

**AN ANALYSIS OF CULTURE VALUES IN THE ENGLISH
TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL”
FOR EIGHTH GRADE STUDENTS
OF JUNIOR HIGH SCHOOL**

THESIS

Presented to State Islamic University of K.H. Ahmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department



By:

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**STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
OCTOBER 2021**

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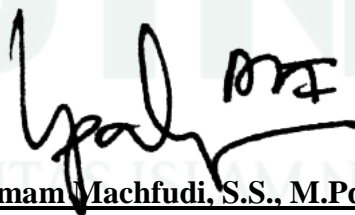
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Submitted to State Islamic University of KH Achmad Siddiq Jember
in partial fulfillment of the requirements for bachelor’s degree
of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training Department

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It has been examined and approved by the board of examiners in fulfillment of
The requirements for the bachelor degree of education (S.Pd)
Educations and teacher training faculty
English Education Program

Day : Friday
Date : 8th October 2021

The Board of Examiners

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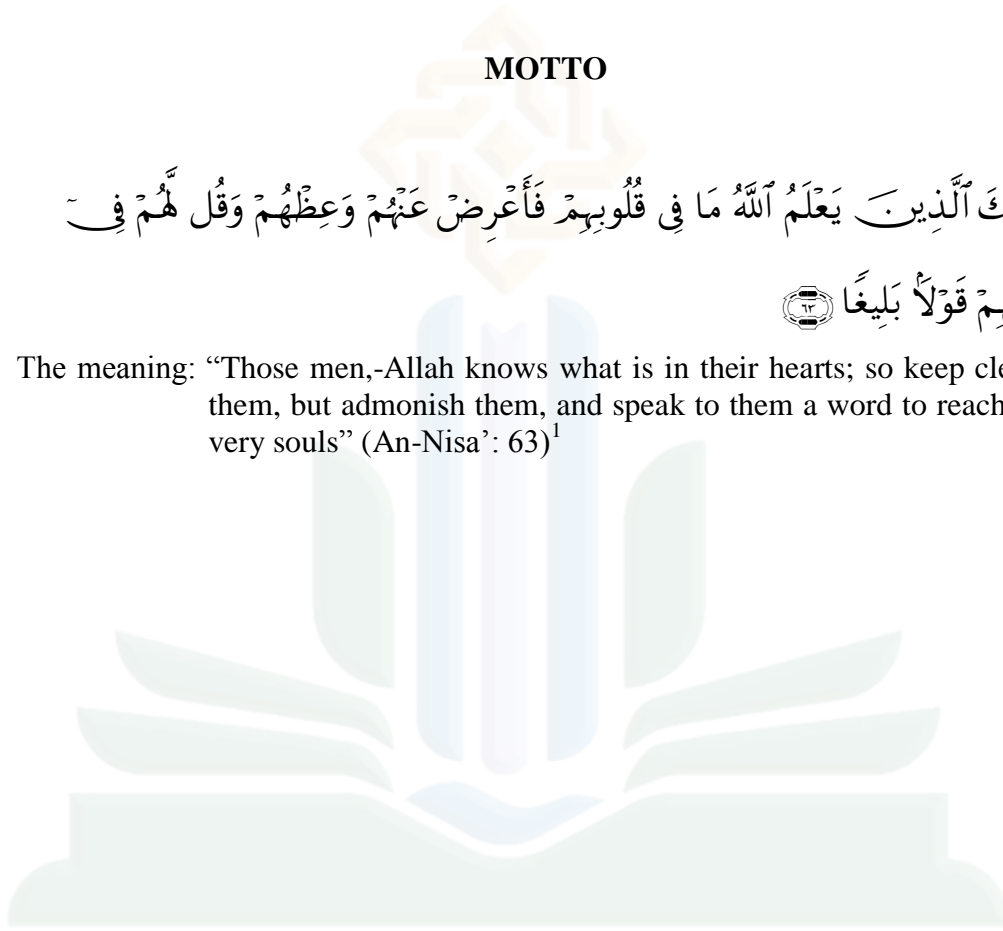


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MOTTO

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي
أَنْفُسِهِمْ قَوْلًا بَلِيغًا ﴿٦٣﴾

The meaning: “Those men,-Allah knows what is in their hearts; so keep clear of them, but admonish them, and speak to them a word to reach their very souls” (An-Nisa’: 63)¹



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¹ Kemenag RI dan Al Jalalain Indonesia, *Quran English*.

DEDICATION

I dedicated this thesis to:

1. My beloved parents, my father Drs. H. Asmu'i, M.H and my mother Suparmi, S.Pd who understand me the most and give everything for my life.
2. My brothers Ahmad Nailul Hikam, S.E and Ataka Ni'am Ahmad who liked to play along with me.
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4. The big family of the Indonesian Islamic Student Movement, TBI3 Class of 2017 and KOS PUTRI ASRAMA SARMADA thank you for giving me a process space to be a better human.
5. Last, thank you to DELTA KLINIK as the helper for printing this thesis securely.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah the almighty who has given me everything we need for our life. Peace and salutation may always be given to our prophet Muhammad peace be upon Him who has guided us from the misleading era into the bright, straight, right and blessed era. And we always wait for his help in the doomsday or the day of qiyamah later.

All praises be to Allah the almighty for all his wishes so that the author can complete a thesis entitled "An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eighth Grade Students of Junior High School to achieve undergraduate degree of English education department, Faculty of Education and Teacher Training, State Islamic University of KH Achmad Siddiq Jember.

The author aware that this thesis will never finish without any helps and supports from others during the process of writing. Therefore, in this occasion, the author would like to thankful to:

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5. H. Abdul Muis, S.Ag, M.Si as the chief of State Islamic University of KH Achmad Shiddiq Jember library of who has facilitated me on supplying the references to conduct the research
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7. And all of people who participates on this process.

May Allah repay all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be used for readers and future researchers.

Banyuwangi, 20th September 2021

Afifah Mufidati

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ABSTRACT

Affah Mufidati, 2021: *An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eight Grade Student of Junior High School*

Keyword: English textbook, culture values

Since English is learnt by many people around the world, culture should be included in the materials of textbook to help learners become more aware of different cultures to promote cultural understanding. Moreover, being communicatively competent may require learners to understand the cultures. Teacher also could encourage student to speak English by that kind of method. Thus, the purpose of this research is to explore culture values in English textbook entitled “When English Rings A Bell” and which one dominates the materials.

The formulation of the research problem are: 1) What are the culture values represented in the English Textbook entitled “When English Rings A Bell” for eighth grade students of junior high school? 2) How do the writers integrate culture values in the English textbook entitled “When English Rings A Bell” for eighth grade students of junior high school?.

The objectives of this research were: 1) To explore the culture values represented in the English Textbook entitled “When English Rings A Bell” for eighth grade students of junior high school. 2) To explain how the writers integrated culture values in the English Textbook entitled “When English Rings A Bell” for eighth grade students of junior high school.

To answer those research questions, this research explored qualitative as the approach in analyzing culture values in English Textbook. Document analysis was used in collecting the data. The data used in this textbook were dialogues. This research used triangulation of investigators as the validity of the data.

After analyzing the data, the research findings were: 1) There were six culture values represented in the English Textbook entitled “When English Rings A Bell”. The culture values were social identity and social groups, social interaction, belief and behavior, socialization and life cycles, national history, and national cultural heritage. 2) The writers technique integrated the culture values by using implicit and explicit. The result showed that the most dominant data presented into implicit technique. It was represented 45 (forty five) times. Besides, explicit technique were presented 35 (thirty five) time.

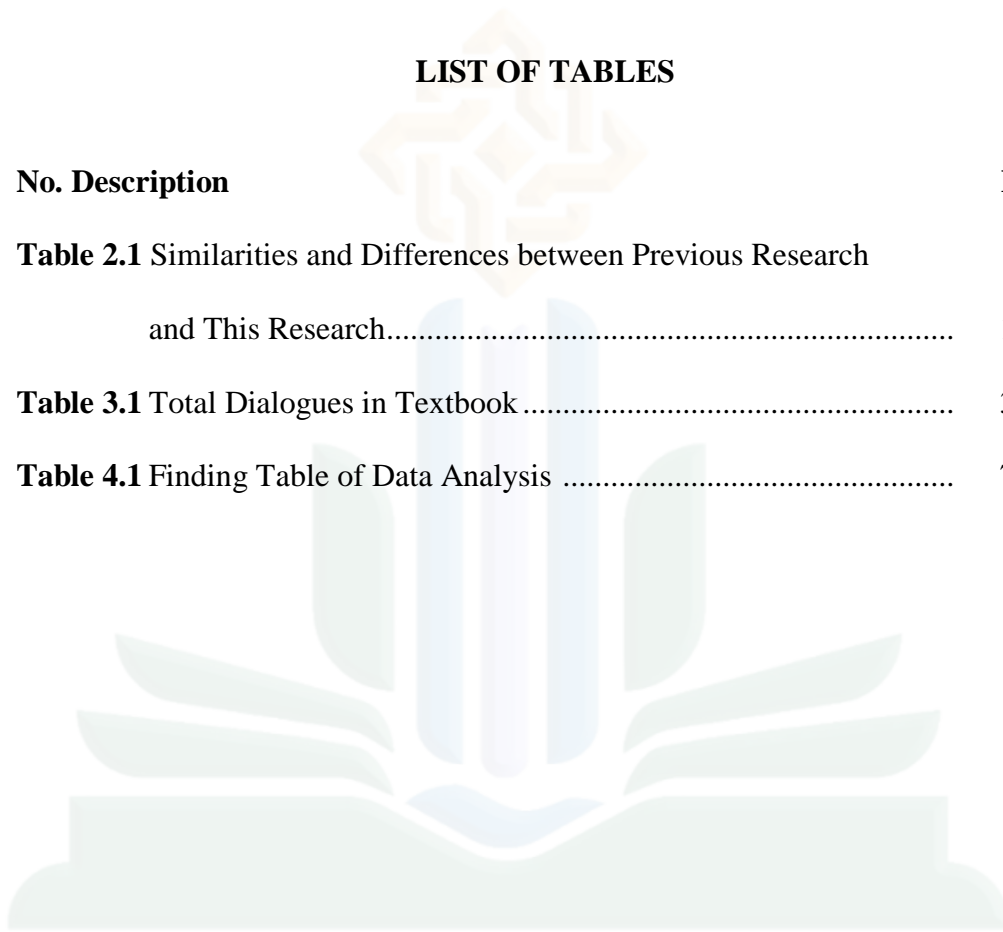
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CHAPTER I

INTRODUCTION

This chapter presents background of research, question of research, objective of research, definition of key-terms, and significance of research.

A. Research Background

The portray of Indonesian culture and language has been faded for periods. Back then, people tend used language as the their part of culture, now it changed differently from their function. Language has been modified due to process of acculturation and globalization, mostly by young generation. They tend to mix any language despite it can change the morpheme even its structure affect the linguistic. It is hard to observe language on the meaning only. The classification about culture identity could be identify when meet the native speaker. The circumstance about Indonesia identity located in terms of characters and behaviors of people, not political and economy project. ² From these environment, it connected to education which the central of national development ahead.

The representation of culture and language being ignored by some reason, ultimately during the pandemic issues. The regulation, teacher and students are dealing with challenges both internally or externally. Students must try to interpret any material of school by themselves, even with their parents as the guidance. Such as in a school they do learn English as their

² Teguh Wijaya Mulya, "Indonesian-ness: Power, Nationalism and Politics," Accessed 15 December 2020, <https://www.thejakartapost.com/academia/2016/08/18/defining-indonesian-ness-power-nationalism-and-identity-politics.html>.

English for Foreign Learner as their school needs only. There are no specification in order to make differences toward their second language nor first language. Sometimes, when teacher already told them about the material before, students don't implicate and only learn them as their needs. When they were not aside the teaching and learning process, they find difficulties to know the implication of language aside the culture.³

Moreover, the challenges significantly hard for teacher to evaluate the materials that has been taught to the student's application in real life. Junior high school has only have two or three meetings and forty five minutes in a week. The management of time is quite short to the application and evaluation of the languages. Teacher should identify Moreover, in Indonesia it's hard to boost motivation of students to learn English outside school environment, they will harassed or even ignored by the society, it's kind of taboo thing to do in their society even public places. The student's will have more self burden to practice and analyze English in public places, they feel ashamed and ignored to do that.⁴ By that case, there is a big wall to break between the expectation and reality, teacher should have an extra strategy or methods. Even for students its hard to develop their comprehension in learning English constantly, they need to acquire the language adapt to them, then practice it.⁵ It's been such long story to learn them briefly.

Besides, student's should make their pattern in any environment. For

³ Interview with Suliana, S.Pd. Teacher of MTsN 3 Banyuwangi on 13th December 2020.

⁴ Ilham Taufiqurrochman, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris" (Thesis, University of Muhammadiyah Surakarta, 2018), 12.

⁵ Interview with Nuradila. Students 8th Grade of MTsN 3 Banyuwangi on 13th December 2020.

example, the lack of exposure outside classroom could influenced their fear of English. It also happens because of lack of time due another activities, because less priority. These problems in maximizing the language skills could be varied, as clearly mentioned by the prior studies. They should know how to manage motivation and self esteem as the foundation in learning English before entering the stages of challenges. As stated by Machfudi that motivation could be as form of process oriented, it belongs to how to stimulate the overall human brain and sociocultural which occurs values system in human action affectively. The investigation about self esteem as the next stages after build motivation. In teaching and learning process, teacher should give them good feedback and report their weakness to make their distinction in learning English. Learning English is not all about the speaking and writing term, the aspect of understanding also becomes the main point of learning.⁶

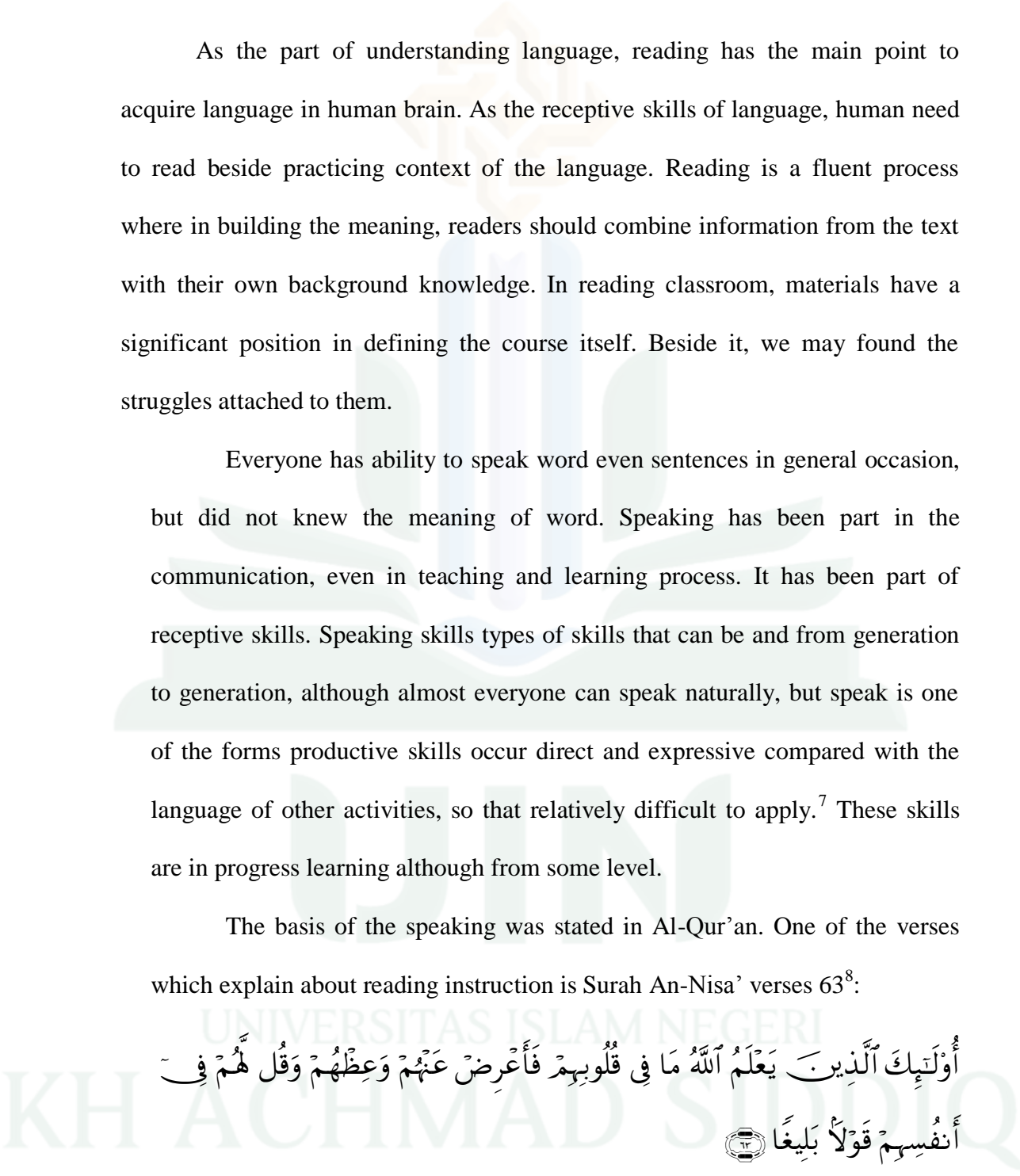
Somehow, school is area where students are able to express about English freely. Especially how to adapted them from the originality to the performance of certain speech act. We may begin with kinds of routine formulas commonly used to perform such as greeting, leave taking, thanking, apologizing and so on. The tent to use is for such formula frequently reflect the particular values or beliefs of their user. That's why sometimes acquire culture in language seems more difficult and comprehensively to lean on. Culture have such pattern in any form society such as education, employment, business and any sector. The understanding of content and context should be precisely measured due to the environment.

⁶ Moch Imam Mahfudi, "The Long Term Impact of An English Language Teacher Training Program on Teachers Practices In Madrasah Tsanawiyah" (Dissertation, University of Southern Queensland, Australia, 2017), 26.

As the part of understanding language, reading has the main point to acquire language in human brain. As the receptive skills of language, human need to read beside practicing context of the language. Reading is a fluent process where in building the meaning, readers should combine information from the text with their own background knowledge. In reading classroom, materials have a significant position in defining the course itself. Beside it, we may found the struggles attached to them.

Everyone has ability to speak word even sentences in general occasion, but did not knew the meaning of word. Speaking has been part in the communication, even in teaching and learning process. It has been part of receptive skills. Speaking skills types of skills that can be and from generation to generation, although almost everyone can speak naturally, but speak is one of the forms productive skills occur direct and expressive compared with the language of other activities, so that relatively difficult to apply.⁷ These skills are in progress learning although from some level.

The basis of the speaking was stated in Al-Qur'an. One of the verses which explain about reading instruction is Surah An-Nisa' verses 63⁸:



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The meaning: “Those men, -Allah knows what is in their hearts; so keep clear of them, but admonish them, and speak to them a word to reach their very souls”

⁷ Ni Gusti Ayu Sinta Dewi, Sang Ayu PutumSriasih, and I Nyoman Sudiana, “Teknik Penilaian Keterampilan Berbicara Dalam Pembelajaran Bahasa Indonesia Di SMA Negeri 4 Denpasar,” *Journal Pendidikan Bahasa Dan Sastra Indonesia* 7, no. 2 (2017): 1–12.

⁸ Departemen Agama RI, *Al-Qur'an dan Tafsirnya*, (Jakarta: Lentera Abadi, 2010), 176.

This verse states that Allah orders us to speak honestly based on with whom we are talking. Besides we have to give information in good manner to other people, so they will feel blessed as well to their souls. He promises us, if we do it in our communication, he will reward us by making their deeds righteous. That verse contains about speaking instruction, which must be embedded in teaching and learning process. The commandment contains about how Allah has been stated human to speak truly. Also for mankind throughout the history of humanity, because the realization of this command is the key to open the path of happiness in word and ukhrawi.⁹ Furthermore, the realization of those meaning could be implemented in learning process due to formal and non-formal environment.

The Government of Republic Indonesia Number 32 of 2013 about Amendment to Government Regulation Number 19 of 2005 about National Standard of Education, Article 771 Section (1) Sub c point 3 explain that in order to educate the life of the nation, a national commitment is required to improve the quality and competitiveness of the nation through re-regulation of Graduate Competency Standards, content standards, process standards, and assessment standards, as well as rearranging the curriculum.¹⁰ With this regulation, many schools in Indonesia require their students to learn and implemented English in their daily activities. On the other hand, the formal learning process aims to develop students' abilities in terms of knowledge,

¹⁰ Republik Indonesia , *UU Nomor 32 Tahun 2013 Tentang Perubahan atas Peraturan Pemerintah Nomor 19 tahun 2005 Tentang Standart Nasional Pendidikan pasat 771 Ayat (1) Huruf c poin 3,7.*

skills, and attitudes to become better.¹¹ Learning process need to more serious in various aspect of the learning. As the example to choose the right media that can solve these issues clearly.

Textbook could be an option as the media of teaching and learning. As the concern of textbook, these days many books publisher has encountered the industries such as Tiga Serangkai, Erlangga, Yudhistira and more. Based on a survey by Ministry of Education and Culture, Indonesia has 9.972.856 students all over Indonesia in Junior High School in year of 2020/2021.¹² These issues has serious concern about student or even teacher learning needs. . Teachers must prioritize the material they address to ensure that it meets the course's learning objectives. Effective teachers focus on core topics and sequence information to cover basic material before introducing new topics. Additionally, they organize activities in strands, presenting content through small segments of instruction over several days, the concentration focus on understanding topic more.¹³ Hence the teachers need to be careful and selective in choosing books for their students.

Textbooks play important role to provide valuable inputs in exposing students to new cultural expressions and diversity of cultures.¹⁴ Textbooks are ideology in the way reflect a worldview of cultural system and a social construction to learners and teachers which indirectly influence their view of

¹¹ Arsyad Azhar, *Media Pembelajaran*, (Jakarta :PT GajahGrafindo Persada,2007), 5.

¹² Ministry Of Education and Culture, "Data Siswa Tahun Ajaran 2020/2021," accessed on 16 September 2020, <https://dapo.dikdasmen.kemdikbud.go.id/pd>.

¹³ Macsuga Gage, "Effective teaching practices that promote a positive classroom environment," *Psychology Journal: Beyond Behavior* (2012): 11. .

¹⁴ Lixia Jin and Martin Cortazzi, *Researching Intercultural Learning*, (New York: Palgrave Macmillan, 2013), 8.

culture. In Indonesia, the objective of national education is set based on the cultural value and ideology of the nation and applied in all school subjects including English.¹⁵

For the students, a textbook serves as an opportunity of individual learning, a sense of the purpose and progression of the teaching process, a sense of security, and a reference of learning materials for preparing, checking, and revising the lesson. That is why, teachers should be careful and wise in choosing a textbook which suited their students' level, interest, and teaching objective in order to plan and develop effective instructional program. They also should be smart and creative in using the textbook chosen.

The topic of learning culture has a crucial position in learning English language because learning a certain language means learning a certain culture. The relationship between language and culture is highly strong. In learning a language, it cannot be separated from its culture because both of them are bound together not only to indicate how people use language as expressing facts and ideas but also to reflect their attitudes which are developed through the way living in their communities. Furthermore, language symbolizes people's cultural reality because it becomes a symbol of cultural identity.

Students should be more focus to the context of culture, but somehow the content could not addressing well about the messages of the passages in the textbook. Sometimes, we could found any book that has too many illustration without any explanation and there are long paragraph without any illustration.

¹⁵ Agni Kusti Kinasih, "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X," (Thesis, State University Yogyakarta, 2014), 21.

That issues indicated the problem of students to be more lazy to read or even practice the material in textbook or another sources. Also, the culture values in process of teaching and learning can be evaluated as the principle due to national regulation. English textbook entitled “When English Rings A Bell” has been part of English material in any school. Moreover, it was because of the curriculum provided from Ministry Education and Culture matched with the textbook. Relevantly, some school used those textbook as standard as the reference and practice book also. These book was equally distributed in any public or private school.

Also in some schools, they were usually used two book as the materials. The first one as the handbook or usually called as “*Buku Paket*” and practices book as “*Buku Latihan*”. Students sometimes very tired to used two books at the same time. For each meeting, the composition about the two books should meets the coherency and reliability.

In teaching and learning process, numerous aspects could affect the outcomes of learning for students. These aspects could emerge from the pre-teaching preparations, while the teaching and learning is on progress, or after the teaching and learning took place. Teachers’ roles are obviously important in teaching and learning process. They plan the syllabus, prepare the materials, and teach in the classroom and so on. That’s a lot of task to be done by a teacher as teaching material. However the reality doesn’t meet their expectation.

According to Zu and Kong in Winarti thesis, there are mainly two approaches to the introduction of culture, that is, the direct and indirect introduction.¹⁶ By direct introduction, the textbook provides students with materials concerning cultural aspect of language, which is a clear and unambiguous manner in the form of cultural knowledge. The examples of direct introduction include words accompanied by pictures, situational dialogue, texts depicting cultural event, and cultural notes. The other approach is indirect introduction in which culture is presented in an implicit way. This approach focuses on both in cognitive and affective or behavioral factor of the learner. Some typical cognitive activities are writing something about home culture, making contrast and comparison, cultural quizzes, searching for cultural information, discussion, and brainstorming.

As for the concern, this research was very important. This research focused to emphasized the culture values into categories and create the review of the use of English textbook in teaching and learning process. In addition to knowing the content and language of a textbook. The analysis of this textbook can also be used as a reference teacher in assessing students affective evaluation and criteria as good learning materials and in accordance with the applicable curriculum. Meanwhile for student, it could Moreover, in analyzing the culture values in EFL textbook the researcher and the reader could know the credibility and reliability of the content comprehensively.

The researcher was interested in analyzing part of culture values in The

¹⁶ Winarti, "Incorporating Culture in Developing English Textbook through Theme based Approach," *The 61th TEFLIN International Conference Solo* (2014): 3-5.

English textbook for Junior High School grade eight SMP/MTs . Sometimes speaking in the dialogue gave the condition about speaker and truly information to people. The researcher wanted to analyze and explore the particular messages and specialty in the textbook about the culture values. Therefore, this research entitled “An Analysis Of Culture Values in The English Textbook Entitled “When English Rings A Bell” For Eighth Grade Students of Junior High School”.

B. Research Question

1. What Culture Values are represented in The English Textbook entitled “When English Rings a Bell” For Eighth Grade Students of Junior High School?
2. How do the writers integrate Culture Values in the English Textbook entitled “When English Rings a Bell” For Eighth Grade Students of Junior High School?

C. Research Objectives

Based on the research question, the objectives of this study were:

1. To explore culture values represent in The English textbook entitled “When English Rings A Bell” For Eighth Grade Students of Junior High School
2. To explain how do the writers integrate culture values in The English textbook entitled “When English Rings A Bell” For Eighth Grade Students of Junior High School

D. Research Significances

The result is fully expected to give some theoretical and practical knowledge for the following parties:

1. Theoretically

This research provides beneficial and referential in giving general knowledge the way analysis reading material in the textbook

2. Practically

The result of this research is beneficial:

a. State Islamic University of KH Achmad Shiddiq Jember

This research could be used as reference material for all academic activities to explore further knowledge that related to with this study

b. English Teacher

The result of this study was expected to give inputs to the English Teacher as their teaching material or references especially as textbook used

c. Other Researcher

The result of this study was expected as reference for other researchers who were interested in conducting advances research or relevant research especially for Students of English Education Department.

E. Definition of Key Terms

The researcher has three definition of key terms were used to clarify the meaning of the terms. They were;

1. Culture Values

Culture values is value of society in part which embodied with actions, utterances, and meaningful objects of various kinds by which individuals communicate with one another and share their experiences, conceptions, and beliefs. The culture values reserve the unity, cooperation and life.

2. English Textbook

English Textbook as the instructional design consists of content and material of the subject that is well organized in written form.

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CHAPTER II

THEORITICAL REVIEW

A. Previous Research

This research is not the first study in analyzing English Textbook. The researcher found some research that related with this study, such as;

1. **An article written by Linda Fitriyah (2015) entitled “An Analysis of Culture On The Reading Material Textbook In The Second Grade Junior High School,”**¹⁷ stated that English Textbook published by Ministry Of Culture and Education tend to explore local cultures adapted into foreign language and exhibit the features associated with the culture itself. The materials and topics are familiar, local textbook encourage the development of learner awareness of their own culture identity. Yet, unlike the source culture materials, they include texts and activities which promote students awareness of the target language culture as well.
2. **A thesis by Moh. Zainudin (2017) entitled “Cultural Content Analysis of Revised English Textbook for Junior High School,”**¹⁸ stated that culture in the textbook could be considered as learning language. Culture could bring any motivation to the student beside of the pattern of social interaction. Source culture has a big role for realized the students.

¹⁷ Linda Fitriyah, “An Analysis of Cultural Values on The Reading Material Textbook In The Second Grade Junior High School” *Journal ELT Perspective Vol.3 No.2*(September 2015): 340-351.

¹⁸ Moh. Zainuddin, “ Cultural Content Analysis of Revised English Textbook for Junior High School”, (Thesis, University Brawijaya, 2017), 11.

