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CRITICAL DISCOURSE ANALYSIS ON LOCAL CULTURAL CONTENT IN  
ENGLISH TEXTBOOKS

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## **ABSTRACT**

Local cultural representations can be found in textbooks as visual and textual artifacts. Local culture is shown in the book in an unique way as a cultural exhibition. The goal of this research is to investigate at how local culture is depicted in textbooks. The focus of the study is exploring the local content of cultural of an EFL textbook using critical discourse analysis as a methodological technique. The information was obtained from the “Headline English 2” English Textbook for the VIII grade (2018). The findings show that the cultural component of Indonesia was deliberately chosen to be included in this textbook in order increasing both teachers’ and students’ understanding of the language and culture interdependent relationship.

Keywords: Local culture, English textbook, Critical discourse analysis

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Problem**

Textbooks are one of the didactic instruments in educational institutions. A good textbook must be able to present details of cultural elements based on the context, goals, and needs of students. English textbooks, for example, must reflect an appreciation and respect for the multicultural and pluralistic dimensions of society, which include various cultural values: local, national, and global wisdom. Therefore, the 2013 curriculum published by the government regulates the insertion of cultural values in textbooks. It will be beneficial for students to give them a positive way of how to deal with globalization well.

Through Permendikbud Number 79 of 2014, In an effort to include cultural values into all teaching and learning activities, the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud) has formed an initiative, with the assumption that students can identify, thus more appreciating the environment, culture, social, values spirituality, as well as preserving and developing local wisdoms that will further enhanced national identity (Kemendikbud, 2014b). As a result, textbooks must be designed with the appropriate context. It will not only aid in the success of the teachings and learning process, but it will also reflect the unique Indonesian culture, which will then be contextualized in an English learning environment. Furthermore, textbooks are considered as a tool for more than just information transfer, such as the promotion of certain ideas or the empowerment of certain points of view.

Above all, textbooks also include visual works such as drawings and illustrations. The term 'text' will be used to indicate the majority of common sense spoken language, such as words, phrases, and so on (Fairclough, 2003). Texts can primarily demonstrate shifts in attitudes, beliefs, knowledge, values, and so on. Because of its diverse tribes, cultures, conventions, and other cultural practices, Indonesia is recognized as a paradise of diversity (Rizky & Wibisono, 2012). Fostering cultural awareness alongside language ability, materials must provide cultural identity with more than just symbolic credit. (Pulverness, 2014). Cultural materials are critical in creating acceptable English textbooks and establishing cultural understanding in students' minds (Bahrami, 2015).

Cortazzi and Jin (1999) provide an alternative method for incorporating suitable cultural information into language textbooks. This entails three components: sources culture, targets culture, and international culture. The term "sources culture" refers to the students' own culture, with which they are most familiar; "targets culture" refers to the cultures of country with English as a natives language or nationals language (for example, the culture of the United States, New Zealand, and the United Kingdom); and "international culture" refers to the diversity of cultures from around the world. Every English textbook should include a fair quantity of this form of culture in its representation of culture. In order for teachers and students to become accustomed to new cultural insights, it is advised that the target culture not be dominant over others in English textbooks (Hermawan & Noerkhasanah, 2012).

This study is primarily influenced by earlier research findings that revealed cultural elements in English textbooks published by the Ministry of Education and Culture. First, Setyono and Widodo (2019) investigated how multicultural values are described in High Schools EFL textbook. Second, to reveal underlying ideology, Nadhif (2017) investigated the formation of discourses on religious and morals values in English official textbooks for Indonesians High Schools students. Ariawan (2020) performed the most recent study, in which he studied national stereotypes and cultural domination, as well as the utilization of targets and international culture in building respects, tolerances, and cultural competencies in students.

