

CHAPTER IV FINDING AND DISCUSSION

A. Research Finding 1. Data Description

The object of this study was two sets of textbooks which were published by MONEC and Erlangga used by 7th, 8th, and 9th graders of Junior High School in Indonesia. The textbooks details are stated in the table 4.1:

Table 4.1 MONEC and Erlangga Textbooks

Class	MONEC Textbooks			Erlangga Textbooks		
	Title	Published on	Pages	Title	Published on	Pages
7 th	When English Rings a Bell	2017	194 pages	Bright an English	2016	171 pages
8 th	When English Rings a Bell	2017	234 pages	Bright an English	2017	204 pages
9 th	Think Globally Act Locally	2018	218 pages	Bright an English	2018	184 pages

These textbooks use the 2013 curriculum which is emphasises on the qualities of national education with the aim of providing students with skills, both hard and soft skills (e.g English skills and values)¹. In the 2013 curriculum, textbooks have always played a crucial role in learning and teaching activities. Textbooks can be the teacher’s guidance in choosing and managing teaching materials. And also, it can facilitate teachers to learn more

¹ 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>>.

about what they should teach to students based on national curriculum and syllabi. And for students, textbooks can make it easier to understand the lesson and help them become more comfortable in learning what they want to learn and finally can help them in finishing the course. Textbooks that blend culture and language well is very needed in supporting the student understanding when learning the target language². Since 2013 curriculum is applied in Indonesia, BNSP explicitly stated that one of requirement of a good textbook is provided content suitability requirements is the development of the perspective of “unity of diversity” or “Bhinneka Tunggal Ika”³. It means that ELT textbooks must portray appreciation and respect for cultural diversity and plurality which includes local culture, national, and global wisdom.

The writer in this research uses six ELT textbooks as the object of this research which is divided into three textbooks published by MONEC and three textbooks published by Erlangga to reveal the representation of cultural value in these ELT textbooks. Both textbooks are familiar for ELT learners in Indonesia, because these are widely used in national scale by the students and for MONEC textbooks are easily accessible and can be downloaded for free from the MONEC site⁴ or students can buy it for themselves to facilitate them in learning the target language. These textbooks have various materials which are divided into several chapters, and each chapter consists of English skills in different materials, such as speaking, writing, listening and grammar through simple

² Lusi Mayangsari, Joko Nurkamto, and Slamet Supriyadi, ‘Cultural Content: An Analysis of EFL Textbook in Indonesia’, *International Journal of Scientific and Research Publications (IJSRP)*, 8.11 (2018), 192–99 <<https://doi.org/10.29322/ijsrp.8.11.2018.p8325>>.

³ Mutiara Ayu, ‘Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia’, *Journal of English Teaching*, 6.3 (2020), 183–92 <<https://doi.org/10.33541/jet.v6i3.1925> on April 10, 2021>.

⁴ Setyono and Widodo, ‘The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis’.

sentence/paragraph, short conversation, reading passage, written instruction, blank conversation, etc⁵.

Since this research focused on the representation of cultural content in the ELT textbooks, the researcher focuses on the reading passages, dialogues, images and illustrations of the textbooks which will be divided into Indonesian culture and western cultures and displayed on the following tables. And the result will be explained in the data analysis section.

2. Data Analysis

In this research, the writer used Yuen’s checklist to discover the representation of cultural content in the ELT textbooks in the form of visual materials which displayed in Table 4.2 and in the form of verbal materials which displayed in the Table 4.3. As mentioned in data analysis technique, the first step in analysing the data is the writer observing the ELT textbooks content such as the reading passages, dialogues, written instruction, exercises, blank conversation, images and illustration of the ELT textbooks. Then categorizing it into cultural elements conducted by Yuen, which one is included as products, persons, practices, and perspectives. And at the end, the result will count as in the form of frequency. The following tables (Table 4.2 and 4.3) show the representation of Indonesia and western cultural value in the ELT textbooks published by MONEC and Erlangga used by 7th, 8th, 9th graders of junior high school in Indonesia using Yuen’s checklist.

Table 4.2 Indonesian Cultures

Yuen’s Checklist	MONEC Textbooks			Erlangga Textbooks		
	VII	VIII	IX	VII	VIII	IX
Product	817	810	671	266	291	362

⁵ Darmayanti, Besral, and Luli Sari Yustina, ‘Developing Efl Religious Characters and Local Wisdom Based Efl Textbook for Islamic Higher Education’, *Studies in English Language and Education*, 8.1 (2021), 157–80 <<https://doi.org/10.24815/siele.v8i1.18263>>.

Yuen's Checklist	MONEC Textbooks			Erlangga Textbooks		
	VII	VIII	IX	VII	VIII	IX
Person	-	-	-	-	2	-
Practice	14	13	-	5	7	-
Perspective	13	-	-	-	4	3
Total	844	822	671	271	304	365

Table 4.3 Western Cultures

Yuen's Checklist	MONEC Textbooks			Erlangga Textbooks		
	VII	VIII	IX	VII	VIII	IX
Product	41	79	64	225	328	98
Person	3	3	2	1	1	9
Practice	2	5	6	24	14	-
Perspective	-	-	-	1	5	5
Total	46	87	72	251	348	112

According to the tables 4.2. and 4.3., it can be shown how the representation of cultural elements in the ELT textbooks are. The result showed that the dominant cultural material is Indonesian culture which has the highest frequency both in MONEC and Erlangga textbooks. Then, the cultural element which has the highest frequency is *products* which provide picture/illustration tourism places, name of cities/countries, cuisines, traditional music instruments, traditional houses, traditional dances, and etc. Practice is the second element which provides some holiday celebration/national holiday such as *National Education Day, National Children Day, Indonesia Independence Day, Kartini Day, Pancasila Day, Batik Day, Youth Pledge Day, Heroes' Day, etc.* and some types of sports. The next element is *perspective* which provides some thought, geography, and behaviour about some countries. Then the last element which has the lowest proportion is the person, in this element, the writer provides the pictures of well-known people such as Western Singers, football players, presidents, and etc. From these data, it can be concluded

that the product is the most used cultural element in the ELT textbooks.