3. **Another thesis by Nurmilayana (2019) entitled “Analysis of Culture Values in The English Textbook at The Eleventh Grade of SMK Taruna Indonesia,”**¹⁹ the researcher stated that textbook will carry the English teaching and learning comprehensively. An existing text will carry readers to read it more and more than a dull text that is not likely to contribute them development of reading competence also with teachers guidance. In This book target culture materials was not tells about the culture that related to enable to learners and some text talk about foreign visitors to their country. They can understand the texts. Therefore, this textbook is suitable to the students as reading material because the texts are good for practice reading comprehension.
4. **An article by Bakr Bagash Mansour Al-Sofi (2018) entitled “Evaluation of the Cultural Aspects in The University English Textbook, *Well Read I*”**²⁰ the researcher stated that culture has become the essential part of language studies in term of receptive and productive skills. Moreover, maintain cultural aware of student should be priority of the textbook itself, it could extent student English learning proficiency. In this research, the writer emphasized the material with the culturE values by Cortazzi and Jin. Therefore, this research conclusion were the book

¹⁹ Nurmilayana, “An Analysis Of Culture Values in The English Textbook At The Eleventh Grade of SMK Taruna Indonesia Jambi” (The State Islamic University Sulthan Thaha Saifudin Jambi, 2019), 7.

²⁰ Bakr Bagash Mansour Al-Sofi, “Evaluation of the Cultural Aspects in The University English Textbook, *Well Read*” *Journal Theory and Practice in Language Studies Vol.8 No.2* (February 2018): 184-196,<http://dx.doi.org/10.17507/tpls.0802.02>

only focus on the English skill only, the cultural values remained hidden on material.

5. **Another article by Nazli Bahrami (2015) entitled “Evaluating the Representation of Cultural Elements in an In-use EFL Textbook”²¹**

the problem of this research was teacher misunderstood in selecting EFL textbook in term of students awareness of foreign culture and ruined main competences of students need which communicate with cultural values. Teacher should aware whether the relation between culture and language could integrated well in the textbook. The result was over 50% of the "notes" related to world knowledge with the purpose of helping students to comprehend the meaning of tasks, so that they answer the exercises correctly. The study pointed out that the textbooks include significantly more hegemonic cultural content.

Table 2.1
Similarities and Differences of Previous Research and Current Research

No	Title of Research	Similarities	Differences
1	2	3	4
1.	An article written by Linda Fitriyah (2015) entitled “An Analysis of Culture On The Reading Material Textbook In The Second Grade Junior High School”	<ul style="list-style-type: none"> - Both researchers analyze same English Textbook published by Ministry of Education and Culture - Both researcher use descriptive qualitative as the method of analysis 	The previous article focused on cultural content analysis with the background of teaching and learning elaboration by Patrick Morans while the present study focus on culture values based Michael Byram

²¹ Nazli Bahrami, “Evaluating the Representation of Cultural Elements in an In-use EFL Textbook” *Journal Advances in Language and Literary Studies Vol.6 No.3* (June 2015): 128-137, <http://dx.doi.org/10.7575/aiac.all.v.6n.3p.128>

1	2	3	4
2.	A thesis by Moh. Zainudin (2017) entitled "Cultural Content Analysis of Revised English Textbook for Junior High School"	<ul style="list-style-type: none"> - Both researchers analyze same English Textbook published by Ministry of Education and Culture - Both researchers use descriptive qualitative as the method of analysis 	The previous thesis focused on cultural content which the criteria proposed by Al Sayyed while the present adapted the culture values criteria by Michael Byram
3.	A thesis by Nurmilayana (2019) entitled "Analysis of Culture Values in The English Textbook at The Eleventh Grade of SMK Taruna Indonesia,"	<ul style="list-style-type: none"> - Both researchers use descriptive qualitative as the method of analysis - Both explore about the culture values in English textbook 	The previous thesis focused on the investigation about how language features in culture values based on four sense of culture while the present explore the values used values by Michael Byram's theory
4.	An article by Bakr Bagash Mansour Al-Sofi (2018) entitled "Evaluation of the Cultural Aspects in The University English Textbook, <i>Well Read 1</i> "	<ul style="list-style-type: none"> - Both researches focus on explore culture values element - Both researchers use textbook analysis 	The previous article focused on finding three cultures by such as source, target and international values by Cortazzi and Jin. Meanwhile this research used criteria by Byram.
5.	An article by Nazli Bahrami (2015) entitled "Evaluating the Representation of Cultural Elements in an In-use EFL Textbook"	<ul style="list-style-type: none"> - Both researchers focus on explore culture values element 	The previous article focused on discussing cultural values issues in the EFL textbook with teacher. Meanwhile this research focused on textbook analysis and used expert as the validator.

Source: Processing the data from Previous research

Based on the explanation above, it could be seen that all of the researches had their own ways focus to analyze the English textbook. The previous research mostly using Cortazzi and Jin collaborated with Michael

Byram as the cultural values criteria such; source target, culture target and international target. Then the result could be integration between nine culture values criteria by Byram collaborated into those three values. Meanwhile this research only focused on nine culture values represented by Michael Byram. Therefore, this current research focused on the analysis of culture values in the English textbook entitled “When English Rings a Bell”. This textbook was published by the Ministry of Education and Culture of Indonesia of eight grade student of junior high school. In this research, the researcher took data from dialogue texts in the textbook and conducted an analysis about them, what and how the culture values represented. This research also facilitated teachers who had difficulties in analyzing the English textbook by providing a simple format for English textbook analysis.

B. Theoretical Framework

1. Culture Values

a. Definition of culture values

Culture as a whole system of principles of life, these can be seen as the design of opinions, ideas, beliefs that are interpret people’s action, utterances and pattern of thinking.²² However it is very important for language learner to understood the differences between conceptual framework , either their own or others so that their knowledge of different culture, the language can adapt themselves in learning language as part of culture.

²² Nurmilayana, “Analysis of Culture Values in The English Textbook At The Eleventh Grade of SMK Taruna Indonesia Jambi,” (Thesis,UIN Sulthan Thaha Syarifudin, Jambi, 2019), 22.

Based on Clancy, the definition of culture is complex whole which includes knowledge, belief, art, moral, law, costume, and any other capabilities and habits acquired by man as member of society.²³ Cultures is not luxuries life, it is life itself. Culture is the soil which nourishment the society and that basis which define value system, traditions and behavior. It contains moral, and ethics of the community, governs society's conception of its own future and selects the meaning of existence. The conclusion, culture is a complex system of behaviors, attitudes, values, beliefs, conventions and lifestyles of group. Culture developed in a group naturally by their daily lifestyle.

These definition shows that culture is something which acquired and learned and passed down from one generation to the next. Culture is seen having to do with the material productions through which group represented itself, but the definition focuses on people's knowledge, beliefs, attitudes.

Values is the thing that attached in people's life, it could measure someone's attitude.²⁴ Values are a culture's standard for discerning what is good and just in society. Consider the value that the United States places upon youth. Children represent innocence and purity, while a youthful adult appearance signifies sexuality. Shaped by this value, individuals spend millions of dollars each year on cosmetic products and surgeries to look young and beautiful. The

²³ Laurie Clancy, *Culture and costumes of Australia*, (Westport: Greenwood Press, 2004), 9.

²⁴ Lixia Jin and Martin Cortazzi, *Researching Intercultural Learning*, (New York: Palgrave Macmillan, 2013), 6.

United States also has an individualistic culture, meaning people place a high value on individuality and independence.

By this point, values portray ideal culture, the standards society would like to embrace and live up to. Meanwhile the real culture is they society is, based on what exist and occurs. For the example, in real culture we found traffic accidents, poverty, injustices, crimes, murders and others. That situation is not under criteria of ideal culture. Utilizing social control approaches pushes most people to conform to societal rules, regardless of whether authority figures (such as law enforcement) are present. Cultural values could indicated that culture is shared by the members of a particular community and that community somehow is different form another in terms of culture.²⁵

b. Michael Byram's Culture Values

Culture values could adopted in every stage of life. At this point, Students who learn English as their second language will be senseless if they do not know anything about the people who speak the target language or the country in which the target language is spoken. They should know what was the utterance of speaker. Communicative competence should knowing not only the language code or the form of language, but also what to say to whom and how to say it appropriately in any given situation. In other words, it includes knowledge of what to say, when, how, where and to whom.

²⁵ Janet Holmes, *Introduction to Sociolinguistics* 12th Edition, (New York: Routledge Press, 2012), 21.

There is a theory to help teachers and students in identifying culture values. The theory is proposed by Byram about criteria of culture values.²⁶ The values was described such as below;

1) Social identity and Group

Groups within the nation-state which are the basis for other than national identity, including social class, regional identity, ethnic minority, professional identity, and which illustrate the complexity of individuals' social identities and of a national society (the issue of national identity is dealt with under 'stereotypes'). Also Turner stated that social identity as the social groups membership that share the understanding between individuals.²⁷ People identity in social groups could be formed as their title also. Furthermore the area can be about the dialect, language, tribe, and culture, also the circle of society such as school, family and employment.

2) Social interaction

It is conventions verbal or non- verbal behavior in social interaction at differing levels of formality; as outsider and insider within social groups. Students are the outsider and the society is the insider. The outsider needs to know the knowledge and behavior of the insiders' perceptions as the part

²⁶ Michael Byram and Carol Morgan, *Teaching and Learning and Culture Multilingual Matter (Series)*, (Philadelphia: Multilingual Matters LTD, 1994), 54.

²⁷ J.C. Turner & Oakes, P. J. *Self-categorization theory and social influence. In P. B. Paulus (Ed.), The psychology of group influence*, (Hillsdale: Lawrence Erlbaum, 1989), 233.

of the content. Stated by Machfudi, the presence of interaction from teacher during the teaching and learning process could help the student manner for their daily activities.²⁸

3) **Belief and behavior**

It is about the routine and taken-for-granted actions within social groups-national or sub-national and the moral and religious beliefs which are embodied within them; secondly, routines of behavior taken from daily life which are not seen as significant markers of the identity of the group. For the example is about the activities that the society usually do, or doing activities for some reasons. It also can be about the religion that believed by the society.

Furthermore, Skinner stated that “Beliefs are conceptual portrayals that signal a reality, truth, or trustworthiness to its holder to ensure reliance upon it as a guide to personal thought and action”²⁹ It could be states that belief as the judgment and evaluations that made about our-self, others, and the world around us.

4) **Social and political institutions**

Social and political institutions of the state and the values and meanings they captured the character of state and its citizens and which constitute a framework for ordinary, routine

²⁸ Moch. Imam Mahfudi, “The Long Term Impact of An English Language Teacher Training Program on Teachers Practices In Madrasah Tsanawiyah”, 17.

²⁹ Skinner, *A Matter of Consequences: Part 3 of Autobiography*, 178.

life within the national and sub-national groups; provision for health-care, for law and order, for social security, for local government, etc. As the examples are health-care, for law and order, for social security, for local government, etc.

5) **Socialization and the life cycle**

It is about families, schools, employment, religion, military service, and the ceremonies which mark passage through stages of social life. It also As stated by Arnett, socialization also has primary goals such as: *first*; it teach impulse controls and helps individuals develop consequences, *second*; socialization teaches individuals to prepare for and perform certain social roles, gender roles, and the roles of institutions, *third*; it cultivates shared source of meaning value.³⁰ It emphasizes every stages in human's life. For example when older generation having interaction with younger generation, they had different background and perspective in their own era. It would make their interaction as the from contrast knowledge.

6) **National history**

It talks about periods and events, historical and contemporary, which are significant in the constitution of the nation and its identity – both actually significant and, not necessarily identical, perceived as such by its members. For

³⁰ Jeffrey. J. Arnett, "Broad and Narrow Socialization: The Family in the Context of A Cultural Theory" *Journal of Marriage and Family* Vol.57 No.3 (August 1995): 617-628. <https://doi.org/10.2307/353917>

example; flag ceremony, national independent day, proclamation day etc.

7) National geography

National geography is talking about geographical factors within the national boundaries which are significant in members perceptions of their country; other factors which are information (known but not significant to members) essential to outsiders in intercultural communication (such as; national boundaries, and changes in them, are part of ‘national history’). It can be about the name of country, city, or maybe places which as the identity.

8) National cultural heritage

It is talking about cultural artefacts perceived to be emblems and embodiments of national culture from past to present; in particular those which are ‘known’ to members of the nation – e.g. Shakespeare in Britain, the Impressionists in France, Wagner in Germany – through their inclusion in curriculum of formal education; and also contemporary classics, not all of which have reached the school curriculum and some of which may be transient but significant, created by television and other media – e.g. Truffaut’s films in France, Agatha Christie in Britain, Bierman’s songs in Germany. In Indonesian, it could Indonesia Raya as the national song of

Indonesia and some traditional games like *congklak*, *engklek*, marbles etc as the national cultural heritage. As stated by Mendes that cultural assets and heritage are therefore pedagogically important as they are significant consolidation and implementation.³¹

9) Stereotypes and national identity

The example such as German and English notions of what is ‘typically’ German and English national identity; the origins of these notions – historical and contemporary – and comparisons among them; symbol of national stereotypes and their meanings, e.g. famous monuments and people. Then, the students should aware with these criteria of culture which they may learn in the classroom. Also for the teachers, they should provide the students with the culture materials from around the world to foster learner’s motivation.

c. Culture Values in English Learning and Teaching

Culture and human related to each other since they were born to this world. They are similar at their birth, what make them different is their own society to set them up into different cultural group. Society creates different interactions among persons or groups which lead into different behavior and patterns. All children who live in this world become the members of culture communities where they live in a

³¹ Graca Marco, Joaquim Ramos and Jose Marcelino, “Improving History Learning Through Cultural Heritage, Local History and Technology” *10th International Conference Mobile Learning* (2014): 34-40

certain society. It can be concluded that understanding about children can be seen from their childhood as the part of understanding children development.³²

In addition to that, studying culture is also useful for teaching students to understand their own culture. According to Clancy, students are “culture bound”, it means that their world view is determined by the values of their own culture.³³ This can lead to problems when they are confronted with different cultures. The first theory claims that in order to learn words, phrases and routines in a foreign language and culture, learners also need to learn the “mindset” behind them. On the other hand, the second theory suggests that learners acquire the “mindsets” by learning language form in foreign language without necessarily knowing about it. The discussion about relationship between culture and language results in different theories. However, Brown believes that in order to be able to communicate and interact in the foreign language, a learner of foreign language should master the language and find the beliefs from his native language and cultures.³⁴

Culture in language and language in culture are items which are started to be taught in regular class in Indonesia. Teachers hold such an English class, they have to pay attention to some items such as

³² Lixia Jin and Martin Cortazzi, *Researching Intercultural Learning*, (New York: Palgrave Macmillan, 2013), 4.

³³ Laurie Clancy, *Culture and Costumes of Australia*, 11

³⁴ Douglas Brown, *Principles of Language Learning and Teaching*. (New York: Longman, 2000), 15.

characteristics of language, role of culture in the teaching-learning process, and the role of materials and methods. These items give the explanation both of differing and important impacts of language acquisition involving English subject competencies and comprehending the culture. It means that as an Foreign language, English contains the culture values, language and teaching process themselves. This requires a serious link between English speaking and non-English speaking countries. English textbook has to contain culture materials.

However, clear definition of culture materials not suggested by any experts. Tomlinson mentions that “materials are something that can be used to facilitate learning of a language, including course book, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses onprinted materials”³⁵ There are five main categories of teachers’ beliefs – beliefs about learners and learning, teaching, curriculum, learning to teach, and about the self and the nature of teaching. These five categories are well connected with each other.³⁶

The culture values also mentioned in Law of The Republic of Indonesia Number 20 Year 2003 About National Education System which state “National education is education based on pancasila and

³⁵ Ajjaz Ahmed Gujjar and Muhammad Ashraf Malik, “Preparation of Instructional Material for Distance Teacher Education,” *Turkish Online Journal of Distance Education for TODJE* Vol. 8 No,1 (2007): 55.

³⁶ BF. Skinner , *A Matter of Consequences: Part 3 of Autobiography*, 205.

the state constitution republic of Indonesia Year 1945 which rooted in religious values, Indonesian national culture and responsive time's changed"³⁷ The implementation about culture values could evaluated in affective evaluation.

2. English Textbook

a. Definition of English Textbook

The term of textbook are often used in EFL context. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. Meanwhile, according to Machfudi course books are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries.³⁸ She defines textbooks as prepackaged, published books used by the students and teacher as the primary basis for a language course ranging from those that are focused on developing all language skills to those that focus on a specific skill such as writing or specific area. They may also include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages, internet materials, and occasionally a teacher's guide.

³⁷ Republik Indonesia, UU SISTEM PENDIDIKAN NASIONAL No 20 Tahun 2003, pasal 1 ayat 2

³⁸ Moch. Imam Mahfudi, "The Long Term Impact of An English Language Teacher Training Program on Teachers Practices In Madrasah Tsanawiyah", 21.

Textbook also act as a media in delivering materials to the learners. As the function, textbook can be a source of students on grammar, vocabulary, and pronunciation.³⁹ Textbooks could as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In order to use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners.

According to Richards, textbooks are used in different ways in language programs.⁴⁰ For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course.

³⁹ Alan Cunningsworth, *Choosing Your Course book (Handbooks for the English Classroom)*, (Oxford: Macmillan Publishers, 1995), 120.

⁴⁰ Jack C Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 20.

b. Criteria of Good Textbook

The number of textbook has been increased dramatically. Reading text is one of the important aspects in English Textbook. Reading activities always involve the reading passages therefore the selection of the good passage become important thing. Selecting a good passage is not easy matter. Since reading text plays an important role in the reading activities, therefore is better to find out the criteria of good text such as⁴¹:

- 1) Readability, basically the combination of structural and lexical (e.g. vocabulary) difficulty,
- 2) Suitability of content which text should be able to give good impression or interest to great number of students and not bore them,
- 3) Exploitability, means facilitation of learning. When a teacher exploits a text, s/he makes use of it to develop the students competence as readers.

It can be concluded that those criteria can not be the only one of the factors, interestingness is also the main point. An exciting text will carry the readers to read it more and more than a dull text that is not likely contribute to development of reading competence.

⁴¹ Nuriani Indah Budiarti, "The Readability Level of English Reading Texts for Grade VIII Students of SMP Negeri 1 Jetis Bantul in the Academic Year of 2014/2015," (Thesis, State University of Yogyakarta, 2014), 21.

c. Advantages of Textbook

There are many advantages in using textbook to teach English as Foreign Language (EFL) in the class, even if the textbook should be suitable to whole students. According to Hammer (2001), the advantages of the textbook are as follows:

- 1) Good textbooks contain lively and interesting material; they provide sensible progression of language items, clearly can show what has to be learnt and in some cases summarizing what has been studied.
- 2) Textbooks can be systematic about the amount of vocabulary presented to the students and allow them to study on their own outside the class.
- 3) Good textbooks relieve the teacher from the pressure of having to think of original material for every class.
- 4) There is a greater variety of published material for teaching and learning English than ever before.

d. English Textbook in Language Learning

In the textbook, the message could be seen in form of implicit and explicit. Based on Ellis' explanation that children are more likely to display high levels of implicit knowledge, whereas those who began as adults especially if they were reliant on instruction are more likely to

display high levels of explicit knowledge.⁴² It happened to junior high school who began to awareness of utterance meaning. Also, Piaget stated that student in age more than twelve began to imagine about something abstract. In addition, Ellis introduces how apply implicit and explicit technique in language learning. Those requirements are as follows;

1) **Implicit**

The requirement of implicit technique is knowledge accessible without awareness and focus on meaning rather than form. Therefore, when apply this technique in language learning, it should makes student figured out the situation and condition properly. In addition, Housen and Pierrard on Ellis stated that there are criteria of implicit in language learning.

Those criteria are as follows:

- a) Attract attention to target form
- b) Delivered spontaneously (e.g. in otherwise communication-oriented activity)
- c) Unobtrusive (minimal interruption of communication of meaning)
- d) Present target forms in context
- e) Makes no use of metalanguage
- f) Encourages free use of the target form.

⁴² Rod Ellis, et all, *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching*, (United Kingdom: Multilingual Matters, 2009), 3.

Furthermore, Piaget stated that implicit technique in language learning also made student imagine about the content itself.⁴³ It was proper for students in twelve years old or more. Therefore, students should select appropriate content in teaching material according their level of skills. So, applying this technique which connects to the learning topic, students knowledge and communicational intention will bring good effect. The example of the sentence such as in J.M. Barrie's Peter Pan Novel;

“All children, except one, grow up”

We aren't told explicitly “there once was a boy named Peter Pan, and he magically never grew older,” but we are prepared for that eventual knowledge by this implicit sentence. If something is implicit, it is not directly stated. The reader must understand implicit information and facts based on other clues in the text.

2) **Explicit**

The requirement of explicit technique in language learning is learner is consciously aware of, non-time pressured situation, and required focus form. When applying this technique, student consciously know the intention as well to the content of material. Besides, Housen and Pierrard on Ellis stated that there

⁴³ Jean Piaget, *The Psychology of Intelligence*, (Routledge Classics: New York, 2001), 161.

are criteria of explicit in language learning. Those criteria are as follows:

- a) Direct attention to target form
- b) Predetermined and planned (e.g. as the main focus and goal of teaching activity)
- c) Obtrusive (interruption of communicative meaning)
- d) Presents target forms in isolation
- e) Uses metalinguistic terminology (e.g. rule explanation)
- f) Involves controlled practice of target form

The criteria above has explained that explicit more exposed the content about situation and condition clearly. The example of explicit such as below;

“Dinar’s favorite cartoon movie was rated PG for kids friendly and fun content”

It talked about Dinar favorites comedy was safe for children The reader could know the intention and make the categorization, such as Spongebob, Power Rangers, and others.

Sometimes, problem in determining whether implicit and explicit knowledge stores are separate or linked rests in part, at least, on the problem of determining precisely how learners draw on their linguistic knowledge when performing different language tasks. They have to make the differences between the utterance of language in implicit and explicit form. The researcher conclude that implicit technique require

more cognitive skills thinking and not stated directly meanwhile explicit technique is made clear explanation and stated plainly. In this research, the researcher analyzing the data and culture values used Ellis implicit and explicit technique in language learning.

e. English Textbook Entitled “When English Rings A Bell”

One of English textbooks for eight grade junior high school which very exists is English textbook entitled “When English Rings a Bell”. This English textbook is published by the Ministry of Education and Culture of Indonesia of 2017 revised edition. The writers are Siti Wachidah, Ph.D., Asep Gunawan, S.Pd., Diyantari, M. App. Ling.. The reviewers are Dr. Rd. Safrina, M. A., Lestari Manggong, M.A., It has been edited by Drs. Singgih Prajoga, M.Pd, and illustrate by Priyo Trilaksono, S.Des.

This textbook is based on 2013 curriculum for junior high school. 2013 curriculum is designed to carry out 21-century learning model. This textbook is emphasized to build attitude, knowledge, and skill students in communication though active teaching and learning process. Nevertheless, this textbook will help students to achieve 4 main competences in 2013 curriculum. In this textbook, the student will find some information which very related to their daily activity. It's because this book is designed to improve language skill. The design is used text learning, those are written text and oral communication. Hence, the design is completed with some picture to

illustrate the situation of the dialogues to make the students easy to understand. There are some reasons to choose this English textbook for the research. First, this textbook is using 2013 curriculum for junior high school. Second, this textbook is aimed to build attitude, knowledge, and skill students in communication through active teaching. Third, in this textbook, the researcher can find many dialogues using cooperative principle. Fourth, this text book very exists in Indonesian school, whether in village, town or city. Fifth, this book is very cheap but has a good quality. The last this textbook was written by academician and all of them are lecturer in a famous university in Indonesia.



UIN

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JEMBER

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Type of Research

The approach that used in this research was qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, and by means of descriptions in the form of words and language, in a particular natural context and by utilizing various natural method.⁴⁴

While the type of research that used was content analysis research. “Content analysis is used to make replicable and valid inferences by interpreting and coding textual material”.⁴⁴ Another writer said that “Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material”.⁴⁵ According to Ary “The materials which can be analyzed are textbooks, songs, essays, newspaper, novels, etc”.⁴⁶ Meanwhile, this research analyzed a textbook.

B. Source of Data

In this research, the researcher refers to English textbook for Junior High School. The title of this textbook is “When English Rings a Bell” for

⁴⁴ University of Georgia, “What is Content Analysis?”, [https:// www.terry. uga.edu/ management/ contentanalysis/research/](https://www.terry.uga.edu/management/contentanalysis/research/), Accessed on 07th March 2019

⁴⁵ Ary et.al, *Introduction to Research in Education*, 30.

⁴⁶ Jack R. Fraenkel, Noran E.Wallen and Helen H.Hyun, *How to Design and Evaluate Research in Education*, 8th ed, (New York : Graw-Hill Humanities/Social Sciences/Language,2011), 478.

SMP/MTs grade VIII. This English textbook was published by Ministry of Education and Culture in Year 2017. This textbook has two hundred of twenty six (226) pages. The data was collected from dialogues and images. There were nine kinds of culture values as the criteria such, social identity and groups, social interaction, belief and behavior, social political institution, socialization and life cycle, national history, national geography, national cultural heritage, and stereotypes and national identity. The researcher took all dialogues contain these nine values. In this research, the researcher took all of the dialogues which have the instruction “Observing and Asking”. The detail could be seen in the following table:

Table 3.1
Total Dialogues in The Textbook

No	Chapter	Total Dialogues	Page
1	Chapter I	33	4-17
2	Chapter II	9	20-28
3	Chapter IV	22	47-61
4	Chapter VIII	6	107-112
5	Chapter IX	3	120-121
6	Chapter X	5	142-144
7	Chapter XI	2	168-196
Total Dialogues in the Textbook			80

C. Technique of Data Collection

This research used document analysis to collect the data. Based on Donald Ary, document analysis could be written or text based artifact such textbook, novels, journals, meeting, etc or non written records such as photograp,

audiotapes, videotapes, image, etc.⁴⁷ This research applied document analysis because of the data were in form of document or written text from the textbook.

The textbook which was analyzed was English textbook in Eighth Grade Students of Junior High School Entitled “*When English Rings A Bell*”. There were some steps used by the researcher in collecting the data. The first step was collecting the data by buying the textbook. After that, the researcher read and reread the textbook repeatedly and carefully, finding the important details from each utterance in the dialogues. The next step was separating the culture values into nine criteria by Michael Byram’s theory. The last, the researcher focused on each utterance that was relevant to the research into analysis table. However, this textbook had thirteen chapters and only seven chapters were analyzed by the researcher. It’s because there were no dialogues in the other chapters.

D. Technique of Data Analysis

In this study, the researcher used content analysis based on theory of Donal Ary et.al, to analyze the data. There were some steps used, to analyze the data. Those would be explained below.⁴⁸

⁴⁷ Ary, et.al, *Introduction to Research in Education Eighth Edition*, 442.

⁴⁸ Ary, et.al, *Introduction to Research in Education Eighth Edition*, 482.

1. Familiarizing and Organizing

a. Familiarizing

First, the researcher must be immersed in the data. So, in order to make the researcher familiar with the data, the researcher read and reread all of image and text in the textbook.

b. Organizing

In this research, the researcher read the text in the dialogue in each chapter, in order to know how many dialogues that would be analyzed in each chapter and the researcher easy to analyze.

2. Coding and Reducing.

a. Coding

In this step, researcher read again all the data that have been organized. Then researcher gave the codes to every data that would be analyzed. They were categorized into nine cultural values such as social identity and groups, social interaction, belief and behavior, social political institution, socialization and life cycles, national history, national geography, national cultural heritage, stereotypes and national identity. Then the researcher also made the technique by differentiate them into implicit and explicit to the dialogue within. The example of data coding in the research as follow;

C1.P5.D1: Chapter (1). Page(5). Dialog(1)

b. Reducing

The researcher also gave an underline with different color to the sentences that indicate the culture values. The researcher started with taking the data apart and breaking them into a small piece. The researcher remarked the sentences that represented the kinds of nine cultural values, then the researcher concluded that sentences include into one of values and types of technique

1. Interpreting and Representing.

a. Interpreting

In this step, the researcher would restated the statement or sentence which implied cultural values also the technique of analysis that gotten from textbook.

b. Representing

Here, the researcher represented finding and the result of analysis by using descriptive explanation.

E. Validity of Data

This research used triangulation to test the validity of the data. “Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research”⁴⁹. There were some types of triangulation, those are; Time Triangulation, Space Triangulation, Theoretical Triangulation, Investigator Triangulation, etc.

⁴⁹ Louis cohen, et al, *Research Methods In Education*, (New York: Routledge, 2007), 141.

While this research used investigator triangulation. The type of this triangulation is often used by the researcher who used library research. According to Silverman, investigator triangulation engages independently by more than one observer⁵⁰. The investigators of this research were, the researcher, and English lecturers that expert in linguistics studies. However, there were some steps done by researcher in validating the data. The first time, the researcher analyzed the data individually. Then, the researcher met and discussed with one of English lecturers to become validator of this research. In the next step, the researcher checked and compared all of the results. The last, took the minimum divergences data among researcher and validators to be valid data in this research.

⁵⁰ Cohen, et al, *Research Methods*, 142.

