

THE CONTENT ANALYSIS OF CULTURAL VALUES IN READING TEXT IN ENGLISH TEXTBOOK AT THE EIGHTH GRADE AT SMP NEGERI 1 GUNUNGSITOLI

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Abstract

In Indonesia, cultural values in education are included in the independent curriculum and are referred to as the *Pancasila* student profile. The main purpose of this study is to analyze and describe the cultural values in the reading text, how the author implements the meaning in the sentence, and whether the reading text in the book has met the purpose of the curriculum. This research used a qualitative approach and content analysis technique. The data analysis technique is based on the theory namely familiarizing and organizing, coding and reduction, and interpreting and representing. Data collection was based on using check table instruments and document analysis. Data were collected through analysis of reading texts in the English for Nusantara book at UPTD SMP Negeri 1 Gunungsitoli. The results showed that five dimensions were successfully adapted in the reading text, namely the dimension of faith, the ear of almighty God and noble morals, the second dimension of global diversity, the third dimension of cooperation, the fourth dimension of independence, and the fifth dimension of creativity. The only dimension that was not found was the critical reasoning dimension. The next finding is the meaning integration technique conveyed in the text sentences based on the results of the analysis, the researcher found two types of meaning adaptation in the sentences in the text, namely explicit and implicit. Between the two, the explicit adaptation technique is the most widely used by book authors while implicit is used the least.

Keywords: *Cultural Values, Reading Text, English For Nusantara, Content Analysis*

INTRODUCTION

The transition and implementation of Kurikulum Merdeka as the new curriculum used in Indonesia has had a big influence on the field of education. The same thing also has an impact on English language learning. Textbook materials are also affected by this change, where the concepts and content of the material have changed with the new standards set. Apart from adapting to new materials and learning concepts, applying local cultural values also experiences adjustments. As a country that is full of cultures and values, the application of cultural values in textbooks is an essential thing to do.

In the current era of globalization and modernity, English has become a universal communication tool in various fields, making learning English an

important aspect of study in education. In Indonesia itself, language learning has been implemented in the curriculum used from the past until now, including Kurikulum Merdeka. According to Kramsch and Brown in Amanda D.P. (2021) "English and culture are inseparable and bond to each other". Based on this statement, it can be concluded that language and culture are two things that cannot be separated.

Since the transition of K13 curriculum to the Kurikulum Merdeka the government also changed the general cultural values in the education system. In Kurikulum Merdeka it's known as Profil Pelajar Pancasila. Profil Pelajar Pancasila is a set of values and its indicators that are considered as the guidance for teachers in teaching and building the student characters and competencies. According

to the Ministry of Education and Culture (2022), the local values that are applied are faith and devotion to God Almighty, global diversity, cooperation, independence, critical reasoning, and creativity. Based on these values, Indonesian students are expected to become a generation with character and competitiveness. These values should be included in textbooks.

Textbooks are learning tools that are the main source of material during learning. This means that students will come into contact with English language material through textbooks. In the *Kurikulum Merdeka*, there are two types of textbooks, namely Teacher handbooks and Student textbooks. McConachy in Setiadi et al. (2022) said an English Textbook must be an effective tool to bring culture into the classroom for students. Based on this statement, it can be interpreted that English textbooks should be a forum for applying cultural values in students' daily learning.

Developments over time have brought many changes and shifts in local character values for today's young children. Education is the main weapon in maintaining Indonesia's noble values. In English education, 6 main skills must be mastered, namely reading, listening, speaking, writing, viewing, and representing. In compiling textbook material, students cover these six important things, one of which is reading, according to Nunan in Murtariza (2020) reading is a fluent process of readers combining information from a text and their background of knowledge to build meaning, and the goal of reading is comprehension and according to Zai et al. (2023) reading is one of the basic language skills that should be mastered by the student to comprehend the lesson. So this means that the student's knowledge is affected by what they are reading. The reading text is one of the main elements that make up an English book and has a role as the main source of reading

activities in learning English. Therefore, ensuring that every reading text contains these 6 local values is very important to maintain the character and moral values of the young generation as it is the main source of information in developing student knowledge.

UPTD SMP Negeri 1 Gunungsitoli is one of the junior high schools that exist in Nias Island, specifically in Gunungsitoli City. This school already implementing Kurikulum Merdeka since 2023, before that they implemented K13. Since the implementation of the new curriculum, UPTD SMP Negeri 1 also started to implement the textbooks released by the Ministry of Education and Culture including an English textbook entitled "English for Nusantara" This book contains 5 chapters and is designed to fulfill the need of Kurikulum Merdeka. This book used for two semesters and released in three different versions for junior high school is for classes seventh, eighth, and ninth.