Furthermore, the specific verbal and visual data of Indonesian and western cultural categories will be displayed on Table 4.4 and Table 4.5 for verbal data, and Table 4.6 and 4.7 for visual data. And these data will be analysed after the data display.

A. Representation of Verbal Texts and Materials

This section cites the verbal representation of Indonesia and western cultures In the ELT textbooks sampled for this research. Setyono and Widodo stated that verbal materials are both in the form of spoken and written text⁶. Furthermore, Brown and Habegger-Conti stated that the verbal text aims to support the development of multiculturalism and introduce understanding and respect for the culture of other countries⁷. In analysing the representation of Indonesian and western cultures, the author examined some reading passages, dialogues, written instruction, exercises, blank conversation and stories. Because of spatial constraints, citations from textbooks are restricted to only those that are relevant and select some data for analysis:

Table 4.4 Specific Verbal Data of Indonesian culture in MONEC Textbooks

Yuen’s Checklist	MONEC Textbooks	Class/ pages
Product	a) <u>Tourism Places:</u>	
	- ...leave for <i>Bali</i>	1/153
	b) <u>Name of cities/countries:</u>	
	- .. from <i>West Sumatra</i> ... <i>Padang</i> ...	1/22
	- ...from <i>Seram Island</i> ... <i>Medan</i> ...	1/22

⁶ 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>>.

⁷ Cecilie Waallann Brown and Jena L. Habegger-Conti, ‘Visual Representations of Indigenous Cultures in Norwegian EFL Textbooks’, *Nordic Journal of Modern Language Methodology*, 5.1 (2017), 16–34 <<https://doi.org/10.46364/njmlm.v5i1.369>>.

Yuen's Checklist	MONEC Textbooks	Class/ pages
	- ...from <u>West Java</u> ... <u>Bandung</u> ...	1/22
	- ...from <u>East Nusa Tenggara</u> ... <u>Kupang</u> ... <u>Denpasar</u>	1/22
	- ... from <u>Kalimantan</u> ... <u>Palangkaraya</u> ...	1/22
	- ...from <u>South Sulawesi</u> ... <u>Makassar</u> .	1/22
	- ... in <u>Padang</u>	1/25
	- ...in <u>Biak, Papua</u> ...	1/31
	- ... from <u>Tana Toraja</u> ...	1/151
	- ... different parts of <u>Indonesia</u> ...	1/161
	- ...The big ones are <u>Papua, Kalimantan, Sumatra, Sulawesi, and Java</u>	1/168
	- ... <u>Lampung, Indonesia</u> ...	2/88
	- ...from <u>West Java</u> ...	3/132
	- ...for the <u>Papua</u> community...	3/95
	c) Cuisine:	
	- <u>Satay</u> or 'sate', 'sate ayam', 'sate kambing', ... and 'sate sapi'...	3/146
	- ' <u>Lemper</u> ' is made of a handful lump	3/147
	- ' <u>Pempek</u> ' is a very popular food from South Sumatra.	3/147
	- <u>Kerupuk</u> are very crunchy crackers.	3/147
	- <u>Sambal Uleg</u>	3/193
	d) Traditional music instrument:	
	- This is called an <u>angklung</u> .	3/149
	e) Traditional game: <u>congklak</u>	2/108
	f) Public transportation:	
	- <u>Ojeks</u>	2/78
	- <u>Angkots</u>	2/78
	- <u>Becaks</u>	2/78
	- <u>Bentors</u>	2/78
	- <u>Andongs</u>	2/78
	- <u>Delmans</u>	2/78

Yuen's Checklist	MONEC Textbooks	Class/ pages
	<p>g) Folktales:</p> <ul style="list-style-type: none"> - <u>Malin Kundang</u> - <u>Sangkuriang.</u> <p>h) Indonesian names:</p> <ul style="list-style-type: none"> - <u>Siti, Lina, Mrs. Rita</u> - <u>Ahmad.</u> - <u>Udin, Beni,</u> - <u>Nyoman</u> - <u>Rita</u> - <u>Gunawan, Vina, Edo, Yuli</u> - <u>Hasnida, Tito, Dedeh, Azwar.</u> - <u>Anissa</u> - <u>Yohannes</u> - <u>Rajali, Kurnia, Hasan, Rizkia, Henry, Yulia, Elsa</u> - <u>Budi</u> - <u>Harum, Rani, Denata, Fatimah, Fauzia, Rendy, Widi, etc.</u> - <u>Adnan, Lathan, Lusi, Gunawan, Diah, Puspita, Dewi, Wike, Wulandari,</u> - <u>Yuni, Zulfikar, Ani, Andri, Agus,</u> - <u>Balkis, Ita, Putu, Heni, Tasia, Hendrik, Bayu, Hasim,</u> - <u>Ucok, Mr. Sihombing</u> - <u>Kemal</u> - <u>Rika, Feni</u> <p>i) Indonesia local product:</p> <ul style="list-style-type: none"> - We must wear the <u>Batik</u> shirt... - we must not wear <u>sandals</u>... - It is called '<u>ulos</u>'... - It is called a '<u>noken</u>'... - It is called '<u>payung geulis</u>'... 	<p>2/128</p> <p>3/132</p> <p>1/4</p> <p>1/5</p> <p>1/6</p> <p>1/10</p> <p>1/14</p> <p>1/15</p> <p>1/22</p> <p>1/30</p> <p>1/31</p> <p>1/33</p> <p>1/90</p> <p>2/12</p> <p>2/23</p> <p>2/30</p> <p>2/133</p> <p>2/136</p> <p>2/143</p> <p>3/97</p> <p>3/103</p> <p>2/40</p> <p>2/40</p> <p>3/150</p> <p>3/150</p> <p>3/151</p>
Practice	<p><u>Holiday celebration/national holiday:</u></p> <ul style="list-style-type: none"> - <u>National Education Day, National Children Day, Indonesia</u> 	