CHAPTER IV

THE RESULT OF ANALYSIS

A. Data Display

In this section, the researcher presented the data analysis of research focuses. Further, the data analysis would be presented based on research question as follow (1) What culture values are represented in The English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?, (2) How do the writers integrated the culture values in The English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School? Based on Byram’s theory, culture values in teaching and learning context were nine values. Those are: social identity and groups (groups by social, occupation, regional identity, ethnic and cultural minorities), social interactions (greeting at different level of formality based on verbal or non verbal, gender relationship), belief and behavior (routines activities, moral and belief as the identity groups), social and political institutions (characteristic of the state which embodied with routine life, law, order, government issues etc.), socialization and the life cycle (school, family, work and socialization of relationship between generations in life cycle), national history (periods or event and historical of nation), national geography (geographical factors within the national boundaries which are significant in members' perceptions of their country),national cultural heritage (cultural artefacts/items of nation form past to future as the known of nation)

and stereotypes and national identity (symbol of national identity, stereotypes and meanings of it). Then, the researcher analyzed the data as follow:

1. Social Identity and Social Groups

The first criteria is social identity and groups, the researcher found thirty two (32) times the values of social identity and groups represented in the dialogues of English textbook. The indicator of this value was groups formed and showed identity as they formed such as stratification and occupation. It could be seen in the data below:

The data below happened between teacher and student. They were in classroom. . The dialogue was delivered point that they were in school area. The condition actually happened when the student were busy with their own activities and doesn't mind the situation at all. So, the teacher wanted to make them more discipline by calling them by saying “*Everybody, may I have your attention?*” Meanwhile the student answered “*Yes Ma'am*” together.

(Data: C1.P4.D1)

Teacher : **Everybody, may I have your attention, please?**

Students : Yes, Ma'am

The dialogue itself obeyed the values of social identity and groups. It could be seen when the dialogue in the book written Teacher as the title or speaker and then student as the other speakers. In this occasion, the identity of teacher and student showed they were in a school area either it was formal, non formal or informal school. The purpose of the dialogue was giving attention to the others by the teacher spoken word. The student

should be more focus the class in order to make the teaching and learning running well. In addition, the dialogue also showed the message implicitly. The intention of the teacher was making them silent and focus to the teaching and learning. The information was informative enough.

(Data: C1.P4.D2)

Teacher : From now on we will use English in our English class.
 OK? We will use English in our English class. Siti, what did I say?
 Siti : **We will use English in our English class.**

The dialogues delivered between student and teachers. The teacher was making an engagement to the student about speaking English in the classroom. While speaking those sentences to the students, the teacher was repeating and asking the statement to Siti who was there. The teacher confirmed by saying sentences “*From now on we will use English in our English class. OK?*” it was the engagement and offering to the student then “*We will use English in our English class. Siti, what did I say?*” teacher repeating his question to make sure all the student especially Siti could know the information well. Therefore, Siti answered the question by answered and repeating constantly saying “*We will use English in our English class*”.

However, the dialogues interpreted the values of social identity and groups. It all showed by the identity called Teacher and Student in the text. Also, the statement of teacher by saying “*From now on we will use English in our English class*”, clearly add the school environment. The identity formed when they called someone by their environment.

Besides, the dialogue purpose was telling the student about the engagement to speak English in the class and make sure all of heard it as well as by asking Siti as the sample. The dialogue also sent the message explicitly. Both of them got information and very detailed to each other.

(Data: C1.P6.D7)

Teacher : Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?

Dayu : **I'm so sorry, Ma'am. Yes, I am.**

The data above happened in classroom by teacher and Dayu as the student. The situation was Teacher warned Dayu as the student to focus on the learning activities. Not only that, he was make sure Dayu to repeated the sentence that he mentioned before. Of course as the student, Dayu asking for forgiveness directly to teacher then answered the question well.

The teacher was come to the Dayu desk and saying "**Hey Dayu, stop doing that, please. What do you think?**" that was advice the she saying "*Are you ready to use English in the English class?*" as the question to the Dayu. Then, Dayu aware for her mistakes and answered the question by saying "**I'm so sorry, Ma'am. Yes, I am.**"

However, the dialogue was obeyed the values of social identity and group. It was seen by the identity called teacher and student. The sentence directly written the first speaker is Teacher. Moreover, the sentence "*...English Class?*" also can be seen as the background of the conversation. Then Dayu as the teacher answered by the sentence "*I'm so sorry, Ma'am*" as the claim that she was teacher and Dayu position as

student. The dialogue was the teacher warned Dayu to stay focus and calm to the learning process while Dayu can took that case as her advice to be better when in the classroom. The message was delivered explicitly. It shown that both of them knew the utterance when they spoke to each other.

(Data: C1.P6.D8)

Teacher : Edo, say it again, loudly.

Edo : **Yes, we are ready. We will use English in the English class.**

The dialogue above was happened in the classroom. It was delivered by student and teacher. Edo here as the student was being asked by the teacher. He responded the instruction by the teacher directly. The teacher was in front of Edo's desk and ask "*Edo, say it again, loudly.*" . Meanwhile Edo just repeated the sentence that teacher said before by saying "*Yes we are ready. We will use English in the English class*" . Moreover, the answer was simply correct.

Therefore, the dialogue was showed value social identity and groups in the school. It was formed through the identity of the teacher and sentence of "*...English Class.*" delivered in the dialogue. The teacher was tested Edo's concentration to the teaching and learning process in classroom. The dialogue has purposes to checking out the attention of students in classroom. Also the dialogue had delivered the message explicitly. It was shown that the message to use English very clearly. So, Edo could spoke the same thing with the teacher.

(Data: C1.P7.D9)

Student :Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?

Teacher : **Attention is / Perhatian/**

The data above happened in the classroom. It was delivered by a student and her teacher. The situation of this dialogue was that she did not know what the word "Perhatian" in English is. Therefore, she decided to ask her teacher. It's because she believed that her teacher knew it very well. Moreover, as she knew that her teacher was an English teacher. Of course, her teacher would know about it better than hers. She came to her teacher's desk and she said "*Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?*" Meanwhile, her teacher's answer was "**Attention is / Perhatian/**". Her teacher answer's was right. She answered it correctly

The data was obeyed the culture values of social identity and groups. It was shown through it, the indicator was the titled as Teacher and student as group of school. Those interaction made another language or English as Foreign Language during the teaching and learning process. She believed that her teacher would give the true and not false information. In the fact, her teacher answered it correctly and her answer did not do that for which her lack adequate evidence. Her answer was correct and true as what she had already learned. So, basically it was common to student ask about something they didn't know yet to the teacher. The message was sent explicitly. It because the information was informative enough and clearly for both each other.

(Data: C1.P7.D10)

Student : **Sir, may I wash my hands?**

Teacher : Sure.

The data above happened in the classroom. This dialogue was delivered by student and teacher. The situation of this dialogue was in the middle of teaching and learning process. The student came to the teacher and asked for permission to go to the bathroom because his hand was dirty by saying “*Sir, may I wash my hands?*” Meanwhile, the teacher answered “*Sure*”. It was very simple and related with the student’s need.

The dialogue was delivered social identity and groups as the culture values. Because it was formed by the student and teacher in school area. Student showing is gratitude by asking permission to his teacher first. Then his teacher admit it and continued the learning process with the other student. So, the answer by the teacher was not made any information through the conversation. Basically the message was delivered explicitly, because of the teacher simply answered the permission from his student to go somewhere.

(Data: C1.P10.D3)

Teacher : Udin, what do you think of your classroom?

Lina : **It’s very dirty, Ma’am. Some people don’t care.**

The data above happened in the classroom. It happened when the teacher was in classroom with the student during the learning process. Udin was there before the class ended, so the teacher asked his opinion about the condition of the classroom. Then, he answered about the situation honestly. The teacher asked his opinion by “*Udin, what do you*

think about the classroom?”. Udin directly answered it saying *“It’s very dirty, Ma’am. Some people don’t care”*, those showing his opinion through the situation.

Moreover, the dialogue was showed the values of social identity and groups and formed in the school. It because the direct sentence from the dialogue was the teacher asked the student about the condition of classroom. As we known that classroom only happened in the school area. So, basically they were in the school through the end of school-day. The purpose of the text was the teacher asking for opinion on her student about the condition around the classroom. The teacher also wanted to remembered the student implicitly by asking about Udin’s opinion to cleaning the room. So, the teacher intention was told Udin to clean the classroom by himself. Those dialogue was contain the information about the classroom condition factually.

(Data: C4.P53.D2)

X : Beni, have a seat. Go back to your group.

Y :**Sorry, Ma’am. Please excuse me. I will return this dictionary to the library.**

The dialogue above was about X and Y. X could be addresses as the teacher and Y as the students. As we known it happened in classroom. X asking someone called Beni to do something. Then Y asking for apologize while obeyed the instruction giving by X. As we know X as the Teacher normally asked one of student called Beni in statement *“Beni, have a seat. Go back to your group”*, he has to back in his original group as he should because of he was standing alone . However, knowing the lack of his

behavior, the student genuinely asking for forgiveness and saying some word to made his goals happened by saying “*Sorry, Ma’am. Please excuse me. I will return this dictionary to the library*”. Yes, he has some books to be returned immediately.

Social identity and social groups was the values delivered explicitly through the dialogue. Although X and Y has no proper name on the dialogue, the conversation and content they talked about was happened in the classroom occasionally. X as the teacher told her students or we called Beni to sit again, surprisingly he wanted to return dictionary to the library. Those one also included interpersonal dialogue because of the student and teacher made the relationship as usual.

(Data: C4.P58.D3)

X : That’s wrong, Siti.

Y : **Sorry, Ma’am. May I ask my group to help me to do it?**

The conversation was happened between X and Y. As from the dialogue above the dialogue was happened in the classroom. X could be addressed as the role of teacher, while Y addressed as the role of student.

X wanted to reminded Y’s action by saying the sentence. Then, Y responded those sentence that had been said in form of asking for forgiveness. Y’s also made permission to asked her friends about something she didn’t know before. Y’s showed her gratitude to her teacher perfectly. As the teacher, X’s said “*That’s wrong, Siti.*”. Y’s identity as the Siti responded by aware of her mistake then saying “*Sorry, Ma’am. May I ask my group to help me to do it?*”.

Moreover, those data was presented the values of social identity and groups. Although the identity of the speakers was unknown before, the passages contained the word of “*Ma’am*” and “*my group*”. The fact that it was delivered implicitly. Because of the student wanted to asking for help from her friends in that class. She obviously didn’t listened to her teacher explanation, she wanted to cover up those things by asking her friend. Also, the utterance of the teacher wasn’t completely delivered and understood by Siti

2. Social Interaction

The second is social interaction the researcher found seventy six (76) times the values of social interaction represented in the dialogues of English textbook. The indicator of this value was conventions of verbal and non-verbal behavior in social interaction at differing levels of familiarity, as outsider and insider within social groups;. It could be seen in the data below:

(Data: C1.P4.D1)

Teacher : Everybody, may I have your attention, please?

Students : **Yes, Ma’am**

The data was about teacher who asked for her student’s attention. This dialogue was delivered by teacher and students in the class room. The students were very busy with their activities and the teacher tried to ask for student attention by saying “*Everybody, may I have your attention, please?*” Meanwhile, the students answered “*Yes, Ma’am*”. Students

answer was relevant with the teacher's question. The students showed that they understood what they had to do from the teacher question.

However the culture values represented in the dialogue was social interaction. The verbal interaction through conversation has made them during the learning process. It could be seen from the teacher utterance from started the conversation first though. She remembered the student to followed her sentence by silent and giving attention to it attentively. The dialogue was also delivered the dialogue implicitly. Beside, the teacher wanted attention which mean she told the student to silent and watching her intensively. Moreover attention was verb that has any action. The utterance of the teacher wasn't completely clear and has action to do. Therefore, they could create a good conversation and understanding each other because they spoke truly which was not lack of proof and they believed it was not false.

(Data: C1.P4.D2)

Teacher : From now on we will use English in our English class.
OK?We will use English in our English class. Siti, what did I say?

Siti : **We will use English in our English class.**

The dialogues was delivered between student and teachers. The teacher was making an engagement to the student about speaking English in the classroom. While speaking those sentences to the students, the teacher was repeating and asking the statement to Siti who was there. The teacher confirmed by saying sentences "*From now on we will use English in our English class. OK?*" it was the engagement and offering to the

student then “*We will use English in our English class. Siti, what did I say?*” teacher repeating his question to make sure all the student especially Siti could know the information well. Therefore, Siti answered the question by answered and repeating constantly saying “*We will use English in our English class*”.

Therefore, the dialogue above also obeyed the culture values of social interaction. It could be seen when the teacher ordered the student to obeyed the instruction had been said by her, and then the student in class responded it well. Beside that, to make sure the teacher asked one of student called Siti then instructed her to repeated the sentence she had been said. It was not more and not less Siti answered perfectly. The conversation was categorized as explicitly, it was the utterance has been clearly delivered.

(Data: C1. P6. D8)

Teacher : Edo, say it again, loudly.

Edo : **Yes, we are ready. We will use English in the English class.**

The dialogue above was happened in the classroom. It was delivered by student and teacher. Edo here as the student was being asked by the teacher. He responded the instruction by the teacher directly. The teacher was in front of Edo’s desk and ask “*Edo, say it again, loudly.*” . Meanwhile Edo just repeated the sentence that teacher said before by saying “*Yes we are ready. We will use English in the English class*” . Moreover, the answer was simply correct.

Therefore, the dialogue above also obeyed the values social interaction. Those interaction was formed as verbal interaction happened between student and teacher in school area. Moreover, the text was delivered explicitly. The teacher was remembered Edo to repeated what his friend had been said before. Edo as the student spontaneously answered it by repeated the sentence in same way as before. The interaction between them was completely being clearly to each other. Messages that teacher wanted to expressed had been being delivered and Edo. In the other side, Edo also could known the answer perfectly.

(Data: C1.P7. D9)

Student : **Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?**
 Teacher : Attention is / Perhatian/

The data above happened in the classroom. It was delivered by a student and her teacher. The situation of this dialogue was that she did not know what the word "Perhatian" in English is. Therefore, she decided to ask her teacher. It's because she believed that her teacher knew it very well. Moreover, as she knew that her teacher was an English teacher. Of course, her teacher would know about it better than hers. She came to her teacher's desk and she said "*Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?*" Meanwhile, her teacher's answer was "**Attention is / Perhatian/**". Her teacher answer's was relevant with the student question.

The dialogue obeyed the social interaction as the culture values. It could be seen when they were showed the verbal interaction at different level of formality. They were in school so they used to called each other in

formal title as student and teacher. It could be seen when the student asked for the teacher opinion and the teacher's answers relevant with the topic that they were talking about. However, their contribution in this dialogue was relevant. In addition, from this dialogue, we could have known how teacher focused and understood with the student question. The teacher answer's was very simple and related to what students want. She basically just answer the question and exchange specific information about the definition of "Attention in Indonesia".

(Data: C1.P7.D11)

Edo : Hey guys. Are you coming with me?

Student : **Sure. Lets go**

The data was dialogue text between student and student. It happened in the classroom. They were a classmate as the conversation above. In this case, after having a class then come to the break time, the students usually go out to having their time outside the class. So, Edo basically just invited his friend to go out with the sentence "*Hey guys. Are you coming with me?*". Then one of student there welcoming his invitation by responded "*Sure. Lets go*".

Moreover, the data was implied culture values of social interaction. It was showed the verbal interaction in any level of formality. Especially it was happened between students, they had casual conversation rather than formal. It also giving the vibes of children of their age. The conversation also delivered implicit meaning. Edo made invitation without giving the specific area to his friend. He just wanted to implied that he want to go

somewhere. He doesn't make the informative as the goals of the conversation about.

(Data: C1.P9.D1)

Student : Udin, do you think Edo is angry with me?

Udin : **I don't think so. Look, he's smiling.**

This dialogue was delivered by Lina and Udin. The situation of the dialogue was that Lina tried to ask for Udin's opinion about Edo. She thought that Edo was angry on her. On other hand, she was afraid of going wrong in giving judgment. Hence, to avoid misunderstanding in communication, she said "*Udin, do you think Edo is angry with me?*" Meanwhile, Udin answered "*I don't think so. Look, he's smiling.*" His answer showed that Edo was not angry with Lina. He gave opinion based on Lina's need.

However the dialogue was obeyed the culture values of social interaction. It can be seen when they had been doing verbal interaction such as dialogue. The conversation made by having casual topic between friends. Beside, Lina was expressing asking for opinion about herself to Udin. It made them more having the real friendship relation. The messages in the dialogue was delivered explicitly because in term Lina and Udin exchanged the information to the content clear enough. Udin answered Lina question based on her curiosity and clear explanation.

(Data: C1.P10.D5)

Teacher : Thank you, Lina. Your story is very interesting. I like it.

Lina : **Thank you, Ma'am.**

Based on the dialogue above, it was happened in the classroom. The character of Teacher and Lina was positioned in school background. Teacher could be the formal identity of man or woman who teach the student in school. The situation on the dialogue was a student telling her story in front of the class during learning process. All of her fiends and the teacher listening to her story well. After she shad been finishing telling it, the teacher given the feedback by appreciated the story was beautiful and well interpreted. Then, the teacher would say ” *Thank you, Lina. Your story is very interesting. I like it.*”. After those, the student or Lina was responding by replied “***Thank you, Ma’am***”. Those expression was showed her gratitude toward her to the teacher.

Therefore, the data was obeyed the culture values of social interaction. There was verbal interaction in different levels of formality, such as school. They were act as the teacher and student, so they were use formal sentence in order to respect each other. They were in a school so, the formal identity as the teacher and student was shown based on the dialogue. They were in the middle of the class, so basically Lina was in front of class telling the audience about her story. Then, the teacher and student were there listened to them. After the story coming to end, the teacher giving her response by expressing her gratitude by praising Lina’s story. It showed the response of rewarding the student as the teacher, in order student feel more pleased. The dialogue was showed the message

explicitly, the purpose of the dialogue message was the teacher wanted to praise Lina's story good in other way.

(Data: C1.P11.D7)

Edo : Beni, what do you think of this picture?

Beni : **I think it doesn't look natural.**

The data was happened in the school. Those happened between two friends, they were Beni and Edo. It was happened during the classroom. They were having a break time after the classes. So, they starting to explore everything around them. Accidentally there was a picture of view hanging on the wall. Edo started asked about his friend, Beni about his opinion by asking "*Beni, what do you think of this picture?*". Beni as a friend of him who was aside him directly answered by giving his opinion that he though it was good enough, the exact replied was "***I think it doesn't look natural***".

Moreover, those data was obeyed the cultural values of social interaction. Those was interpreted toward the verbal interaction between Edo and Beni who had friendship relation. The message of dialogue delivered explicitly. Beni mean that the picture doesn't look that good in polite way. The way the conversation as informative as the Edo's wanted. Beni answered the question by giving his opinion well explained. So, they could change their opinion.

(Data: C2.P27.D2)

X : Dayu, you pass by Udin's house, don't you? Will you give this note to him, please?

Y : **Of course. I will**

The data above was happened in the classroom. X and Y was a students in a school. They were standing each other. This happened because of they were a friend. X' stopping Y to have conversation then Y obeyed X's ordered. X asked for Y's help by saying " Dayu, you pass by Udin's house, don't you? Will you give this note to him, please?". Then, Y's willing to helped X by saying "*Of course, I will.*"

The data was obeyed the culture values of social interaction. Thos was verbal interaction between each other. X and Y basically having casual conversation. X asking for help to Y. Usually between firmends, its normal to asking for help or order someone to help him/her. The dialogue was delivered explicitly. It was happened because X giving Y's clearly instruction by brought the note to Udin in his house. Then Y answered by agreed to those instruction.

3. Belief and Behavior

The third culture values was belief and behavior, the researcher found forty eight (48) times values of belief and behavior values being represented on this English Textbook. The indicator of the values are routine activities, moral and belief as the identity groups. It all can be seen on this data below:

(Data: C1.P4.D1)

Teacher : **Everybody, may I have your attention, please?**

Students : Yes, Ma'am

The data was about teacher who asked for her student's attention.

This dialogue was delivered by teacher and students in the class room. The

students were very busy with their activities and the teacher tried to ask for student attention by saying “*Everybody, may I have your attention, please?*” Meanwhile, the students answered “*Yes, Ma’am*”.

Those data obeyed the culture values of belief and behavior. Those showed the routine activities, moral and belief as the identity groups. As we known, teacher and student was the formal identity of two people based on their position. Teacher as the people who teach people or giving knowledge to the student. While student was someone who wanted to study or looking for knowledge. All those identity happened in the school either in other places. They portrayed the message implicitly, because of the sentence of the teacher. She spoke something for gathered their focused. In the middle of class, student should giving attention of their focused to the teacher and object of study. It was different in this case, the teacher warned also ordered them to stayed focus by delivered those sentence. In order to respect the teacher, the student responded by saying yes. The information was informative enough to both of them.

(Data: C1.P15.D8)

X : Your handwriting is clear and beautiful, Edo

Y : **Thanks**

The data was dialogue between friends. They were in school as a student. X and Y basically knowing each other. During the class, they were having conversation. X and Y had written something on their book. After the activities was done, X giving appreciate to the Y’s handwriting

result. X's said "*Your handwriting is clear and beautiful, Edo*". Then, he answered "*Thanks*".

Those data obeyed the culture values of belief and behavior. The condition describe that was routine activities, moral and belief as the identity groups. X praising his friend handwriting as the value. In Indonesia, usually if we founded something fascinating and interesting they would expressing their feeling toward someone else. Those show your gratitude and politeness as the boundaries in relationship. Those dialogue delivered explicitly. It was the content which informative as the purposive.

(Data: C4.P58.D4)

Teacher : What are you doing there, Edo?

Edo : **May I open the window, Mam?**

The dialogue above happened in the classroom. The identity of Teacher and Edo explained the dialogue well. It was happened when they were in the middle of teaching and learning process. The teacher was explained something to the student. Obviously there's student who stood up in the middle of class. Teacher asked him what was his purpose, then his answered the question relevantly. The teacher begin the question by saying "*What are you doing there, Edo?*". Then Edo answered the question by stating his intention "**May I open the window, Mam? May I open the window, Mam?**".

Those data obeyed the culture values of belief and behavior. are routine activities, moral and belief as the identity groups. Politeness was

the values in those case. Those was captured by Edo obviously stood up to somewhere. The teacher knowing the fact that he distracted the classroom while on learning process, asked him what he had been act in this case. Then, he answered casually by saying he wanted to open the window. Actually, the student should say sorry first. He didn't cautious enough and couldn't seek the condition of the class. When in the class, if you want to do something during class, the student usually asking for permission from the teacher first. If the teacher mind, they will permit the student's business. It was basic norm of respect older people than us. Basically, in this case the information was informative enough.

(Data: C4.P61.D1)

Lina : Can I use your pen?

Dayu : **Sure. Take the green one.**

The dialogue happened in the classroom. Lina and Dayu were a friends in the school. They were in the middle of the teaching and learning process. Those happened when they were writing, then Lina started the conversation by asking for something to Dayu, she responded Lina by giving things that she wanted. Lina started the conversation saying "*Can I use your pen?*" as expression for asking something. Dayu answered by giving permission while saying "*Yes, sure.*"

Those dialogue obeyed the culture values of belief and behavior. It could be seen when Lina asked Dayu to lend his pen to her, and Dayu answered as what she want and the result. It was implicated the values of moral or belief as the social identity. Dayu was already know what she

intended to responded by lending his pen for Lina. Those message delivered the message implicitly. It was because Dayu not responding the order clearly, she could borrow the pen which had green color. She means that she couldn't use the pen which she used. Therefore, they could create a good conversation and understanding each other because they spoke truly which was not lack of proof and they believed it was not false

(Data: C4.P61.D2)

Udin : Is this seat taken? Can I sit here?

Edo : **No. One leg is loose. Please take the one over there.**

As the data above was in the school. Those happened in the classroom. They were a classmate. Edo was sit in the chair, while Udin was stood up. So, Udin came from outside to the classroom, because he seen Edo there, he had to greeting him. Udin asked about the chair beside him because he wanted to sit along with Edo. He answered it by saying there's broken chair beside him, he should take another one. Udin asked by saying "*Is this seat taken? Can I sit here?*", then Edo answered the condition of the chair by answered "***No. One leg is loose. Please take the one over there***"

The data obeyed the culture values of belief and behavior. It was showed daily routines and moral belief as the identity of groups. Udi and Edo were classmate, they were categories as friends They used casually conversation as the daily routines. Also, the dialogue was delivered implicitly. It can be seen by the statement by Udin asked if he could sat beside Edo. Then, Edo answered it by satiating there's one chair but

broken one, he should change the chair with another one which had good condition. The informative was informative enough, because stated the information detailed, but lack of content transparent.

(Data: C9.P120.D2)

X : Are Dini and Dani really twins? They don't look like twins.

Y : **Yes, they are twins. But you are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner.**

Those data happened in the school area. X and Y are friends. Before coming to the class, children usually waiting or having a conversation in the school while waiting the class started. X started the dialogue by asked his opinion about someone else to Y. Those was two people who look alike or we called as twins. As the friends, Y responding by saying his/her opinion briefly. He answered about the characteristic between them either. X started the topic by stated "*Are Dini and Dani really twins? They don't look like twins*". Then he answered the question by saying his opinion really detailed such "***Yes, they are twins. But you are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner.***"

Those dialogue obeyed the culture values of social belief and behavior. Those was delivered the daily routines and moral belief as the identity of groups. The sentence intention was make differences or giving comparison for something. As they were in school, they started talked about something interesting before entered the class. X started by asking her opinion about someone who looks identical same or twins. Usually,

when someone addressed as twins, they always stick together as they were. So, basically there were Dini and Dani but different gender, or boy and girl. They were passing in front of X and Y. So, Dani and Dini saw them and started wonder about their real identity, by those event, they were identified and giving comparison about twins. The dialogue send the message explicitly, because Y's giving the information briefly.

(Data: C9.P121.D2)

X : I think a mountain and a hill are just the same. Right?

Y : **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**

Those data happened in the school. So, they were in the middle in the teaching and learning process, the student were making comparison about something. They also were asking someone's opinion. They use picture as the illustrator of the things. X started the opinion asking differences about hill and mountain. Then Y as the partner made the differences detailed. As the X saying "*I think a mountain and a hill are just the same. Right?*". Then Y giving answered by saying "***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.***"

As the data obeyed the culture values of belief and behavior. It showed the indicator daily routine or moral belief as the social identity of groups. X was asked Y's opinion in order to know the differences also making a comparison between them. Those message interpreted implicitly.

It was shown because the actual message that Y had been said mountain higher than hill and giving direction of the hill briefly.

4. Social Political Institution

The fourth culture values is social political institution, there is zero (0) cultural values of social political institution interpreted in the English Textbook. The indicator of the values are characteristic of the state which embodied with routine life, law, order, government issues etc.

5. Socialization and The Life Cycle

The fifth culture values is socialization and the life cycle, there is thirty one (31) culture values of socialization and the life cycle interpreted in the English Textbook. The indicator of the values are . school, family, life cycle, age and relationship between generation. The data could be seen on the passage below:

(Data: C1.P4.D1)

Teacher : Everybody, may I have your attention, please?
Students : **Yes, Ma'am.**

The data was about teacher who asked for her student's attention.

This dialogue was delivered by teacher and students in the class room. The students were very busy with their activities and the teacher tried to ask for student attention by saying "*Everybody, may I have your attention, please?*" Meanwhile, the students answered "*Yes, Ma'am*".

However, the dialogue also obeyed the culture values of socialization and life cycle. It shown that those dialogue show the daily routines of school environment. Besides, the data also showed the age

relationship between teacher and student. They were create an atmosphere of respect and loved each other well in delivering heir speech. It also showed implicitly by asked the student condition in polite way, so the students did either.

(Data: C1.P6.D7)

Teacher : Hey Dayu, stop doing that, please. What do you think?
Are you ready to use English in the English class?
Dayu : **I'm so sorry, Ma'am. Yes, I am.**

The data above happened in classroom by teacher and Dayu as the student. The situation was Teacher warned Dayu as the student to focus on the learning activities. Not only that, he was make sure Dayu to repeated the sentence that he mentioned before. Of course as the student, Dayu asking for forgiveness directly to teacher then answered the question well. The teacher was come to the Dayu desk and saying "**Hey Dayu, stop doing that, please. What do you think?**" that was advice the she saying "Are you ready to use English in the English class?" as the question to the Dayu. Then, Dayu aware for her mistakes and answered the question by saying "**I'm so sorry, Ma'am. Yes, I am.**"

Those data was obeyed the culture values of socialization and life cycle. The representation of school by the identity of Ma'am could be categorized of school area. Basically in the middle of teaching and learning process, the students should focus and giving attention to the teacher who teach us. In this case, the messages delivered explicitly, because of she didn't realize and focus to the class. In order to made her more cautious and focus to the class, the teacher shouting her name and

giving her suggestion to calm and listening to the material well. Those action happened sometimes, so the student shouldn't did that. However, though Dayu did something wrong, she asked for apologize for what she had been done before.

(Data: C1.P14.D5)

Teacher : Do you understand my question?

