes, I do?  
Siti : *What is it like? Is it very crowded?*  
Dayu : Yes, it is. You'd better go on weekdays.  
Siti : Okay. Thank you.

The next unit, as shown on figure 4.3, shows Siti asks Dayu whether she goes to the traditional market on weekends

often, and whether or not it is crowded, presumably because she is planning to go there. Dayu said that the traditional market is very crowded on weekends. In addition to informing Dayu that it is very crowded, she also advises that Siti should better go on weekdays. This shows sensitivity, that her friend is planning to go to the traditional market, possibly on weekend, and that she should give her advice that may save her friend from future difficulties or inconvenience. To do this, wisdom is required.

**Figure 4.4 Dayu advising Siti to be patient; page 122**

**Situation 8**

Siti : I'm very angry.  
Dayu : What's wrong?  
Siti : Nita cheated during the test but she got a score better than I did.  
Dayu : That's too bad. But please be patient. Being angry will not change anything.

On the third unit, shown by figure 4.4, Siti complains to Dayu that a friend of hers got a better score than she did by cheating. Dayu, understandably, tries to show sympathy by saying that's too bad. However, in addition to that, she also tells her friend to be patient, and that being angry will not change anything. This attitude shows the wisdom that Dayu possesses.

**Figure 4.5 Beni asks Edo to study in the afternoon instead of the next morning; page 136**

**In the classroom**

Edo : Beni, let's go to school early tomorrow, so we can study together before the English test.  
Beni : I'm sorry, I can't. I help my mom wash the dishes before I go to school.  
Edo : Do you always help your mother every morning?  
Beni : Yes, I do. I always help my mom whenever I can.  
Udin : That's great.  
Beni : Hey, let's study together this afternoon. We don't need to wait until tomorrow.  
Edo : Yes, sure. That's a good idea.

On the next unit, as depicted in figure 4.5, Edo invites Beni to go to school early the next day so they can study together. However, Beni cannot do that because he helps his mother in the morning. Possibly not wanting to disappoint his friend or miss an opportunity to study together, he suggests that they should study in the afternoon. Here, Beni demonstrates an attitude that reflects wisdom by coming up with a good alternative to his friend's suggestion.

## 2. Sincerity

**Figure 4.6 Siti always helps people; page 134**

### In the classroom

Siti : Good morning, Beni.  
 Beni : Good morning, Siti. How are you today?  
 Siti : I'm doing very well.  
 Beni : You arrive very early. Do you arrive early every day?  
 Siti : Yes, I do. I always come to school early. I always leave home at 6. I don't want to be late. Beni, why do you clean the classroom by yourself?  
 Beni : Dayu is not here. She's late.  
 Siti : Don't worry, I will help you clean the classroom.  
 Beni : Thank you, Siti. You always help other people.  
 Siti : You are welcome, Beni.

Sincerity is defined as honest, genuine, free of false appearance, and truly coming from a pure heart. Those are the traits that the researcher tried to find when looking for the representation of this value in the textbook. The first item that shows sincerity is as depicted in figure 4.6. As we can see, Siti is conversing with Beni, who is cleaning the classroom because his partner on cleaning duty has not arrived. Siti then offers to help Beni with the chore. Then, Beni points out that Siti always help other people. This indicates the presence of sincerity in Siti because if she wasn't sincere, she wouldn't help people as often as she does.

