

Indonesian Cultural Perspective Critical Discourse Analysis in Junior High School Level English Textbooks

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Abstract: Language is a tool for people to communicate with structured words and sentence patterns. However, when there is a language there is also a culture that bonds together with language. One of the language that the world use is English. English has a very high demand in every sectors including education sectors. In education sector, English serves as the main subject in EFL countries, one of the EFL countries is Indonesia, and the teaching and learning English activity in Indonesia is still relying on textbook. Textbooks in Indonesia is rarely showing a cultural content which cultural contents in the textbook can be one of the appreciation of preserving a traditional culture. In this research, the author will analyze the discourse that found in a Junior High School level textbook, English on Sky 2 whether there is any Indonesian Cultural Perspective that included within the textbook. This research method will be using a qualitative method with descriptive analysis as the approach of research design.

Keyword: *Cultural Perspectives, Textbook, Junior High School, Critical Discourse Analysis.*

INTRODUCTION

Language is a tool that helps individuals communicate with one another by using structured words and sentence patterns. A well-written and spoken language may also have an impact on individuals due to its social standing. In higher education classrooms, language has a socially controlling feature that can be used to organize, represent, and enable power. This feature is inextricably linked to information practices that deal with language's social and political dimensions, as well as the production and dissemination of information (Dandar and Lacey 2021). It is well known that English serves as a bridge between speakers from all corners of the globe. English is needed in every industry, including business, industrial, tourist, culinary, engineering, education, and many more as society moves toward a more contemporary, technologically advanced future. When we consider education, we shall consider a teaching and learning process in which both students and instructors are involved.

There are many different ways to teach English, including playing videos or audio files like podcasts to improve students' listening skills, asking students to study outside of class to improve their senses and train their speaking skills, assigning writing prompts to improve students' writing skills, and giving students books to improve their reading skills. One of the way to learn English is using textbook. English in Indonesia has a status as a Foreign Language and English is a mandatory subject in schools in Indonesia. English subject according to Keputusan Menteri Pendidikan, Kebudayaan, Riset, Dan Teknologi (Kepmendikbudristek) Republik Indonesia (2022: 11) is a subject in Junior High School (SMP/MTs) and has about 144 subject hours. Many schools in Indonesia including Junior High School still use textbook to conduct an English teaching and learning activity.

Textbooks contain clear guidelines for how this content should be taught in addition to a curriculum for instructors to follow (Harmer 2015). One of the tools that teachers employ is commercial textbooks. What is taught in English classrooms may be greatly influenced by the textbooks used in the classroom. They may also affect how people view English's larger goals and objectives (Wells and Moon 2021). Due to the high visual content of language instruction materials, even if they don't explicitly postulate multimodality, textbook scholars who utilize content analysis or critical discourse analysis have long included images as an analytical emphasis (Weninger 2018). CDA (Critical Discourse Analysis) is a discourse analysis technique developed by Western linguists Roger Fowler, Gunther Kress, and others in the late 1970s and early 1980s. Additionally, it has included ideas from a number of academic fields,

including sociology, psychology, semiotics, and others (Wang 2021). One of the social fields to study in CDA is culture, which leads to cultural perspectives. Learning a language teaches students about culture, and using a language teaches them how to interact with people from different cultures (Rodriguez and Espinar 2015). There are also categorizations of culture which are products, practices, perspectives, and persons (Yuen 2011).

Cultural aspects, in this case have an impact on a language learning process which culture and language are two things that inseparable. The inclusion of culture in ELT materials has attracted curriculum developers' attention due to the interconnectedness of language and culture (Sahraee Juybari and Bozorgian 2020). That's why this field of study is interesting to conduct because often the publisher and author of a textbook rarely put cultural aspects to slip in another insight apart from the main subject to learn. The example of this phenomenon is a research about grade IV elementary English textbook that only contain one information of traditional/local content which is *blangkon* as one of the Javanese tribe clothing. The other is a study of the government – release of English textbook “When English Rings a Bell” which shows only “*salam*” and “*Baduy*” tribe as the traditional/local culture aspects in the textbook.