Yuen's Checklist	MONEC Textbooks	Class/ pages
	<p><u>Independence Day, Kartini Day, Pancasila Day, Batik Day, Youth Pledge Day, Heroes' Day, etc.</u></p> <p>Habits:</p> <ul style="list-style-type: none"> - <u>From Monday to thursday we must wear the batik shirt.</u> The girls must wear a black skirt, and the boys must wear a pair of black pants. <u>On Friday we must wear the Scout uniform.</u> - <u>A flag ceremony will be held to celebrate our Independence Day, on Monday, 17 August.</u> 	<p>1/52</p> <p>2/40</p> <p>2/210</p>
Person	-	-
Perspective	<p>a) Geography:</p> <ul style="list-style-type: none"> - <u>It (Indonesia) is between two continents, Asia and Australia, and between two oceans, the Pacific Ocean and the Indian Ocean-the Pacific Ocean and the Indian Oceans.</u> - <u>Indonesia is on the equator</u> - <u>There are more than seventeen thousand islands in Indonesia.</u> <p>b) Behaviour:</p> <ul style="list-style-type: none"> - <u>Indonesia is also rich with spices..... We use them to cook very spicy Indonesian foods.</u> - <u>Indonesia also raises different kinds of animals for their meat, like cows, goats, pigs. We get beef from the cow, mutton from the goat, and pork from the pig. Some ethnic groups even eat horse meat.</u> 	<p>1/167</p> <p>1/167</p> <p>1/168</p> <p>1/170</p> <p>1/170</p>

Table 4.5 Specific Verbal Data of Indonesian culture in Erlangga Textbooks

Yuen's Checklist	Erlangga Textbooks	Class/ pages
Product	<p>a) <u>Tourism Places:</u></p> <ul style="list-style-type: none"> - .. trip to <u>Bali</u>. 1/43 - It's <u>Jam Gadang</u> 2/22 - <u>Bromo Tengger Semeru National Park</u> 2/140 - <u>Gunung Palung National Park</u>.... 2/140 - <u>Kerinci Seblat National Park</u> 2/140 - <u>Batik museum, museum of train, Maimun Palace, Kampong Madras</u> 2/148 - Especially <u>Prambanan temple</u>... 2/158 - ... drives to <u>Teluk Penyu beach</u>... 2/165 - ... visit the <u>Maimun Palace</u>... 3/73 - ... going to spend it at <u>Raja Ampat</u> 3/2 ... - Ask about <u>Borobudur</u>... 3/114 <p>b) <u>Name of cities/countries:</u></p> <ul style="list-style-type: none"> - Ratna lives in <u>Aceh</u> 1/30 - I..... <u>Indonesia</u>. 1/31 - No. 1 <u>Tanjung Pinang</u>.... 1/37 - ...in <u>Surabaya</u> 1/54 - ...in <u>Bukit Tinggi</u>. 1/81 - ... go to <u>Makassar</u>, 2/90 - ...than <u>Bandung or Semarang</u> 2/138 - <u>Medan</u> is... 2/138 - ... For <u>Jakarta</u> next week. 3/2 - ... student of <u>Solo</u>. 3/2 - <u>Berelang Bridge</u> in <u>Batam</u>... 3/19 - From: <u>West Java</u> 3/117 <p>c) <u>Cuisine:</u></p> <ul style="list-style-type: none"> - <u>Padang food</u> is very delicious. 3/19 - This is called <u>Gudeg</u>. 3/106 - <u>Padang's Rendang, Padang's Pempek, Solo's Nasi Liwet, and lots more</u>.... 3/152 	

Yuen's Checklist	Erlangga Textbooks	Class/ pages
	<ul style="list-style-type: none"> - I don't like <u>Durian</u> d) <u>Traditional houses:</u> <ul style="list-style-type: none"> - <u>Honai, Joglo, Sali, Gadang.</u> e) <u>Folktales:</u> <ul style="list-style-type: none"> - <u>Timun mas,</u> - <u>Roro Jonggrang (Prambanan),</u> - <u>Cinderalas,</u> - <u>Kebo Iwa,</u> - <u>Kelingking,</u> - <u>Pesut Mahakam,</u> - <u>Pak Lebai Malang,</u> - <u>The Legend of Kemaro Island,</u> f) <u>Indonesian names:</u> <ul style="list-style-type: none"> - <u>Lia</u> - <u>Ms Hidayah</u> - <u>Firman</u> - <u>Tiara, Rio</u> - <u>Iyan, Rehan</u> - <u>Salma</u> - <u>Dana, Nana</u> - <u>Dinda, Alya, Nona, Reno, Ivan,</u> - <u>Andin, Ima, Ana,</u> - <u>Basyir, Lisa, Atik, Iyanto, Ersti,</u> - <u>Dian, Tegar, Father, Aldo,</u> - <u>Lukman, Nana, Intan, Novi, etc.</u> g) <u>Transaction tool:</u> <ul style="list-style-type: none"> - <u>rupiah</u> h) <u>Airplane:</u> <ul style="list-style-type: none"> - <u>Garuda</u> i) <u>Traditional Dance:</u> <ul style="list-style-type: none"> - <u>Jaipong,</u> 	<ul style="list-style-type: none"> 2/101 3/117 1/104 3/98 3/90 3/90 3/90 3/90 3/90 3/91 3/94 1/2 1/3 1/3 1/6 1/13 1/16 3/58 3/59 3/86 32 1/3 1/152
Practice	<ul style="list-style-type: none"> a) <u>Holiday celebration/national holiday:</u> <ul style="list-style-type: none"> - <u>...we celebrate 'Kartini Day'.</u> - <u>Earth Day</u> - <u>National Education Day</u> - <u>National Children Day</u> 	<ul style="list-style-type: none"> 1/57 1/57 1/57 1/57