Furthermore, a survey of the literature revealed that there were only a few local studies that evaluated English textbooks for junior high schools issued by private publishers other than the Ministry of Education and Culture. In reality, these books are commonly utilized as a reference source in schools by teachers in addition to Kemdikbud's textbooks. Therefore, the researchers wanted to analyze an English textbook entitled "Headline English 2" for junior high school students. Researchers consider textbooks to play important roles in the formation of knowledge in the socio-cultural contexts of language classes. For this reason, it is very important to discuss the analysis of textbooks from a critical perspective in knowing the use of local cultural contexts presented in the textbooks. This study was designed with the main objective of analyzing how local cultural values are represented and interpreted in the English textbook 'Headline English 2'.

## **B. Identification of the Problem**

Based on the background information provided, the identification of the problem can be summarized as follows:

The problem revolves around the representation and interpretation of local cultural values in the English textbook 'Headline English 2' for junior high school students. The Ministry of Education and Culture of the Republic of Indonesia has emphasized the inclusion of cultural values in textbooks to enhance students' appreciation for their environment, culture, social values, spirituality, and local wisdom. Textbooks are considered a crucial tool for not only transferring information but also promoting ideas and empowering certain points of view.

However, there is a lack of local studies evaluating English textbooks for junior high schools issued by private publishers, which are widely used alongside the government's textbooks. This study aims to fill that gap by critically analyzing 'Headline English 2' to understand how local cultural values are represented and interpreted in the textbook.

## **C. Formulation of the Problem**

The problem statement could be formulated as follows: What is the extent and manner in which local cultural values are portrayed and understood in the English textbook 'Headline English 2' for junior high school students?

## **D. Research Question**

The research questions can be formulated as follow:

“How are local cultural values represented in the English textbook 'Headline English 2' for junior high school students?”

## **E. Purpose of the Research**

The purpose of this study is to discover local cultural values represented in the English textbook 'Headline English 2' for junior high school students.

## **F. Significance of the Research**

The research on the representation and interpretation of local cultural values in the English textbook 'Headline English 2' holds significant implications for educational improvement and cultural awareness. By examining how local cultural values are portrayed in the textbook, educators and curriculum developers can gain valuable insights to enhance the curriculum and educational materials. This research can contribute to fostering a more inclusive and respectful learning environment by promoting cultural awareness and appreciation among students. It can also evaluate the alignment of the textbook with educational policies and goals, facilitating the development of cultural competencies. Furthermore, the analysis of 'Headline English 2' can serve as a model for evaluating other English textbooks used in junior high schools, leading to a comprehensive assessment of their effectiveness in promoting cultural understanding and identity formation. Ultimately, this research has the potential to improve English language education by promoting cultural awareness, enhancing curriculum development, and fostering a more inclusive and culturally responsive learning environment.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Critical Discourse Analysis (CDA)**

Language has always been inseparable from the members of the society in which it is spoken. This close connection between language and culture has led to the understanding that specific circumstances determine the use of a particular language (Downes, 1998; Jourdan & Tuite, 2006). In light of this, critical discourse analysis (CDA) has emerged as a prominent approach for examining discourse and culture (Roohani & Heidari, 2012). Janks (1997) explains that CDA originated from a critical theory of language, which views language usage as a social practice influenced by specific historical contexts. Language usage, in turn, plays a role in shaping or conflicting with existing social relations and displaying different interests. Therefore, CDA is a framework used to analyze how discourse is connected to power dynamics.

Fairclough (1995) introduced a three-dimensional framework for CDA, comprising text, discourse practice, and socio-cultural practice. These dimensions are interconnected and involve three interrelated analysis processes: the analysis of the object (verbal, visual, and textual forms), the processes involved in producing the object (writing, speaking, designing, reading, listening), and the socio-historical conditions or perspectives that govern these processes. In essence, these dimensions encompass different types of analysis: text analysis (description), processing analysis (interpretation), and social analysis (explanation). The order in which these analyses are conducted is flexible as long as all dimensions are included and mutually contribute to providing explanations (Janks, 1997).

Norman Fairclough, in his work "Textual Analysis for Social Research" (2003), argues that text does not necessarily have to be linguistic. According to him, any cultural artifact, such as pictures, sound effects, or virtually anything, can be considered as a text for cultural analysis. When conducting textual analysis, one examines the texture, structure, form, and organization of the text. Socio-cultural analysis, on the other hand, benefits from textual evidence, which adds to the analysis and makes it partly linguistic and intertextual.