**Figure 4.7 Beni declines Edo's invitation in order to help his mom; page 136**

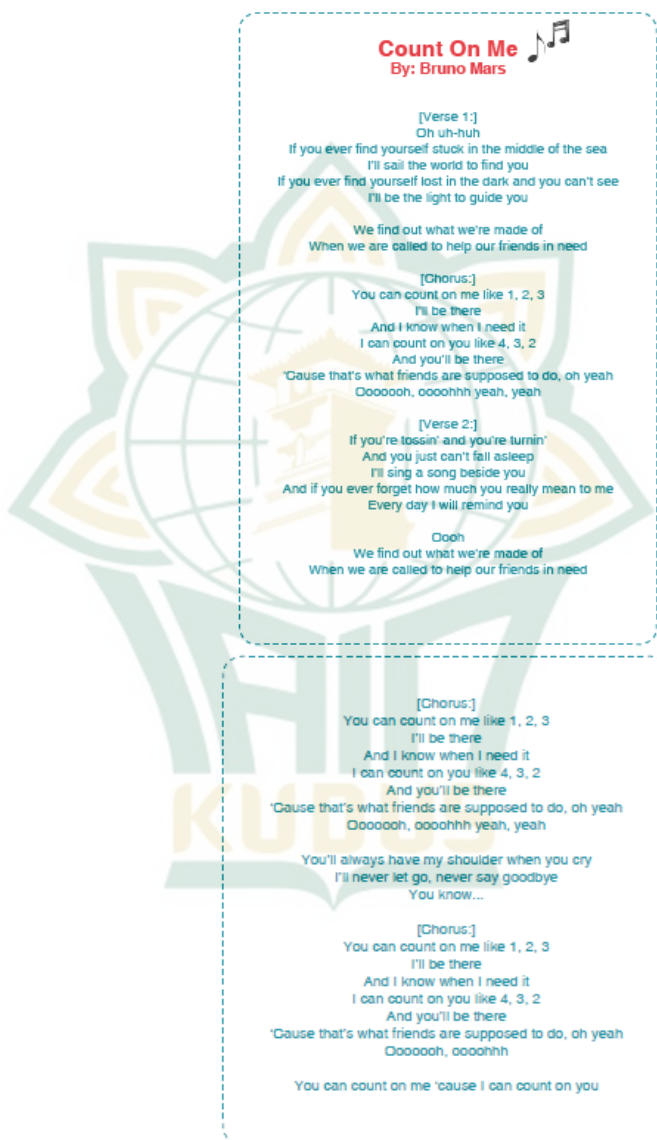
**In the classroom**

- Edo : Beni, let's go to school early tomorrow, so we can study together before the English test.
- Beni : I'm sorry, I can't. I help my mom wash the dishes before I go to school.
- Edo : Do you always help your mother every morning?
- Beni : Yes, I do. I always help my mom whenever I can.
- Udin : That's great.
- Beni : Hey, let's study together this afternoon. We don't need to wait until tomorrow.
- Edo : Yes, sure. That's a good idea.

The second item is represented by figure 4.7, which is one that we discussed before for containing the value of wisdom. Here, sincerity is represented by the fact that Beni always helps his mom whenever he can. He even goes as far as declining his friend's invitation in order to help his mom. Based on the book "*Moderasi Beragama*" sincerity can mean being able to resist temptation to uphold the values that one believes. Beni's attitude shows that he is able to resist his friend's invitation, which although wouldn't be considered temptation it certainly is interesting, so that he can help his mother.



**Figure 4.8 Lyrics of the song “Count on Me”  
by Bruno Mars; page 179- 180**



The third item, which can be seen in figure 4.8, is the lyric of a song by the famous singer Bruno Mars titled Count on Me. The lyric talks about how one would always be there

for their friend. The verse depicts various scenarios, some of which are hyperbolic, extreme, and unrealistic, while others are plausible and kind of sweet, where the main character of the song would help his friend. The chorus stresses this fact with the line ‘you can count on me...’ The main character also put a lot of trust to their friend with the line ‘I can count on you...’ in the chorus. Sincerity is represented in this song especially by the fact that the main character and their friend would help each other for no reason other than ‘that’s what friends are supposed to do’.

**Figure 4.8 A student helps another student to find his notebook; page 150**



The last item representing this value can be seen in figure 4.8, where two students are having a conversation. The first one asked whether or not the other knows where his notebook is. The second student could have dismissed his friend's question for example by saying he does not know. Instead he decided to help his friend, asking how the notebook looks like, pointing out a notebook that fit his friend's