Udin : **No, Ma'am. Sorry. Say that again, please.**

The dialogue happened in the classroom. In classroom usually there are student and teacher as the member of school identity. During teaching and learning process, teacher had job to giving knowledge and guide the students in any object of study. The teacher was explained to the student, suddenly something distracted her focus, she asked one of the students to tested them. So, the teacher begin to asked someone by "*Do you understand my question?*". Then the student answered her because he wasn't sure about her question by saying "*No, Ma'am. Sorry. Say that again, please.*"

The data was obeyed the culture values socialization and life cycle.

It was showed education as the routine of socialization. It could be seen when the teacher asked for the student opinion. The teacher made the contribution as informative as how it was required for current purposes. In addition, the purpose of the dialogue above, the teacher wanted to know how far student knowledge and attention. Meanwhile, the student called Edo loose his focus and asked again what she had been said before. It also showed the purpose explicitly. It was because he loose his focus, he

wanted to know the question again by answered what was the question before. The information was informative and clear enough. Both of them were showing their intention clearly.

(Data: C2.P28.D5)

X : Edo, will you do this for me, please? I'll make the table

Y : **Yes, Mum. I will**

The dialogue was happened in the house. It was in the dining table. Usually in the home, family eating together in the dining room. X and Y basically having relationship of family boundaries. X could be addressed as the Mother, meanwhile Y as the children. X ordered Y to did something while the mother wanted to clean up the table in the dining room. Y as the member of family agreed to those order. X stated the order by saying "Edo, will you do this for me, please? I'll make the table." Then, Y agreed those order by replied " Yes, Mum I will"

Those data was obeyed the culture values of socialization and the life cycle. It was shown the family routine as the socialization of the daily routines. Also, the age gap relationship between families such as mother and children. The purpose of the dialogue was informative enough. They showed the norm of the families. Moreover, the message was delivered implicitly. The message of the sentences of the X was she asking for helping to the Y as her children to do something. Actually she intended to instructed her children because she would do something else. So, as the good children of the family Edo willing to do it.

(Data: C4.P58.D1)

Teacher : Hey Udin. What are you doing there?

Udin : **May I wash my hands, Ma'am?**

The dialogue above happened in the classroom. They were in the middle of teaching and learning process. Teacher were in her role to explain student about the material. While explaining her material, the student were in their desk. Suddenly, there's student stood up. The teacher asked him by shouted his name talked "*Hey Udin. What are you doing there?*". As the student, he answered "***May I wash my hands, Ma'am?***" as his intention.

The data was obeyed the culture values of socialization and life cycle. It showed the school's area as the identity. Those was showed between the teacher and student identity in this dialogue. Also, these interaction could be as age relationship. The role of teacher was giving explanation and monitoring the student in learning process. Trough the activities, student could manage their studies while listening to the teacher or practice their skill. The message was delivered explicitly. The student and teacher spoke their utterance very detailed and clear enough. Actually, student should permit first if they would do something during the class. So, Edo as the student was set good behavior as the student there. The information was informative enough.

(Data: C10.P143.D1)

X : What are you carrying?

Y : **They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I'm going to give them to Ucok, my younger cousin.**

The data was happened between X and Y. They were a friend. X saw Y bring something suspicious and heavy through his plastic bag. They passing each other, then X started to having conversation with Y. X questioned Y about his business, why would he brought so many belonging in his plastic bags. As his friend, Y answered by told him it was his collection of toys and he had to given it to his cousin named Ucok. X stated his greeting by questioning Y “What are you carrying?”, then Y answered by telling him, **“They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I’m going to give them to Ucok, my younger cousin.”**

The data was obeyed the culture values of socialization and life cycle. It was shown through the dialogue, they were in school. Then Y’s brought the conversation about his cousin named Ucok. The message could be delivered implicitly. However, in the dialogue X was asked Y about his belonging, because he saw it very full. It shown that he had been very aware of his friends and sensitive person. Y who had given the question by X answered the question very detail. The I formation was informative enough, so they could knew the utterance each other.

6. National History

The sixth cultural values is national history, there is one (1) cultural values of national history interpreted in the English Textbook. The indicator of the values are periods or event and historical of nation. It could be seen in the data below:

(Data: C10.P144.D4)

- X : You know I usually come on time to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.
- Y : **Yes, I do**

The data was happened in the school. X and Y were a friends. X was wondering in the front of the school gate. They were arrived late to school in the Monday. Actually, as the student they would following flag ceremony as usual. But, there was some problem happened with those two students. X happened to got flat attire I her bicycle. Meanwhile Y was already late by walking at school. X suddenly meet Y and told her by saying” *You know I usually come on time to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.*” Then Y answered by saying “ *Yes I do* ”

The data was obeyed the culture values of national history. It could be seen by the indicator was periods or event and historical of nation. As we known, flag ceremony has been part of our habit since the proclamation of Indonesia as the independent country. In school, it was routine in every Monday to held flag ceremonies. Moreover, all of members in school should did it, there was no exception. Because they were late to followed the flag’s ceremonies, they should waited in fornt of school gate. The message was delivered implicitly. The information was informative enough, but the message was they was late because of some accident so they couldn’t arrived in the school on time.

7. National Geography

The seventh culture values is national geography, there is zero (0) cultural values of social political institution interpreted in the English Textbook. The indicator of the values are geographical factors with national boundaries as intercultural communication.

8. National Cultural Heritage

The eighth culture values is national cultural heritage there are one (one) cultural values of natural cultural heritage in the English Textbook. The indicator of the values are cultural artefacts/items of nation form past to future as the known of nation.

(Data: C8.P108.D2)

X : What are they doing?

Y : **They play congklak.**

The data was happened in the school. X and Y were a friend. They obviously saw group of students playing something fascinating. X started to wondering why it make them happy, then he asked Y about what game it was. Y answered by saying it was congklak. X asking to Y saying “*What are they doing*”. Then Y replied by saying “*They play congklak.*”

The data obeyed the culture values of national cultural heritage. The indicator was cultural artefacts or items of nation form past to future as the known of nation. As we know, congklak has been part of Indonesia’s game back then. Usually, children in their school or home playing it. They were usually played it in such group. So it could be identified as the national cultural heritage. Also, the message was sent explicitly. They were talking very transparent and detailed. It was shown they were understand their utterance.

9. Stereotypes and National Identity

The ninth culture values is stereotypes and national identity there is 0 (zero) culture values of stereotypes and national interpreted in the English Textbook. The indicator of the values are symbol of national identity, stereotypes and meanings of it.

After doing data analysis, researcher provided the summary of finding. The summary of finding for all of focuses could be detailed in the following table:



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

Table 4.1
Finding Table of Data Analysis

No	Research Focus	Chapter	Title of Chapter	Types of Cultural Values									Types of Dialogues		Page
				Social identity and groups	Social interactions	Belief and behavior	Social Political Institution	Socialization and the life	National History	National Geography	National Cultural Heritage	Stereotypes and National Identity	Implicit	Explicit	
1	What culture values are represented in the English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?	I	It’s English Time	19	29	24	-	17	-	-	-	-	-	-	4-17
		II	We Can Do It, and We will Do it	3	9	5	-	2	-	-	-	-	-	-	20-28
		IV	Come to My Birth Day, Please!	4	22	14	-	6	-	-	-	-	-	-	41-61
		VIII	What are you Doing?	2	6	-	-	-	-	-	1	-	-	-	107-112
		IX	Bigger is not always	-	2	3	-	-	-	-	-	-	-	-	120-121

			Better												
		X	When I was Child	1	5	1	-	1	1	-	-	-	-	-	142-144
		XI	Yes, We Made It!	-	2		-	2	-	-	-	-	-	-	168-196
Total				29	76	47	-	28	1	-	1	-	-	-	182
2	How do the writers integrate culture values in the English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?	I	It’s English Time	-	-	-	-	-	-	-	-	-	19	15	4-17
		II	We Can Do It, and We will Do it	-	-	-	-	-	-	-	-	-	5	4	20-28
		IV	Come to My Birth Day, Please!	-	-	-	-	-	-	-	-	-	14	8	41-61
		VIII	What are you Doing?	-	-	-	-	-	-	-	-	-	1	5	107-112
		IX	Bigger is not always Better	-	-	-	-	-	-	-	-	-	2	1	120-121
		X	When I was Child	-	-	-	-	-	-	-	-	-	4	1	142-144
		XI	Yes, We Made It!	-	-	-	-	-	-	-	-	-	1	1	168-196
Total												45	35	80	

Based on the data above, all of types of culture values were represented in the textbook. Social identity and groups 29 times, social interaction represented 76 times, belief and behavior represented 47 times, social political institution represented 0 times, socialization and life cycles 28 times, national history 1 times, national geography 0 times, national cultural heritage 1 times, stereotypes and national identity 0 times. Therefore, the total of cultural values represented in the textbook were 182 time. In other hand, the totals of dialogues represented in the textbook were 80. It's consists of 45 implicit technique and 35 explicit technique. The culture values were most mentioned was social interaction. However, the result showed that the totals of implicit technique more represent than the totals of the dialogues in the textbook.

B. Discussion

In this section, the researcher discussed about finding, there were two important points here:

1. Culture Values represented in The English Textbook Entitled “When English Rings A Bell”.

In this section, the researcher discussed nine culture values were represented in the dialogues of English textbook. Those were:

a. Social Identity and Groups

The finding showed, there were 29 (twenty nines) times cultural values of social identity and groups represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael

Byram's, the category of those implied the categories of social identity, ethnic minorities, regional identity. They should not make their contribution more or less informative⁵¹. One of the data was:

Data: C1.P4.D1

Teacher : *Everybody, may I have your attention, please?*

Students : *Yes, Ma'am*

The dialogue happened in the school. There was identity called as teacher and students. Besides, the teacher wanted the student to giving their attention to teaching and learning process. Their response by the teacher needs. The student could know what was the utterance of the speaker. As Turner and Oakes said that reasoning suggests that normative behavior (or norm adherence) is a product of social identification —an indication that the individual has taken on the identity as an important part of self.⁵² It means that the individual could named their identity based on the norm or behavior the environment. Teacher and student title was also stated by the government, it could be seen in the government regulation of Republic Indonesia, it stated that teacher was professional educator, with main task of educating, teach, guide, direct, train, assess, and evaluating students in early, basic, junior and high school education.⁵³ Basically there was an regulation to called them as teacher through those regulation. Moreover, as the Byram and Morgan state, the identity of

⁵¹ Yule George, *Pragmatics* (New York: Oxford University Press, 1996), 36

⁵² J.C. Turner & Oakes, P. J. *Self-categorization theory and social influence*. In P. B. Paulus (Ed.), *The psychology of group influence*, (Hillsdale: Lawrence Erlbaum, 1989), 233.

⁵³ Republik Indonesia, *Peraturan Pemerintah Republik Indonesia No.74 Tahun 2008 Tentang Guru BAB I, Pasal 1 poin 1.*

social could be known as the identity in such form of groups that boundaries together.⁵⁴

Besides that, this culture values should be implied in material or English Learning, especially in speaking. So, they could addressed anyone in term of their social identity not only as their names. According to Tum and Uguz, the application of cultural values in the teaching and learning process should courage with basic values and norm in the society.⁵⁵ In this case, the teachers should make a suitable learning plan based on the student need, student's ability and the learning purposes. Therefore, the students will not feel boring, more enjoyable with the learning process. Then, the result of oral English learning will be successfully.

b. Social Interaction

The finding showed, there were 76 (seventy six) times culture values of social interaction represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of those was verbal or non verbal behavior in social interaction at differing levels of formality; as outsider and insider . They should implied those values in the dialogue as the meaning purpose. One of the data was:

⁵⁴ Byram and Morgan, *Teaching and Learning Language and Culture*, 51.

⁵⁵ Gulden Tum, Sevda Uguz, "An Investigation On The Cultural Elements in A Turkish Textbook for Foreigners." *Journal of Procedia Social and Behavioral Sciences* no.158 (2014): 356-363.

(Data: C1.P4.D2)

Teacher : **From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?**

Siti : We will use English in our English class.

These data obeyed the culture values of social interaction. In the dialogue, the different levels of formality was shown between teacher and student relation. As we know, student and teacher has been part of school groups. Due to teaching and learning process, the verbal communication such as speaking should be more active than before. Moreover we were in digital era that need to globalize. Due to unavoidable trends of globalization, many imperative needs and challenges related to cultural differences have emerged and need to be confronted. In different cultures and societies, the extent of personal social needs is quite different.⁵⁶ Teacher and student was in different level of formality, as the teacher he had more prestige than the student. Usually student talked to teacher in formal way.

Beside that, Byram stated that in teaching and learning process, the relation between student and teacher could be identified as the one of the familiarity in term of social interaction.⁵⁷ Moreover, such factors as people's backgrounds, education levels and social habits determine the way that they interact with others and with environments. In this case in our nationality behavior, it such good term to make differences interaction between different background

⁵⁶ W.B Gudykunst and S. Ting-Toomey, *Culture and interpersonal communication*. (Newbury Park, CA: Sage, 1988), 43.

⁵⁷ Byram and Morgan, *Teaching and Learning Language and Culture*, 56.

of people. In pedagogy includes all aspect needed in order to enhance children's learning. Good interaction between teachers and learners may be determined as the competence as teacher as well.

c. Belief and Behavior

The finding showed, there were 47 (forty seven) times culture values of belief and behavior represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of those was routines activities, moral and belief as the identity groups. One of the data was:

(Data: C4.P61.D2)

Udin : Is this seat taken? Can I sit here?

Edo : **No. One leg is loose. Please take the one over there.**

The data was shown between students. They were in the classroom. Those data basically shown belief and behavior values. Faris stated that use of English textbook as the introduction in such cultural values would be establish their cognitive and affective skills, it also stated by line with conveyed by the regulation of the Minister of National Education, No. 11 the year 2005 that lesson textbooks must be used by teachers and students as a reference in the learning process while the textbooks ought to comply with the national objective.⁵⁸ In one culture, there will be a shared

⁵⁸ Ihsan Nur Faris, "Cultural Content Analysis of An English Textbook for Senior High School Grade Tree in Cianjur, Wes Java" *Journal of English and Education, Volume 2 No.2 (2004):* 14-25

understanding among people, resulting in their having similar attitudes, behaviors or reactions in specific circumstances. On the contrary, people's perceptions and customs will vary in the light of culture.

Belief could be held consciously or unconsciously. Beliefs about learning and teaching are formed when students complete education. The dialogue implied the belief could be implied naturally during learning process, such as listening to teacher. Meanwhile behavior in the teaching and learning consider as acquisition of new behavioral according to the operant condition and simple feedback as the stimulus.⁵⁹ In the dialogue shown how response of the student while asking for permission as he wanted to do something. Those action showed politeness between relatives, especially students. The response of Edo was polite enough to inform about the condition of the chair. It would be as the contain to affective point of the learning process. Udin already relies on his friend Edo, meanwhile Edo was brave and responsive enough showed that behavior between two of them.

d. Socio-Political Institutions

The finding showed, there were 0 (zero) times culture values of socio-political institutions represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit

⁵⁹ Skinner, *A Matter of Consequences: Part 3 of Autobiography*, 207.

and explicit technique. According to Michael Byram's, the category of the values was characteristic of the state which embodied with routine life, law, order, government issues etc. Apparently, these book didn't showed these values. One of them also because this book for eighth grade of junior high school that more related to the daily routines.

e. Socialization and the life-cycle

The finding showed, there were 28 (twenty eight) culture values of socialization and life cycle represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of the values was school, family, work and socialization of relationship between generations in life cycle. One of data could be seen below:

(Data: C2. P28. D5)

X : Edo, will you do this for me, please? I'll make the table

Y : **Yes, Mum. I will**

The data shown the portray of family. Those was happened between mother and son. As stated by Arnett, there was three primary goals of socialization such as: *first*; it teach impulse controls and helps individuals develop consequences, *second*; socialization teaches individuals to prepare for and perform certain social roles, gender roles, and the roles of institutions, *third*; it

cultivates shared source of meaning value.⁶⁰ Through those process people could learn identify what important and valued a particular culture within. It could be assembly the culture values that sent in Byram theory which in teaching and learning, socialization could be as the part of society who had been growth and together in groups. So, they could be part of those society naturally as the daily routine begin.

Moreover, the data above was shown between mother and son, beside school, family also one of group of society which children grew up with. Those text showed us how children awareness toward the situation around. Skinner also said that whether a person acquires high educational qualifications or possesses the basic literacy skills of reading, writing and arithmetic.⁶¹ The educational qualifications are provided to an individual through his family, parents make efforts to send their children to schools and colleges and in improving their educational qualifications.

f. National History

The finding showed, there were one (one) times culture values of national history represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category

⁶⁰ Jeffrey. J. Arnett, "Broad and Narrow Socialization: The Family in the Context of A Cultural Theory" 617-628

⁶¹ Skinner , *A Matter of Consequences: Part 3 of Autobiography*, 109.

of the values was periods or event and historical of nation. One of the data could be seen below:

(Data: C10.P144.D4)

X : You know I usually come on time to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.

Y : Yes, I do

Those data was happened between students. They were arrived late to school on Monday. As we know, that flag ceremony has been part of our behavior, especially in school. It was stated in regulation of Ministry Of Education and Culture of Republic Indonesia that implementation of the flag ceremonies in the school as one of the effort to realize the goal of education that includes the value of discipline, cooperation, confidence, and responsibility which courage the birth of national attitudes and awareness and the state also loved for national country in educated environment.⁶² Those regulation also could be identified as the belief and behavior in term of school groups.

Moreover, framework of national history rather make clear and showed the characteristic of nation it self to other. Especially when come to the English Textbook. In most countries the content of the curriculum is eventually decided by governments, and teachers are legally required to teach topics, which always include the

⁶² Ministry OF Education and Culture, *Regulation of Minister of Education and Culture No 22 Year About Flag Services Guidelines at School*

national history, specified in greater or lesser detail.⁶³ In democracies decisions are made in a context of relatively open debate, which makes the school version of the national story the one best known to the public-although digital series now have perhaps greater impact than learning process in the school.

g. National Geography

The finding showed, there were zero (0) times culture values of national geography represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of the values was geographical factors within the national boundaries which are significant in members' perceptions of their country. Obviously, the data on these book didn't showed or implied within the dialogue. These values couldn't identified in any dialogues in English Textbook. The books only focused in student basic daily activities only. So, it more related to the school or home environment.

h. National Cultural Heritage

The finding showed, there were 1 (one) times culture values of national cultural heritage represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category

⁶³ Ann Low-Beer, "SCHOOL HISTORY, NATIONAL HISTORY AND THE ISSUE OF NATIONAL IDENTITY" *International Journal of Historical Learning, Teaching and Research* Vol.3 No.1 (January 2003): 1-7.

of the values was cultural artefacts/items of nation form past to future as the known of nation. One of data could be seen below:

(Data: C8.P108.D2)

X : What are they doing?

Y : **They play *congklak*.**

The data above happened between two students in the school. They saw about some students playing old games. It was *congklak*. The national culture heritage implied the artefact that known as identity of the country. Learning cultural heritage means that made teaching less and more alive, giving meaning to learning too. Student could easily recognized the cultural assets by watching and talked about them.

Studying heritage and local or regional history were central to history learning and to the introduction to students to the discipline methodology and specific language, it is motivating, increasing the interest in history learning, integrator, because it contributes to the placement of the students in the environment they live in, and, in that sense, reinforces aspects of identity building, and it facilitates the understanding of history as a dynamic process in which knowledge appears not as being imposed.⁶⁴ Besides it, it would made students more interesting to search about the cultural asset itself.

⁶⁴ Byram and Morgan, *Teaching and Learning Language and Culture*, 52.

i. Stereotypes and National Identity

The finding showed, there were zero (0) times culture values of stereotypes and national identity represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of the values was symbol of national identity, stereotypes and meanings of it. These values couldn't identified in any dialogues in English Textbook. The books only focused in student basic daily activities only. So, it more related to the school or home environment.

j. The Impact of Culture Values in The Teaching and Learning

Somehow, English textbook could be easier to used in teaching and learning process. It could maintain and made teacher more easily took the material and references from them. It also stated on the regulation from Ministry Of Education and Culture, books used by educational units both textbooks and non-text books lessons must be in line with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, and positive norms prevailing in society.⁶⁵

Meanwhile, during some research as stated by Suliana a teacher in MTsN Srono, she said that "When English Rings A Bell" used in any moment, but not always in term of teaching. It was

⁶⁵ Ministry of Education and Culture, No 8 Year 2016, *About Book Used By Education Unit*

because the material didn't really complete enough and children was bored enough to used the book, so she just collaborated with material in the internet and practice book which met the reliability and credibility with the curriculum enough.⁶⁶ It was the reality, but the standard of mostly school was the same, they used curriculum 2013 provided by Ministry of Education and Culture also elaborated with MGMP (*Musyawarah Guru Mata Pelajaran*). Overall, the cultural values already showed the character of Indonesia teacher also meet the values of belief and behavior.

Also, the researcher also asked two of student in the junior high school to asked their response about this English Textbook. One of student in the same school said the same objection as Teacher. Rahmalia during the interview stated, she liked to practice the book sometimes because the dialogue was fun and entertaining because of the image there. She got some opinion that "When English Rings A Bell" textbook has pointed the culture values such as behavior and social interaction. Sometimes, she also feel bored because nowadays, the material from internet such as Youtube, Zenius, and other platform showed more interesting and exciting way to learn English.⁶⁷ While the other student named Nuradila stated the she will got easily boring with book, so she preferred to looked on another media such as Youtube. In the other side, she

⁶⁶ Interview with Suliana, S.Pd. Teacher of MTsN 3 Banyuwangi on 13th December 2020.

⁶⁷ Interview with Rahmalia, Students 8th Grade of MTsN 3 Banyuwangi on 13th December 2020.

claimed it was interesting to the dialogue because the image and the sentence meet with the daily activities.⁶⁸

Therefore, in some aspect this book was good textbook for students to enhanced their speaking ability. This textbook has firm and clear language for junior high school students. The students would relate the sentences from dialogues to the daily activities. In the other sides, the students didn't really paid the attention to the culture values implied in the dialogues. They were just related to the behavior and social interaction. The teacher should

2. The Writers Technique in Integrating The Culture Values

In this research, the writers used implicit and explicit technique to identified culture values rely on the dialogue. The findings about how the technique adapted the method could be seen on the data below:

a. Implicit

As we know there were forty six (45) dialogue sent the message of the dialogue implicitly. One of data could be seen below:

(Data: C1.P10.D3)

Teacher : Udin, what do you think of your classroom?

Udin : **It's very dirty, Ma'am. Some people don't care.**

In that statement, the writers intention was Teacher asked Udin to cleaned the class by himself. It was appropriate as the student to keep the class clean and neat. Due to Ellis, indirect or implicit technique means integrating techniques aims to train learners

⁶⁸ Interview with Nuradila, Students 8th Grade of MTsN 3 Banyuwangi on 13th December 2020.

imagination or logical reason in order to find and understand the messages In the text of English Textbook.⁶⁹ The technique was very appropriate for students in junior high school. According to Piaget, children who are twelve years old above, are able to think rationally, abstractly.⁷⁰ While this textbook was for the student of Junior High School . They were in average 13-15 years old. Therefore, the technique was very good for train their critical thinking.

b. Explicit

As we know there were thirty four (35) times dialogue sent the message in explicitly way. One of data could be seen below:

(Data: C1.P10.D5)

Teacher : **Thank you, Lina. Your story is very interesting.I like it.**

Lina : Thank you, Ma'am

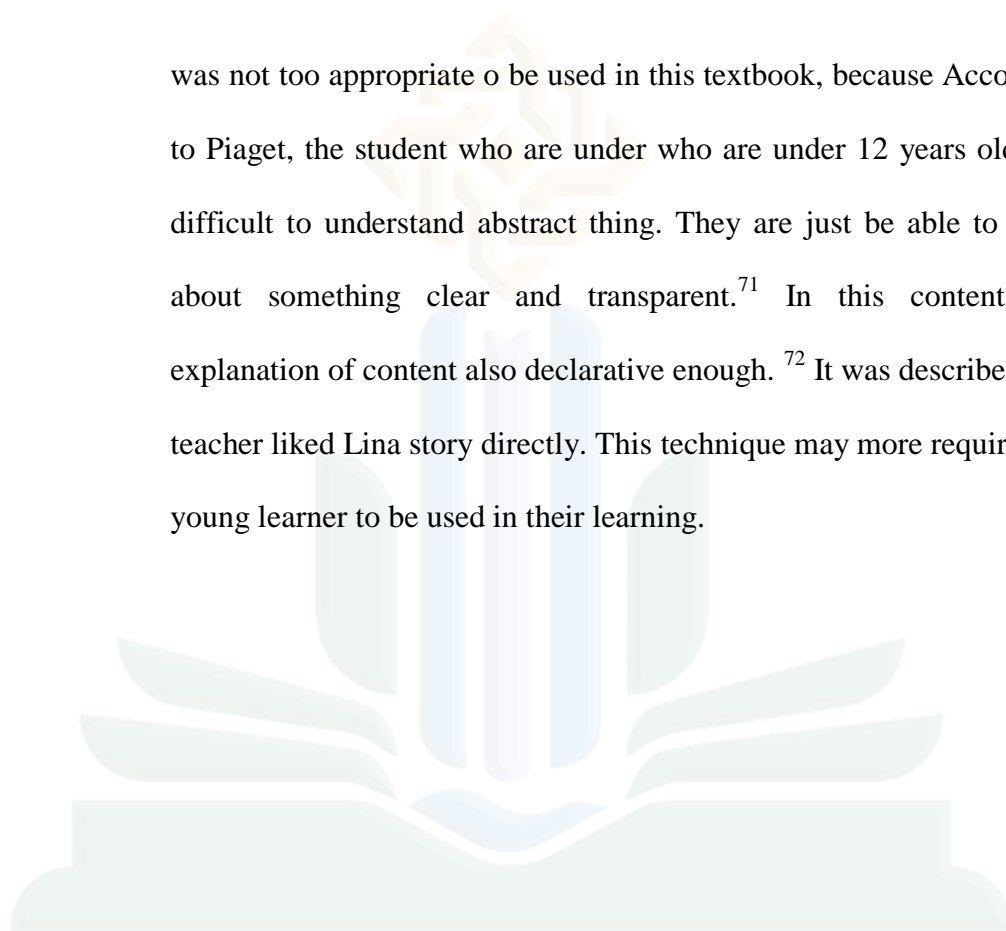
In that statement, the writer made the situation between Teacher and Lina. The Teacher was praising Lina's story. It was clearly and directly to the listener. It was appropriate with Zuhdi's theory, the message which sent directly meaning could called as explicit technique. Explicit technique itself means clear, firm, straightforward, uncomplicated (people easily grasp their intention and not have blurry or false pictures of news, decision, speeches, etc.

In addition, the researcher used this technique seven times. It could be known that this technique was rare to be used. This technique

⁶⁹ Ellis, et.al, *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching* ,12.

⁷⁰ Jean Piaget, *The Psychology of Intelligence*, 162.

was not too appropriate to be used in this textbook, because According to Piaget, the student who are under who are under 12 years old feel difficult to understand abstract thing. They are just be able to think about something clear and transparent.⁷¹ In this content, the explanation of content also declarative enough.⁷² It was described that teacher liked Lina story directly. This technique may more required by young learner to be used in their learning.



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⁷¹ Piaget, *The Psychology of Intelligence*, 163.

⁷² Ellis, et. Al, *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching* 11.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter IV, there were two conclusions that could be drawn as follow:

1. Types of Culture values which presented in the English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

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 seven chapters in this English textbook. Furthermore, based on the finding that social interaction was the most dominant types of culture values represented. It was represented 76 (seventy six) times. The second was belief and behavior. It was represented 47 (forty seven) times. The third was social identity and groups. It was represented 29 (twenty nine) times. The fourth was socialization and life cycle. It was represented 28 (twenty eight) times. The fifth was national history. It was represented 1 times. The last one was national cultural heritage. It was represented 1 times. National geography, social political institution and stereotypes and national identity didn't showed on the dialogue. It was because the book focused on students daily activities. So, they were more related to basic activities happened in school. Therefore, the total of culture values represented in the textbook were 182 time.

Meanwhile, the impact of culture values in English textbook to the students was not maximally meet the expectation of the writers. Students usually just made the book as the practice book in term of speaking. They were not aware to the values during practice it. Based on some students, they only found the values of behavior and social interaction through the dialogues. It was because the dialogues showed the daily life as the students or family.

2. How writers integrated the culture values into English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

In this textbook, this research found two technique how writers integrated the culture values into English textbook. The values was interpreted in form of implicit and explicit technique in language learning. Besides, implicit technique means train learners imagination or logical reason in order to find and understand the messages in the text of English Textbook. Students in junior high school could knew about abstract thing nor we called implicit meaning in content. Meanwhile, explicit technique relate to exchange specific information and reasonable in detail situation. Therefore, results showed that the most domain data were presented in implicit technique. It was represented 45 (forty five) times. Besides, explicit technique were presented 35 (thirty five) time.

B. Suggestion

Based on the conclusion above, the researcher provides some suggestions for the teacher, other researchers who are interested to do related research, and textbook developer.

1. For the teacher, the researcher hopes the result of this thesis could be a consideration to choose relevance English textbook which consist of culture values for improving students' speaking skill and affective evaluation as the assessment in English class.
2. For other researchers, the researcher suggests them to analyze further about cultural values and use better techniques in analyzing.
3. For the textbook developer, the researcher found that in each dialogue had different total types of culture values. It would be better if the writer represented the values in other section. In order easier to be made it more various and not bored as the dialogue only showed in that book. Moreover, the culture values by Michael Byram should interpreted and implemented by as the regulation to create good communication and behavior of student.