While textual analysis focuses on understanding what is present in the text, socio-cultural analysis aims to uncover what is missing. Insights obtained from a text can be

implicit or explicit, and this is crucial in socio-cultural analysis because implicit meanings often provide entry points for ideological analysis of the text (Fairclough, 1995).

Textual analysis and socio-cultural analysis have causal effects and can contribute to changes in individuals (attitudes, beliefs, etc.), social relations, actions, and the material world. One example of a causal effect is the ideological impact of a text, which can sustain, instill, or alter ideologies. Texts can contain ideological representations that promote relationships of domination and power (Fairclough, 2003).

## **B. Cultural Content of Textbook**

According to McGrath (2002), textbooks in English as a Foreign Language (EFL) contexts not only present cultural content but also convey intrinsic ideologies through linguistic elements. Culture-enhanced learning materials draw on customs, norms, symbols, traditions, and shared beliefs of a community. These materials often depict a specific culture that emerges from seemingly mundane activities or events occurring within a limited group of people in a particular region (Kawar, 2012). In addition to serving as a complement to teachers' instruction, textbooks play a significant role in exposing students to cultural diversity and new cultural expressions (Lund, 2006; Richards, 2001). They can also influence students' thoughts, inclinations, and perceptions of themselves, others, and society (Ndura, 2004). Consequently, textbooks can shape learners' behaviors, perspectives, and preferred language in second/foreign language communication. Otlowski (2003) pointed out that the portrayal of different people in communication can impact learners' viewpoints.

Integrating cultural values into teaching materials requires achieving equivalence. Sensible consideration of cultural content is considered a standard in material development (Andarab & Inal, 2014). Therefore, many authors have suggested incorporating both the culture of the local language and the target language to address the limitations of relying solely on one culture, as learners need to understand their own culture as well as others' cultures (Frank, 2013). Furthermore, an effective textbook should embody values related to character education as it contributes to the development of soft skills (Khusniyah & Khomsiyah, 2019).

Michael Byram, a renowned researcher in the field of cultural content and intercultural learning within the context of foreign language textbooks, has presented nine cultural aspects that serve as broad classifications for textbooks incorporating social, historical, and geographical factors. These aspects, known as Byram's categories, include:

1. Social group and social identity: This aspect encompasses social class, ethnic minorities and majorities, regional identities, professional identities, and individual social identities.
2. Social interaction: This aspect focuses on the situations and customs observed within specific social groups. It includes verbal and non-verbal behaviors in social interactions, varying degrees of formality, and the portrayal of characters' perspectives, attitudes, values, and perceived issues.
3. Beliefs and behaviors: This aspect centers around the daily routines and practices in society, including religious and moral values.
4. Socio-political institutions: This aspect examines the institutions and structures within a particular region from a socio-political perspective.
5. Life-cycle and socialization: This aspect encompasses the smaller-scale organizations such as family, school, workplace, and group ceremonies that contribute to individuals' socialization and development.
6. National history: This aspect encompasses both historical and contemporary events that shape a nation's identity.
7. National geography: This aspect refers to geographical features that are relevant to a specific group of people and their environment.
8. National cultural heritage: This aspect involves the representation of artifacts and unique items that hold cultural significance.
9. National identity and stereotypes: This aspect relates to the depiction of national landmarks and the people associated with a particular nation (Byram, 1989, 1994).

### **C. CDA for Textbook Analysis**

Several studies have employed the critical discourse analysis (CDA) approach to examine the cultural content embedded in EFL textbooks. Akincioglu (2012)

investigated the content of EAP Now! and Oxford EAP textbooks, which contained authentic texts with identifiable ideological and neoliberal discourse. The study revealed that a critical approach to textbook analysis can bring forth a social dimension by making transparent the ideological aspects of the content.