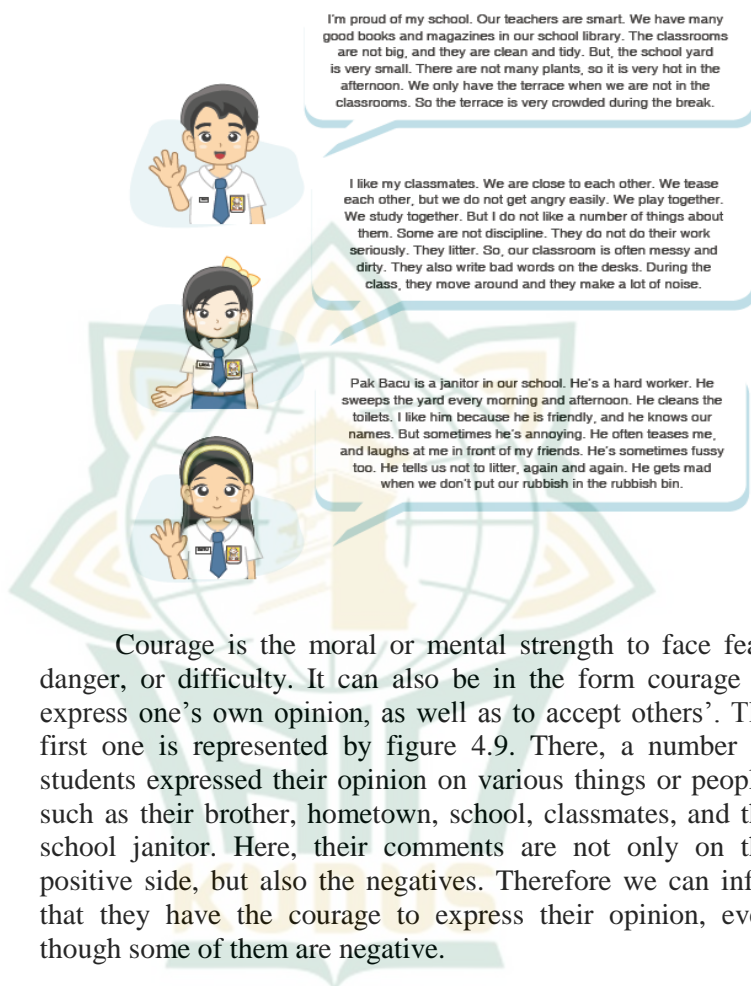


description, and finally pointing out the right notebook. The second student spent some effort for something that does not benefit himself. This behavior indicates that the second student has a degree of sincerity in his heart.

### 3. Courage

**Figure 4.9 Students expressing their opinion on various subjects; page 163-164**



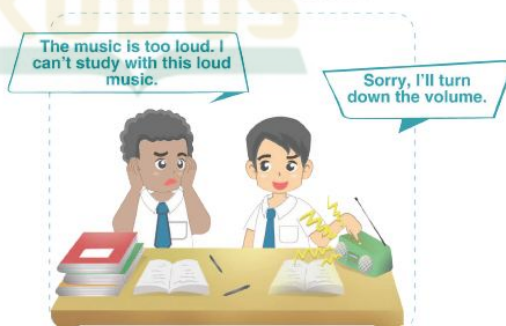


**Figure 4.10 Two student talking about a dog;  
page 111**



The second item, as seen on figure 4.10, a student is handling his dog while another student seems to be afraid of it. The second student has the courage to tell the first one that he thinks that the dog has fierce eyes. Then, the other student also has the courage to tell him that the dog is actually friendly and playful. Therefore both students have the courage to speak up their mind and even expressing rebuttal on the other's opinion.

**Figure 4.11 A student being bothered by loud music while studying together; page 104**



On the next item, which we can see on figure 4.11, there are two students studying together. In the picture, we can also see some kind of radio or music player playing music.

One of the students then complains that the music is too loud and it's bothering him. Then, the other student, who presumably played the music apologize and turn down the volume. Here, we can see the courage shown by both students, the first one being the courage to express their discomfort which he believes is reasonable, and the second one being the courage to acknowledge the others' view.

**Figure 4.12 Two students discussing a new haircut; page 121.**

#### Situation 6


Lisa : Mira, you cut your beautiful hair. Why did you do that? You had beautiful and shiny long hair.  
Mira : Because it's more practical. I don't have to spend much time for hair care.  
Lisa : That's good. Well, you still look amazing with that hair cut.  
Mira : Thank you, Lisa.

The last one, which we can see on figure 4.12, is a conversation between two students, Lisa and Mira. Lisa, probably out of disappointment, pointed out that Mira cut her hair, which she thought was beautiful when it was long, and asked her why did she do that. Then Mira explained to Lisa that it is more practical to have short hair. After that, Lisa expressed her agreement with Mira's reasoning. In this interaction, both students show courage by expressing their opinion, asking the others' reasoning, expressing their reasoning, as well as acknowledge the reasoning.

#### 4. Nationalism

**Figure 4.13 Indonesian national days; page 52.**

National Days in Indonesia	
April 21 <sup>st</sup>	Kartini Day
April 22 <sup>nd</sup>	Earth Day
May 1 <sup>st</sup>	Labor Day
May 2 <sup>nd</sup>	National Education Day
May 20 <sup>th</sup>	National Awakening Day
May 22 <sup>nd</sup>	Reformation Commemoration Day
June 1 <sup>st</sup>	Pancasila Day
July 22 <sup>nd</sup>	National Children Day
August 17 <sup>th</sup>	Independence Day
October 2 <sup>nd</sup>	Batik Day
October 5 <sup>th</sup>	Indonesian National Armed Forces Day
October 28 <sup>th</sup>	Youth Pledge Day
November 10 <sup>th</sup>	Heroes' Day
December 22 <sup>nd</sup>	Mother's Day



Nationalism is the sense of loyalty or devotion to one's own country. This can be seen from a person's love towards his or her country. One of the ways to reinforce the sense of nationalism into students' minds is by celebrating national days and commemorating the historic events occurred on that day that are important for the nation. Figure 4.13 does just that. To put it into context, figure 4.13 is found in chapter 3, which mainly discusses how to say dates in English. There are many choices of topics that the creators of the book can choose to do this, such as the birthdays of famous people, international historic days, and so forth. Yet the one chosen by the creators to discuss dates is Indonesian national days.