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Appendix I

MATRIX OF RESEARCH

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eighth Grade Student of Junior High School	1. Culture Values	1. Social identity and groups 2. Social interactions	1. Social class 2. Regional identity 3. Ethnic minorities 1. Verbal behavior in social interaction at differing levels of formality; as outsider and insider 2. Non-verbal behavior in social interaction at differing levels at formality; as outsider and insider	EFL Textbook “When English Rings A Bell” for Grade VIII Published by Ministry Of Education and Culture	1. Research Approach : Qualitative Approach 2. Types of research Content analysis 3. Technique of Data Collection: ➤ Document analysis 4. Data Analysis: ➤ Content Analysis based on Donald Ary, et.al	1. What Culture Values are represented in the English textbook entitled “When English Rings A Bell” for eighth grade student of Junior High School ? 2. How do the writers

		<p>3. Belief and behavior</p> <p>4. Socio-political institution</p> <p>5. Socialization and the life-cycle</p> <p>6. National history</p>	<p>1. Routine and taken-for-granted section within social group</p> <p>2. Moral</p> <p>3. Religious beliefs</p> <p>1. State institutions</p> <p>2. Health care</p> <p>3. Law and order</p> <p>4. Social security</p> <p>5. Local government</p> <p>1. Families</p> <p>2. School</p> <p>3. Employment</p> <p>4. Ceremonies as the passage through stages of social life</p> <p>1. Periods and events</p> <p>2. Historical contemporary</p>	<p>1. Familiarizing and Organizing</p> <p>2. Coding and Reducing</p> <p>3. Interpreting and Representing</p> <p>5. Validity of Data</p> <p>Investigator Triangulation</p>	<p>integrate culture values in the English textbook entitled “When English Rings A Bell” for eighth grade student of Junior High School ?</p>
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		7. National geography	1. Geographical factors seen as being significant by members		
		8. National cultural heritage	1. Cultural artefacts or national culture		
		9. Stereotypes and National Identity	1. Symbol of national stereotypes and their meanings		
	2. English Textbook	1. Explicit technique	1. Clearly express		
		2. Implicit technique	1. Implied 2. Not Directly expressed		

Appendix II

SHEET OF ANALYSIS

(Dialogue of English Textbook Entitled “When English Rings a Bell” For Eighth Grade Students of Junior High School)

No	Code	Data	Indicator	Types of Culture Values							Technique		Description	
				Social identity and Social Groups	Social interactions	Belief and behavior	Social Political Institution	Socialization and the life cycle	National History	National Geography	National Cultural Heritage	Stereotypes and National Identity		Implicit

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1.	C1.P4. D1	<p><i>Teacher: Everybody, may I have your attention, please?</i></p> <p><i>Students: Yes, Ma'am</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
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2.	C1.P4. D2	<p><i>Teacher : From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?</i></p> <p><i>Siti : We will use English in our English class.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Daily routine or moral and religious belief in society • Perceptions in country boundaries such as intercultural communication 	✓	✓	✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Daily routine or moral and religious belief in society was politeness between each other • Perceptions in country boundaries such as intercultural communication was English as the foreign language explicitly
3.	C1.P5. D3	<p><i>Teacher : Right. From now on we will use English in the English class. Everybody, what do you think? Are you ready?</i></p> <p><i>Students : Yes, Ma'am</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Behavior of daily routine activities • Perceptions in country boundaries such as intercultural communication 	✓	✓	✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Behavior of daily routine activities was politeness between each other • Perceptions in country boundaries such as intercultural communication was English as the foreign language explicitly

4.	C1.P5. D4	<p><i>Teacher : What do you think, Edo? Are you ready?</i></p> <p><i>Edo : Yes, Ma'am. I 'am ready</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓			✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student implicitly • Represented the society group and relationship between generations in common daily life such school
5.	C1.P6. D7	<p><i>Teacher: Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?</i></p> <p><i>Dayu : I'm so sorry, Ma'am. Yes, I am.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship in common daily life 	✓	✓	✓		✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness explicitly

6.	C1.P6. D8	<p><i>Teacher: Edo, say it again, loudly.</i></p> <p><i>Edo : Yes, we are ready. We will use English in the English class.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Perceptions in country boundaries such as intercultural communication 	✓	✓	✓		✓								✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other • Perceptions in country boundaries such as intercultural communication was English as the foreign language • All of the values delivered explicitly
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7.	C1.P7. D9	<p><i>Student: Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?</i></p> <p><i>Teacher: Attention is / Perhatian/</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Perceptions in country boundaries such as intercultural communication 	✓	✓			✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Perceptions in country boundaries such as intercultural communication was English as the foreign language • All of the values delivered explicitly
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8.	C1.P7. D10	<p><i>Student: Sir, may I wash hands?</i> <i>Teacher: Sure.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓						✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other • Represented the society group and relationship between generations in common daily life such school • All of the values delivered explicitly
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9.	C1.P7. D11	<i>Edo : Hey guys. Are you coming with me?</i> <i>Student: Sure. Lets go</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other eplicitly
10.	C1.P9. D1	<i>Student: Udin, do you think Edo is angry with me?</i> <i>Udin: I don't think so. Look, he's smiling.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other explicitly

11.	C1.P9. D2	<p><i>Student: Guys, I think Udin will like this notebook</i></p> <p><i>Student: What? I don't think so. Udin doesn't like bright colors</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other • All of the values delivered explicitly
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12.	C1.P1 0.D3	<p><i>Teacher: Udin, what do you think of your classroom?</i></p> <p><i>Udin : It's very dirty, Ma'am. Some people don't care.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓						<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
13.	C1.P1 0.D4	<p><i>Siti : Do you think he remembers the story he has to tell? He hasn't said a word.</i></p> <p><i>Lina : I don't think so. I know he didn't prepare well.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓								✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students implicitly

14.	C1.P1 0.D5	<p><i>Teacher: Thank you, Lina. Your story is very interesting. I like it.</i></p> <p><i>Lina : Thank you, Ma'am.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
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15.	C1.P1 1.D6	<p><i>Teacher: Hello, excuse me. Listen, everybody. I think you need to read Chapter I, too.</i></p> <p><i>Students: Yes, sir</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
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16.	C1.P1 1.D7	<p><i>Edo : Beni, what do you think of this picture?</i></p> <p><i>Beni : I think it doesn't look natural.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other explicitly
17.	C1.P1 1.D8	<p><i>Teacher: What do you think of the story?</i></p> <p><i>Dayu : It's very interesting, Sir.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓		✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student implicitly • Represented the society group and relationship between generations in common daily life such school

18.	C1.P1 3.D1	<p><i>Dayu : Siti, do you understand the story?</i></p> <p><i>Siti : Not really. She speaks very fast.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other implicitly
19.	C1.P1 3.D2	<p><i>Teacher: Do you know what I mean?</i></p> <p><i>Students: Yes, Sir.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓		✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student implicitly • Represented the society group and relationship between generations in common daily life such school

20.	C1.P1 4.D3	<p><i>Student: Only both of us will clean the classroom</i></p> <p><i>Student: What? What do you mean? What about others?</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other implicitly
21.	C1.P1 4.D4	<p><i>Teacher : Edo, do you know what to do?</i></p> <p><i>Edo : Sorry, Ma'am. I don't. Say that again, please</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓			✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other • Represented the society group and relationship between generations in common daily life such school implicitly

22.	C1.P1 4.D5	<p><i>Teacher: Do you understand my question?</i></p> <p><i>Udin : No, Ma'am. Sorry. Say that again, please.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
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23.	C1.P1 5.D6	<p><i>Teacher : Is it clear?</i></p> <p><i>Students : Yes, Ma'am. Thanks</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓		✓		✓			✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
24.	C1.P1 5.D7	<p><i>Udin : It's so beautiful</i></p> <p><i>Student: Do you think so, Udin? Thanks</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓					✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was compliment others implicitly

25.	C1.P1 5.D8	X : <i>Your handwriting is clear and beautiful, Edo</i> Y : <i>Thanks</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other explicitly
26.	C1.P1 5.D9	X : <i>What do you think of the picture? Beni did it well, didn't he?</i> Y : <i>Yes, he did. It is very beautiful.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between friends • Daily routine or moral and religious belief in society was compliment others implicitly
27.	C1.P1 6.D10	X : <i>I think the noodle is too salty</i> Y : <i>I don't think so. It's nice.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓								✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between two friends explicitly

28.	C1.P1 6.D11	X : <i>Beni, do you think English is easy or difficult?</i> Y : <i>I think it's easy. I love English</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was Y's feeling
29.	C1.P1 6.D12	X : <i>He's a diligent student. Don't you think so?</i> Y : <i>Yes, he is. He is diligent and smart too.</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓			✓				✓	<ul style="list-style-type: none"> • Showed identity of groups as school • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between students explicitly • Represented the society group and relationship between generations in common daily life such school

30.	C1.P1 6.D13	X : <i>Great! I think that is a beautiful invitation card. I like it.</i> Y : <i>Thank you</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other implicitly
31.	C1.P1 7.D14	X : <i>Your picture is beautiful! I like the color.</i> Y : <i>Thanks</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly
32.	C1.P1 7.D15	X : <i>Excellent! That's my girl!</i> Y : <i>Thank you, Ma'am</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓						✓	<ul style="list-style-type: none"> • Showed identity of groups as family • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between mother and children implicitly

33.	C1.P1 7.D16	X : <i>What wonderful picture!</i> Y : <i>Thank you</i>	a	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was X's compliment Y's implicitly
34.	C2.P2 0.D1	X : <i>Beni, can you write the message in English?</i> Y : <i>I don't think I can, but I will try.</i>		<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and students implicitly
35.	C2.P2 0.D2	X ; <i>Siti, I think you can ask me the question in English</i> Y : <i>I'm not sure, but I will try.</i>		<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and students

36.	C2.P2 1.D3	X : <i>Will you sing an English song in Miss Nani's Birthday? I know you can</i> Y : <i>OK, I Will. But, why not you? You can sing, too, can't you?</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other implicitly
37.	C2.P2 1.D4	X : <i>Lina, sorry, I cannot come on time to the meeting.</i> Y : <i>You can't? I know you can. You just will no do it.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students implicitly

38.	C2.P2 1.D5	X : <i>Siti, can you return the book to the library for me, please?</i> Y : Certainly. I can, and I will.	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓								✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between students explicitly
39.	C2.P2 7.D1	X : Udin, will you help me to bring this book? Y : Sure	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was Udin politeness to his friends explicitly

40.	C2.P2 7.D2	X : Dayu, you pass by Udin's house, don't you? Will you give this note to him, please? Y : Of course. I will	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was Dayu's helping her friend explicitly
41.	C2.P2 8.D4	X : Beni, will you close the window, please? Y : Certainly, Sir	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other • Represented the society group and relationship between generations in common daily life such school implicitly

42.	C2.P2 8.D5	X : Edo, will you do this for me, please? I'll make the table Y : Yes, Mum. I will	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such family
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43.	C4.P4 7.D1	<p>X : <i>Hello, good morning. This is Beni.</i></p> <p>Y : <i>Oh, hi Beni. Good morning. How are you?</i></p> <p>X : <i>Fine. I just got your invitation card to your birthday party.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between X and Y implicitly
44.	C4. P49.D 1	<p>Edo : <i>Beni, are you coming to Lina's birthday party?</i></p> <p>Beni : <i>Yes. You are coming too, aren't you?</i></p> <p>Edo : <i>Of course. Let's walk together to her house.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was friendship between those three implicitly

45.	C4.P4 9.D2	<p><i>Beni : Ok. Don't forget to wear a T-shirt. We will play outdoor games there.</i></p> <p><i>Edo : Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's party, right? Wait for me near the bridge.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 		✓								✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends implicitly
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46.	C4.P5 1.D1	<p><i>Dayu : Open it please. There's something in it.</i></p> <p><i>Lina : Dayu, thanks for the purse. I like it.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between Dayu and Lina explicitly
47.	C4.P5 1.D3	<p><i>Lina : Edo, this cup is really beautiful. Thanks</i></p> <p><i>Edo : I'm happy you like it. Remember, never put hot water in it, ok?</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was expressing Edo's feeling explicitly

48.	C4.P5 1.D4	X : Siti, Dayu, let's sing Lina's favourite song together. Dayu, Siti: Sure	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends implicitly
49.	C4.P5 3.D1	X : Udin, let's go out. Don't be lazy. Get up and have some exercise outside. Y : Okay, wait. Let me put on my shoes.	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other explicitly

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50.	C4.P5 3.D2	X <i>: Beni, leave that for a while and let's go out for some exercise.</i> Y <i>: Ok. Wait. Let me put it in the bag first.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other explicitly
51.	C4.P5 3.D3	X <i>: Lina. It's break time. Stop working. Let's go out for some fresh air.</i> Y <i>: Ok. A little bit more. Just wait a minute, please.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other implicitly

52.	C4.P5 3.D4	X : <i>Siti, lets join the boys in the yard.</i> Y : <i>Yes. But, please wait for Lina. She'll be here in a minute</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other implicitly 	
53.	C4.P5 8.D1	Teacher: <i>Hey Udin. What are you doing there?</i> Udin : <i>May I wash my hands, Ma'am?</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal interaction behavior was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness from Udin toward his Teacher • Represented the society group and relationship between generations in common daily life such school implicitly

54.	C4.P5 8.D2	<p>X : <i>Beni, have a seat. Go back to your group.</i></p> <p>Y : <i>Sorry, Ma'am. Please excuse me. I will return this dictionary to the library.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between
55.	C4.P5 8.D3	<p>X : <i>That's wrong, Siti.</i></p> <p>Y : <i>Sorry, Ma'am. May I ask my group to help me to do it?</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓			✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal interaction behavior as was the conversation between teacher and student implicitly • Represented the society group and relationship between generations such school

56.	C4.P5 8.D4	<p><i>Teacher: What are you doing there, Edo?</i></p> <p><i>Edo : May I open the window, Mam?</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
57.	C4.P6 0.D2	<p><i>A : May I use the paper to wrap my gift? I just need a half of it.</i></p> <p><i>B : Sure. Cut it into two, please. Here are the scissors.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 		✓							✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between friends implicitly

58.	C4.P6 0.D3	A : <i>Edo, may I wipe my hands with this cloth?</i> B : <i>Of course</i>	• Verbal or non verbal interaction as different levels of formality	✓								✓	• Verbal or non verbal interaction behavior as different levels of formality was the conversation between friends explicitly
59.	C4.P6 0.D4	A : <i>Dayu, may I use your ribbon to put on my gift?</i> B : <i>Sure. I'm done with my gift.</i>	• Verbal or non verbal interaction as different levels of formality	✓								✓	• Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly

60.	C4.P6 1.D1	<p><i>Lina : Can I use your pen?</i></p> <p><i>Dayu : Sure. Take the green one.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓		✓						✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends implicitly • Daily routine or moral and religious belief in society borrowing each other things • Represented the society group and relationship between generations in common daily life such as school daily routine • Represented the society group and relationship between generations in common daily life such school
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61.	C4.P6 1.D2	<p><i>Udin : Is this seat taken? Can I sit here?</i></p> <p><i>Edo : No. One leg is loose. Please take the one over there.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓		✓				✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was helped others implicitly • Represented the society group and relationship between generations in common daily life
62.	C4.P6 1.D3	<p><i>Siti : Let's wrap the gift for Lina. Beni, can we do it here?</i></p> <p><i>Beni : Please do, but don't make a mess.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness to others implicitly

63.	C4.P6 1.D4	<p><i>Udin : It's very cold. Can I wear your jacket?</i></p> <p><i>Edo : Of course. I have two jackets. I hope it is not too big for you.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends implicitly
64.	C4.P6 1.D5	<p><i>Beni : Can I use used newspaper to wrap my gift?</i></p> <p><i>Dayu :Come on, Beni. Don't. Use my paper. I have some left.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly

65.	C8.P1 07.D1	X : <i>What are you doing, Udin?</i> Y : <i>I'm doing my Math homework for tomorrow.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly
66.	C8.P1 08.D2	X : <i>What are they doing?</i> Y : <i>They play congklak</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • National culture from past to the future as known members of nation 	✓					✓		✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Congklak was part of national culture from past to the future as known members of nation • All values delivered explicitly

67.	C8.P1 09.D3	X : <i>What is Siti reading?</i> Y : <i>She's reading Goldilocks.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓									✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly
68.	C8.P1 11.D1	X : <i>Is she studying for the English test?</i> Y : <i>No, she is not. She's studying for Math test</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓								✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between student • The message delivered explicitly
69.	C8.P1 12.D2	X : <i>Are you telling them the funny story?</i> Y : <i>Yes, I am</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓								✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between student • The message delivered explicitly

70.	C8.P1 12.D4	X : Are they talking about us? Y : No, I don't think so.	Verbal or non verbal interaction as different levels of formality		✓							✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality they were there as friends implicitly
71.	C9.P1 20.D1	X : <i>I think Bono will win the race!</i> Y : <i>I think so too. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓						✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends • Daily routine or moral and religious belief in society was comparison about something implicitly

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72.	C9.P1 20.D2	<p><i>X : Are Dini and Dani really twins? They don't look like twins .</i></p> <p><i>Y: Yes, they are twins. But you are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends • Daily routine or moral and religious belief in society was comparison about something implicitly
73.	C9.P1 21.D3	<p><i>X: I think a mountain and a hill are just the same. Right?</i></p> <p><i>Y: 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.</i></p>	<ul style="list-style-type: none"> • Daily routine or moral and religious belief in society 		✓							✓	<ul style="list-style-type: none"> • Daily routine or moral and religious belief in society was comparison about something implicitly

74.	C10.P 143. D1	X : What are you carrying? Y : They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I'm going to give them to Ucok, my younger cousin.	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓			✓			✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends • Represented the society group and relationship between generations in common daily life were Y's telling her/his family members implicitly
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75.	C10.P 143. D2	<p>X : <i>Hey, look! They are playing marbles. It was my favorite game in primary school. I played marbles every day. But now I never play marbles anymore. I have so many things to do at home and at school. Did you play marbles too?</i></p> <p>Y : <i>Yes, I did. But I did not do it very well. I always lost the game.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • National culture from past to the future as known members of nation 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other implicitly
76.	C10.P 144. D2	<p>X : <i>Is Edo here?</i></p> <p>Y : <i>No. He is sick. He caught the flu yesterday. He walked home when it was raining hard.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends explicitly

77.	C10.P 144. D3	<p><i>X : Are you going to eat your lunch now?</i></p> <p><i>Y : No! it is my breakfast. I did not have breakfast before I went to school this morning. I woke up at six because I went to bed very late last night. I did my homework until ten.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 		✓								✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends implicitly
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78.	C10.P 144. D4	<p>X : <i>You know I usually come on time to school. But this morning I got a flat tire. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.</i></p> <p>Y : <i>Yes I do</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Period, event, historical moment relate to the nation 	✓	✓				✓			✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between student • Flag's ceremony was part of Period, event, historical moment relate to the nation • The message was delivered implicitly
79.	C11.P 169. D1	<p>Udin: <i>"Let's work together to plan our texts to tell our experience?"</i></p> <p>Edo: <i>"Okay. I'll tell how my brother and I made the garden benches."</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓				✓				✓	<ul style="list-style-type: none"> • Verbal interaction behavior as different levels of formality was casual conversation between friends explicitly • Represented the society group and relationship between generations in common daily life were Edo's trying to tell his family

80.	C11.P 169. D2	<p><i>Udin: "I'll tell how we won the First Prize of the Classroom Competition. What about you, Lina?"</i></p> <p><i>Lina: "I will tell my sister's funny experience last Saturday. She went to school on Saturday!"</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓			✓								✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was politeness between each other • Represented the society group and relationship between generations in common daily life were the relationship between family content and sharing experience implicitly
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Appendix III

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini;

Nama : Siti Khodijah, S.S., M. Pd.

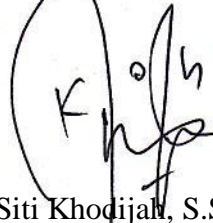
NIP : 198609192019032016

Jabatan : Dosen Bahasa Inggris

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Afifah Mufidati dalam penelitian yang berjudul “An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eighth Grade Students of Junior High School”

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 16 September 2021
Yang membuat pernyataan



Siti Khodijah, S.S., M. Pd.

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Appendix IV

**RESEARCH JOURNAL
COLLECTED DATA FROM NOTE-TAKING STRATEGY**

No	Things to Do	Time	Notes
1	Specifying and presenting the primary data	January 7 th 2021	<ul style="list-style-type: none">• Deciding criteria of cultural values that would be analyzed<ul style="list-style-type: none">✓ There were nine cultural values by Michael Byram
2	Diving the data	January 7 th 2021	<ul style="list-style-type: none">• Choosing the data in The English textbook material that would be analyzed in the main course<ul style="list-style-type: none">✓ Used the dialogues as the data from the English textbook
3	Counting the data	January 20 th 2021	<ul style="list-style-type: none">• Counting the chosen data. How much the data in the textbook that would be analyzed<ul style="list-style-type: none">✓ There were eighty (80) dialogues in seven chapters
4	Coding the data	March 12 th 2021	<ul style="list-style-type: none">• Giving the code to every data had chosen
5	Analyzing the data	June 8 th 2021	<ul style="list-style-type: none">• Analyzing the data in every chapter
6	Representing the data	August 18 th 2021	<ul style="list-style-type: none">• Representing the finding of analysis in the sheet of analysis• Describing the sheet analysis
7	Validation of data	September 10 th 2021	<ul style="list-style-type: none">• Checking and validating the data<ul style="list-style-type: none">✓ One people of English lecture
8	Conclusion	September 13 th 2021	<ul style="list-style-type: none">• Concluding the data, based on the result of analysis data

DECLARATION OF AUTHORSHIP

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State that thesis entitled “An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eighth Grade Student of Junior High School” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other

Banyuwangi, 20 September 2021
Author



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**AN ANALYSIS OF CULTURE VALUES IN THE ENGLISH
TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL”
FOR EIGHTH GRADE STUDENTS
OF JUNIOR HIGH SCHOOL**

THESIS

Presented to State Islamic University of K.H. Ahmad Siddiq Jember
in partial fulfillment of the requirements for Bachelor Degree (S.Pd)
Education and Teacher Training Faculty
English Education Department



By:

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**STATE ISLAMIC UNIVERSITY OF KH ACHMAD SIDDIQ JEMBER
EDUCATION AND TEACHER TRAINING FACULTY
OCTOBER 2021**

**AN ANALYSIS OF CULTURE VALUES IN THE ENGLISH
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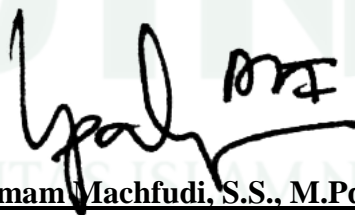
THESIS

Submitted to State Islamic University of KH Achmad Siddiq Jember
in partial fulfillment of the requirements for bachelor’s degree
of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training Department

By:

AFIFAH MUFIDATI
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Has Been Approved By Advisor



Moch. Imam Machfudi, S.S., M.Pd., Ph.D
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**AN ANALYSIS OF CULTURE VALUES IN THE ENGLISH
TEXTBOOK ENTITLED “WHEN ENGLISH RINGS A BELL”
FOR EIGHTH GRADE STUDENTS
OF JUNIOR HIGH SCHOOL**

THESIS

It has been examined and approved by the board of examiners in fulfillment of
The requirements for the bachelor degree of education (S.Pd)
Educations and teacher training faculty
English Education Program

Day : Friday
Date : 8th October 2021

The Board of Examiners

Chairperson

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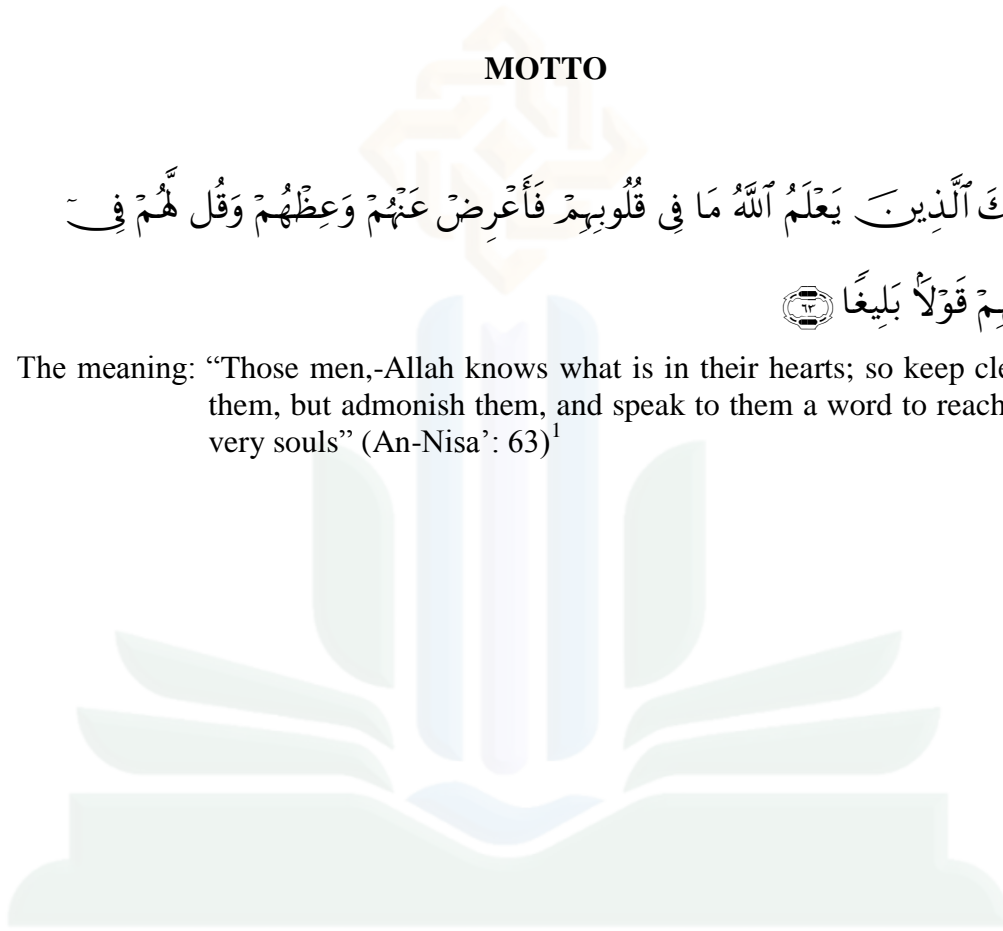
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MOTTO

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي
أَنْفُسِهِمْ قَوْلًا بَلِيغًا ﴿٦٣﴾

The meaning: “Those men,-Allah knows what is in their hearts; so keep clear of them, but admonish them, and speak to them a word to reach their very souls” (An-Nisa’: 63)¹



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¹ Kemenag RI dan Al Jalalain Indonesia, *Quran English*.

DEDICATION

I dedicated this thesis to:

1. My beloved parents, my father Drs. H. Asmu'i, M.H and my mother Suparmi, S.Pd who understand me the most and give everything for my life.
2. My brothers Ahmad Nailul Hikam, S.E and Ataka Ni'am Ahmad who liked to play along with me.
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4. The big family of the Indonesian Islamic Student Movement, TBI3 Class of 2017 and KOS PUTRI ASRAMA SARMADA thank you for giving me a process space to be a better human.
5. Last, thank you to DELTA KLINIK as the helper for printing this thesis securely.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praises be to Allah the almighty who has given me everything we need for our life. Peace and salutation may always be given to our prophet Muhammad peace be upon Him who has guided us from the misleading era into the bright, straight, right and blessed era. And we always wait for his help in the doomsday or the day of qiyamah later.

All praises be to Allah the almighty for all his wishes so that the author can complete a thesis entitled "An Analysis of Culture Values in The English Textbook Entitled "When English Rings A Bell" for Eighth Grade Students of Junior High School to achieve undergraduate degree of English education department, Faculty of Education and Teacher Training, State Islamic University of KH Achmad Siddiq Jember.

The author aware that this thesis will never finish without any helps and supports from others during the process of writing. Therefore, in this occasion, the author would like to thankful to:

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6. Siti Khodijah, S. Pd., M .Pd. as validator of this research who has helped me during analyzing the data
7. And all of people who participates on this process.

May Allah repay all the kindness of people who have helped in this process. However, the writer understands that this thesis is far from perfect, but hopefully it will be used for readers and future researchers.

Banyuwangi, 20th September 2021

Afifah Mufidati

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ABSTRACT

Afifah Mufidati, 2021: *An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eight Grade Student of Junior High School*

Keyword: English textbook, culture values

Since English is learnt by many people around the world, culture should be included in the materials of textbook to help learners become more aware of different cultures to promote cultural understanding. Moreover, being communicatively competent may require learners to understand the cultures. Teacher also could encourage student to speak English by that kind of method. Thus, the purpose of this research is to explore culture values in English textbook entitled “When English Rings A Bell” and which one dominates the materials.