Yuen's Checklist	Erlangga Textbooks	Class/ pages
	<ul style="list-style-type: none"> - <u>Indonesia Independence Day</u> - <u>Teachers' Day</u> - <u>Nyepi, Galungan,</u> - <u>Idul Fitri</u> 	<p>1/57</p> <p>1/57</p> <p>2/68</p> <p>2/78</p>
Person	<p>a) Football player:</p> <ul style="list-style-type: none"> - .. a popular football player, <u>Bambang Pamungkas.</u> <p>b) Name of President:</p> <ul style="list-style-type: none"> - A film about <u>Soekarno...</u> 	<p>2/164</p> <p>2/187</p>
Perspective	<p>a) Though:</p> <ul style="list-style-type: none"> - <u>Surabaya is (busy) than Bandung or Semarang.</u> - <u>Medan is (crowded) than Jambi</u> - <u>Jakarta is much (big) than Bandung</u> 	<p>2/138</p> <p>2/138</p> <p>2/138</p>

Table 4.6 Specific Verbal Data of Western culture in MONEC and Textbooks

Yuen's Checklist	MONEC Textbooks	Class/ Page
Product	<p>a) Name of cities/countries:</p> <ul style="list-style-type: none"> - <u>Greek</u> natural olive oil with oregano <p>b) Songs:</p> <ul style="list-style-type: none"> - <u>'What A Wonderful World'</u> - <u>'Heal The World'</u> - <u>'History'</u> - <u>'93 million miles'</u> <p>c) Western names:</p> <ul style="list-style-type: none"> - <u>Mr. and Mrs. Smith</u> - <u>Simon</u> - <u>Max</u> 	<p>3/46</p> <p>1/95</p> <p>2/82</p> <p>2/219</p> <p>3/204</p> <p>1/8</p> <p>1/156</p> <p>2/133</p>
Practice	<p>Sport:</p> <ul style="list-style-type: none"> - Let's play <u>football</u> tomorrow afternoon. - but she cannot play <u>basketball</u> 	<p>2/55</p> <p>2/26</p>

Yuen's Checklist	MONEC Textbooks	Class/ Page
Person	<p><u>Singer:</u></p> <ul style="list-style-type: none"> - .. by <u>Louis Armstrong...</u> - ...by <u>Bruno Mars in 2010.</u> - <u>Michael Jackson</u> - <u>One Direction</u> - <u>Jason Mraz</u> <p><u>Well-known person:</u></p> <ul style="list-style-type: none"> - <u>Bill Gates</u> 	<p>1/95</p> <p>1/178</p> <p>2/82</p> <p>2/219</p> <p>3/204</p> <p>3/209</p>
Perspective	-	

Table 4. 7 Specific Verbal Data of Western culture in Erlangga Textbooks

Yuen's Checklist	Erlangga Textbooks	Class/ Page
Product	<p>a) <u>Tourism Places:</u></p> <ul style="list-style-type: none"> - To <u>Eiffel Tower?... the Leaning Tower of Pisa.</u> - The largest national park in America.... <u>Wrangell-St. Elias.</u> - ...visits <u>the Louvre Museum in Paris.</u> <p>b) <u>Name of cities/countries:</u></p> <ul style="list-style-type: none"> - ... a student in <u>Canada.</u> - .. <u>Jamaica, NY...</u> - .. to visit <u>France.</u> - He has gone to <u>America.</u> - Diana/go/to <u>Italy</u> - I'm going to <u>Australia...</u> <p>c) <u>Cuisine:</u></p> <ul style="list-style-type: none"> - .. <u>sandwich.</u> - ... to the <u>pizza</u> parlour.... - ... is eating <u>waffle</u>.... - Let's make a <u>Pancake</u>... - ... the size of the <u>burger</u> is... <p>d) <u>Songs:</u></p> <ul style="list-style-type: none"> - '<u>Hero</u>', - '<u>Goodbye's the Saddest Word</u>', 	<p>2/138</p> <p>2/138</p> <p>2/100</p> <p>1/55</p> <p>1/65</p> <p>2/50</p> <p>3/72</p> <p>3/73</p> <p>3/78</p> <p>1/111</p> <p>2/61</p> <p>2/117</p> <p>3/46</p> <p>3/148</p> <p>3/156</p> <p>3/160</p>

Yuen's Checklist	Erlangga Textbooks	Class/ Page
	- <u>'Heal the World'</u> ,	3/163
	- <u>'Count on me'</u> ,	3/162
	- <u>'No Body's Child'</u> ,	3/162
	- <u>'I Have a Dream'</u> ,	3/162
	- <u>'Old McDonald'</u> , <u>'Twinkle-Twinkle Little Star'</u> , <u>'The Wheels on the Bus'</u> , <u>'My Eyes My Ears'</u> .	2/202
	e) Music:	
	- <u>Reggae</u>	1/155
	f) Movie and television programmes:	
	- <u>SpongeBob</u> ,	3/18
	- <u>Despicable Me</u> ,	3/24
	- <u>Jumanji</u> ,	3/86
	- <u>Barbie</u> ,	1/101
	- <u>Who Wants to be a Millionaire?</u>	3/25
	g) Western names:	
	- <u>Leoni, Steve</u>	1/12
	- <u>George, Charles, Alive, Matt, John, Mary, Ann, Tom,</u>	1/61
	- <u>Michelle</u>	1/126
	- <u>Ella, Daniel, Mr. Campbell,</u>	2/3
	- <u>Lucas, Ethan</u>	2/4
	- <u>Victor</u>	2/10
	- <u>Luke, Joan</u>	2/19
	- <u>Ben, Mischa</u>	2/28
	- <u>Baxter, Ellen</u>	2/112
	- <u>Khan</u>	2/112
	- <u>Mr. Stewart</u>	2/162
	- <u>Grady, Joe, Jenny</u>	3/55
	- <u>Jessica</u>	3/59
	h) Music Instrument:	
	- ... is playing <u>guitar</u> in the backyard.	2/117 3/146
	- <u>Violin</u>	3/146
	- <u>Drum</u>	3/146
	- <u>Piano</u>	2/95

