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## Cultural Values Analysis in English Textbook for Junior High School Entitled "Bahasa Inggris Think Globally Act Locally"

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### ABSTRACT

This research attempts to define and examine the cultural values portrayed in the junior high school English textbook, "Think Globally Act Locally," which is based on Koentjaraningrat. The qualitative research methodology was employed to discover the research findings. Data gathering was done using a documentary analysis technique, and content analysis was used to analyze the research. Data analysis has made use of the Ary idea. The study findings indicated that the textbook does not do much to advance cultural values. The cultural values contained in the textbook provide evidence for this. The statistics demonstrated the dominance of social consciousness and the absence of democratic values. The highest presentation, which appears 15 times, is social awareness, followed by religious and responsibility appearing 3 times. Honesty, tolerance and spirit of nationality become the fifth place appearing 2 times. The last is democracy which does not have occurrence in the textbook.

### *Keywords:*

*Analysis, Cultural Values, Textbook.*

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### 1. Introduction

Like other languages, English has been introduced as a foreign language that cannot be separated from culture. Without language, culture cannot be expressed or communicated. Language and culture are inextricably linked; where there is a language, there is a culture associated with it. Furthermore, language cannot be taught without cultural content because learners cannot interpret the language that is embedded in that culture if cultural content is not taught (Alptekin, 1993).

Culture and human beings have been connected to each other since birth. Students learn cultural elements such as morals and values, customs and habits, beliefs, perspectives, and behaviors from a variety of sources, including textbooks, which are essential for the teaching-learning process, as well as novels, short stories, legends, movies, television, and music videos. The pupils get cultural information at the same time, for example, body art/ dances from throughout the world to commemorate unique occasions, special outfits for certain occasions, and so on.

In terms of English standing as a global language, most countries throughout the world learn to study it because of its importance in so many areas. Teachers in Indonesia typically teach English using instructions and resources from textbooks. In teaching and learning activities, textbooks play a crucial role in conveying the

materials to the students. Every text, image or exercise contained in the English textbook has character education values which is culture to be taught.

There have been a lot of researches on textbook content, one of them entitled "A Content Analysis of English Textbook "When English Rings a Bell" for Junior High School Grade Seven" undertaken by (Lisdayanti, Lio, & Kamaluddin). The content of the textbook was examined using fourteenth-criterion textbook evaluation standards developed by Jahangard (2007). Nevertheless, it is safe to say less of them had researched cultural values in the English textbook. Every text, image or exercise contained in the English textbook has character education values which is culture to be taught.

Thus, students not only increase knowledge based on available information but also learn good character related to culture to become quality human beings with good personalities. Junior high school is a period of transition to adulthood so they must have good guidance from cultural values so that later it will have a good impact in every act of situation. Thus, it is a necessity to find out how important the cultural values in the textbook provided by government to the state Junior High School in Indonesia entitled "*Bahasa Inggris Think Globally Act Locally*".

## 2. Methods

The research design of cultural values analysis of English The textbook "*Bahasa Inggris Think Globally Act Locally*" for junior high students was labeled as descriptive qualitative content analysis. The English textbook "*Bahasa Inggris Think Globally Act Locally*" served as the research primary data source. Two tools were employed in this study. The first tool used in this study was the human subject. Instrument checklist was the next. The method of gathering information was based on documentation, and it organized the content according to cultural values. The methods for data analysis were based on (Ary et al., 2018). After collecting data, the researcher transcribed, classified and analyzed the interview data based on domain that researcher choose. This research used Koentjaraningrat theory to finding cultural values in textbook.

## 3. Result

### Data Findings of Cultural Values in the English Textbook "*Think Globally Act Locally*"

Cultural values	A number of appearance in the textbook	Percentage
Values regarding the nature of human life (religious, honesty)	28	36,3%
Values regarding the nature of human work (hard-working)	12	15,5%
Values regarding the nature of human	32	42%

relations with others (responsibility, democracy, social awareness, tolerance)		
Values regarding the nature of human relation with the surrounding nature (care of environment)	4	5,19%
Values regarding the nature of human relation in space and time (spirit of nationality)	1	1,29%
Total	77	100

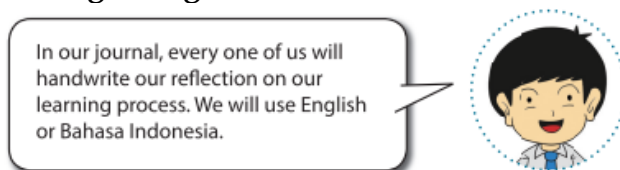
The researcher discovered all cultural values in this textbook based on the table above, which includes 9 cultural values. The nature of human relations with others is then valued at the highest rate, whereas values for the nature of human relations in space and time are valued at the lowest rate, as seen in the table above.

- **Values Regarding the Nature of Human Life**

1. The conversation:  
Lina: "Thank God, I got an A for my Math test. But, I'm not sure of the result of my English test."  
Dayu: "\_\_\_\_\_."
2. The conversation:  
Edo: "Thank God. Finally my father lets me go to the mountain walk."  
Beni: "\_\_\_\_\_."