The formulation of the research problem are: 1) What are the culture values represented in the English Textbook entitled “When English Rings A Bell” for eighth grade students of junior high school? 2) How do the writers integrate culture values in the English textbook entitled “When English Rings A Bell” for eighth grade students of junior high school?.

The objectives of this research were: 1) To explore the culture values represented in the English Textbook entitled “When English Rings A Bell” for eighth grade students of junior high school. 2) To explain how the writers integrated culture values in the English Textbook entitled “When English Rings A Bell” for eighth grade students of junior high school.

To answer those research questions, this research explored qualitative as the approach in analyzing culture values in English Textbook. Document analysis was used in collecting the data. The data used in this textbook were dialogues. This research used triangulation of investigators as the validity of the data.

After analyzing the data, the research findings were: 1) There were six culture values represented in the English Textbook entitled “When English Rings A Bell”. The culture values were social identity and social groups, social interaction, belief and behavior, socialization and life cycles, national history, and national cultural heritage. 2) The writers technique integrated the culture values by using implicit and explicit. The result showed that the most dominant data presented into implicit technique. It was represented 45 (forty five) times. Besides, explicit technique were presented 35 (thirty five) time.

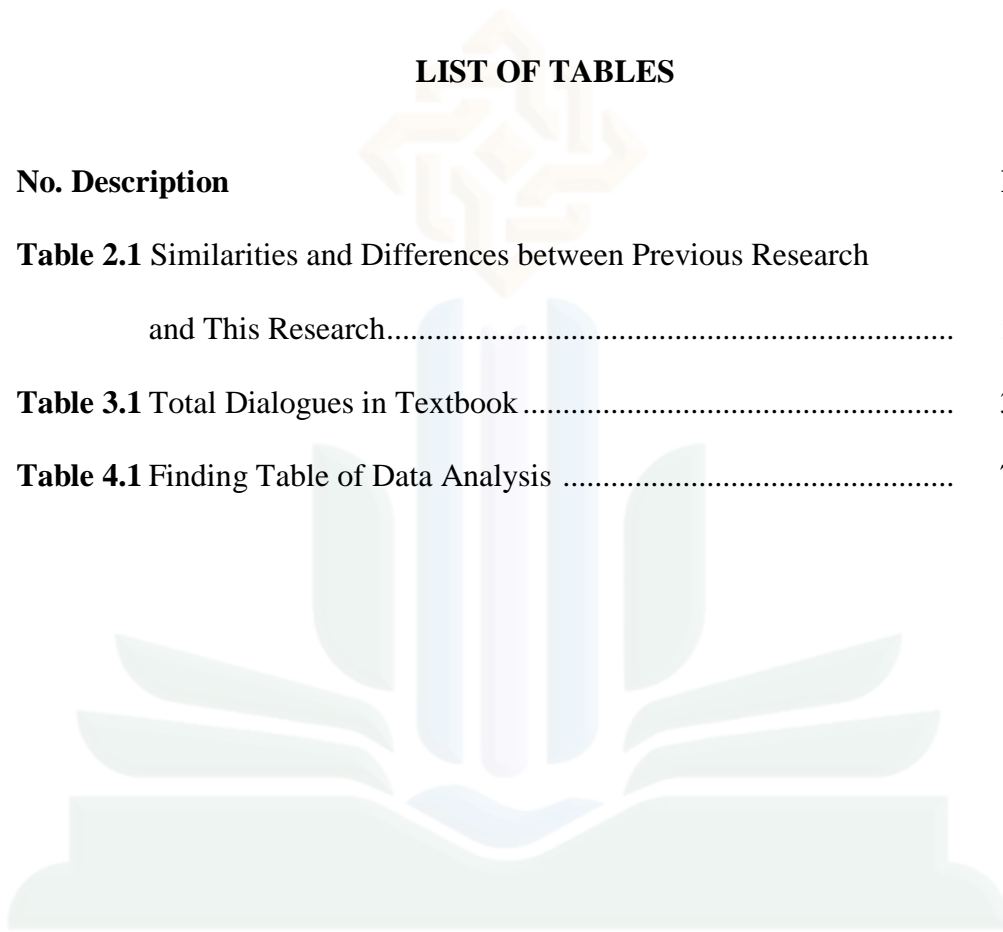
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CHAPTER I

INTRODUCTION

This chapter presents background of research, question of research, objective of research, definition of key-terms, and significance of research.

A. Research Background

The portray of Indonesian culture and language has been faded for periods. Back then, people tend used language as the their part of culture, now it changed differently from their function. Language has been modified due to process of acculturation and globalization, mostly by young generation. They tend to mix any language despite it can change the morpheme even its structure affect the linguistic. It is hard to observe language on the meaning only. The classification about culture identity could be identify when meet the native speaker. The circumstance about Indonesia identity located in terms of characters and behaviors of people, not political and economy project. ² From these environment, it connected to education which the central of national development ahead.

The representation of culture and language being ignored by some reason, ultimately during the pandemic issues. The regulation, teacher and students are dealing with challenges both internally or externally. Students must try to interpret any material of school by themselves, even with their parents as the guidance. Such as in a school they do learn English as their

² Teguh Wijaya Mulya, "Indonesian-ness: Power, Nationalism and Politics," Accessed 15 December 2020, <https://www.thejakartapost.com/academia/2016/08/18/defining-indonesian-ness-power-nationalism-and-identity-politics.html>.

English for Foreign Learner as their school needs only. There are no specification in order to make differences toward their second language nor first language. Sometimes, when teacher already told them about the material before, students don't implicate and only learn them as their needs. When they were not aside the teaching and learning process, they find difficulties to know the implication of language aside the culture.³

Moreover, the challenges significantly hard for teacher to evaluate the materials that has been taught to the student's application in real life. Junior high school has only have two or three meetings and forty five minutes in a week. The management of time is quite short to the application and evaluation of the languages. Teacher should identify Moreover, in Indonesia it's hard to boost motivation of students to learn English outside school environment, they will harassed or even ignored by the society, it's kind of taboo thing to do in their society even public places. The student's will have more self burden to practice and analyze English in public places, they feel ashamed and ignored to do that.⁴ By that case, there is a big wall to break between the expectation and reality, teacher should have an extra strategy or methods. Even for students its hard to develop their comprehension in learning English constantly, they need to acquire the language adapt to them, then practice it.⁵ It's been such long story to learn them briefly.

Besides, student's should make their pattern in any environment. For

³ Interview with Suliana, S.Pd. Teacher of MTsN 3 Banyuwangi on 13th December 2020.

⁴ Ilham Taufiqurrochman, "Faktor-Faktor Yang Mempengaruhi Motivasi Belajar Bahasa Inggris" (Thesis, University of Muhammadiyah Surakarta, 2018), 12.

⁵ Interview with Nuradila. Students 8th Grade of MTsN 3 Banyuwangi on 13th December 2020.

example, the lack of exposure outside classroom could influenced their fear of English. It also happens because of lack of time due another activities, because less priority. These problems in maximizing the language skills could be varied, as clearly mentioned by the prior studies. They should know how to manage motivation and self esteem as the foundation in learning English before entering the stages of challenges. As stated by Machfudi that motivation could be as form of process oriented, it belongs to how to stimulate the overall human brain and sociocultural which occurs values system in human action affectively. The investigation about self esteem as the next stages after build motivation. In teaching and learning process, teacher should give them good feedback and report their weakness to make their distinction in learning English. Learning English is not all about the speaking and writing term, the aspect of understanding also becomes the main point of learning.⁶

Somehow, school is area where students are able to express about English freely. Especially how to adapted them from the originality to the performance of certain speech act. We may begin with kinds of routine formulas commonly used to perform such as greeting, leave taking, thanking, apologizing and so on. The tent to use is for such formula frequently reflect the particular values or beliefs of their user. That's why sometimes acquire culture in language seems more difficult and comprehensively to lean on. Culture have such pattern in any form society such as education, employment, business and any sector. The understanding of content and context should be precisely measured due to the environment.

⁶ Moch Imam Mahfudi, "The Long Term Impact of An English Language Teacher Training Program on Teachers Practices In Madrasah Tsanawiyah" (Dissertation, University of Southern Queensland, Australia, 2017), 26.

As the part of understanding language, reading has the main point to acquire language in human brain. As the receptive skills of language, human need to read beside practicing context of the language. Reading is a fluent process where in building the meaning, readers should combine information from the text with their own background knowledge. In reading classroom, materials have a significant position in defining the course itself. Beside it, we may found the struggles attached to them.

Everyone has ability to speak word even sentences in general occasion, but did not knew the meaning of word. Speaking has been part in the communication, even in teaching and learning process. It has been part of receptive skills. Speaking skills types of skills that can be and from generation to generation, although almost everyone can speak naturally, but speak is one of the forms productive skills occur direct and expressive compared with the language of other activities, so that relatively difficult to apply.⁷ These skills are in progress learning although from some level.

The basis of the speaking was stated in Al-Qur'an. One of the verses which explain about reading instruction is Surah An-Nisa' verses 63⁸:

أُولَٰئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ وَقُلْ لَهُمْ فِي أَنفُسِهِمْ قَوْلًا بَلِيغًا ﴿٦٣﴾

The meaning: “Those men, -Allah knows what is in their hearts; so keep clear of them, but admonish them, and speak to them a word to reach their very souls”

⁷ Ni Gusti Ayu Sinta Dewi, Sang Ayu PutumSriasih, and I Nyoman Sudiana, “Teknik Penilaian Keterampilan Berbicara Dalam Pembelajaran Bahasa Indonesia Di SMA Negeri 4 Denpasar,” *Journal Pendidikan Bahasa Dan Sastra Indonesia* 7, no. 2 (2017): 1–12.

⁸ Departemen Agama RI, *Al-Qur'an dan Tafsirnya*, (Jakarta: Lentera Abadi, 2010), 176.

This verse states that Allah orders us to speak honestly based on with whom we are talking. Besides we have to give information in good manner to other people, so they will feel blessed as well to their souls. He promises us, if we do it in our communication, he will reward us by making their deeds righteous. That verse contains about speaking instruction, which must be embedded in teaching and learning process. The commandment contains about how Allah has been stated human to speak truly. Also for mankind throughout the history of humanity, because the realization of this command is the key to open the path of happiness in word and ukhrawi.⁹ Furthermore, the realization of those meaning could be implemented in learning process due to formal and non-formal environment.

The Government of Republic Indonesia Number 32 of 2013 about Amendment to Government Regulation Number 19 of 2005 about National Standard of Education, Article 771 Section (1) Sub c point 3 explain that in order to educate the life of the nation, a national commitment is required to improve the quality and competitiveness of the nation through re-regulation of Graduate Competency Standards, content standards, process standards, and assessment standards, as well as rearranging the curriculum.¹⁰ With this regulation, many schools in Indonesia require their students to learn and implemented English in their daily activities. On the other hand, the formal learning process aims to develop students' abilities in terms of knowledge,

¹⁰ Republik Indonesia , *UU Nomor 32 Tahun 2013 Tentang Perubahan atas Peraturan Pemerintah Nomor 19 tahun 2005 Tentang Standart Nasional Pendidikan pasat 771 Ayat (1) Huruf c poin 3,7.*

skills, and attitudes to become better.¹¹ Learning process need to more serious in various aspect of the learning. As the example to choose the right media that can solve these issues clearly.

Textbook could be an option as the media of teaching and learning. As the concern of textbook, these days many books publisher has encountered the industries such as Tiga Serangkai, Erlangga, Yudhistira and more. Based on a survey by Ministry of Education and Culture, Indonesia has 9.972.856 students all over Indonesia in Junior High School in year of 2020/2021.¹² These issues has serious concern about student or even teacher learning needs. . Teachers must prioritize the material they address to ensure that it meets the course's learning objectives. Effective teachers focus on core topics and sequence information to cover basic material before introducing new topics. Additionally, they organize activities in strands, presenting content through small segments of instruction over several days, the concentration focus on understanding topic more.¹³ Hence the teachers need to be careful and selective in choosing books for their students.

Textbooks play important role to provide valuable inputs in exposing students to new cultural expressions and diversity of cultures.¹⁴ Textbooks are ideology in the way reflect a worldview of cultural system and a social construction to learners and teachers which indirectly influence their view of

¹¹ Arsyad Azhar, *Media Pembelajaran*, (Jakarta :PT GajahGrafindo Persada,2007), 5.

¹² Ministry Of Education and Culture, "Data Siswa Tahun Ajaran 2020/2021," accessed on 16 September 2020, <https://dapo.dikdasmen.kemdikbud.go.id/pd>.

¹³ Macsuga Gage, "Effective teaching practices that promote a positive classroom environment," *Psychology Journal: Beyond Behavior* (2012): 11. .

¹⁴ Lixia Jin and Martin Cortazzi, *Researching Intercultural Learning*, (New York: Palgrave Macmillan, 2013), 8.

culture. In Indonesia, the objective of national education is set based on the cultural value and ideology of the nation and applied in all school subjects including English.¹⁵

For the students, a textbook serves as an opportunity of individual learning, a sense of the purpose and progression of the teaching process, a sense of security, and a reference of learning materials for preparing, checking, and revising the lesson. That is why, teachers should be careful and wise in choosing a textbook which suited their students' level, interest, and teaching objective in order to plan and develop effective instructional program. They also should be smart and creative in using the textbook chosen.

The topic of learning culture has a crucial position in learning English language because learning a certain language means learning a certain culture. The relationship between language and culture is highly strong. In learning a language, it cannot be separated from its culture because both of them are bound together not only to indicate how people use language as expressing facts and ideas but also to reflect their attitudes which are developed through the way living in their communities. Furthermore, language symbolizes people's cultural reality because it becomes a symbol of cultural identity.

Students should be more focus to the context of culture, but somehow the content could not addressing well about the messages of the passages in the textbook. Sometimes, we could found any book that has too many illustration without any explanation and there are long paragraph without any illustration.

¹⁵ Agni Kusti Kinasih, "A Content Analysis on English Textbooks for the Tenth Graders: Look Ahead an English Course for Senior High School Students Year X and Pathway to English for Senior High School Student Grade X," (Thesis, State University Yogyakarta, 2014), 21.

That issues indicated the problem of students to be more lazy to read or even practice the material in textbook or another sources. Also, the culture values in process of teaching and learning can be evaluated as the principle due to national regulation. English textbook entitled “When English Rings A Bell” has been part of English material in any school. Moreover, it was because of the curriculum provided from Ministry Education and Culture matched with the textbook. Relevantly, some school used those textbook as standard as the reference and practice book also. These book was equally distributed in any public or private school.

Also in some schools, they were usually used two book as the materials. The first one as the handbook or usually called as “*Buku Paket*” and practices book as “*Buku Latihan*”. Students sometimes very tired to used two books at the same time. For each meeting, the composition about the two books should meets the coherency and reliability.

In teaching and learning process, numerous aspects could affect the outcomes of learning for students. These aspects could emerge from the pre-teaching preparations, while the teaching and learning is on progress, or after the teaching and learning took place. Teachers’ roles are obviously important in teaching and learning process. They plan the syllabus, prepare the materials, and teach in the classroom and so on. That’s a lot of task to be done by a teacher as teaching material. However the reality doesn’t meet their expectation.

According to Zu and Kong in Winarti thesis, there are mainly two approaches to the introduction of culture, that is, the direct and indirect introduction.¹⁶ By direct introduction, the textbook provides students with materials concerning cultural aspect of language, which is a clear and unambiguous manner in the form of cultural knowledge. The examples of direct introduction include words accompanied by pictures, situational dialogue, texts depicting cultural event, and cultural notes. The other approach is indirect introduction in which culture is presented in an implicit way. This approach focuses on both in cognitive and affective or behavioral factor of the learner. Some typical cognitive activities are writing something about home culture, making contrast and comparison, cultural quizzes, searching for cultural information, discussion, and brainstorming.

As for the concern, this research was very important. This research focused to emphasized the culture values into categories and create the review of the use of English textbook in teaching and learning process. In addition to knowing the content and language of a textbook. The analysis of this textbook can also be used as a reference teacher in assessing students affective evaluation and criteria as good learning materials and in accordance with the applicable curriculum. Meanwhile for student, it could Moreover, in analyzing the culture values in EFL textbook the researcher and the reader could know the credibility and reliability of the content comprehensively.

The researcher was interested in analyzing part of culture values in The

¹⁶ Winarti, "Incorporating Culture in Developing English Textbook through Theme based Approach," *The 61th TEFLIN International Conference Solo* (2014): 3-5.

English textbook for Junior High School grade eight SMP/MTs . Sometimes speaking in the dialogue gave the condition about speaker and truly information to people. The researcher wanted to analyze and explore the particular messages and specialty in the textbook about the culture values. Therefore, this research entitled “An Analysis Of Culture Values in The English Textbook Entitled “When English Rings A Bell” For Eighth Grade Students of Junior High School”.

B. Research Question

1. What Culture Values are represented in The English Textbook entitled “When English Rings a Bell” For Eighth Grade Students of Junior High School?
2. How do the writers integrate Culture Values in the English Textbook entitled “When English Rings a Bell” For Eighth Grade Students of Junior High School?

C. Research Objectives

Based on the research question, the objectives of this study were:

1. To explore culture values represent in The English textbook entitled “When English Rings A Bell” For Eighth Grade Students of Junior High School
2. To explain how do the writers integrate culture values in The English textbook entitled “When English Rings A Bell” For Eighth Grade Students of Junior High School

D. Research Significances

The result is fully expected to give some theoretical and practical knowledge for the following parties:

1. Theoretically

This research provides beneficial and referential in giving general knowledge the way analysis reading material in the textbook

2. Practically

The result of this research is beneficial:

a. State Islamic University of KH Achmad Shiddiq Jember

This research could be used as reference material for all academic activities to explore further knowledge that related to with this study

b. English Teacher

The result of this study was expected to give inputs to the English Teacher as their teaching material or references especially as textbook used

c. Other Researcher

The result of this study was expected as reference for other researchers who were interested in conducting advances research or relevant research especially for Students of English Education Department.

E. Definition of Key Terms

The researcher has three definition of key terms were used to clarify the meaning of the terms. They were;

1. Culture Values

Culture values is value of society in part which embodied with actions, utterances, and meaningful objects of various kinds by which individuals communicate with one another and share their experiences, conceptions, and beliefs. The culture values reserve the unity, cooperation and life.

2. English Textbook

English Textbook as the instructional design consists of content and material of the subject that is well organized in written form.

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**KH ACHMAD SIDDIQ
JEMBER**

CHAPTER II

THEORITICAL REVIEW

A. Previous Research

This research is not the first study in analyzing English Textbook. The researcher found some research that related with this study, such as;

1. **An article written by Linda Fitriyah (2015) entitled “An Analysis of Culture On The Reading Material Textbook In The Second Grade Junior High School,”**¹⁷ stated that English Textbook published by Ministry Of Culture and Education tend to explore local cultures adapted into foreign language and exhibit the features associated with the culture itself. The materials and topics are familiar, local textbook encourage the development of learner awareness of their own culture identity. Yet, unlike the source culture materials, they include texts and activities which promote students awareness of the target language culture as well.
2. **A thesis by Moh. Zainudin (2017) entitled “Cultural Content Analysis of Revised English Textbook for Junior High School,”**¹⁸ stated that culture in the textbook could be considered as learning language. Culture could bring any motivation to the student beside of the pattern of social interaction. Source culture has a big role for realized the students.

¹⁷ Linda Fitriyah, “An Analysis of Cultural Values on The Reading Material Textbook In The Second Grade Junior High School” *Journal ELT Perspective Vol.3 No.2*(September 2015): 340-351.

¹⁸ Moh. Zainuddin, “ Cultural Content Analysis of Revised English Textbook for Junior High School”, (Thesis, University Brawijaya, 2017), 11.

3. **Another thesis by Nurmilayana (2019) entitled “Analysis of Culture Values in The English Textbook at The Eleventh Grade of SMK Taruna Indonesia,”**¹⁹ the researcher stated that textbook will carry the English teaching and learning comprehensively. An existing text will carry readers to read it more and more than a dull text that is not likely to contribute them development of reading competence also with teachers guidance. In This book target culture materials was not tells about the culture that related to enable to learners and some text talk about foreign visitors to their country. They can understand the texts. Therefore, this textbook is suitable to the students as reading material because the texts are good for practice reading comprehension.
4. **An article by Bakr Bagash Mansour Al-Sofi (2018) entitled “Evaluation of the Cultural Aspects in The University English Textbook, *Well Read I*”**²⁰ the researcher stated that culture has become the essential part of language studies in term of receptive and productive skills. Moreover, maintain cultural aware of student should be priority of the textbook itself, it could extent student English learning proficiency. In this research, the writer emphasized the material with the culturE values by Cortazzi and Jin. Therefore, this research conclusion were the book

¹⁹ Nurmilayana, “An Analysis Of Culture Values in The English Textbook At The Eleventh Grade of SMK Taruna Indonesia Jambi” (The State Islamic University Sulthan Thaha Saifudin Jambi, 2019), 7.

²⁰ Bakr Bagash Mansour Al-Sofi, “Evaluation of the Cultural Aspects in The University English Textbook, *Well Read*” *Journal Theory and Practice in Language Studies Vol.8 No.2* (February 2018): 184-196,<http://dx.doi.org/10.17507/tpls.0802.02>

only focus on the English skill only, the cultural values remained hidden on material.

5. **Another article by Nazli Bahrami (2015) entitled “Evaluating the Representation of Cultural Elements in an In-use EFL Textbook”²¹**

the problem of this research was teacher misunderstood in selecting EFL textbook in term of students awareness of foreign culture and ruined main competences of students need which communicate with cultural values. Teacher should aware whether the relation between culture and language could integrated well in the textbook. The result was over 50% of the "notes" related to world knowledge with the purpose of helping students to comprehend the meaning of tasks, so that they answer the exercises correctly. The study pointed out that the textbooks include significantly more hegemonic cultural content.

Table 2.1
Similarities and Differences of Previous Research and Current Research

No	Title of Research	Similarities	Differences
1	2	3	4
1.	An article written by Linda Fitriyah (2015) entitled “An Analysis of Culture On The Reading Material Textbook In The Second Grade Junior High School”	<ul style="list-style-type: none"> - Both researchers analyze same English Textbook published by Ministry of Education and Culture - Both researcher use descriptive qualitative as the method of analysis 	The previous article focused on cultural content analysis with the background of teaching and learning elaboration by Patrick Morans while the present study focus on culture values based Michael Byram

²¹ Nazli Bahrami, “Evaluating the Representation of Cultural Elements in an In-use EFL Textbook” *Journal Advances in Language and Literary Studies Vol.6 No.3* (June 2015): 128-137, <http://dx.doi.org/10.7575/aiac.all.v.6n.3p.128>

1	2	3	4
2.	A thesis by Moh. Zainudin (2017) entitled "Cultural Content Analysis of Revised English Textbook for Junior High School"	<ul style="list-style-type: none"> - Both researchers analyze same English Textbook published by Ministry of Education and Culture - Both researchers use descriptive qualitative as the method of analysis 	The previous thesis focused on cultural content which the criteria proposed by Al Sayyed while the present adapted the culture values criteria by Michael Byram
3.	A thesis by Nurmilayana (2019) entitled "Analysis of Culture Values in The English Textbook at The Eleventh Grade of SMK Taruna Indonesia,"	<ul style="list-style-type: none"> - Both researchers use descriptive qualitative as the method of analysis - Both explore about the culture values in English textbook 	The previous thesis focused on the investigation about how language features in culture values based on four sense of culture while the present explore the values used values by Michael Byram's theory
4.	An article by Bakr Bagash Mansour Al-Sofi (2018) entitled "Evaluation of the Cultural Aspects in The University English Textbook, <i>Well Read 1</i> "	<ul style="list-style-type: none"> - Both researches focus on explore culture values element - Both researchers use textbook analysis 	The previous article focused on finding three cultures by such as source, target and international values by Cortazzi and Jin. Meanwhile this research used criteria by Byram.
5.	An article by Nazli Bahrami (2015) entitled "Evaluating the Representation of Cultural Elements in an In-use EFL Textbook"	<ul style="list-style-type: none"> - Both researchers focus on explore culture values element 	The previous article focused on discussing cultural values issues in the EFL textbook with teacher. Meanwhile this research focused on textbook analysis and used expert as the validator.

Source: Processing the data from Previous research

Based on the explanation above, it could be seen that all of the researches had their own ways focus to analyze the English textbook. The previous research mostly using Cortazzi and Jin collaborated with Michael

Byram as the cultural values criteria such; source target, culture target and international target. Then the result could be integration between nine culture values criteria by Byram collaborated into those three values. Meanwhile this research only focused on nine culture values represented by Michael Byram. Therefore, this current research focused on the analysis of culture values in the English textbook entitled “When English Rings a Bell”. This textbook was published by the Ministry of Education and Culture of Indonesia of eight grade student of junior high school. In this research, the researcher took data from dialogue texts in the textbook and conducted an analysis about them, what and how the culture values represented. This research also facilitated teachers who had difficulties in analyzing the English textbook by providing a simple format for English textbook analysis.

B. Theoretical Framework

1. Culture Values

a. Definition of culture values

Culture as a whole system of principles of life, these can be seen as the design of opinions, ideas, beliefs that are interpret people’s action, utterances and pattern of thinking.²² However it is very important for language learner to understood the differences between conceptual framework , either their own or others so that their knowledge of different culture, the language can adapt themselves in learning language as part of culture.

²² Nurmilayana, “Analysis of Culture Values in The English Textbook At The Eleventh Grade of SMK Taruna Indonesia Jambi,” (Thesis,UIN Sulthan Thaha Syarifudin, Jambi, 2019), 22.

Based on Clancy, the definition of culture is complex whole which includes knowledge, belief, art, moral, law, costume, and any other capabilities and habits acquired by man as member of society.²³ Cultures is not luxuries life, it is life itself. Culture is the soil which nourishment the society and that basis which define value system, traditions and behavior. It contains moral, and ethics of the community, governs society's conception of its own future and selects the meaning of existence. The conclusion, culture is a complex system of behaviors, attitudes, values, beliefs, conventions and lifestyles of group. Culture developed in a group naturally by their daily lifestyle.

These definition shows that culture is something which acquired and learned and passed down from one generation to the next. Culture is seen having to do with the material productions through which group represented itself, but the definition focuses on people's knowledge, beliefs, attitudes.

Values is the thing that attached in people's life, it could measure someone's attitude.²⁴ Values are a culture's standard for discerning what is good and just in society. Consider the value that the United States places upon youth. Children represent innocence and purity, while a youthful adult appearance signifies sexuality. Shaped by this value, individuals spend millions of dollars each year on cosmetic products and surgeries to look young and beautiful. The

²³ Laurie Clancy, *Culture and costumes of Australia*, (Westport: Greenwood Press, 2004), 9.

²⁴ Lixia Jin and Martin Cortazzi, *Researching Intercultural Learning*, (New York: Palgrave Macmillan, 2013), 6.

United States also has an individualistic culture, meaning people place a high value on individuality and independence.

By this point, values portray ideal culture, the standards society would like to embrace and live up to. Meanwhile the real culture is they society is, based on what exist and occurs. For the example, in real culture we found traffic accidents, poverty, injustices, crimes, murders and others. That situation is not under criteria of ideal culture. Utilizing social control approaches pushes most people to conform to societal rules, regardless of whether authority figures (such as law enforcement) are present. Cultural values could indicated that culture is shared by the members of a particular community and that community somehow is different form another in terms of culture.²⁵

b. Michael Byram's Culture Values

Culture values could adopted in every stage of life. At this point, Students who learn English as their second language will be senseless if they do not know anything about the people who speak the target language or the country in which the target language is spoken. They should know what was the utterance of speaker. Communicative competence should knowing not only the language code or the form of language, but also what to say to whom and how to say it appropriately in any given situation. In other words, it includes knowledge of what to say, when, how, where and to whom.

²⁵ Janet Holmes, *Introduction to Sociolinguistics* 12th Edition, (New York: Routledge Press, 2012), 21.

There is a theory to help teachers and students in identifying culture values. The theory is proposed by Byram about criteria of culture values.²⁶ The values was described such as below;

1) Social identity and Group

Groups within the nation-state which are the basis for other than national identity, including social class, regional identity, ethnic minority, professional identity, and which illustrate the complexity of individuals' social identities and of a national society (the issue of national identity is dealt with under 'stereotypes'). Also Turner stated that social identity as the social groups membership that share the understanding between individuals.²⁷ People identity in social groups could be formed as their title also. Furthermore the area can be about the dialect, language, tribe, and culture, also the circle of society such as school, family and employment.

2) Social interaction

It is conventions verbal or non- verbal behavior in social interaction at differing levels of formality; as outsider and insider within social groups. Students are the outsider and the society is the insider. The outsider needs to know the knowledge and behavior of the insiders' perceptions as the part

²⁶ Michael Byram and Carol Morgan, *Teaching and Learning and Culture Multilingual Matter (Series)*, (Philadelphia: Multilingual Matters LTD, 1994), 54.

²⁷ J.C. Turner & Oakes, P. J. *Self-categorization theory and social influence. In P. B. Paulus (Ed.), The psychology of group influence*, (Hillsdale: Lawrence Erlbaum, 1989), 233.

of the content. Stated by Machfudi, the presence of interaction from teacher during the teaching and learning process could help the student manner for their daily activities.²⁸

3) **Belief and behavior**

It is about the routine and taken-for-granted actions within social groups-national or sub-national and the moral and religious beliefs which are embodied within them; secondly, routines of behavior taken from daily life which are not seen as significant markers of the identity of the group. For the example is about the activities that the society usually do, or doing activities for some reasons. It also can be about the religion that believed by the society.