Yuen's Checklist	Erlangga Textbooks	Class/ Page
	i) <u>Traditional game:</u> <i>Rock, paper, scissor</i>	
Practice	<u>Sports:</u> <ul style="list-style-type: none"> - <i>Skateboarding</i> - <i>Tennis</i> - <i>Basketball</i> - <i>Football</i> - <i>Baseball</i> - <i>Taekwondo</i> <u>Daily Life:</u> <ul style="list-style-type: none"> - <i>Italians never (drink/drinks) coffee in the morning</i> 	 1/34 1/54 1/56 2/27 2/27 2/32 1/155
Person	<u>Singer:</u> <ul style="list-style-type: none"> - <i>Jason Mraz</i> - <i>Celine Dion</i> - <i>Michael Jackson</i> - <i>Bruno Mars</i> - <i>The Beatles</i> - <i>Westlife</i> - <i>Selene Gomez</i> - <i>Maywood</i> - <i>Mariah Carey</i> <u>Racer:</u> <ul style="list-style-type: none"> - <i>Lorenzo</i> 	 2/117 3/160 3/163 3/162 3/162 3/162 3/78 1/166 3/156 1/43
Perspective	a) <u>Though</u> <ul style="list-style-type: none"> - Have you ever been to the Eiffel Tower? <i>It is (beautiful) than the Leaning Tower of Pisa.</i> - <i>The Taj Mahal in India is (popular) than Prambanan temple in Central Java</i> - <i>The Amazon is the (large) rain forest in the world</i> - <i>... the largest national park in America.... Wrangell-St. Elias. Unfortunately, most Americans</i> 	2/138 2/138 2/138 2/138

Yuen's Checklist	Erlangga Textbooks	Class/ Page
	<p><i>do not know its name.</i></p> <p>b) <u>Weather Condition:</u> - ... <i>it's the first snow...</i></p>	2/38

Based on the findings, it can be shown what categories of Indonesia and western cultural elements represented in the ELT textbooks. In table 4.4, 4.5, 4.6 and 4.7, displayed Indonesian and western cultural elements which *product* has the highest proportion in the ELT textbooks both designed by MONEC and Erlangga. The data is taken from pieces of dialogue, written instruction, exercise, readings passage and other verbal material. The following are some analyses of verbal data of cultural elements taken from textbooks,

Text 1: introduction (MONEC, 7th grader, p.22)

“Hello, my name is **Hasnida**. I am from **West Sumatra**. I live in **Padang in Kampung Mutiara, on Jalan Kemangi. To be precise, I live at 23 Jalan Kemangi.**”

Text 1 contains of *product* relating to Indonesian names which are shown by the use of ‘Hasnida’ as the name of the character and ‘West Sumatra, ... Padang in Kampung Mutiara’ as a city in Indonesia. So, Text 1 contains Indonesian products.

Text 2: rules and obligations (MONEC, 8th grader, p.40)

“From Monday to Thursday we must wear the **batik** shirt. The girls must wear a black skirt, and the boys must wear a pair of black pants. On Friday we must wear **the Scout uniform.**”

Text 2 contains Indonesian products relating to local products, it can be proven by the use of ‘Batik’ and ‘Scout uniform’ as a uniform that must be used at school and ‘Batik’ is one of the local prides and one of the traditional arts which is a cultural heritage of Indonesia. In the other hand, this sentence also shows practice element using Indonesian student habits because schools in Indonesia tend

to make rules to use uniforms according to the provisions of the day such as in the text.

Text 3: Folktales (MONEC, 9th grader, p.143)

“Here are what we will do. First, we will identify the parts where the main character(s) in ‘**Sangkuriang**’ and in ‘The Golden Star-Fruit Tree’ face a problem....”

Text 3 contains product elements which can be seen from the selection of material that discusses folktales. In this sentence, there is a folktale entitled ‘Sangkuriang’ which is one of Indonesian folktales.

Text 4: Traditional Dance (Erlangga, 7th grader, p.152)

” This is **Ananda Mirza Iryanti**, **Mirza** was born in **Cirebon** ... she is good at **Indonesian traditional dancers**, especially **Jaipong**.”

Text 4 contains product elements relating to the Indonesian name, “Ananda Mirza Iryanti” and one of Indonesian cities that is ‘Cirebon’. Furthermore, this sentence also contains cultural *products* relating to Indonesian traditional dance, Jaipong.

Text 5: Song and the Singer (Erlangga, 9th grader, p. 160)

“This time, you have to find the lyrics of **Celine Dion**’s song entitled ‘**Goodbye’s the Saddest Word**’.”

Text 5 contains cultural *products* relating to western songs (Western song) which is shown by the song title ‘Goodbye’s the Saddest Word’. Furthermore, this song is sung by Celine Dion which is included in Western cultural *person*. So, this sentence contains two cultural elements, product and person.

Text 6: Habits (Erlangga, 7th grader, p.155)

“Italians never (drink/drinks) coffee in the morning”

Text 6 contains perspectives element of western culture. These sentences are in the same pages and contain of cultural practice which related to daily life of western culture (Italians), it can be proven by the sentence which is

stated that 'Italians never (drink/drinks) coffee in the morning' also includes cultural aspects related to habits. This sentence it is stated explicitly that Italian people have the habit of never drink a coffee at morning and this includes cultural aspects related to habits.




As shown in Table 4.4, 4.5, 4.6, and 4.7, the representation of cultural values in terms of four cultural elements by Yuen's checklist in the ELT textbooks is dominated by Indonesian culture, particularly at the cultural product of Indonesia. So, it means that there is an imbalance in displaying cultural elements and cultural categories in these ELT textbooks. But the author has given various aspects of culture almost equally both Indonesian culture and western culture.



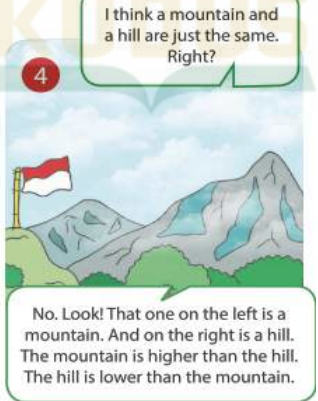
B. Representation of Visuals in the Textbook



This part shows selected visual materials in the form of illustrations and photographs which represent cultural values in the ELT textbooks. Pictures/visual materials in textbook serve as a direct window into what other cultures might look like, and can thus help students to achieve intercultural competence goals in ELT classes⁸. Because of limited space, the writer only included some relevant visual materials for analysis from 7th, 8th, and 9th graders.