Roohani and Heidari (2012) evaluated the representation of male and female social actors in the Summit 2B textbook using Leeuwen's (1996) social actor framework and Halliday's (2004) transitivity model. The study found that the textbook did not make efforts to eliminate gender biases, despite presenting both males and females in mostly undefined and informal roles. The researchers recommended that publishers and writers be more cautious in addressing gender discourse.

Samadikhah and Shahrokhi (2015) conducted a gender representation analysis by comparing the Summit and Top Notch series using Fairclough's (1989, 2001) model of ideology identification. The findings indicated that the Top Notch series presented a more balanced representation compared to the Summit series. This study provided valuable insights into the current usage of textbooks in Iranian language institutes, helping to improve our understanding of their content.

Overall, these studies demonstrate how CDA can be applied to investigate cultural content in EFL textbooks, uncovering ideological aspects, gender representation, and the balance of perspectives in the materials used for language instruction.

In addition to the studies mentioned, Nadhif (2017) conducted an analysis of the representation of moral values and religion in the textbook "When English Rings a Bell" for 7th-grade junior high school students. Fairclough's 3-dimensional models were employed in this analysis. The findings revealed that the textbook indeed presented a certain degree of moral values, religious content, and even touched on the topic of women's emancipation through the feminist movement.

Similarly, Beiki and Gharaguzlu (2017) employed textual analysis within the framework of CDA to examine the linguistic representation of male and female social actors in "American English Files" and uncover the implied ideology within the textbook. Their study revealed that the textbook primarily focused on uncontroversial topics and represented the culture and discourse of Western countries, which may reflect specific ideologies on language learners.


These studies, along with the previously mentioned ones, utilized different dimensions of the CDA framework. Overall, they indicate that English textbooks in various contexts exhibit ideological aspects, although there is still a need for more balanced gender discourse in EFL textbooks. Similarly, this present research adopts Fairclough's (1995, 2003) model to uncover the ideological aspects embedded in the cultural content of official textbooks issued by the Indonesian Ministry of Education and Culture.

### **CHAPTER III RESEARCH METHOD**

This study employed critical discourse analysis to evaluate the cultural values portrayed in English textbooks as character education in Indonesia. Textbooks are thought of as instructional texts with a variety of discursive meanings expressed via verbal and nonverbal language, critical discourse analysis was chosen as an analytical technique (Widodo, 2018). Critical discourse analysis is an interdisciplinary discourse study that investigates language as a social activity (Fairclough in Widodo, 2018) and takes into account the context in which the language is utilized (Wodak in Widodo, 2018). Critical discourse analysis seeks to explain how text contextually depict and shape social reality with certain ideological (value) systems via implicit or explicit message (Widodo, 2018). Thus, the description of the obtained data will aid in the fundamental understanding of how discourse is formed by texts, which may lead to distinct discourses either implicitly or overtly, as well as allow indications of misinterpretations, which play an essential part in knowledge development. Finally, critical analysis can link texts and discourses in a wider social and cultural context.

For this reason, this study used a three-dimensional model from Fairclough (1995) to assess the data obtained throughout the three stages of CDA, namely text description, text-interaction relationship, and interaction-social context connection. In this regard, the data was linguistically analyzed and described to determine discursive strategies, vocabulary, and discourse structures, which are then interpreted and explained in relation to the context of social and cultural backgrounds in determining the agenda underlying the discourse (Al Kayed, 2003; Khalaf and Akram (2020). The focus of the study's data analysis was on verbal texts and materials offered in textbooks, along with discussing and evaluating visual representations in textbooks, which include photo, picture, and other visual. Verbal and visual texts are clearly intended to strengthen students' awareness of the influence of cultural context in language teaching. The following is a description of the English textbook for grade VIII SMP.