Those two prior studies proofs that there is a flaws within the textbook which is only focuses on main subject only and not giving any side information, which culture could be the side information in order to give a break to students' learning or giving an additional knowledge of students' learning. Based on the data above, this research is conducted aiming to reach the main goal which is to found whether there will be any Indonesian culture perspective found in the discourse on Junior High School textbook. The scope of this research is focusing on the result of analyzing the Indonesian cultural perspective found in the discourse on Junior High School textbook.

This study will also give a significance to the reader both theoretically and practically. In theoretical way, the findings of this study will theoretically support the application of understanding of social context, particularly in language and communication, as well as cultural factors. This study will also outline the use of cultural perspectives and other cultural components in discourse analysis. The findings of this study will be added to and enhanced by earlier studies and ideas that assist discourse analysis of cultural viewpoint, context, or features. On the other hand, in practical way, this research will have a practical application for the Junior High School elements, such as the principal and instructor, to take into consideration when selecting a textbook that can provide relevant cultural information that learners can utilize to become familiar with and learn English more easily. Not just for educational components, but also as a guide for the textbook publisher and author to create culturally rich materials for English textbooks.

Junior High School

In their formative years, junior high school students are regarded as teenagers or adolescent. The transition from childhood to adulthood, known as adolescents, occurs between the ages of 10 and 13 and lasts until the late teens. This time period is marked by biological, cognitive, and socioemotional changes and is important for preparing children for adulthood (Santrock 2016). Early adolescence, which approximately corresponds to the middle school or junior high school years and encompasses the majority of pubertal development, and late adolescence, which refers to the latter part of the second decade of life, are two distinct phases of adolescence (Santrock 2016).

Language and Discourse

We must take into account language at the text and discourse levels in addition to grammar, vocabulary, and the sounds of English in spoken speech (that is, texts which are longer than phrases or sentences). Because of this, the term "language" is used to describe anything that not only governs or instructs individuals on how to speak and write, but also gives a language additional depth by describing it as text and conversation (Harmer 2015). Anybody of text (written or spoken) larger than a sentence, paragraph, or utterance is referred to as a discourse (Harmer 2010).

METHOD

The author will do a qualitative method in this research. Qualitative techniques employ a range of designs, text and visual data, and special data analysis phases. To some extent, writing a methodology section for a proposal or research study requires educating readers on the goal of qualitative research (Creswell 2018). This study's research strategy employs a descriptive qualitative research design. The goal of qualitative descriptive research is to give a thorough account of specific events that people or groups of people have experienced in ordinary language (Lambert and Lambert 2013). The subject of this study is a Junior High School English textbook entitled "English on Sky 2" for the 8th grade.

Techniques for Collecting the Data

When gathering the information, the author uses documentation. The purpose of this study's documentation is to compile the discourse from the textbook from the perspective of Indonesian culture. According to different authors, the term "documents" refers to a wide variety of written, tangible, and visual elements, including artefacts. Autobiographies, journals, and letters are examples of personal papers. Files, reports, memoranda, and minutes are examples of official papers. Books, movies, and videos are examples of popular culture papers (Donald, Jacobs, and Sorensen 2010).

To aid the process of collecting the data, the author uses this instrument in the form of table to help identifying the Indonesian Cultural perspective found in the textbook.

Table 1. Research Instrument

No.	Categorization	Sub Categorization
1	Products	Foods Musical Instruments Tourism Sites
2	Practices	Tribes Daily life Society
3	Persons	Famous Individuals

Techniques for Analyzing the Data

The author will use content analysis as the analytical techniques to describe 'manifested' materials in a text in a systematic, objective, and descriptive manner. A research strategy called content analysis or document analysis looks at textual or visual data to identify particular characteristics. It is possible to analyse a wide range of materials, including textbooks, newspapers, websites, speeches, television programs, advertisements, musical compositions, and more (Donald et al. 2010).