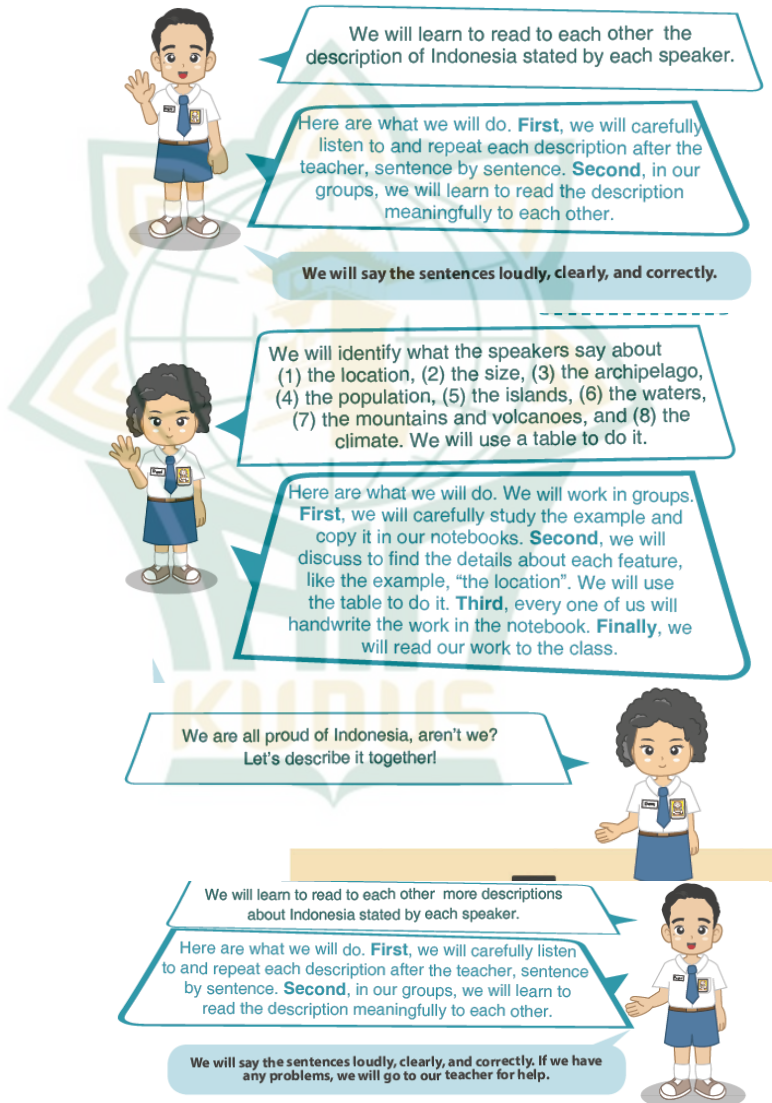
**Figure 4.14 Chapter VII entitled “I’m Proud of Indonesia!” page 149**




When speaking of the value of nationalism in the textbook “When English Rings A Bell,” one cannot miss the 7<sup>th</sup> chapter of the book, which is entitled “I’m proud of Indonesia!” Starting from page 166 until page 173, the tasks in the chapter revolves around Indonesia. This includes the geographical location and condition of Indonesia, its nature, produces, and what makes the students proud of Indonesia. The activities involve listening to and repeating description of Indonesia, reading a description of Indonesia, copying them to the

notebook, and finally writing own paper decorated with pictures describing Indonesia and posting it on the classroom wall.

**Figure 4.15 Various activities on chapter VII; page 166-173**








We will copy each description to complete each task and handwrite it in our notebooks.

Here are what we will do. **First**, we will carefully study the example and copy it in our notebooks. **Then**, every one of us will complete the task in the notebook, like the example.

We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.

We will publish the long text entitled "I'm proud of Indonesia," which puts together all the descriptions about Indonesia, on the classroom wall.



Here are what we will do. **First**, each one of us will prepare a good piece of paper. **Second**, we will handwrite to copy the text on the paper. **Third**, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. **Then**, we will put it on the classroom wall.

We will spell the words and use the punctuation marks correctly.