**Tabel 1**  
**Book Descriptions**

Book Title	Author	Description	Contents
 <p style="text-align: center;"><b>Headline English 2</b></p>	M. Badrus Sholeh	Student book Local book (2018)  8 chapters, 276 pp.	<p>Chapter I "Pay attention, please"</p> <p>Chapter II "What is your opinion?"</p> <p>Chapter III "You must go to school"</p> <p>Chapter IV "Stand up, please"</p> <p>Chapter V "It's a greeting card"</p> <p>Chapter VI "She is reading a book."</p> <p>Chapter VII "My holiday in Bali"</p> <p>Chapter VIII "Its' a short message"</p>

## CHAPTER IV RESEARCH FINDINGS

### 1. Description of Local Cultural Content in English Textbooks

#### a. Representation of Text and Verbal Material

This section lists the cultural values reflected in the textbook samples examined. Widodo (2018) defines verbal texts as both spoken and written text. In general, texts of verbal are designed to encourage cultural development and knowledge and respect for many cultures (Brown & HabeggerConti, 2017). As a result, the analysis of textbooks in the study is mostly concerned with written text.

#### *Text 1. Borobudur Temple (p.226)*

“I went to the Borobudur Temple two years ago. My parents, my small sister, and I traveled there. We took a vehicle to the Borobudur Temple. At nine o'clock, we left our house. We traveled there in forty-five minutes. At 10 and a quarter, we got there. I noticed a lot of cars, houses, buildings, trees, and people along the route.

My father parks the car once we get to the Borobudur Temple. I bought the tickets along with my mother and younger sister. After waiting for my father, we went into the Borobudur Temple, which was constructed by the Syailendra Dynasty at Budur Village, Magelang, Jawa Tengah. One of the most impressive Buddhist structures in the entire world is the Borobudur Temple. Nearly 3.000 bas-relief sculptures and more than 500 Buddha statues may be seen there. We could view lovely landscape from the temple's summit. Playing with my sister while purchasing beverages.

We finally returned home. Even though I was exhausted, I was ecstatic that my family and I had been able to see the Borobudur Temple. I hope that the government and all of the tourists take good care of the temple.”

This section is one of the most engaging cultural themes in the textbook, exposing students to Indonesian cultural values. This section provides students with an excellent opportunity to broaden their cultural knowledge. The text above is an example of a written text about cultural tourism spots in Indonesia and its history. In addition, the text



also provides an explanation of the founder of the Borobudur temple and when it was founded. This can be additional information for students in knowing their culture more deeply through language learning. Such topics can increase students' understanding of cultural and national values. By providing various examples of contexts of using different cultures, in Text 1 above, students' awareness and appreciation of these tradition and custom can be strengthened (Yuen, 2011).

Besides that, the local socio-cultural identity is also clearly seen from the names of the characters used in this textbook. *Silvi, Dewi, Lina, Dina, Sinta* are some examples of female names appearing in this textbook. On the other hand, *Rudy, Salman, Riyan, Budi, Rizal* are also used to represent boys' names. Both types of naming are very familiar in Indonesian culture. Thus, the material content presented, whether containing conversations or texts, is truly adapted to the local cultural context.

*Text 2. Announcement (p. 241)*

To: All students of SMP 1 Jakarta

To face the National Sports Day, our school will prepare the School Sports Team. We will hold a class meeting this week to this end in order to identify our finest athletes.

Each class shall organize its squad and participate in the event. Basketball, volleyball, badminton, and table tennis among the sports being played. Mr. Anton will be the registration point.

Jakarta, August 27, 2017

Committee

The examples in this section are forms of informative knowledge presented through English textbook to students from their real-life situations. The text is example that is intended in increasing students' awareness of situations that are often encountered in everyday life, so that they can use language appropriately in the context they are familiar with.

*Text 3. Conversation (p. 128)*

- Mira : Hi, Lani.  
Lani : Hi, Mira.  
Mira : Are you busy next Sunday?  
Lani : I don't know yet. Whats' up?  
Mira : Would you come to my birthday party?  
Lani : I'd love to, but I plan to go to Bali.  
Mira : Would you postpone your travel?  
Lani : I cannot say for certain. I will discuss it with my parents.  
Mira : Thank you, Lani.