⁸ Waallann Brown and Habegger-Conti.

Table 4.8 Specific Visual Data of Indonesian and Western Cultures in MONEC Textbooks

Class	Unit	Sample Visual	Pages	Cultural Elements
VII	Daftar Isi	 <p>(SMP uniform)</p>	v	Product (Indonesia)
	Chapter I	 <p>(The Uniform of Pramuka)</p>	8	Product (Indonesia)
	Chapter VII	 <p>(Map)</p>	166	Product (Indonesia)



Class	Unit	Sample Visual	Pages	Cultural Elements
VIII	Daftar Isi	 <p>(The uniform of SMP students)</p>	vi	Product (Indonesia)
	Chapter VIII	 <p>What are they doing?</p> <p>They're playing congklak.</p> <p>(Congklak)</p>	108	Product (Indonesia)
	Chapter IX	 <p>4</p> <p>I think a mountain and a hill are just the same. Right?</p> <p>No. Look! That one on the left is a mountain. And on the right is a hill. The mountain is higher than the hill. The hill is lower than the mountain.</p> <p>(Indonesian flag)</p>	121	Product (Indonesia)




Class	Unit	Sample Visual	Pages	Cultural Elements
IX	Chapter VI	 <p>(Birthday cake and Nasi Tumpeng)</p>	107	Product (western and Indonesia)
	Chapter VIII	 <p>(Satay ayam)</p>	146	Product (Indonesia)
	Chapter VIII	 <p>(kerupuk udang)</p>	150	Product (Indonesia)





Class	Unit	Sample Visual	Pages	Cultural Elements
	Chapter VIII	 <p>(Payung Geulis from West Java)</p>	151	Product (Indonesia)
	Chapter X	 <p>(Sambal Uleg)</p>	193	Product (Indonesia)
	Chapter X	 <p>(England Flag)</p>	198	Product (Western)

After displaying visual data from the ELT textbooks which are published by MONEC, then, below are the verbal data of Erlangga’s ELT textbooks. And due to limited space, the writer only attaches some relevant data taken from the ELT textbooks used by 7th, 8th, and 9th graders.





Table 4.9 Specific Visual Data of Indonesian and Western Cultures in Erlangga Textbooks



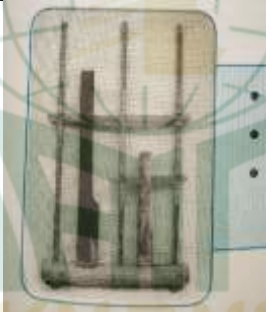

Class	Unit	Sample Visual	Pages	Cultural Elements
VII	Chapter 3	 <p>(Skateboard)</p>	34	Practice (western)
	Chapter 3	 <p>(Saman dance)</p>	29	Product (Indonesia)

Class	Unit	Sample Visual	Pages	Cultural Elements
	Chapter 3	 <p>(SMP uniform)</p>	36	Product (Indonesia)
	Chapter 4	 <p>(Basketball)</p>	56	Practice (western)
	Chapter 6	 <p>(Dollar)</p>	75	Product (Western)

Class	Unit	Sample Visual	Pages	Cultural Elements
	Chapter 6	 <p>(Dictionary)</p>	75	Product (Indonesia)
	Chapter 7	 <p>(Rumah Honai)</p>	105	Product (Indonesia)
	Chapter 8	 <p>(Coca-cola)</p>	114	Product (Western)
	Chapter 8	 <p>(Pizza)</p>	115	Product (Western)

Class	Unit	Sample Visual	Pages	Cultural Elements
VIII	Chapter 7	 <p data-bbox="432 578 693 605">(Western-style dance)</p>	69	Product (Western)
	Chapter 7	 <p data-bbox="465 923 660 951">(Legong Dance)</p>	77	Product (Indonesia)
	Chapter 9	 <p data-bbox="486 1204 639 1232">(Ice-skating)</p>	105	Practice (Western)

Class	Unit	Sample Visual	Pages	Cultural Elements
	Chapter 12	 <p>(Prambanan Temple)</p>	158	Product (Indonesia)
	Chapter 15	 <p>(school bus)</p>	198	Product (Western)
IX	Chapter 2	 <p>(nasi padang)</p>	19	Product (Indonesia)
	Chapter 4	 <p>(pancake)</p>	46	Product (Western)

Class	Unit	Sample Visual	Pages	Cultural Elements
	Chapter 6	 <p>(sandwich)</p>	87	Product (Western)
	Chapter 7	 <p>(Prambanan Temple)</p>	89	Product (Indonesia)
	Chapter 8	 <p>(Angklung)</p>	117	Product (Indonesia)
	Chapter 11	 <p>(Celine Dion)</p>	160	Person (Western)

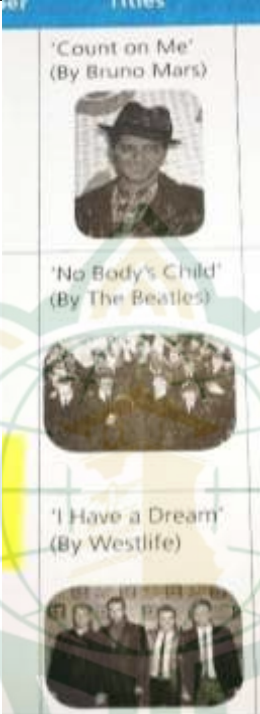

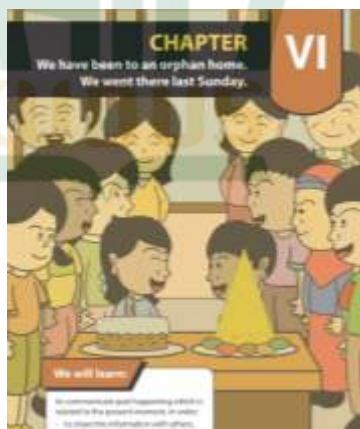
Class	Unit	Sample Visual	Pages	Cultural Elements
	Chapter 11	 <p>'Count on Me' (By Bruno Mars)</p> <p>'No Body's Child' (By The Beatles)</p> <p>'I Have a Dream' (By Westlife)</p> <p>(Bruno Mars, The Beatles, Westlife)</p>	162	Person (Western)
	Chapter 11	 <p>(Michael Jackson)</p>	163	Person (Western)