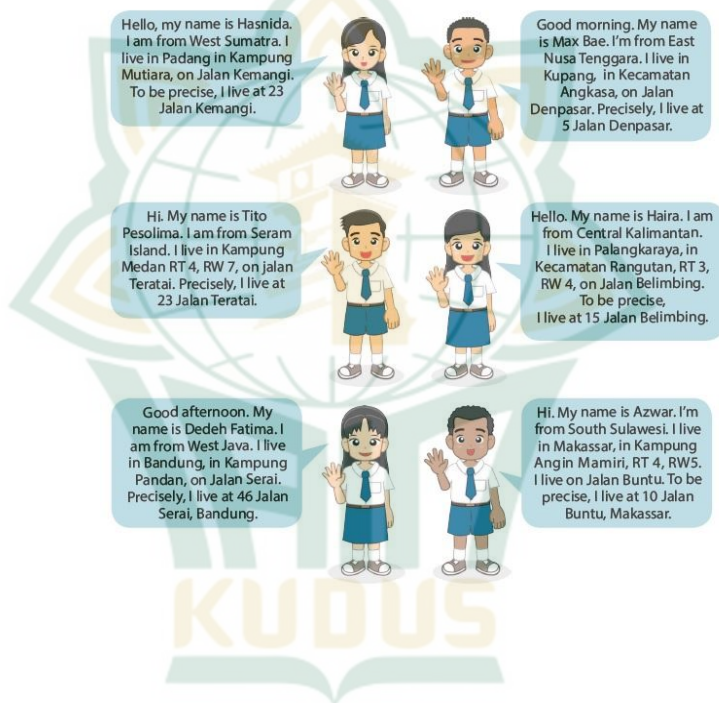
## 5. Accommodative towards Local Culture

When writing an English textbook, it must be very tempting to only incorporate the culture of a western English-speaking country such as the USA, the UK, or Australia into the discussion. The writers of this book however, avoided that altogether. In fact, apart from a few English songs, the book only incorporates Indonesian culture. For instance, the names used in the book, whether it is the characters' names, names of streets and locations, as well as other elements such as the topics that the characters are discussing, the pictures used to present new vocabulary, and so forth.

Firstly, the names of the characters are all Indonesian, apart from a few exceptions. We have Beni, Udin, Lina, Edo, Dayu, Siti, Mr. Ahmad, Mrs. Vina, Mr. and Mrs. Adnan, Mrs. Yuli, Mr. Gunawan, and so on. Then, the names of streets in the book are also Indonesian sounding, such as Jalan Mawar, Jalan Teratai, Jalan Kemangi, Jalan Denpasar, Jalan Kepodang, Jalan

Belimbing, and so on. The location names are also Indonesian, such as SD Bunga Menur, SMA Perjuangan, Bank Seroja, and so forth. Additionally, on page 161, when talking about her pet cat, one character mention that her cat is named Manis, which is an Indonesian word for sweet.

**Figure 4.16 Various street names; page 22**



**Figure 4.17 School names; page 33**

There are five people in my family: my father or my dad, my mother or my mom, my elder brother, my little sister, and myself. My father is Mr. Rajali. He's a teacher. My mother is Mrs. Kurnia. She's a nurse. My big brother is Hasan. He is a student of SMA Perjuangan. My little sister is Rizkia. She's still in kindergarten or kindy.

There are five people in my family: my father or my dad, my mother or my mom, my younger sister, my little brother and myself. My father is Mr. Henry. He's a farmer. My mother is Mrs. Yulia. She's a housewife. My younger sister is Elsa. She is a student of SD Bunga Menur. My little brother, Erick, does not go to kindy yet. He's in playgroup.



**Figure 4.18 Name of places; page 69**

1. There are two banks in my village. Bank Se-roja and Bank Nasional.
2. We have one post office in our neighbourhood. It's on Jalan Mawar.

**Figure 4.19 Cat named Manis; page 161**

I love my cat, Manis. She makes me happy. When I tickle her, she rolls around and taps her paws on my hand. I like the feeling. She has three colors, white, yellow, and black. She often lies on my feet when I study or watch TV. Sometimes she sleeps in my bed with me, on my feet. It feels warm.