Based on previous research done by Mufidahti A. (2021) analyzing the cultural values based on Michaels Bryams' theory showed that the book released by the Ministry of Education and Culture in 2017 entitled "When English Ring A Bell" only includes six of nine culture while the other study done by Hirdayu et al. (2022) analyzing the cultural values in the same textbook based on eighteen cultural values by the Ministry of Education and Culture showed that only seventeen out of eighteen values exist in this book. The results of both researches show that even the book released by the government still lacks in implementing cultural values inside the material.

This research aims to find out and analyze local cultural values in English books, especially reading texts used at junior high school level, how they are integrated in reading texts and how fulfill the purpose of Profil Pelajar Pancasila.

METHOD

This researcher combined content analysis with the qualitative research methodology. As stated by Gea et al. (2023), qualitative researchers observe things as they occur in their natural contexts and describe occurrences as well as our thoughts and reactions to them based on the interpretations we give them. However, this study also employed the element of quantitative in the form of how the data are recorded in percentages and then illustrated by table to make it more comprehensible. (Weisenbach, 2024) Text reading is done with a single recording unit. Every paragraph was looked into. Should a single paragraph have cultural elements, it would fall into the appropriate category. Every single reading passage from the English textbook was included in the context unit of paragraphs. The information came from the English textbook "English For Nusantara" which eighth-grade students at UPTD SMP Negeri 1 Gunungsitoli used in 2024 (part of its reading materials). The textbook was published by the Ministry of Education and Culture in 2022

Research variables are factors or characteristics that can be measured, manipulated, or observed in a study. These variables play an important role in the scientific research process because they are the focus of observation and analysis. According to Arikunto in Kamal (2021) Research variables are things that become the object of research, which are stared at in a research activity, which shows variations both qualitatively and quantitatively. Based on the explanation above, this research variable refers to cultural values in reading text.

In this research, the researcher analyze the English textbook for junior high school Entitled " English for Nusantara" from SMP/MTs grade VIII. This English textbook is published by The Ministry of Education and Culture in 2022. This text book had three hundred and eleven (311) pages. The data was collected

from the reading text.

This research used document analysis to collect the data. Based on Donald Ary in Mufidathi (2020), document analysis could be written or text-based artifacts such as textbooks, novels, journals, meetings, etc or non-written records such as photographs, audiotapes, videotapes, image, etc. through this instruments, the purpose of this research can be achieved. The researcher was used the table to divide all kinds of values in according to the Merdeka Curriculum.

In this study, the researcher used content analysis based on the theory of Donal Ary et.al, to analyze the data. familiarizing immersion in the data is the first step for the researcher. Therefore, the researcher read and reread the entire textbook to become familiar with the data. Organizing to determine how many reading materials had been evaluated in each chapter and to make the research easier for the researcher, the researcher in this study read the text in the reading material in each chapter. Coding, the researcher went over all of the organized data one again in this step. Next, each piece of data that was going to be examined was coded by the researcher. Six dimentions of cultural values were used to classify them, including faith and devotion to God Almighty, global diversity, cooperation, independence, critical reasoning, and creativity. Subsequently, the researcher developed the method by distinguishing between implicit and explicit discourse. The researcher further underlined the sentences that represent the cultural values using a different color. The data were first disassembled and divided into tiny pieces by the researcher. After noting the sentences that exemplified each of the nine cultural values, the researcher concluded that each statement belonged to a certain value or technique. Interpreting in this stage, the researcher would reiterate the claim or phrase that alluded to cultural values as well as the method of analysis they had learned from the textbook. The

researcher's results and the analysis's outcome are shown here with the aid of a descriptive explanation.

FINDINGS

This research uses content analysis techniques. Data collection techniques are

data collection, data reduction, data display and conclusion. The procedure in data collection is with check table and documentation. The results of the data analysis are:

Table 1. Cultural values of Profil pelajar Pancasila

No	CHAPTER	Number of Text	Cultural Values in <i>Profil Pelajar Pancasila</i>						Integrating the Meaning	
			Dimension of Faith To God And Have Noble Character	Dimension of Global Diversity	Dimension of Mutual Cooperation	Dimension of Independent	Dimension of Critical Reasoning	Dimension of Creative	Implicit	Eksplicit
	Chapter 1 "The Beginning"	7	8	3	4	-	-	2	1	16
	Chapter 2 "Kindess Begin With Me"	5	5	1	1	3	-	-	-	10
	Chapter 3 "Love Our World"	3	3	-	1	-	-	-	-	4
	Chapter 4 "No Littering"	3	3	-	3	-	-	2	-	8
	Chapter 5 "Embrace Yourself"	5	3	-	1	6	-	-	1	9
	Total	23	22	4	10	9	0	4	2	49