This section discusses moral values in daily life. Moral values are demonstrated in numerous areas through actions of kindness, friendship, and respect for another person. The example of the conversation above shows signs of politeness in using language such as in the expression "Would you come to my birthday party?" This expression is also very often found in Indonesian culture when you want to invite someone to come to a birthday party and the like. In Indonesian culture, the use of politeness markers is also very thick in accordance with the context and conversations that occur. Based on the situation above, it is clear that Lani did not immediately reject Mira's invitation, but she replied subtly by saying that she would first discuss with her parents. Through the expressions presented, it is clear that the presentation of moral values that includes respect for others is also in accordance with those used in Indonesian culture.

**b. Visual Representation in Textbooks**

This section contains visuals (illustrations and photographs) that symbolize cultural values. Visual representations, such as photographs and pictures, are another sort of discourse that greatly helps to language development (Erfani, 2012). The use of visuals in English textbooks will interest and encourage students. As a result, pictures and text should be employed more explicit to foster a critical and reflective awareness of society, oneself, and others (Weninger & Kiss, 2013). In addition, pictures and photos are easy to understand and accept which carry their own meaning rather than being seen only in the form of verbal text (Brown & Habegger-Conti, 2017). For reason

of research limitations, For in-depth examination, just a select few of the pertinent visual discourses have been presented here.



Figure 1. School uniform

The picture from the textbook in Figure 1 effectively describes the school culture for Indonesian students. This picture graphically show Indonesian students in their school uniforms, that is a helpful approach to promote multicultural understanding. In terms of clothes, the picture in the textbook disclose multiple graphics aimed at enhancing students' understanding of the various sorts of school uniforms students wear.

The selection of image characters used also represents the characteristics of local culture. In one of the pictures, a student is seen wearing a Muslim uniform and wearing a headscarf. This describes the Indonesian society, which is mostly Muslim. This shows that textbooks have respected cultural diversity of dress. As a source of social semiotics, character illustrations, such as dress styles, must be interpreted contextually referring to real life (Widodo, 2018).

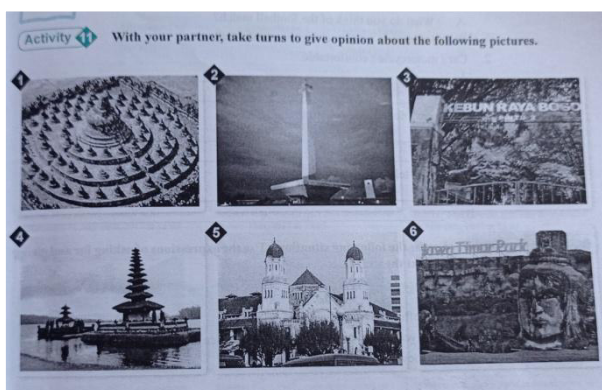


Figure 2. Buildings in Indonesia

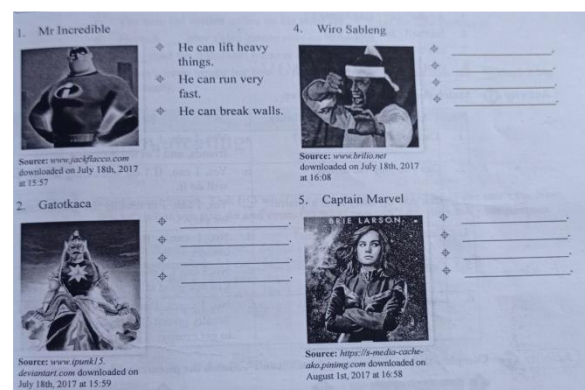


Figure 3. People in Indonesia

On page 35 of the textbook, there are pictures of cities and buildings on the Indonesian island. This displays the requirement for Indonesian students to know the names of the country's provinces, cities, and islands. To give pupils the necessary information, geographic features must be presented. It may be used to educate descriptive or narrative texts in context of English teaching and learning. Several illustrations in the textbook feature typical Indonesian characters, *Wiro Sableng* and *Gatot Kaca*. These figures, which are recognized as the trademarks of Indonesian heritage culture, may be seen on page 41.