Table 4.8 and 4.9 are displayed about the visual data of cultural representation in the ELT textbooks. Table 4.8 is displayed about Indonesian and western visual data in the MONEC textbooks, while Table 4.9 is the visual data from

Erlangga textbooks. Furthermore, same with the visual data, Table 4.8 displayed that Indonesian visual culture is more dominant than western culture and *product* elements are the most mentioned element in each class such as student uniform, traditional music instrument, cuisines, and etc. On the other hand, western visual data is mentioned a few times in the ELT textbooks. Meanwhile, Table 4.9 which represents visual data from Erlangga textbooks shows that western culture is more dominant than Indonesian culture. The following are some analyses of visual cultural elements taken from textbooks,



Picture 1



Picture 2

Picture 1: contains of cultural product element of uniform which proven by the picture of junior high school student who are wearing SMP uniform of Indonesian student (blue and white).

Picture 2: contains cultural product elements of both Indonesian and western cuisine. On the picture, shown that there are some people which is doing a birthday party and in the middle of them there are two kids which the left one with her birthday cake which is represented western cultural product related to western cuisine and the right one with his *tumpeng*, an Indonesian cuisine.



Picture 3



Picture 4

Picture 3: contains a cultural product element which is related to Indonesian traditional dance, Saman dance.

Picture 4: contains product and person elements of western cultures which are proven by the picture of Western singers such as Bruno Mars, The Beatles, and Westlife who are included to person elements and there is some information about their song titles which are included to product elements.

So, based on Table 4.8 which displayed visual data of the ELT textbooks published by MONEC, it can be concluded that the most used visual data in the EF textbooks is Indonesian culture. It can be proven by high frequency in using student characters who are wearing Indonesian Junior High School student uniform (blue and white) and some product such as traditional music instrument (*angklung*), cuisine (*pempek*, *krupuks*, *lemper*, *sambal*, *pisang kepok*, *satay*, *nasi Padang* and etc), and so on. While western culture has a lower frequency rate than Indonesian culture in the ELT textbooks. On the other hand, Table 4.9 which displayed visual data of the ELT textbooks published by Erlangga, the most appeared visual data is western culture. In the textbooks, many western cultural products appear such as western songs (*'count on me'*, *'No Body's Child'*, *'I Have a Dream'*, and etc), cuisines (*hamburger*, *pancake*, *coca-cola*, *sandwich*, *pizza*), Dance (*Western-style dance*), then cultural practice such as sports (*ice-skating*, *basket*, *skateboard*), and then cultural person such as singers (*Bruno Mars*, *The Beatles*, and *Westlife*, *Celine Dion*). Furthermore, Indonesian culture in verbal data has lower frequency in the Erlangga ELT textbooks.

B. Discussion

This explanation will answer the research question about how Indonesia and Western cultures are represented in the ELT textbooks published by MONEC and Erlangga and the discussion will be displayed in the table below:

Table 4.10 The discussion

Textbooks	Result
MONEC textbooks	In the MONEC textbooks, the representation of cultural value has been dominated by Indonesian cultural elements (Table 4.2). It can be proven by the highest proportion of Indonesian culture than Western culture. And the most mentioned cultural element is <i>product</i> which is provided by the author in the form of foods, tourism places, names of cities, traditional music instruments, traditional games, local products, traditional transportation, songs, and folktale in the form of verbal data. Furthermore, the visual data is also dominated by Indonesian culture.
Erlangga textbooks	In the Erlangga textbooks, the result showed that Indonesian culture is also more dominant than Western culture which <i>product</i> being the most mentioned cultural elements. On the other hand, Western cultures have been dominated by the form of visual data provided by the authors such as the use of Western people as the illustration picture, the picture of traditional dance, cuisines, things, and singers.

Furthermore, the more specific result has been explained as follows; that is displayed in Table 4.2 and Table 4.3 for Indonesian and western cultural elements, then Table 4.4 and Table 4.5 for more specific cultural categories in the form of verbal data of both Indonesian and western culture in the MONEC textbooks. Furthermore, Tables 4.6 and 4.7 displayed specific cultural elements in the form of verbal data about both Indonesian and western culture in the Erlangga textbooks. Table 4.8 contains examples of specific cultures in the form of

visuals/images/illustrations in MONEC textbooks, then lastly is Table 4.9 which contains examples of specific cultures in the form of visuals/images/illustrations in Erlangga textbooks.

1. Products

Products are related to human-made and it can be seen in the tables that the product of Indonesia and western culture is the most widely used element than the other elements which is provided by the author in the form of foods, tourism places, name of cities, traditional music instruments, traditional game, local product, traditional transportation, songs, folktale, so on. So, it can be concluded that cultural product is the most used cultural element in the textbooks, especially at MONEC textbooks, and the most appearing cultural product is the use of illustration/picture of students who wear SMP uniform, blue and white. The study conducted by Ayu mentioned that school uniform is one of the cultural categories related to the cultural product⁹. That is the reason why cultural products, especially in the MONEC textbooks, have the highest number of other cultural elements.

Although in this case, cultural products of Indonesia and western culture have the highest proportion, there are some differences in the selection of cultural product categories in the form of verbal data and we can see those differences in Tables 4.4, 4.5, 4.6, and 4.7. The categories of Indonesian cultural products are almost the same as western cultural products, however, some categories are only mentioned in Indonesian cultural products and not mentioned in western cultural products and vice versa. For example, Indonesian cultural products mentioned *Honai*, *Joglo*, *Sali*, *Gadang* (Erlangga textbook), and the picture/illustration of students wearing school uniforms (white and blue) and scout uniforms (brown) but in western cultural products, these things are not mentioned at all. On the other hand, western cultural products are mentioned in

⁹ Mutiara Ayu, 'Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia', *Journal of English Teaching*, 6.3 (2020), 183–92 <<https://doi.org/10.33541/jet.v6i3.1925> on April 10, 2021>.

songs and movie/television programs but in Indonesia, cultural products are not mentioned.