The text that has been gathered by identifying them through the textbook will be examined using content analysis based on the aforementioned theories. Following data analysis, textual data will be interpreted by being described in accordance with the instrument used to gather the data. To fully understand the Indonesian cultural perspective that is offered in the textbook, the facts will be presented in the form of descriptions.

RESULTS AND DISCUSSION

The author has compiled the Indonesian cultural perspectives found in English on Sky 2 and will present the data through the table form. Before the author displays the findings, the author will again mention that there are three categorizations of cultural perspective use in this study, they are: products that have foods, tourism sites, and musical instruments as the sub categorization, practices that contains tribes, daily life and society as the sub categorization and the last categorization is persons that only have

famous individuals as the only sub categorization. These categories will be displayed in the form of table below.

Table 2. Findings

No	Chapter	Result
1	Chapter 2: I Can Play the Guitar, Page 29-32	<p>A traditional games called <i>gobak sodor</i> and <i>conglak</i> which displayed in the dialogue:</p> <p>“Johan, can you play <i>gobak sodor</i>?”</p> <p>“How about playing <i>conglak</i>”</p> <p>“...Can you play <i>conglak</i>.”</p> <p>“...can you play <i>gobak sodor</i>?”</p> <p>“Can we play <i>conglak</i>?”</p> <p>“...I don’t like playing <i>conglak</i>.”</p> <p>and also displayed in the form of sentence:</p> <p>“Thinneke can play <i>conglak</i>.”</p> <p>“Binsar asks Thinneke to play <i>conglak</i>.”</p> <p>“<i>conglak</i> is easy to play.”</p> <p>“Thinneke doesn’t want to play <i>conglak</i>.”</p> <p>“Johan cannot play <i>gobak sodor</i>.”</p> <p>“Johan asks Atiqah to play <i>gobak sodor</i>.”</p> <p>“Johan doesn’t want to play <i>conglak</i>.”</p> <p>“Can we play <i>gobak sorod</i> now?”</p> <p>“Can you play <i>gobak sodor</i>.”</p> <p>“Do you play <i>gobak sodor</i>.” Which categorizes as society and daily lifes.</p>
2	Chapter 7: I Always Get Up Late on Sundays, Page 129	Asmat people which displayed in paragraphs categorized as Practices of tribes
3	Chapter 7: I Always Get Up Late on Sundays, Page 129-130	Paragraphs that talks about Indonesian archipelago that contains tribes as Javanese, Sundanese, Bantenese, Betawi, Baduy, Tengger, Malay, Minangkabau, Batak, Acehnese, Lampung, Kubu and Osing.
4	Chapter 9: The Smallest Island in the World, Page 169	Paragraph that describe <i>Simping</i> Island as one of the tourism site in Indonesia.

5	Chapter 10: I Went to the Beach Last Weekend, Page 180	Short recount text about holiday to <i>Ngrumput</i> Beach as one of the tourism site in Indonesia.
6	Chapter 10: I Went to the Beach Last Weekend, Page 182	Email text about a holiday to <i>Senggigi</i> Beach in Lombok as one of the tourism site in Indonesia.
7	Chapter 10: I Went to the Beach Last Weekend, Page 187	A recount text about holiday to Lombok that contains <i>Sasak</i> Wedding and <i>ikat tenun cloth</i> as one of the tribes practices categorization.
8	Chapter 10: I Went to the Beach Last Weekend, Page 187	A recount text about holiday to Bali which displayed Garuda Whisnu Kencana as tourism site in Indonesia.
9	Chapter 10: I Went to the Beach Last Weekend, Page 187	A recount text about holiday to Bali which displayed Kecak Dance as tribe practices in Bali, Indonesia.
10	Chapter 11: It Was a Wonderful Experience, Page 200-201	A recount text and a caption about a trip to Cilacap which display Teluk Penyu Beach and Nusakambangan Forest as one of the tourism site in Indonesia.