**Figure 4.20 Indonesian names of the characters;  
page 162**

1. *Udin is saying that his father is a good man, because ...*  
 - *he loves his family.*  
 - *he does not get angry easily.*  
 - *he talks to his children about many things.*  
 - *he and his mother often go out together to enjoy the evening.*  
 - *he is friendly to the neighbours.*

2. *Lina is saying that his father is a good man, because ...*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. *Dayu loves her Mom because ...*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. *Edo is proud of his English teacher because ...*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. *Benny thinks that her aunt, Dina, is a good example because ...*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. *Siti loves his cat, Manis, because ...*  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Furthermore, the illustrations used to present new vocabulary also seem very Indonesian. For example, a picture of a dining table on page 74 shows one large rice bowl and plates with rice on them, complete with spoon and fork which will presumably be used to eat the rice. There is no bread and butter or chopstick and small rice bowls on the table, so there is no mistaking it for a western or east Asian dining table. Another example is a set of illustrations on page 90, which consists of 4 illustrations depicting various daily situations. Illustration number 2 shows a girl preparing to have a meal, presumably with another member of the family. If we look closely, we can see that on the plate, she has rice, fish, and egg. Then, on the left edge of the picture, we can see someone holding a bowl full of some kind of soup. This is a typical way an Indonesian meal is served: white rice (*nasi putih*); side dish (*lauk pauk*) which is

usually consist of protein-rich food such as egg, fish, *tempeh*, meat, and so forth; and vegetables (*sayur*) which can be in some kind of soup, stew, or stir-fried dish. In illustration number 3, we can see other family praying together before the meal. We can also see a type of meal similar to the one in illustration 2. In illustration number 4, we can see a boy taking a bath the traditional way (*mandi*) in a typical Indonesian bathroom. Water is scooped from a large container by using a plastic dipper (*gayung*) and then splashed to the body, which is a typical way Indonesians take a bath. All these are signs that the book is very accommodative towards local culture, even though its goal is to help students learn foreign language.

**Figure 4.21 Typical Indonesian dining table; page 74**



**Figure 4.22** A set of illustrations depicting the “Indonesian way” of doing things; page 90.



## 6. Open-mindedness

**Figure 4.23** A student bothered by loud music while studying together; page 104



Open-mindedness is defined as receptive to arguments or willing to consider ideas and opinions differing from one's



own. In the textbook, this value is first represented by figure 4.23, which we have discussed before for representing courage. In the picture, we can see the student on the left is operating the music player or radio presumably in his preferred volume. However, the other student thought that it was too loud. But, instead of arguing with him, he apologized and turned down the volume. This shows that the student on the left is open minded because he is open to his friends' different opinion.

**Figure 4.24 Two students talking about new haircut; page 121**

**Situation 6**

Lisa : Mira, you cut your beautiful hair. Why did you do that? You had beautiful and shiny long hair.  
Mira : Because it's more practical. I don't have to spend much time for hair care.  
Lisa : That's good. Well, you still look amazing with that hair cut.  
Mira : Thank you, Lisa.

The next item is represented by figure 4.23 which we have also discussed for representing courage. As we discussed before, Lisa asked Mira why she cut her beautiful long hair. After Mira explained her reason, Lisa was able to accept that, and says that she still looks good with the new hair cut anyway. This shows that Lisa is open to new ideas, thus represents the value of open-mindedness.

## 7. Non-Discrimination and Equality

Non-discrimination is the attitude of treating others equally regardless of their race, sex, religion, nationality, political view, and other attributes. Equality means a situation in which people have the same rights, social status, and so on. The researcher decided to put these two values together because both values were consistently found in the same items.

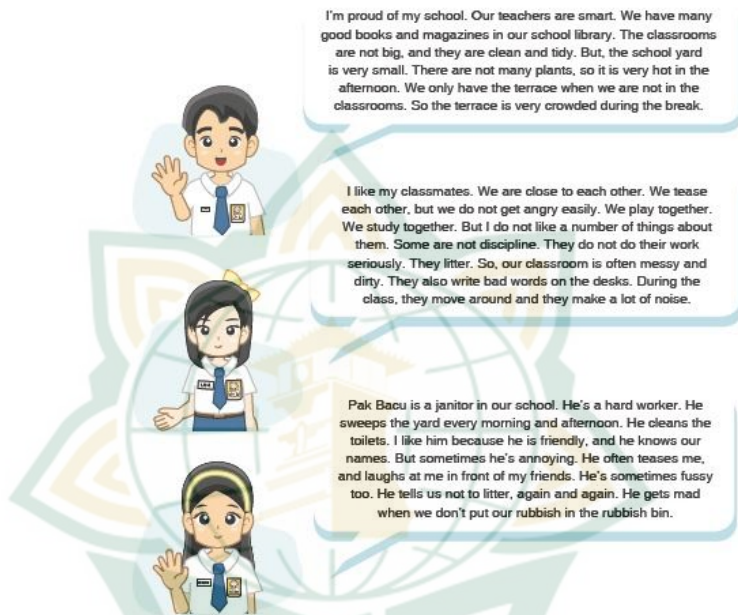
**Figure 4.25 Indonesian and foreign couples greeting each other; page 8**



The first item is shown in figure 4.25. The picture shows an Indonesian looking couple named Mr. and Mrs. Adnan greeting a seemingly western couple: Mr. and Mrs. Smith. It means that the Indonesian couple treats Mr. and Mrs. Smith equally as they would treat a fellow Indonesian, without discriminating them for being foreigners and vice versa.