Based on the first formulation to analyze local values in reading material in English textbooks used in UPTD SMP Negeri 1 Gunungsitoli the results are, the researcher found that there were five dimensions that were successfully adapted in the reading text, namely the dimension of faith Dimension of faith, piety to God Almighty and noble character with five indicators of faith, self-esteem, human morality, nature morality, nationality were all found in the book, the second dimension of global diversity with one indicator, namely recognizing and appreciating culture can be found four times, while the other two

indicators, namely intercultural communication skills and reflection and responsibility towards the experience of diversity were not found, the third dimension of mutual cooperation with one indicator can be found six times, namely collaboration while the caring indicator is found five times while the sharing indicator is not found, the fourth dimension of independent with two indicators can be found five times, Understanding of one's self and the situation and self-regulation four times, and the fifth dimension of creative with two indicators can be found, namely

producing original works and actions twice and the indicator has flexibility of thinking in finding alternative solutions to problems appears twice, while the indicator generating original ideas is not found. The only dimension that was not found was the dimension of critical reasoning with three indicators, namely obtaining and processing information and ideas, analyze and evaluate reasoning, reflect and evaluate one's own thinking.

Based on the second formulation find out how the integration of local values in reading texts in English textbooks used in UPTD SMP Negeri 1 Gunungsitoli?, the results is the integration technique of the meaning conveyed in the text sentence based on the results of the analysis, the researchers found two types of meaning adaptation in the sentence in the text, namely explicit and implicit. Between the two, the explicit adaptation technique is the most commonly used by book writers, namely fifty times while implicit is used twice.

The result for the last formulation how is local values in reading texts fulfill the purpose of Profil Pelajar Pancasila?, based on the purpose of profil pelajar pancasila that all the values are seen as one unit and can't be separated. The book only contained five of six values in reading material so based on this research results the book still not fulfill the purpose of Profil Pelajar Pancasila.

CONCLUSION

Related to the first objective of this research, there were six values out of nine culture values found in the English Textbook. It was represented through Five chapters in this English textbook. Furthermore, the researcher found that there were five dimensions that were successfully adapted in the reading text, namely the dimension of faith to God and having noble character with five indicators of faith, self-esteem, human morality, nature morality, nationality were all found in the book, the second dimension of global diversity with one indicator, namely

recognizing and appreciating culture can be found four times, while the other two indicators, namely intercultural communication skills and reflection and responsibility towards the experience of diversity were not found, The third dimension of mutual cooperation with one indicator can be found six times, namely collaboration while the caring indicator is found five times while the sharing indicator is not found, the fourth dimension of independent with two indicators can be found five times self understanding of situation at hand and self-regulation four times, and the fifth dimension of creative with two indicators can be found, namely producing original works and actions twice and the indicator has flexibility of thinking in finding alternative solutions to problems appears twice, while the indicator generating original ideas is not found. The only dimension that was not found was the dimension of critical reasoning with three indicators, namely Obtaining and processing information and ideas, Analyze and evaluate reasoning, reflect and evaluate one's own thinking.

The next results is related to the second formulation of problem is the integration technique of the meaning conveyed in the text sentence based on the results of the analysis, the researchers found two types of meaning adaptation in the sentence in the text, namely explicit and implicit. Among the two, the explicit adaptation technique is the most commonly used by book writers, namely forty-two times while implicit is used twice. Based on the two findings, the researchers concluded that the authors still need to pay attention to instilling the value of the *Pancasila* student profile into student reading texts.

The result for the last formulation how is based on the purpose of *profil pelajar Pancasila* that all the values are seen as one unit and can't be separated. The book only contained five of six values in reading material so based on this

research results the book still does not fulfill the purpose of *Profil Pelajar Pancasila*.

The researcher offers recommendations for the textbook developer, other researchers who would like to do comparable research, and teachers based on the aforementioned result. The researcher thinks that the outcome of this thesis will help teachers select appropriate English textbooks that include cultural values to enhance students' speaking abilities and affective evaluation as part of the assessment process in English classes. The researcher advises other researchers to conduct more analysis on cultural values and to employ more advanced analytical methods. The researcher discovered that each interaction contained a distinct set of overall cultural values for the textbook developer. If the author had included the values in another area, that would be preferable. To make it easier to manage and less monotonous than the reading text that was limited to that book. Furthermore, in order to foster positive student behavior and communication, the culture principles outlined in the *Profil Pelajar Pancasila* should be understood and applied as regulations.

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