After compiling and displaying in the form of table, the author found several Indonesian cultural perspectives incorporated in the textbook. In this section, the author will give a short description of the Indonesian cultural aspects found in the textbook and will give a narrative description of the English on Sky 2 textbook. The process of description will be deconstructed by the table above.

The first one, the author find *gobak sodor* and *congklak* which are the two Indonesian cultural practices found in the textbook and placed under society and daily life sub-categorization of practices. *Gobak sodor*, is a customary game performed in Indonesia between two teams in which one team assaults the opposing team to cross the finish line (Setiawan, Kartikadarma, and Haryanto 2013). The other is *congklak*. *Congklak* is one of the old-fashioned games played in Indonesia using pebbles, seeds, plastics, and wood. The *congklak* shape is a long, boat-like board with holes at 10, 12, and 14. Rocks or seeds should go in holes 70, 84, and 98, respectively (Susilo 2018).

The next finding is *Asmat* people that placed under the tribe sub categorization of practices. The *Asmat* tribe is mostly concentrated in the *Asmat* district, which is situated in the southern part of Papua Province between *Merauke* and *Mimika* Regency (Pamungkas 2018). *Asmat* carving is a cultural product deserving of registration under Geographical indication protection because to its fame, quality, and unique characteristics (Silubun, Kalalo, and Alputila 2021).

The following tribe is based on a passage from a book that lists various tribes from Indonesia, including the Javanese, Sundanese, Bantenese, *Betawi*, *Baduy*, *Tengger*, Malay, *Minangkabau*, *Batak*, Acehnese, Lampung, *Kubu*, and *Osing*. There are several tribes in Indonesia, including these ones. These tribes live

in one area on many islands in the Indonesian archipelago. On Java Island, you may find Javanese, Sundanese, Bantenese, Betawi, *Baduy*, and *Tengger* people. The provinces of Central Java, Yogyakarta, and Eastern Java are typically home to Javanese. The western and deeper regions of Banten Province are home to the Bantenese and the *Baduy*. East Java is where you may find the *Tengger* tribe. The tribes that live on the island of Sumatera include the Malay, *Minangkabau*, *Batak*, Acehnese, Lampung, *Kubu*, and *Osing*.

According to the article acquired from KOMPAS.com (2022), *Simping* Island, which is described as the world's smallest island and is located in Indonesia, may be found on English on Sky 2 page 169 that placed under tourism sites sub categorization of products. Only 2.023 meters² in size, this island is officially recognized by the UN (UN). This island may be found in Singkawang City, West Kalimantan, in the *Sedau* subdistrict of the South Singkawang district.

The next finding is *Ngrumput* beach that placed under tourism site sub categorization of products. The settlement of *Ngestirejo*, which gets its name from the location of *Ngrumput* Shore where a lot of wild grass used to grow beside the beach, is home to *Ngrumput* Beach. The term *ngrumput* is derived from the word *rumput*, which signifies grass (Adab and Datang 2021).

The next tourism site is *Senggigi* Beach which placed under tourism site sub categorization of products. *Senggigi* Beach is situated on the west coast of the island of Lombok in West Nusa Tenggara (Wahyuningtyas et al. 2020). Due to the variety of its flora and fauna, *Senggigi* Beach has become a well-known tourist destination. Examples of its wildlife include sponges, sea cucumbers, gigantic clams, spiny lobsters, drupella snails, and blue starfish (Wahyuningtyas et al. 2020).

Tenun Ikat, a *Sasak* tribal member, offers the following cultural perspective. According to greeners.co, one of the culturally significant pieces of apparel from Indonesia's Eastern Nusa Tenggara Province is *tenun ikat* (Firdhani, A. R, 9 October 2017). The exoticism of *tenun ikat sumba* in Indonesian fashion could draw visitors and designers. The *tenun ikat sumba* design has its unique philosophy and is motivated by flora and animals.