The expression in number 1 and 2 reflect religious principles in the conversation by thanking God in order to express thankfulness for the test's favorable outcome. When students perform well on tests or in other areas of everyday life, the textbook's authors intend them to have similar attitudes, to express appreciation and to think of God in happy and sorrowful times.

- **Values Regarding the Nature of Human Work**



The attitude implied by that phrase is one of performing the tasks on your own and not relying on others. Because of this, students should participate more actively and independently in the teaching process than do teachers, and task instruction is typically where these cultural values are found.

- **Values Regarding the Nature of Human Relations with Others**

Udin: "We were a bit late. When Beni and I got to the field, the others were just **sitting** and **chatting**. They said they were **waiting** for us."

1.

Honesty includes being sincere in both what you said and what you did. If you perform in a manner inconsistent with what you thought or felt, you are just being dishonest. The authors stress the value of being honest in all circumstances by using the encounter to show the pupils the significance of honesty.

Lina: "Really? I'm sorry I did not hear you. I was listening to music with earphones."

2.

You may directly notice the conversation's character values in the text through the student's honesty in every circumstance and indirectly through the phrase "I'm sorry I did not hear you." In the conversation that follows, the student acknowledges his error and says he can grow from it.

- **Values Regarding the Nature of Human Relations with the Surrounding Nature**



1.

We all know that keeping our homes and classrooms clean is important for our health. That is an obvious sentence: to maintain the environment's health. In this way, the author impart to us the value of environmental awareness.

- **Values Regarding the Nature of Human Relations in Space and Time**

The conversation:

Dayu: "Siti, wish me luck. I will take part in the bike race to celebrate the Independence Day."

1.

Siti: "\_\_\_\_\_."

Dayu has planned to take part in a bike ride to honor Independence Day. The authors discuss one method to celebrate Independence Day as an element of national identity in the debate above. The pupils are supposed to possess a national soul and spirit.

#### 4. Discussion

This study is carried out to examine the cultural values in the ninth-grade English textbook "Think Globally Act Locally." Eleven chapters make up the book, each with a particular value. Data from five cultural values were examined by selecting "Think Globally Act Locally" as the English textbook for ninth grade. English textbooks for the 2013 curriculum must include cultural values, and the textbook content must reflect these values. For students, the learning environment, and the 2013 curriculum, cultural values are crucial.

Thus, in line with what (Kemendikbud, 2011) indicates that it is expected that the values of culture and character will be reflected in the curricula, lesson plans, teaching methods, and instructional materials. The *Think Globally Act Locally* textbook teaching material can be used to provide moral instruction in a particular manner. Cultural values are depicted in the English textbook, according to a study of the research topic. It illustrates that the English textbook is suitable for use as a teaching aid as a consequence of the analysis that is previously stated. Not all cultural values, nevertheless, are made clear in the textbook chapters.

The most dominant percentage of cultural values among the five aspects values are the values regarding the nature of human relations with others (responsibility, democracy, social awareness and tolerance). Social awareness is the highest value found from the analysis which is implemented 23 times in the textbook. Social awareness value refers to attitudes and actions that tend to assist other people who need help (Kemendiknas, 2010). In Liya's study (2020) social awareness implemented 10 times in the textbook.

It can be seen that the government has high expectations for these values, which can influence students to help one another. As a result, it is critical that they own this value and develop positive attitudes. Students are expected to demonstrate this value in their daily lives by doing things like helping the poor and caring about society. After that, it was followed the values regarding the nature of human life (religious and honesty) and followed by values regarding the nature of human work (hard-working). There was small amount of values regarding the nature of human relations with the surrounding nature (care of environment) and values regarding the nature of human relations in space and time (spirit of nationality).

Inherently, the cultural values are communicated in a variety of methods, including guiding tasks, English discussions, images, and so on (Mulyasa, 2014). It implies that the majority of textbook elements can be used to teach cultural values. Thus, when authors of textbooks recognize the value of incorporating cultural values, textbooks turn into an effective tool for fostering and deepening cultural values in students. After all, the 2013 curriculum has made it a point to emphasize noble character in all national education.

## **5. Conclusion**

This research used Koentjaraningrat theory to finding cultural values in textbook. It is found nine values of culture; they are religious, honesty, hard-working, responsibility, democracy, social awareness, tolerance, care of environment, and spirit of nationality. After analyzing the textbook, the researcher finds 6 religious values, 19 honesty values, 12 hard-working values, 6 responsibility values, 4 democracy values, 23 social awareness values, 4 tolerance values, 2 care environment values, and 1 spirit of nationality values. The domination data of cultural values in the textbook entitled "Think Globally Act Locally" of ninth grade junior high school is social awareness values. This research found 23 times of social awareness values from this textbook. Social awareness has the highest percentage of

cultural values among the nine-cultural values. Social awareness becomes the dominant values in influencing other cultural values.

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