Furthermore, Skinner stated that “Beliefs are conceptual portrayals that signal a reality, truth, or trustworthiness to its holder to ensure reliance upon it as a guide to personal thought and action”²⁹ It could be states that belief as the judgment and evaluations that made about our-self, others, and the world around us.

4) **Social and political institutions**

Social and political institutions of the state and the values and meanings they captured the character of state and its citizens and which constitute a framework for ordinary, routine

²⁸ Moch. Imam Mahfudi, “The Long Term Impact of An English Language Teacher Training Program on Teachers Practices In Madrasah Tsanawiyah”, 17.

²⁹ Skinner, *A Matter of Consequences: Part 3 of Autobiography*, 178.

life within the national and sub-national groups; provision for health-care, for law and order, for social security, for local government, etc. As the examples are health-care, for law and order, for social security, for local government, etc.

5) **Socialization and the life cycle**

It is about families, schools, employment, religion, military service, and the ceremonies which mark passage through stages of social life. It also As stated by Arnett, socialization also has primary goals such as: *first*; it teach impulse controls and helps individuals develop consequences, *second*; socialization teaches individuals to prepare for and perform certain social roles, gender roles, and the roles of institutions, *third*; it cultivates shared source of meaning value.³⁰ It emphasizes every stages in human's life. For example when older generation having interaction with younger generation, they had different background and perspective in their own era. It would make their interaction as the from contrast knowledge.

6) **National history**

It talks about periods and events, historical and contemporary, which are significant in the constitution of the nation and its identity – both actually significant and, not necessarily identical, perceived as such by its members. For

³⁰ Jeffrey. J. Arnett, "Broad and Narrow Socialization: The Family in the Context of A Cultural Theory" *Journal of Marriage and Family* Vol.57 No.3 (August 1995): 617-628. <https://doi.org/10.2307/353917>

example; flag ceremony, national independent day, proclamation day etc.

7) National geography

National geography is talking about geographical factors within the national boundaries which are significant in members perceptions of their country; other factors which are information (known but not significant to members) essential to outsiders in intercultural communication (such as; national boundaries, and changes in them, are part of ‘national history’). It can be about the name of country, city, or maybe places which as the identity.

8) National cultural heritage

It is talking about cultural artefacts perceived to be emblems and embodiments of national culture from past to present; in particular those which are ‘known’ to members of the nation – e.g. Shakespeare in Britain, the Impressionists in France, Wagner in Germany – through their inclusion in curriculum of formal education; and also contemporary classics, not all of which have reached the school curriculum and some of which may be transient but significant, created by television and other media – e.g. Truffaut’s films in France, Agatha Christie in Britain, Bierman’s songs in Germany. In Indonesian, it could Indonesia Raya as the national song of

Indonesia and some traditional games like *congklak*, *engklek*, marbles etc as the national cultural heritage. As stated by Mendes that cultural assets and heritage are therefore pedagogically important as they are significant consolidation and implementation.³¹

9) Stereotypes and national identity

The example such as German and English notions of what is ‘typically’ German and English national identity; the origins of these notions – historical and contemporary – and comparisons among them; symbol of national stereotypes and their meanings, e.g. famous monuments and people. Then, the students should aware with these criteria of culture which they may learn in the classroom. Also for the teachers, they should provide the students with the culture materials from around the world to foster learner’s motivation.

c. Culture Values in English Learning and Teaching

Culture and human related to each other since they were born to this world. They are similar at their birth, what make them different is their own society to set them up into different cultural group. Society creates different interactions among persons or groups which lead into different behavior and patterns. All children who live in this world become the members of culture communities where they live in a

³¹ Graca Marco, Joaquim Ramos and Jose Marcelino, “Improving History Learning Through Cultural Heritage, Local History and Technology” *10th International Conference Mobile Learning* (2014): 34-40

certain society. It can be concluded that understanding about children can be seen from their childhood as the part of understanding children development.³²

In addition to that, studying culture is also useful for teaching students to understand their own culture. According to Clancy, students are “culture bound”, it means that their world view is determined by the values of their own culture.³³ This can lead to problems when they are confronted with different cultures. The first theory claims that in order to learn words, phrases and routines in a foreign language and culture, learners also need to learn the “mindset” behind them. On the other hand, the second theory suggests that learners acquire the “mindsets” by learning language form in foreign language without necessarily knowing about it. The discussion about relationship between culture and language results in different theories. However, Brown believes that in order to be able to communicate and interact in the foreign language, a learner of foreign language should master the language and find the beliefs from his native language and cultures.³⁴

Culture in language and language in culture are items which are started to be taught in regular class in Indonesia. Teachers hold such an English class, they have to pay attention to some items such as

³² Lixia Jin and Martin Cortazzi, *Researching Intercultural Learning*, (New York: Palgrave Macmillan, 2013), 4.

³³ Laurie Clancy, *Culture and Costumes of Australia*, 11

³⁴ Douglas Brown, *Principles of Language Learning and Teaching*. (New York: Longman, 2000), 15.

characteristics of language, role of culture in the teaching-learning process, and the role of materials and methods. These items give the explanation both of differing and important impacts of language acquisition involving English subject competencies and comprehending the culture. It means that as an Foreign language, English contains the culture values, language and teaching process themselves. This requires a serious link between English speaking and non-English speaking countries. English textbook has to contain culture materials.

However, clear definition of culture materials not suggested by any experts. Tomlinson mentions that “materials are something that can be used to facilitate learning of a language, including course book, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses onprinted materials”³⁵ There are five main categories of teachers’ beliefs – beliefs about learners and learning, teaching, curriculum, learning to teach, and about the self and the nature of teaching. These five categories are well connected with each other.³⁶

The culture values also mentioned in Law of The Republic of Indonesia Number 20 Year 2003 About National Education System which state “National education is education based on pancasila and

³⁵ Ajjaz Ahmed Gujjar and Muhammad Ashraf Malik, “Preparation of Instructional Material for Distance Teacher Education,” *Turkish Online Journal of Distance Education for TODJE* Vol. 8 No,1 (2007): 55.

³⁶ BF. Skinner , *A Matter of Consequences: Part 3 of Autobiography*, 205.

the state constitution republic of Indonesia Year 1945 which rooted in religious values, Indonesian national culture and responsive time's changed"³⁷ The implementation about culture values could evaluated in affective evaluation.

2. English Textbook

a. Definition of English Textbook

The term of textbook are often used in EFL context. However, EFL practitioners specifically use the term textbook to refer to an instructional material of English as a subject matter taught at schools and which is designed for specific groups of learners in a defined context, such as in a specified educational context within a certain country. Meanwhile, according to Machfudi course books are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries.³⁸ She defines textbooks as prepackaged, published books used by the students and teacher as the primary basis for a language course ranging from those that are focused on developing all language skills to those that focus on a specific skill such as writing or specific area. They may also include audio-cassettes or CDs, videos, workbooks, CD-ROMs, test packages, internet materials, and occasionally a teacher's guide.

³⁷ Republik Indonesia, UU SISTEM PENDIDIKAN NASIONAL No 20 Tahun 2003, pasal 1 ayat 2

³⁸ Moch. Imam Mahfudi, "The Long Term Impact of An English Language Teacher Training Program on Teachers Practices In Madrasah Tsanawiyah", 21.

Textbook also act as a media in delivering materials to the learners. As the function, textbook can be a source of students on grammar, vocabulary, and pronunciation.³⁹ Textbooks could as learning tools shared by teachers and learners which can be used in systematic and flexible ways, providing a plan for learning, a visible outline of what is to be learned in a classroom, and a bank of resource material and ideas. In order to use a textbook systematically and flexibly, it is critical to understand how they are put together and how they can be adapted to meet the needs of particular learners.

According to Richards, textbooks are used in different ways in language programs.⁴⁰ For example, a reading textbook might be the basis for a course on reading skills, providing both a set of reading texts and exercises for skills practice. A writing textbook might provide model compositions and a list of topics for students to write about. A grammar textbook might serve as a reference book and provide examples as well as exercises to develop grammatical knowledge. A speaking textbook might provide passages for students to read and discuss. A listening textbook together with audiocassettes or CDs might serve as the primary listening input in a listening course.

³⁹ Alan Cunningsworth, *Choosing Your Course book (Handbooks for the English Classroom)*, (Oxford: Macmillan Publishers, 1995), 120.

⁴⁰ Jack C Richards, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), 20.

b. Criteria of Good Textbook

The number of textbook has been increased dramatically. Reading text is one of the important aspects in English Textbook. Reading activities always involve the reading passages therefore the selection of the good passage become important thing. Selecting a good passage is not easy matter. Since reading text plays an important role in the reading activities, therefore is better to find out the criteria of good text such as⁴¹:

- 1) Readability, basically the combination of structural and lexical (e.g. vocabulary) difficulty,
- 2) Suitability of content which text should be able to give good impression or interest to great number of students and not bore them,
- 3) Exploitability, means facilitation of learning. When a teacher exploits a text, s/he makes use of it to develop the students competence as readers.

It can be concluded that those criteria can not be the only one of the factors, interestingness is also the main point. An exciting text will carry the readers to read it more and more than a dull text that is not likely contribute to development of reading competence.

⁴¹ Nuriani Indah Budiarti, "The Readability Level of English Reading Texts for Grade VIII Students of SMP Negeri 1 Jetis Bantul in the Academic Year of 2014/2015," (Thesis, State University of Yogyakarta, 2014), 21.

c. Advantages of Textbook

There are many advantages in using textbook to teach English as Foreign Language (EFL) in the class, even if the textbook should be suitable to whole students. According to Hammer (2001), the advantages of the textbook are as follows:

- 1) Good textbooks contain lively and interesting material; they provide sensible progression of language items, clearly can show what has to be learnt and in some cases summarizing what has been studied.
- 2) Textbooks can be systematic about the amount of vocabulary presented to the students and allow them to study on their own outside the class.
- 3) Good textbooks relieve the teacher from the pressure of having to think of original material for every class.
- 4) There is a greater variety of published material for teaching and learning English than ever before.

d. English Textbook in Language Learning

In the textbook, the message could be seen in form of implicit and explicit. Based on Ellis' explanation that children are more likely to display high levels of implicit knowledge, whereas those who began as adults especially if they were reliant on instruction are more likely to

display high levels of explicit knowledge.⁴² It happened to junior high school who began to awareness of utterance meaning. Also, Piaget stated that student in age more than twelve began to imagine about something abstract. In addition, Ellis introduces how apply implicit and explicit technique in language learning. Those requirements are as follows;

1) **Implicit**

The requirement of implicit technique is knowledge accessible without awareness and focus on meaning rather than form. Therefore, when apply this technique in language learning, it should makes student figured out the situation and condition properly. In addition, Housen and Pierrard on Ellis stated that there are criteria of implicit in language learning.

Those criteria are as follows:

- a) Attract attention to target form
- b) Delivered spontaneously (e.g. in otherwise communication-oriented activity)
- c) Unobtrusive (minimal interruption of communication of meaning)
- d) Present target forms in context
- e) Makes no use of metalanguage
- f) Encourages free use of the target form.

⁴² Rod Ellis, et all, *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching*, (United Kingdom: Multilingual Matters, 2009), 3.

Furthermore, Piaget stated that implicit technique in language learning also made student imagine about the content itself.⁴³ It was proper for students in twelve years old or more. Therefore, students should select appropriate content in teaching material according their level of skills. So, applying this technique which connects to the learning topic, students knowledge and communicational intention will bring good effect. The example of the sentence such as in J.M. Barrie's Peter Pan Novel;

“All children, except one, grow up”

We aren't told explicitly “there once was a boy named Peter Pan, and he magically never grew older,” but we are prepared for that eventual knowledge by this implicit sentence. If something is implicit, it is not directly stated. The reader must understand implicit information and facts based on other clues in the text.

2) **Explicit**

The requirement of explicit technique in language learning is learner is consciously aware of, non-time pressured situation, and required focus form. When applying this technique, student consciously know the intention as well to the content of material. Besides, Housen and Pierrard on Ellis stated that there

⁴³ Jean Piaget, *The Psychology of Intelligence*, (Routledge Classics: New York, 2001), 161.

are criteria of explicit in language learning. Those criteria are as follows:

- a) Direct attention to target form
- b) Predetermined and planned (e.g. as the main focus and goal of teaching activity)
- c) Obtrusive (interruption of communicative meaning)
- d) Presents target forms in isolation
- e) Uses metalinguistic terminology (e.g. rule explanation)
- f) Involves controlled practice of target form

The criteria above has explained that explicit more exposed the content about situation and condition clearly. The example of explicit such as below;

“Dinar’s favorite cartoon movie was rated PG for kids friendly and fun content”

It talked about Dinar favorites comedy was safe for children The reader could know the intention and make the categorization, such as Spongebob, Power Rangers, and others.

Sometimes, problem in determining whether implicit and explicit knowledge stores are separate or linked rests in part, at least, on the problem of determining precisely how learners draw on their linguistic knowledge when performing different language tasks. They have to make the differences between the utterance of language in implicit and explicit form. The researcher conclude that implicit technique require

more cognitive skills thinking and not stated directly meanwhile explicit technique is made clear explanation and stated plainly. In this research, the researcher analyzing the data and culture values used Ellis implicit and explicit technique in language learning.

e. English Textbook Entitled “When English Rings A Bell”

One of English textbooks for eight grade junior high school which very exists is English textbook entitled “When English Rings a Bell”. This English textbook is published by the Ministry of Education and Culture of Indonesia of 2017 revised edition. The writers are Siti Wachidah, Ph.D., Asep Gunawan, S.Pd., Diyantari, M. App. Ling.. The reviewers are Dr. Rd. Safrina, M. A., Lestari Manggong, M.A., It has been edited by Drs. Singgih Prajoga, M.Pd, and illustrate by Priyo Trilaksono, S.Des.

This textbook is based on 2013 curriculum for junior high school. 2013 curriculum is designed to carry out 21-century learning model. This textbook is emphasized to build attitude, knowledge, and skill students in communication though active teaching and learning process. Nevertheless, this textbook will help students to achieve 4 main competences in 2013 curriculum. In this textbook, the student will find some information which very related to their daily activity. It's because this book is designed to improve language skill. The design is used text learning, those are written text and oral communication. Hence, the design is completed with some picture to

illustrate the situation of the dialogues to make the students easy to understand. There are some reasons to choose this English textbook for the research. First, this textbook is using 2013 curriculum for junior high school. Second, this textbook is aimed to build attitude, knowledge, and skill students in communication through active teaching. Third, in this textbook, the researcher can find many dialogues using cooperative principle. Fourth, this text book very exists in Indonesian school, whether in village, town or city. Fifth, this book is very cheap but has a good quality. The last this textbook was written by academician and all of them are lecturer in a famous university in Indonesia.



UIN

UNIVERSITAS ISLAM NEGERI

KH ACHMAD SIDDIQ
JEMBER

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Type of Research

The approach that used in this research was qualitative research approach. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perception, motivation, action, etc. holistically, and by means of descriptions in the form of words and language, in a particular natural context and by utilizing various natural method.⁴⁴

While the type of research that used was content analysis research. “Content analysis is used to make replicable and valid inferences by interpreting and coding textual material”.⁴⁴ Another writer said that “Content or document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the material”.⁴⁵ According to Ary “The materials which can be analyzed are textbooks, songs, essays, newspaper, novels, etc”.⁴⁶ Meanwhile, this research analyzed a textbook.

B. Source of Data

In this research, the researcher refers to English textbook for Junior High School. The title of this textbook is “When English Rings a Bell” for

⁴⁴ University of Georgia, “What is Content Analysis?”, [https:// www.terry. uga.edu/ management/ contentanalysis/research/](https://www.terry.uga.edu/management/contentanalysis/research/), Accessed on 07th March 2019

⁴⁵ Ary et.al, *Introduction to Research in Education*, 30.

⁴⁶ Jack R. Fraenkel, Noran E.Wallen and Helen H.Hyun, *How to Design and Evaluate Research in Education*, 8th ed, (New York : Graw-Hill Humanities/Social Sciences/Language,2011), 478.

SMP/MTs grade VIII. This English textbook was published by Ministry of Education and Culture in Year 2017. This textbook has two hundred of twenty six (226) pages. The data was collected from dialogues and images. There were nine kinds of culture values as the criteria such, social identity and groups, social interaction, belief and behavior, social political institution, socialization and life cycle, national history, national geography, national cultural heritage, and stereotypes and national identity. The researcher took all dialogues contain these nine values. In this research, the researcher took all of the dialogues which have the instruction “Observing and Asking”. The detail could be seen in the following table:

Table 3.1
Total Dialogues in The Textbook

No	Chapter	Total Dialogues	Page
1	Chapter I	33	4-17
2	Chapter II	9	20-28
3	Chapter IV	22	47-61
4	Chapter VIII	6	107-112
5	Chapter IX	3	120-121
6	Chapter X	5	142-144
7	Chapter XI	2	168-196
Total Dialogues in the Textbook			80

C. Technique of Data Collection

This research used document analysis to collect the data. Based on Donald Ary, document analysis could be written or text based artifact such textbook, novels, journals, meeting, etc or non written records such as photograp,

audiotapes, videotapes, image, etc.⁴⁷ This research applied document analysis because of the data were in form of document or written text from the textbook.

The textbook which was analyzed was English textbook in Eighth Grade Students of Junior High School Entitled “*When English Rings A Bell*”. There were some steps used by the researcher in collecting the data. The first step was collecting the data by buying the textbook. After that, the researcher read and reread the textbook repeatedly and carefully, finding the important details from each utterance in the dialogues. The next step was separating the culture values into nine criteria by Michael Byram’s theory. The last, the researcher focused on each utterance that was relevant to the research into analysis table. However, this textbook had thirteen chapters and only seven chapters were analyzed by the researcher. It’s because there were no dialogues in the other chapters.

D. Technique of Data Analysis

In this study, the researcher used content analysis based on theory of Donal Ary et.al, to analyze the data. There were some steps used, to analyze the data. Those would be explained below.⁴⁸

⁴⁷ Ary, et.al, *Introduction to Research in Education Eighth Edition*, 442.

⁴⁸ Ary, et.al, *Introduction to Research in Education Eighth Edition*, 482.

1. Familiarizing and Organizing

a. Familiarizing

First, the researcher must be immersed in the data. So, in order to make the researcher familiar with the data, the researcher read and reread all of image and text in the textbook.

b. Organizing

In this research, the researcher read the text in the dialogue in each chapter, in order to know how many dialogues that would be analyzed in each chapter and the researcher easy to analyze.

2. Coding and Reducing.

a. Coding

In this step, researcher read again all the data that have been organized. Then researcher gave the codes to every data that would be analyzed. They were categorized into nine cultural values such as social identity and groups, social interaction, belief and behavior, social political institution, socialization and life cycles, national history, national geography, national cultural heritage, stereotypes and national identity. Then the researcher also made the technique by differentiate them into implicit and explicit to the dialogue within. The example of data coding in the research as follow;

C1.P5.D1: Chapter (1). Page(5). Dialog(1)

b. Reducing

The researcher also gave an underline with different color to the sentences that indicate the culture values. The researcher started with taking the data apart and breaking them into a small piece. The researcher remarked the sentences that represented the kinds of nine cultural values, then the researcher concluded that sentences include into one of values and types of technique

1. Interpreting and Representing.

a. Interpreting

In this step, the researcher would restated the statement or sentence which implied cultural values also the technique of analysis that gotten from textbook.

b. Representing

Here, the researcher represented finding and the result of analysis by using descriptive explanation.

E. Validity of Data

This research used triangulation to test the validity of the data. “Triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research”⁴⁹. There were some types of triangulation, those are; Time Triangulation, Space Triangulation, Theoretical Triangulation, Investigator Triangulation, etc.

⁴⁹ Louis cohen, et al, *Research Methods In Education*, (New York: Routledge, 2007), 141.

While this research used investigator triangulation. The type of this triangulation is often used by the researcher who used library research. According to Silverman, investigator triangulation engages independently by more than one observer⁵⁰. The investigators of this research were, the researcher, and English lecturers that expert in linguistics studies. However, there were some steps done by researcher in validating the data. The first time, the researcher analyzed the data individually. Then, the researcher met and discussed with one of English lecturers to become validator of this research. In the next step, the researcher checked and compared all of the results. The last, took the minimum divergences data among researcher and validators to be valid data in this research.

⁵⁰ Cohen, et al, *Research Methods*, 142.

CHAPTER IV

THE RESULT OF ANALYSIS

A. Data Display

In this section, the researcher presented the data analysis of research focuses. Further, the data analysis would be presented based on research question as follow (1) What culture values are represented in The English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?, (2) How do the writers integrated the culture values in The English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School? Based on Byram’s theory, culture values in teaching and learning context were nine values. Those are: social identity and groups (groups by social, occupation, regional identity, ethnic and cultural minorities), social interactions (greeting at different level of formality based on verbal or non verbal, gender relationship), belief and behavior (routines activities, moral and belief as the identity groups), social and political institutions (characteristic of the state which embodied with routine life, law, order, government issues etc.), socialization and the life cycle (school, family, work and socialization of relationship between generations in life cycle), national history (periods or event and historical of nation), national geography (geographical factors within the national boundaries which are significant in members' perceptions of their country),national cultural heritage (cultural artefacts/items of nation form past to future as the known of nation)

and stereotypes and national identity (symbol of national identity, stereotypes and meanings of it). Then, the researcher analyzed the data as follow:

1. Social Identity and Social Groups

The first criteria is social identity and groups, the researcher found thirty two (32) times the values of social identity and groups represented in the dialogues of English textbook. The indicator of this value was groups formed and showed identity as they formed such as stratification and occupation. It could be seen in the data below:

The data below happened between teacher and student. They were in classroom. . The dialogue was delivered point that they were in school area. The condition actually happened when the student were busy with their own activities and doesn't mind the situation at all. So, the teacher wanted to make them more discipline by calling them by saying “*Everybody, may I have your attention?*” Meanwhile the student answered “*Yes Ma'am*” together.

(Data: C1.P4.D1)

Teacher : **Everybody, may I have your attention, please?**

Students : Yes, Ma'am

The dialogue itself obeyed the values of social identity and groups. It could be seen when the dialogue in the book written Teacher as the title or speaker and then student as the other speakers. In this occasion, the identity of teacher and student showed they were in a school area either it was formal, non formal or informal school. The purpose of the dialogue was giving attention to the others by the teacher spoken word. The student

should be more focus the class in order to make the teaching and learning running well. In addition, the dialogue also showed the message implicitly. The intention of the teacher was making them silent and focus to the teaching and learning. The information was informative enough.

(Data: C1.P4.D2)

Teacher : From now on we will use English in our English class.
 OK? We will use English in our English class. Siti, what did I say?
 Siti : **We will use English in our English class.**

The dialogues delivered between student and teachers. The teacher was making an engagement to the student about speaking English in the classroom. While speaking those sentences to the students, the teacher was repeating and asking the statement to Siti who was there. The teacher confirmed by saying sentences “*From now on we will use English in our English class. OK?*” it was the engagement and offering to the student then “*We will use English in our English class. Siti, what did I say?*” teacher repeating his question to make sure all the student especially Siti could know the information well. Therefore, Siti answered the question by answered and repeating constantly saying “*We will use English in our English class*”.

However, the dialogues interpreted the values of social identity and groups. It all showed by the identity called Teacher and Student in the text. Also, the statement of teacher by saying “*From now on we will use English in our English class*”, clearly add the school environment. The identity formed when they called someone by their environment.

Besides, the dialogue purpose was telling the student about the engagement to speak English in the class and make sure all of heard it as well as by asking Siti as the sample. The dialogue also sent the message explicitly. Both of them got information and very detailed to each other.

(Data: C1.P6.D7)

Teacher : Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?

Dayu : **I'm so sorry, Ma'am. Yes, I am.**

The data above happened in classroom by teacher and Dayu as the student. The situation was Teacher warned Dayu as the student to focus on the learning activities. Not only that, he was make sure Dayu to repeated the sentence that he mentioned before. Of course as the student, Dayu asking for forgiveness directly to teacher then answered the question well.

The teacher was come to the Dayu desk and saying "**Hey Dayu, stop doing that, please. What do you think?**" that was advice the she saying "*Are you ready to use English in the English class?*" as the question to the Dayu. Then, Dayu aware for her mistakes and answered the question by saying "**I'm so sorry, Ma'am. Yes, I am.**"

However, the dialogue was obeyed the values of social identity and group. It was seen by the identity called teacher and student. The sentence directly written the first speaker is Teacher. Moreover, the sentence "*...English Class?*" also can be seen as the background of the conversation. Then Dayu as the teacher answered by the sentence "*I'm so sorry, Ma'am*" as the claim that she was teacher and Dayu position as

student. The dialogue was the teacher warned Dayu to stay focus and calm to the learning process while Dayu can took that case as her advice to be better when in the classroom. The message was delivered explicitly. It shown that both of them knew the utterance when they spoke to each other.

(Data: C1.P6.D8)

Teacher : Edo, say it again, loudly.

Edo : **Yes, we are ready. We will use English in the English class.**

The dialogue above was happened in the classroom. It was delivered by student and teacher. Edo here as the student was being asked by the teacher. He responded the instruction by the teacher directly. The teacher was in front of Edo's desk and ask "*Edo, say it again, loudly.*" . Meanwhile Edo just repeated the sentence that teacher said before by saying "*Yes we are ready. We will use English in the English class*" . Moreover, the answer was simply correct.

Therefore, the dialogue was showed value social identity and groups in the school. It was formed through the identity of the teacher and sentence of "*...English Class.*" delivered in the dialogue. The teacher was tested Edo's concentration to the teaching and learning process in classroom. The dialogue has purposes to checking out the attention of students in classroom. Also the dialogue had delivered the message explicitly. It was shown that the message to use English very clearly. So, Edo could spoke the same thing with the teacher.

(Data: C1.P7.D9)

Student :Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?

Teacher : **Attention is / Perhatian/**

The data above happened in the classroom. It was delivered by a student and her teacher. The situation of this dialogue was that she did not know what the word "Perhatian" in English is. Therefore, she decided to ask her teacher. It's because she believed that her teacher knew it very well. Moreover, as she knew that her teacher was an English teacher. Of course, her teacher would know about it better than hers. She came to her teacher's desk and she said "*Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?*" Meanwhile, her teacher's answer was "**Attention is / Perhatian/**". Her teacher answer's was right. She answered it correctly

The data was obeyed the culture values of social identity and groups. It was shown through it, the indicator was the titled as Teacher and student as group of school. Those interaction made another language or English as Foreign Language during the teaching and learning process. She believed that her teacher would give the true and not false information. In the fact, her teacher answered it correctly and her answer did not do that for which her lack adequate evidence. Her answer was correct and true as what she had already learned. So, basically it was common to student ask about something they didn't know yet to the teacher. The message was sent explicitly. It because the information was informative enough and clearly for both each other.

(Data: C1.P7.D10)

Student : **Sir, may I wash my hands?**

Teacher : Sure.

The data above happened in the classroom. This dialogue was delivered by student and teacher. The situation of this dialogue was in the middle of teaching and learning process. The student came to the teacher and asked for permission to go to the bathroom because his hand was dirty by saying “*Sir, may I wash my hands?*” Meanwhile, the teacher answered “*Sure*”. It was very simple and related with the student’s need.

The dialogue was delivered social identity and groups as the culture values. Because it was formed by the student and teacher in school area. Student showing is gratitude by asking permission to his teacher first. Then his teacher admit it and continued the learning process with the other student. So, the answer by the teacher was not made any information through the conversation. Basically the message was delivered explicitly, because of the teacher simply answered the permission from his student to go somewhere.

(Data: C1.P10.D3)

Teacher : Udin, what do you think of your classroom?

Lina : **It’s very dirty, Ma’am. Some people don’t care.**

The data above happened in the classroom. It happened when the teacher was in classroom with the student during the learning process. Udin was there before the class ended, so the teacher asked his opinion about the condition of the classroom. Then, he answered about the situation honestly. The teacher asked his opinion by “*Udin, what do you*

think about the classroom?”. Udin directly answered it saying *“It’s very dirty, Ma’am. Some people don’t care”*, those showing his opinion through the situation.

Moreover, the dialogue was showed the values of social identity and groups and formed in the school. It because the direct sentence from the dialogue was the teacher asked the student about the condition of classroom. As we known that classroom only happened in the school area. So, basically they were in the school through the end of school-day. The purpose of the text was the teacher asking for opinion on her student about the condition around the classroom. The teacher also wanted to remembered the student implicitly by asking about Udin’s opinion to cleaning the room. So, the teacher intention was told Udin to clean the classroom by himself. Those dialogue was contain the information about the classroom condition factually.

(Data: C4.P53.D2)

X : Beni, have a seat. Go back to your group.

Y :**Sorry, Ma’am. Please excuse me. I will return this dictionary to the library.**

The dialogue above was about X and Y. X could be addresses as the teacher and Y as the students. As we known it happened in classroom. X asking someone called Beni to do something. Then Y asking for apologize while obeyed the instruction giving by X. As we know X as the Teacher normally asked one of student called Beni in statement *“Beni, have a seat. Go back to your group”*, he has to back in his original group as he should because of he was standing alone . However, knowing the lack of his

behavior, the student genuinely asking for forgiveness and saying some word to made his goals happened by saying “*Sorry, Ma’am. Please excuse me. I will return this dictionary to the library*”. Yes, he has some books to be returned immediately.