Furthermore, the daily activities of students in the local culture are also clearly illustrated from the photos and pictures presented in the textbooks. Some of the pictures and photos can be seen below.



Figure 4. Students' daily activities

Figure 4 shows the activities that students usually do in everyday life. The use of images that are familiar to students can show the influence of local cultural content as a medium for learning English, where students learn in language material through activities they already know and are accustomed to in their lives. It is believed that such variations of local culture in English textbooks will help learners to be more involved in learning foreign languages and enable them to participate and share knowledge and personal experiences without endangering their own culture (Alsaif, 2016).

## 2. Interpretation of Cultural Content on English Textbooks

Based on the descriptions above, the presentation of cultural content in textbooks, in the form of written text, images and visuals, is clearly embedded. Cortazzi & Jin (1999) stated that a textbook should include three separate cultures: source culture, target culture, and international culture. Kawar (2012) incorporates cultural

values into learning materials to teach community group beliefs, practices, norms, symbols, or traditions. To illustrate this, A culture can evolve from an everyday action or something that occurs continually (routinely) in a small group of people in a specific place. The content contained in this textbook contains local Indonesian culture, although it does not cover all categories. Greater source culture is reflected by using traditional Indonesian names for the main characters and readings of national objects in foreign language textbooks. This presentation will guide students in developing their English skills while respecting Indonesian cultural values.

The findings of the study are consistent with the findings of Setyono and Widodo (2019), who discovered that local culture should be included in English textbooks. As the major source of cultural components, textbooks not only give relevant and linguistic content, but also technically explain the core ideology within the framework of language from a certain standpoint.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **Conclusion**

The local cultural context is one of the interesting things in language learning, especially English. The use of local cultural contexts provides a bridge for students to understand English as reflected in their daily lives. In addition, it can be one of the factors that can support the development of communicative competence. Therefore, the use of local cultural contexts is needed in the teaching and learning process and is included in textbooks. This validates McKay's (2003) findings that integrating local culture allows students to learn English while also understanding culture. It means that the process of learning English takes place in a reciprocal setting in which students use English to promote their culture while simultaneously developing their English via conversation about their culture.

#### **Suggestions**

Based on the conclusion drawn, it is evident that integrating local cultural contexts into English language learning is crucial for students. It not only helps them understand English in relation to their daily lives but also supports the development of communicative competence. Therefore, it is recommended that educators and textbook designers actively incorporate local cultural contexts into teaching materials. To enhance the integration of local cultural contexts, here are a few suggestions:

1. **Culturally Relevant Topics:** Select topics for language learning that are relevant to the local culture, traditions, history, or current events. This will enable students to connect their language learning with their own experiences and interests.
2. **Authentic Materials:** Incorporate authentic materials such as local literature, songs, movies, and news articles into the learning resources. This will expose students to real-life language use and provide insights into the cultural aspects associated with the language.
3. **Collaborative Projects:** Encourage students to engage in collaborative projects that involve researching and presenting aspects of their own culture to their

classmates. This can include presentations, interviews, or group discussions where students share their cultural practices, customs, and beliefs.

4. Language Exchange: Facilitate language exchange activities where students can interact with native English speakers from different cultural backgrounds. This will provide an opportunity for students to practice their language skills while gaining exposure to different cultures and perspectives.

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**SURAT TUGAS**  
NO. **/ST-P/LP3M-UMMY/XI-2022**

Kepala Lembaga Penelitian dan Pengabdian Pada Masyarakat (LP3M) Universitas Mahaputra Muhammad Yamin Solok, dengan ini menugaskan kepada:

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Untuk melaksanakan kegiatan penelitian dengan judul **“Critical Discourse Analysis On Local Cultural Content in English Textbooks.”**

Demikian surat tugas ini dibuat untuk dapat dilaksanakan dengan baik dan penuh tanggung jawab

Solok, 12 November 2022

Kepala LP3M UMMY



**Dr. Wahyu Indah Mursalini, S.E., M.M**

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