The next item, which we can see in figure 4.26 shows three students telling us what they love or are proud of about their school. The first student talks about their teachers, the second one talks about the classroom, while the third one talks about janitor. At first these monologues do not seem to contain anything relevant to this paper. However, after re-reading the monologues a few times, the researcher realized the fact that the third student talks about the janitor in the same fashion that the first student talks about their teachers. It is implied that these students view the school's janitor with the same respect as they view their teachers even though being a janitor may not be as prestigious as being teachers. These students view different people with different occupations in the same respectful way, which means that they uphold the value of non-discrimination.

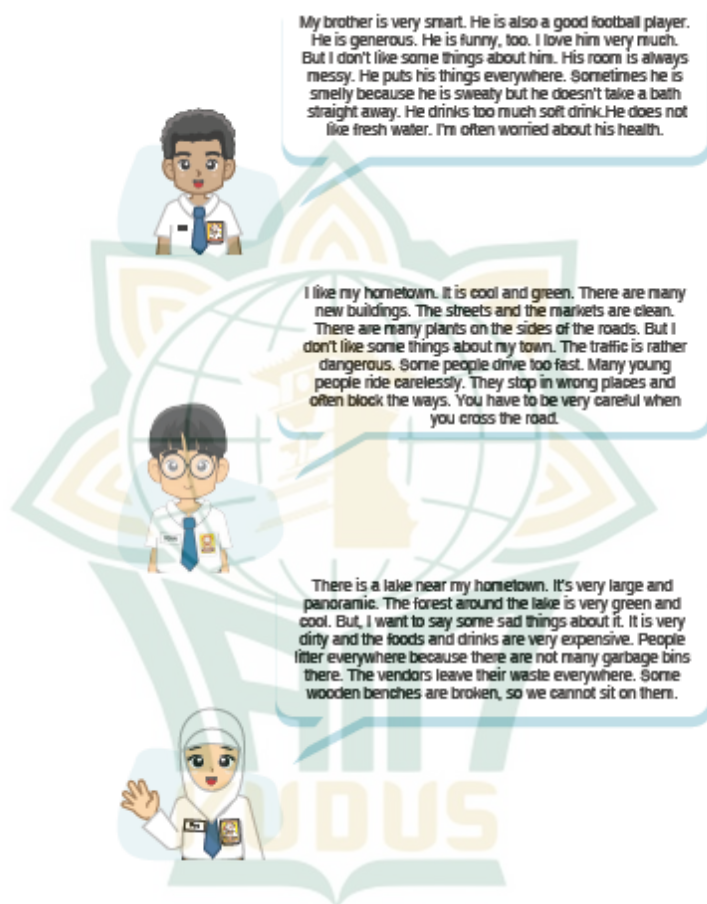
**Figure 4.26 Students being proud of various aspects of their school; page 163**

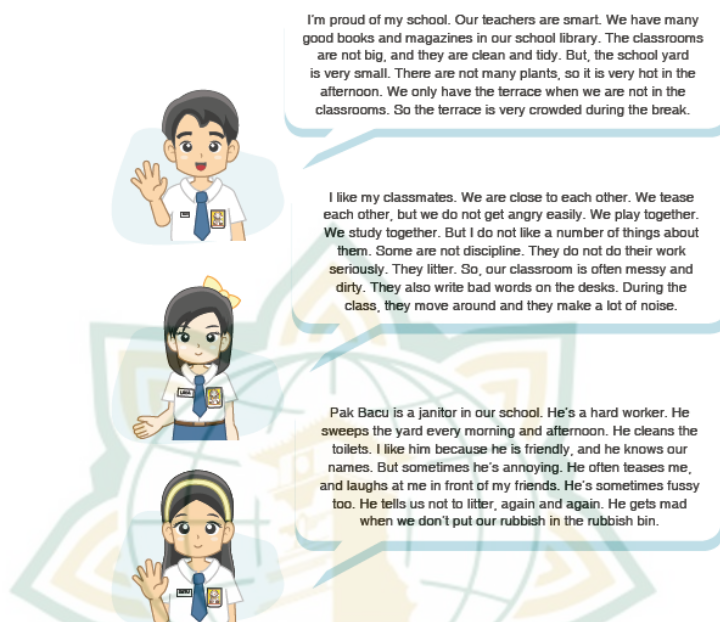


## 8. Liberty

Liberty is the state of being free from tyrannical control and being able to enjoy various rights and privileges. This includes freedom to have one's own thought, behavior, and ethics, as well as to express criticism. One item that represents this value in the textbook can be seen in figure 4.27, which we have discussed twice before for containing other values. Here, students are expressing their opinions freely, including the negative ones, which can be considered criticism. So, in this item the value of liberty is demonstrated by the students' freedom to express their opinions and criticisms.