Garuda Whisnu Kencana is the next findings that placed under tourism sites sub categorization of products. *Garuda Whisnu Kencana* is located in Bali, the country's most popular tourist destination, is the country's new tourism symbol as of 2018. Due to the availability of this tourist destination, more visitors, especially international ones, are anticipated to travel to Bali and Indonesia. *Garuda Wisnu Kencana*, often known as GWK, is a statue that stands 121 meters tall and 65 meters long (Supina 2019).

Next on the list of tribe practices from an Indonesian cultural perspective is *kecak* dancing. A *kecak* ensemble is made up of up to 12 solo dancers and about 100 male *kecak* singers (plural: *pengacak*), each of whom portrays a different character from the *Ramayana* epic (Dankworth and David 2014). *Kecak* is an Indonesian dance that originated in Bali and is now mostly performed by 20 distinct tribes in southern Bali (Dankworth and David 2014).

The following tourism sites sub categorization of products on the list is *Teluk Penyu* and *Nusakambangan* Forest. retrieved from VIVA.co.id (2015) Cilacap's *Teluk Penyu* beach is a well-kept secret. Sea turtles, called *penyu* in Indonesian, were a common sight at *Teluk Penyu*, according to Wikipedia. As a result of the increased tourist after 1976, sea turtles are no longer present in this area. *Nusakambangan* Forest is another tourist destination. According to the KOMPASIANA article, *Nusakambangan* Forest is situated on *Nusakambangan* Island in Cilacap, Central Java (2022). Due to the island's caverns, beaches, and wildlife, local officials began promoting *Nusakambangan* as a tourist destination in the middle of the 1990s.

After giving a short description of English on Sky 2, some thoughts on Indonesian culture have been included to this textbook. The majority of the material in this textbook is based on the Indonesian cultural perspectives of the tribes and the tourism sites sub categorization and products categories. In addition, there are sub-categories for society and daily life, but the main of this English on Sky 2 textbook is built on sub-categories for tribes and tourist destinations.

CONCLUSION

The process of teaching and learning does not only concentrate on the subject at hand. However, the topic itself offers another another lesson that we may learn. In this instance, English, one of the disciplines being taught and learned, has a hidden lesson that might provide more insight into basic knowledge. The textbook is one of the media and resources used to assist students and teachers in the

teaching and learning process. One of the components of CDA that may be examined is cultural factors. CDA (Critical Discourse Analysis) is a discipline that focuses on societal issues and problems that can be identified through discourse or a text. Books with sufficient dialogue or a text to study can be used to analyze cultural components of CDA research. In this study, Indonesian cultural perspectives were chosen as the cultural aspect, which includes cultural elements including things, customs, viewpoints, and people as cultural elements. With the use of the categories indicated earlier and the discourse from the research's textbook, various cultural viewpoints were discovered. Even though the amount of speech was scant, it nonetheless provided us with ample understanding of Indonesian culture and highlighted the crucial contribution that culture makes to language learning.

One of the ways we may appreciate and continue to remember all the everyday life, society, goods, and many things that our ancestors have done in the past is through cultural material, in this case, cultural viewpoints from Indonesia. Even if there isn't much to see in each textbook, we may still learn from it and enjoy the information that serves as the foundation of our everyday lives. One of the unspoken lessons that may supplement the primary subject and help the student learn about their national identity is the value of cultural viewpoint.

The author advises teachers, students, and textbook authors to focus on a variety of English-related topics. The more diversity there is, the more enjoyable learning may be. Cultural perspectives should be more prominently featured in this situation as side content, such as "Did you know that..." articles, to give students and teachers a basic understanding of culture and to provide a "intermezzo" in the middle of the teaching and learning process so that it is not monotonous. Additionally, for the teacher, culture might be a fantastic topic for an English discussion session.

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