2. Person

Person in this element can be categorized as a famous person or well-known people which are mentioned in the ELT. And both Indonesia and western culture are mentioned *person* in the ELT textbooks. The difference is only in the selection of the types of fictional characters depicted in the textbook. In Indonesia cultural elements, the author just mentioned well-known people such as Soekarno (the 1st president of Indonesia) and Bambang Pamungkas (football player), while in western cultural elements just mentioned famous people such as singers, for example The Beatles, Westlife, Bruno Mars, Jason Mraz, Celine Dion, and so on. But in this case, Yuen stated that fictional characters in stories or movies are not included from this element and considered as products and although it can be debated that well-known people are also included as 'product' of certain culture, but only real people are included in this aspect, because no matter how they are mythologized by people, they are introduced as real people which different with fictional characters.¹⁰

3. Practice

According to Ayu, practice is included custom, rituals, and cultural practices such as holiday celebration, ritual ceremonies, and so on¹¹. Furthermore, Yuen stated that practice includes customs, daily life, society, sports.¹² And based on data, the most mentioned practice in the both of ELT textbooks is Indonesia holiday celebrations/national holidays (*National Education Day, National Children Day, Indonesia Independence Day, Kartini Day*) and mentioned religious holidays (*Nyepi, Galungan, Idul Fitri*). On the other hand, for western culture, the most mentioned cultural

¹⁰ Ka Ming Yuen, 'The Representation of Western Cultures in English Textbooks', *ELT Journal*, 65.4 (2011), 458-66
<<https://doi.org/10.1093/elt/ccq089>>.

¹¹ Ayu.

¹² Yuen.

practice is sports, such as *skateboarding, tennis, basketball, football, baseball, taekwondo and so on*. Furthermore, it also mentioned the daily life of other countries such as *'Italians never (drink/drinks) coffee in the morning'*.

4. Perspective

Perspective based on Ayu is certain group difference views about something which makes them have difference of other culture¹³. Then, Yuen stated that perspective is related to inspirations, myths, world views¹⁴. While Mayangsari et al divide perspective into some aspects such as though, habits, perceptions, beliefs, traditional values, etiquette, attitudes, verbal and non-verbal behaviour patterns, weather condition, geography, politics, economy, and etc. and based on the findings, there are some cultural perspective elements such as geography, toughs, weather condition, behaviour. But these data only found on the verbal data and for visual data do not appear at all.

According to the findings, it implies that these ELT textbooks, published by MONEC and Erlangga, are in line with the research conducted by Setyono and Widodo which stated that local culture should be inserted in ELT textbooks¹⁵. In addition, it also in accordance with the argument raised by Xiong and Qian that suggest for a multicultural and cosmopolitan perspective on language curriculum and material development characterized by engaging global and local intercultural understanding and need to be prepared for the changing condition of international communication by inserting text and discourses that reflect the insight and values of English learner and users from various cultural background¹⁶. But

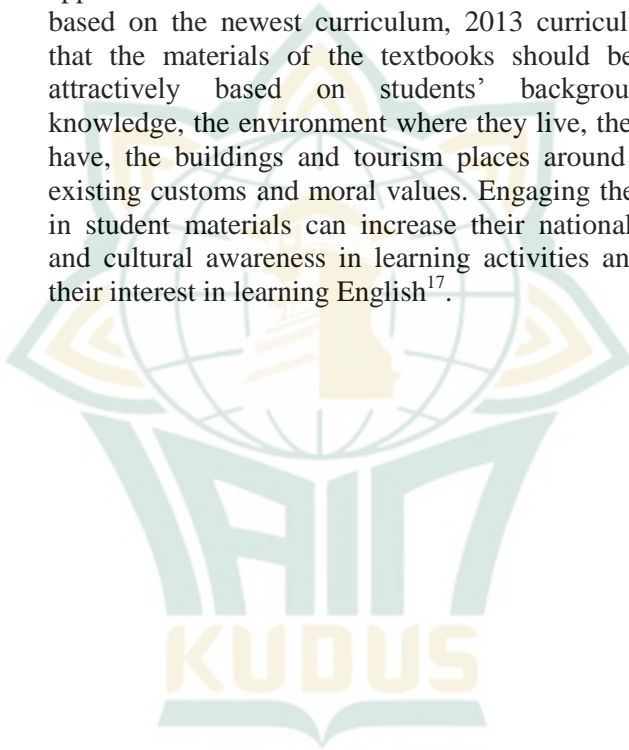
¹³ Ayu.

¹⁴ Yuen.

¹⁵ 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*, 00.00 (2019), 1–15 <<https://doi.org/10.1080/14675986.2019.1548102>>.

¹⁶ Tao Xiong and Yamin Qian, 'Asia Pacific Journal of Education Volume 32 Issue 1 2012 [Doi 10.1080_02188791.2012.655239] Xiong_ Tao_ Qian_ Yamin -- Ideologies of English in a Chinese High School EFL Textbook- a Critical Discour_2 Pdf', July, 2012, 37–41.

on the other hand, there is an imbalance in proportion regarding Indonesia cultural elements and western cultural elements as we can see the total in the table 4.2 and 4.3. This is due to the amount of cultural coverage of Indonesian cultures is much greater than other western cultures. This causes a bias towards the cultures of other countries even though the balance can increase students' appreciation of cultures from other countries. Because based on the newest curriculum, 2013 curriculum, stated that the materials of the textbooks should be arranged attractively based on students' background, their knowledge, the environment where they live, the food they have, the buildings and tourism places around them, the existing customs and moral values. Engaging these aspects in student materials can increase their national character and cultural awareness in learning activities and improve their interest in learning English¹⁷.



¹⁷ Mutiara Ayu, Chuzaimah Dahlan Diem, and Machdalena Vianty, 'Secondary School Students' English Literacy: Use of Interactive Read Aloud Instructional Strategy', *International Journal of Applied Linguistics and English Literature*, 6.7 (2017), 292 <<https://doi.org/10.7575/aiac.ijalel.v.6n.7p.292>>.