**Figure 2.27 Students expressing their thoughts and criticisms; page 163-164**





## 9. Humanity

**Figure 4.28 Beni apologizes to Udin for forgetting his shirt; page 14.**



Humanity refers to a compassionate, sympathetic, or generous behavior. In the textbook, there are five items that were found to reflect this characteristic. The first one is as

shown above, where a boy named Beni is apologizing to Udin for forgetting his sports shirt. Instead of expressing annoyance, Udin said that it is okay and offered two solutions: that Beni can bring the sports shirt tomorrow, and that he has another one that he can wear. This implies that firstly, Udin is generous for lending the sports shirt to Beni and not getting angry when he failed to return it as he may have promised. Secondly, it can be argued that Udin is sympathetic towards Beni. He understood that Beni might feel bad for forgetting the shirt, so Udin reassured Beni that it is not a problem for him.

**Figure 4.29 Edo apologizes to Mrs. Vina;**  
page 15



The next item depicts a student apologizing to the teacher for being late. In the picture, after Edo apologized for being late, instead of being angry or giving him punishment right away, Mrs. Vina asked him why he was late. By doing that, we get the impression that Mrs. Vina cares about her student and that she might be attempting to help solve the issue that caused Edo to be late. Sympathy towards others'



distress with a desire to alleviate it is indicative of compassion, which is one of the elements of humanity. Furthermore, she asked the question right after Edo apologized, which means that she prioritized solving Edo's problems more than punishing him, even though giving punishment to student for breaking the rule may have educational value.

**Figure 4.30 Beni apologizes to Udin for not being able to join the study group; page 17**



In figure 4.3, we see Beni apologizing to Udin for not being able to join the study group because he is dizzy. Without hesitation, Udin tells Beni not to worry about it and to have a rest at home. This shows an attitude that is compassionate towards other, prioritizing the wellbeing of another human being over academic pursuit. This kind of interactions although seem simple at first may help reinforce the value of humanity in the students' mind by repeatedly showing how one should react in certain situations in everyday life.

## 10. Pluralism

**Figure 4.31 Students from different regions of Indonesia; page 22.**



**Figure 4.32 Students from different regions of Indonesia introducing themselves; page 26, 30, and 31.**

NAME : Nela Sembiring  
PLACE OF ORIGIN : Medan  
HOME ADDRESS :  
Home : at 26 Jalan Kepodang  
Street : on Jalan Kepodang  
RT/RW : IV/3  
Kelurahan : Unggas Jaya  
Kecamatan : in Kecamatan Kuala  
Utara  
Town/City : in Medan

Hi. I'm Annisa.  
I'm a student of SMP Teladan Bangsa,  
Bulungan.  
I live in Bulungan, North Kalimantan.  
My hobbies are cooking and running.  
My favourite colors are yellow and blue.  
My favourite snack is fried banana.  
Nice to see you.



Hello, my name is Yohannes .  
I am a student of SMP Negeri 2 Biak.  
I live in Biak, Papua.  
I like swimming and reading books.  
My favorite color is green.  
My favorite food is fried rice.  
Nice to meet you.



Pluralism is a condition in a society where different groups can coexist while retaining their own identities. Figure 4.4 shows six students introducing themselves by saying their names and their addresses. What is noteworthy here is the fact

that each of them came from various different regions in Indonesia and has names that are indicative of their varied cultural backgrounds. This variety is further echoed in figure 4.5, which consists of three different students from three different Indonesian regions, each of whom has a name that reflects their respective background, introducing themselves. Although it may be argued that the variety in the book's character is because the book is meant to be used in all regions of Indonesia, we cannot deny the fact that this variety illustrates the reality of Indonesia's pluralistic society while also helps in familiarizing students to their country's pluralism.

**Figure 4.33 Indonesian and foreign couples greeting each other; page 8**



In item 2b, we can see a couple who seem to be Indonesian named Mr. and Mrs. Adnan greeting another couple with a clearly western name and appearance: Mr. and Mrs. Smith. This interaction can only occur in a society where mutual respect exists among people from different cultural or ethnic group. Therefore, it is safe to say that the value of pluralism underlies the creation of this particular picture.