Social identity and social groups was the values delivered explicitly through the dialogue. Although X and Y has no proper name on the dialogue, the conversation and content they talked about was happened in the classroom occasionally. X as the teacher told her students or we called Beni to sit again, surprisingly he wanted to return dictionary to the library. Those one also included interpersonal dialogue because of the student and teacher made the relationship as usual.

(Data: C4.P58.D3)

X : That’s wrong, Siti.

Y : **Sorry, Ma’am. May I ask my group to help me to do it?**

The conversation was happened between X and Y. As from the dialogue above the dialogue was happened in the classroom. X could be addressed as the role of teacher, while Y addressed as the role of student.

X wanted to reminded Y’s action by saying the sentence. Then, Y responded those sentence that had been said in form of asking for forgiveness. Y’s also made permission to asked her friends about something she didn’t know before. Y’s showed her gratitude to her teacher perfectly. As the teacher, X’s said “*That’s wrong, Siti.*”. Y’s identity as the Siti responded by aware of her mistake then saying “*Sorry, Ma’am. May I ask my group to help me to do it?*”.

Moreover, those data was presented the values of social identity and groups. Although the identity of the speakers was unknown before, the passages contained the word of “*Ma’am*” and “*my group*”. The fact that it was delivered implicitly. Because of the student wanted to asking for help from her friends in that class. She obviously didn’t listened to her teacher explanation, she wanted to cover up those things by asking her friend. Also, the utterance of the teacher wasn’t completely delivered and understood by Siti

2. Social Interaction

The second is social interaction the researcher found seventy six (76) times the values of social interaction represented in the dialogues of English textbook. The indicator of this value was conventions of verbal and non-verbal behavior in social interaction at differing levels of familiarity, as outsider and insider within social groups;. It could be seen in the data below:

(Data: C1.P4.D1)

Teacher : Everybody, may I have your attention, please?

Students : **Yes, Ma’am**

The data was about teacher who asked for her student’s attention. This dialogue was delivered by teacher and students in the class room. The students were very busy with their activities and the teacher tried to ask for student attention by saying “*Everybody, may I have your attention, please?*” Meanwhile, the students answered “*Yes, Ma’am*”. Students

answer was relevant with the teacher's question. The students showed that they understood what they had to do from the teacher question.

However the culture values represented in the dialogue was social interaction. The verbal interaction through conversation has made them during the learning process. It could be seen from the teacher utterance from started the conversation first though. She remembered the student to followed her sentence by silent and giving attention to it attentively. The dialogue was also delivered the dialogue implicitly. Beside, the teacher wanted attention which mean she told the student to silent and watching her intensively. Moreover attention was verb that has any action. The utterance of the teacher wasn't completely clear and has action to do. Therefore, they could create a good conversation and understanding each other because they spoke truly which was not lack of proof and they believed it was not false.

(Data: C1.P4.D2)

Teacher : From now on we will use English in our English class.
OK?We will use English in our English class. Siti, what did I say?

Siti : **We will use English in our English class.**

The dialogues was delivered between student and teachers. The teacher was making an engagement to the student about speaking English in the classroom. While speaking those sentences to the students, the teacher was repeating and asking the statement to Siti who was there. The teacher confirmed by saying sentences "*From now on we will use English in our English class. OK?*" it was the engagement and offering to the

student then “*We will use English in our English class. Siti, what did I say?*” teacher repeating his question to make sure all the student especially Siti could know the information well. Therefore, Siti answered the question by answered and repeating constantly saying “*We will use English in our English class*”.

Therefore, the dialogue above also obeyed the culture values of social interaction. It could be seen when the teacher ordered the student to obeyed the instruction had been said by her, and then the student in class responded it well. Beside that, to make sure the teacher asked one of student called Siti then instructed her to repeated the sentence she had been said. It was not more and not less Siti answered perfectly. The conversation was categorized as explicitly, it was the utterance has been clearly delivered.

(Data: C1. P6. D8)

Teacher : Edo, say it again, loudly.

Edo : **Yes, we are ready. We will use English in the English class.**

The dialogue above was happened in the classroom. It was delivered by student and teacher. Edo here as the student was being asked by the teacher. He responded the instruction by the teacher directly. The teacher was in front of Edo’s desk and ask “*Edo, say it again, loudly.*” . Meanwhile Edo just repeated the sentence that teacher said before by saying “*Yes we are ready. We will use English in the English class*” . Moreover, the answer was simply correct.

Therefore, the dialogue above also obeyed the values social interaction. Those interaction was formed as verbal interaction happened between student and teacher in school area. Moreover, the text was delivered explicitly. The teacher was remembered Edo to repeated what his friend had been said before. Edo as the student spontaneously answered it by repeated the sentence in same way as before. The interaction between them was completely being clearly to each other. Messages that teacher wanted to expressed had been being delivered and Edo. In the other side, Edo also could known the answer perfectly.

(Data: C1.P7. D9)

Student : **Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?**
 Teacher : Attention is / Perhatian/

The data above happened in the classroom. It was delivered by a student and her teacher. The situation of this dialogue was that she did not know what the word "Perhatian" in English is. Therefore, she decided to ask her teacher. It's because she believed that her teacher knew it very well. Moreover, as she knew that her teacher was an English teacher. Of course, her teacher would know about it better than hers. She came to her teacher's desk and she said "*Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?*" Meanwhile, her teacher's answer was "**Attention is / Perhatian/**". Her teacher answer's was relevant with the student question.

The dialogue obeyed the social interaction as the culture values. It could be seen when they were showed the verbal interaction at different level of formality. They were in school so they used to called each other in

formal title as student and teacher. It could be seen when the student asked for the teacher opinion and the teacher's answers relevant with the topic that they were talking about. However, their contribution in this dialogue was relevant. In addition, from this dialogue, we could have known how teacher focused and understood with the student question. The teacher answer's was very simple and related to what students want. She basically just answer the question and exchange specific information about the definition of "Attention in Indonesia".

(Data: C1.P7.D11)

Edo : Hey guys. Are you coming with me?

Student : **Sure. Lets go**

The data was dialogue text between student and student. It happened in the classroom. They were a classmate as the conversation above. In this case, after having a class then come to the break time, the students usually go out to having their time outside the class. So, Edo basically just invited his friend to go out with the sentence "*Hey guys. Are you coming with me?*". Then one of student there welcoming his invitation by responded "*Sure. Lets go*".

Moreover, the data was implied culture values of social interaction. It was showed the verbal interaction in any level of formality. Especially it was happened between students, they had casual conversation rather than formal. It also giving the vibes of children of their age. The conversation also delivered implicit meaning. Edo made invitation without giving the specific area to his friend. He just wanted to implied that he want to go

somewhere. He doesn't make the informative as the goals of the conversation about.

(Data: C1.P9.D1)

Student : Udin, do you think Edo is angry with me?

Udin : **I don't think so. Look, he's smiling.**

This dialogue was delivered by Lina and Udin. The situation of the dialogue was that Lina tried to ask for Udin's opinion about Edo. She thought that Edo was angry on her. On other hand, she was afraid of going wrong in giving judgment. Hence, to avoid misunderstanding in communication, she said "*Udin, do you think Edo is angry with me?*" Meanwhile, Udin answered "*I don't think so. Look, he's smiling.*" His answer showed that Edo was not angry with Lina. He gave opinion based on Lina's need.

However the dialogue was obeyed the culture values of social interaction. It can be seen when they had been doing verbal interaction such as dialogue. The conversation made by having casual topic between friends. Beside, Lina was expressing asking for opinion about herself to Udin. It made them more having the real friendship relation. The messages in the dialogue was delivered explicitly because in term Lina and Udin exchanged the information to the content clear enough. Udin answered Lina question based on her curiosity and clear explanation.

(Data: C1.P10.D5)

Teacher : Thank you, Lina. Your story is very interesting. I like it.

Lina : **Thank you, Ma'am.**

Based on the dialogue above, it was happened in the classroom. The character of Teacher and Lina was positioned in school background. Teacher could be the formal identity of man or woman who teach the student in school. The situation on the dialogue was a student telling her story in front of the class during learning process. All of her fiends and the teacher listening to her story well. After she shad been finishing telling it, the teacher given the feedback by appreciated the story was beautiful and well interpreted. Then, the teacher would say ” *Thank you, Lina. Your story is very interesting. I like it.*”. After those, the student or Lina was responding by replied “***Thank you, Ma’am***”. Those expression was showed her gratitude toward her to the teacher.

Therefore, the data was obeyed the culture values of social interaction. There was verbal interaction in different levels of formality, such as school. They were act as the teacher and student, so they were use formal sentence in order to respect each other. They were in a school so, the formal identity as the teacher and student was shown based on the dialogue. They were in the middle of the class, so basically Lina was in front of class telling the audience about her story. Then, the teacher and student were there listened to them. After the story coming to end, the teacher giving her response by expressing her gratitude by praising Lina’s story. It showed the response of rewarding the student as the teacher, in order student feel more pleased. The dialogue was showed the message

explicitly, the purpose of the dialogue message was the teacher wanted to praise Lina's story good in other way.

(Data: C1.P11.D7)

Edo : Beni, what do you think of this picture?

Beni : **I think it doesn't look natural.**

The data was happened in the school. Those happened between two friends, they were Beni and Edo. It was happened during the classroom. They were having a break time after the classes. So, they starting to explore everything around them. Accidentally there was a picture of view hanging on the wall. Edo started asked about his friend, Beni about his opinion by asking "*Beni, what do you think of this picture?*". Beni as a friend of him who was aside him directly answered by giving his opinion that he though it was good enough, the exact replied was "***I think it doesn't look natural***".

Moreover, those data was obeyed the cultural values of social interaction. Those was interpreted toward the verbal interaction between Edo and Beni who had friendship relation. The message of dialogue delivered explicitly. Beni mean that the picture doesn't look that good in polite way. The way the conversation as informative as the Edo's wanted. Beni answered the question by giving his opinion well explained. So, they could change their opinion.

(Data: C2.P27.D2)

X : Dayu, you pass by Udin's house, don't you? Will you give this note to him, please?

Y : **Of course. I will**

The data above was happened in the classroom. X and Y was a students in a school. They were standing each other. This happened because of they were a friend. X' stopping Y to have conversation then Y obeyed X's ordered. X asked for Y's help by saying " Dayu, you pass by Udin's house, don't you? Will you give this note to him, please?". Then, Y's willing to helped X by saying "*Of course, I will.*"

The data was obeyed the culture values of social interaction. Thos was verbal interaction between each other. X and Y basically having casual conversation. X asking for help to Y. Usually between firmends, its normal to asking for help or order someone to help him/her. The dialogue was delivered explicitly. It was happened because X giving Y's clearly instruction by brought the note to Udin in his house. Then Y answered by agreed to those instruction.

3. Belief and Behavior

The third culture values was belief and behavior, the researcher found forty eight (48) times values of belief and behavior values being represented on this English Textbook. The indicator of the values are routine activities, moral and belief as the identity groups. It all can be seen on this data below:

(Data: C1.P4.D1)

Teacher : **Everybody, may I have your attention, please?**

Students : Yes, Ma'am

The data was about teacher who asked for her student's attention.

This dialogue was delivered by teacher and students in the class room. The

students were very busy with their activities and the teacher tried to ask for student attention by saying “*Everybody, may I have your attention, please?*” Meanwhile, the students answered “*Yes, Ma’am*”.

Those data obeyed the culture values of belief and behavior. Those showed the routine activities, moral and belief as the identity groups. As we known, teacher and student was the formal identity of two people based on their position. Teacher as the people who teach people or giving knowledge to the student. While student was someone who wanted to study or looking for knowledge. All those identity happened in the school either in other places. They portrayed the message implicitly, because of the sentence of the teacher. She spoke something for gathered their focused. In the middle of class, student should giving attention of their focused to the teacher and object of study. It was different in this case, the teacher warned also ordered them to stayed focus by delivered those sentence. In order to respect the teacher, the student responded by saying yes. The information was informative enough to both of them.

(Data: C1.P15.D8)

X : Your handwriting is clear and beautiful, Edo

Y : **Thanks**

The data was dialogue between friends. They were in school as a student. X and Y basically knowing each other. During the class, they were having conversation. X and Y had written something on their book. After the activities was done, X giving appreciate to the Y’s handwriting

result. X's said "*Your handwriting is clear and beautiful, Edo*". Then, he answered "*Thanks*".

Those data obeyed the culture values of belief and behavior. The condition describe that was routine activities, moral and belief as the identity groups. X praising his friend handwriting as the value. In Indonesia, usually if we founded something fascinating and interesting they would expressing their feeling toward someone else. Those show your gratitude and politeness as the boundaries in relationship. Those dialogue delivered explicitly. It was the content which informative as the purposive.

(Data: C4.P58.D4)

Teacher : What are you doing there, Edo?

Edo : **May I open the window, Mam?**

The dialogue above happened in the classroom. The identity of Teacher and Edo explained the dialogue well. It was happened when they were in the middle of teaching and learning process. The teacher was explained something to the student. Obviously there's student who stood up in the middle of class. Teacher asked him what was his purpose, then his answered the question relevantly. The teacher begin the question by saying "*What are you doing there, Edo?*". Then Edo answered the question by stating his intention "**May I open the window, Mam? May I open the window, Mam?**".

Those data obeyed the culture values of belief and behavior. are routine activities, moral and belief as the identity groups. Politeness was

the values in those case. Those was captured by Edo obviously stood up to somewhere. The teacher knowing the fact that he distracted the classroom while on learning process, asked him what he had been act in this case. Then, he answered casually by saying he wanted to open the window. Actually, the student should say sorry first. He didn't cautious enough and couldn't seek the condition of the class. When in the class, if you want to do something during class, the student usually asking for permission from the teacher first. If the teacher mind, they will permit the student's business. It was basic norm of respect older people than us. Basically, in this case the information was informative enough.

(Data: C4.P61.D1)

Lina : Can I use your pen?

Dayu : **Sure. Take the green one.**

The dialogue happened in the classroom. Lina and Dayu were a friends in the school. They were in the middle of the teaching and learning process. Those happened when they were writing, then Lina started the conversation by asking for something to Dayu, she responded Lina by giving things that she wanted. Lina started the conversation saying "*Can I use your pen?*" as expression for asking something. Dayu answered by giving permission while saying "*Yes, sure.*"

Those dialogue obeyed the culture values of belief and behavior. It could be seen when Lina asked Dayu to lend his pen to her, and Dayu answered as what she want and the result. It was implicated the values of moral or belief as the social identity. Dayu was already know what she

intended to responded by lending his pen for Lina. Those message delivered the message implicitly. It was because Dayu not responding the order clearly, she could borrow the pen which had green color. She means that she couldn't use the pen which she used. Therefore, they could create a good conversation and understanding each other because they spoke truly which was not lack of proof and they believed it was not false

(Data: C4.P61.D2)

Udin : Is this seat taken? Can I sit here?

Edo : **No. One leg is loose. Please take the one over there.**

As the data above was in the school. Those happened in the classroom. They were a classmate. Edo was sit in the chair, while Udin was stood up. So, Udin came from outside to the classroom, because he seen Edo there, he had to greeting him. Udin asked about the chair beside him because he wanted to sit along with Edo. He answered it by saying there's broken chair beside him, he should take another one. Udin asked by saying "*Is this seat taken? Can I sit here?*", then Edo answered the condition of the chair by answered "***No. One leg is loose. Please take the one over there***"

The data obeyed the culture values of belief and behavior. It was showed daily routines and moral belief as the identity of groups. Udi and Edo were classmate, they were categories as friends They used casually conversation as the daily routines. Also, the dialogue was delivered implicitly. It can be seen by the statement by Udin asked if he could sat beside Edo. Then, Edo answered it by satiating there's one chair but

broken one, he should change the chair with another one which had good condition. The informative was informative enough, because stated the information detailed, but lack of content transparent.

(Data: C9.P120.D2)

X : Are Dini and Dani really twins? They don't look like twins.

Y : **Yes, they are twins. But you are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner.**

Those data happened in the school area. X and Y ere a friends. Before coming to the class, children usually waiting or having a conversation in the school while waiting the class started. X started the dialogue by asked his opinion about someone else to Y. Those was two people who look a like or we called as twins. As the friends, Y responding by saying his/her opinion briefly. He answered about the characteristic between them either. X started the topic by stated "*Are Dini and Dani really twins? They don't look like twins*". Then he answered the question by saying his opinion really detailed such "***Yes, they are twins. But you are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner.***"

Those dialogue obeyed the culture values of social belief and behavior. Those was delivered the daily routines and moral belief as the identity of groups. The sentence intention was make differences or giving comparison for something. As they were in school, they started talked about something interesting before entered the class. X started by asking her opinion about someone who looks identical same or twins. Usually,

when someone addressed as twins, they always stick together as they were. So, basically there were Dini and Dani but different gender, or boy and girl. They were passing in front of X and Y. So, Dani and Dini saw them and started wonder about their real identity, by those event, they were identified and giving comparison about twins. The dialogue send the message explicitly, because Y's giving the information briefly.

(Data: C9.P121.D2)

X : I think a mountain and a hill are just the same. Right?

Y : **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**

Those data happened in the school. So, they were in the middle in the teaching and learning process, the student were making comparison about something. They also were asking someone's opinion. They use picture as the illustrator of the things. X started the opinion asking differences about hill and mountain. Then Y as the partner made the differences detailed. As the X saying "*I think a mountain and a hill are just the same. Right?*". Then Y giving answered by saying "***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.***"

As the data obeyed the culture values of belief and behavior. It showed the indicator daily routine or moral belief as the social identity of groups. X was asked Y's opinion in order to know the differences also making a comparison between them. Those message interpreted implicitly.

It was shown because the actual message that Y had been said mountain higher than hill and giving direction of the hill briefly.

4. Social Political Institution

The fourth culture values is social political institution, there is zero (0) cultural values of social political institution interpreted in the English Textbook. The indicator of the values are characteristic of the state which embodied with routine life, law, order, government issues etc.

5. Socialization and The Life Cycle

The fifth culture values is socialization and the life cycle, there is thirty one (31) culture values of socialization and the life cycle interpreted in the English Textbook. The indicator of the values are . school, family, life cycle, age and relationship between generation. The data could be seen on the passage below:

(Data: C1.P4.D1)

Teacher : Everybody, may I have your attention, please?
Students : **Yes, Ma'am.**

The data was about teacher who asked for her student's attention.

This dialogue was delivered by teacher and students in the class room. The students were very busy with their activities and the teacher tried to ask for student attention by saying "*Everybody, may I have your attention, please?*" Meanwhile, the students answered "*Yes, Ma'am*".

However, the dialogue also obeyed the culture values of socialization and life cycle. It shown that those dialogue show the daily routines of school environment. Besides, the data also showed the age

relationship between teacher and student. They were create an atmosphere of respect and loved each other well in delivering heir speech. It also showed implicitly by asked the student condition in polite way, so the students did either.

(Data: C1.P6.D7)

Teacher : Hey Dayu, stop doing that, please. What do you think?
Are you ready to use English in the English class?

Dayu : **I'm so sorry, Ma'am. Yes, I am.**

The data above happened in classroom by teacher and Dayu as the student. The situation was Teacher warned Dayu as the student to focus on the learning activities. Not only that, he was make sure Dayu to repeated the sentence that he mentioned before. Of course as the student, Dayu asking for forgiveness directly to teacher then answered the question well. The teacher was come to the Dayu desk and saying "**Hey Dayu, stop doing that, please. What do you think?**" that was advice the she saying "Are you ready to use English in the English class?" as the question to the Dayu. Then, Dayu aware for her mistakes and answered the question by saying "**I'm so sorry, Ma'am. Yes, I am.**"

Those data was obeyed the culture values of socialization and life cycle. The representation of school by the identity of Ma'am could be categorized of school area. Basically in the middle of teaching and learning process, the students should focus and giving attention to the teacher who teach us. In this case, the messages delivered explicitly, because of she didn't realize and focus to the class. In order to made her more cautious and focus to the class, the teacher shouting her name and

giving her suggestion to calm and listening to the material well. Those action happened sometimes, so the student shouldn't did that. However, though Dayu did something wrong, she asked for apologize for what she had been done before.

(Data: C1.P14.D5)

Teacher : Do you understand my question?

Udin : **No, Ma'am. Sorry. Say that again, please.**

The dialogue happened in the classroom. In classroom usually there are student and teacher as the member of school identity. During teaching and learning process, teacher had job to giving knowledge and guide the students in any object of study. The teacher was explained to the student, suddenly something distracted her focus, she asked one of the students to tested them. So, the teacher begin to asked someone by "*Do you understand my question?*". Then the student answered her because he wasn't sure about her question by saying "*No, Ma'am. Sorry. Say that again, please.*"

The data was obeyed the culture values socialization and life cycle.

It was showed education as the routine of socialization. It could be seen when the teacher asked for the student opinion. The teacher made the contribution as informative as how it was required for current purposes. In addition, the purpose of the dialogue above, the teacher wanted to know how far student knowledge and attention. Meanwhile, the student called Edo loose his focus and asked again what she had been said before. It also showed the purpose explicitly. It was because he loose his focus, he

wanted to know the question again by answered what was the question before. The information was informative and clear enough. Both of them were showing their intention clearly.

(Data: C2.P28.D5)

X : Edo, will you do this for me, please? I'll make the table

Y : **Yes, Mum. I will**

The dialogue was happened in the house. It was in the dining table. Usually in the home, family eating together in the dining room. X and Y basically having relationship of family boundaries. X could be addressed as the Mother, meanwhile Y as the children. X ordered Y to did something while the mother wanted to clean up the table in the dining room. Y as the member of family agreed to those order. X stated the order by saying "Edo, will you do this for me, please? I'll make the table." Then, Y agreed those order by replied " Yes, Mum I will"

Those data was obeyed the culture values of socialization and the life cycle. It was shown the family routine as the socialization of the daily routines. Also, the age gap relationship between families such as mother and children. The purpose of the dialogue was informative enough. They showed the norm of the families. Moreover, the message was delivered implicitly. The message of the sentences of the X was she asking for helping to the Y as her children to do something. Actually she intended to instructed her children because she would do something else. So, as the good children of the family Edo willing to do it.

(Data: C4.P58.D1)

Teacher : Hey Udin. What are you doing there?

Udin : **May I wash my hands, Ma'am?**

The dialogue above happened in the classroom. They were in the middle of teaching and learning process. Teacher were in her role to explain student about the material. While explaining her material, the student were in their desk. Suddenly, there's student stood up. The teacher asked him by shouted his name talked "*Hey Udin. What are you doing there?*". As the student, he answered "***May I wash my hands, Ma'am?***" as his intention.

The data was obeyed the culture values of socialization and life cycle. It showed the school's area as the identity. Those was showed between the teacher and student identity in this dialogue. Also, these interaction could be as age relationship. The role of teacher was giving explanation and monitoring the student in learning process. Trough the activities, student could manage their studies while listening to the teacher or practice their skill. The message was delivered explicitly. The student and teacher spoke their utterance very detailed and clear enough. Actually, student should permit first if they would do something during the class. So, Edo as the student was set good behavior as the student there. The information was informative enough.

(Data: C10.P143.D1)

X : What are you carrying?

Y : **They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I'm going to give them to Ucok, my younger cousin.**

The data was happened between X and Y. They were a friend. X saw Y bring something suspicious and heavy through his plastic bag. They passing each other, then X started to having conversation with Y. X questioned Y about his business, why would he brought so many belonging in his plastic bags. As his friend, Y answered by told him it was his collection of toys and he had to given it to his cousin named Ucok. X stated his greeting by questioning Y “What are you carrying?”, then Y answered by telling him, **“They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I’m going to give them to Ucok, my younger cousin.”**

The data was obeyed the culture values of socialization and life cycle. It was shown through the dialogue, they were in school. Then Y’s brought the conversation about his cousin named Ucok. The message could be delivered implicitly. However, in the dialogue X was asked Y about his belonging, because he saw it very full. It shown that he had been very aware of his friends and sensitive person. Y who had given the question by X answered the question very detail. The I formation was informative enough, so they could knew the utterance each other.

6. National History

The sixth cultural values is national history, there is one (1) cultural values of national history interpreted in the English Textbook. The indicator of the values are periods or event and historical of nation. It could be seen in the data below:

(Data: C10.P144.D4)

- X : You know I usually come on time to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.
- Y : **Yes, I do**

The data was happened in the school. X and Y were a friends. X was wondering in the front of the school gate. They were arrived late to school in the Monday. Actually, as the student they would following flag ceremony as usual. But, there was some problem happened with those two students. X happened to got flat attire I her bicycle. Meanwhile Y was already late by walking at school. X suddenly meet Y and told her by saying” *You know I usually come on time to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.*” Then Y answered by saying “ *Yes I do* ”

The data was obeyed the culture values of national history. It could be seen by the indicator was periods or event and historical of nation. As we known, flag ceremony has been part of our habit since the proclamation of Indonesia as the independent country. In school, it was routine in every Monday to held flag ceremonies. Moreover, all of members in school should did it, there was no exception. Because they were late to followed the flag’s ceremonies, they should waited in fornt of school gate. The message was delivered implicitly. The information was informative enough, but the message was they was late because of some accident so they couldn’t arrived in the school on time.

7. National Geography

The seventh culture values is national geography, there is zero (0) cultural values of social political institution interpreted in the English Textbook. The indicator of the values are geographical factors with national boundaries as intercultural communication.

8. National Cultural Heritage

The eighth culture values is national cultural heritage there are one (one) cultural values of natural cultural heritage in the English Textbook. The indicator of the values are cultural artefacts/items of nation form past to future as the known of nation.

(Data: C8.P108.D2)

X : What are they doing?

Y : **They play congklak.**

The data was happened in the school. X and Y were a friend. They obviously saw group of students playing something fascinating. X started to wondering why it make them happy, then he asked Y about what game it was. Y answered by saying it was congklak. X asking to Y saying “*What are they doing*”. Then Y replied by saying “*They play congklak.*”

The data obeyed the culture values of national cultural heritage. The indicator was cultural artefacts or items of nation form past to future as the known of nation. As we know, congklak has been part of Indonesia’s game back then. Usually, children in their school or home playing it. They were usually played it in such group. So it could be identified as the national cultural heritage. Also, the message was sent explicitly. They were talking very transparent and detailed. It was shown they were understand their utterance.

9. Stereotypes and National Identity

The ninth culture values is stereotypes and national identity there is 0 (zero) culture values of stereotypes and national interpreted in the English Textbook. The indicator of the values are symbol of national identity, stereotypes and meanings of it.

After doing data analysis, researcher provided the summary of finding. The summary of finding for all of focuses could be detailed in the following table:



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JEMBER

Table 4.1
Finding Table of Data Analysis

No	Research Focus	Chapter	Title of Chapter	Types of Cultural Values									Types of Dialogues		Page
				Social identity and groups	Social interactions	Belief and behavior	Social Political Institution	Socialization and the life	National History	National Geography	National Cultural Heritage	Stereotypes and National Identity	Implicit	Explicit	
1	What culture values are represented in the English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?	I	It’s English Time	19	29	24	-	17	-	-	-	-	-	-	4-17
		II	We Can Do It, and We will Do it	3	9	5	-	2	-	-	-	-	-	-	20-28
		IV	Come to My Birth Day, Please!	4	22	14	-	6	-	-	-	-	-	-	41-61
		VIII	What are you Doing?	2	6	-	-	-	-	-	1	-	-	-	107-112
		IX	Bigger is not always	-	2	3	-	-	-	-	-	-	-	-	120-121

			Better												
		X	When I was Child	1	5	1	-	1	1	-	-	-	-	-	142-144
		XI	Yes, We Made It!	-	2		-	2	-	-	-	-	-	-	168-196
Total				29	76	47	-	28	1	-	1	-	-	-	182
2	How do the writers integrate culture values in the English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School?	I	It’s English Time	-	-	-	-	-	-	-	-	-	19	15	4-17
		II	We Can Do It, and We will Do it	-	-	-	-	-	-	-	-	-	5	4	20-28
		IV	Come to My Birth Day, Please!	-	-	-	-	-	-	-	-	-	14	8	41-61
		VIII	What are you Doing?	-	-	-	-	-	-	-	-	-	1	5	107-112
		IX	Bigger is not always Better	-	-	-	-	-	-	-	-	-	2	1	120-121
		X	When I was Child	-	-	-	-	-	-	-	-	-	4	1	142-144
		XI	Yes, We Made It!	-	-	-	-	-	-	-	-	-	1	1	168-196
Total												45	35	80	

Based on the data above, all of types of culture values were represented in the textbook. Social identity and groups 29 times, social interaction represented 76 times, belief and behavior represented 47 times, social political institution represented 0 times, socialization and life cycles 28 times, national history 1 times, national geography 0 times, national cultural heritage 1 times, stereotypes and national identity 0 times. Therefore, the total of cultural values represented in the textbook were 182 time. In other hand, the totals of dialogues represented in the textbook were 80. It's consists of 45 implicit technique and 35 explicit technique. The culture values were most mentioned was social interaction. However, the result showed that the totals of implicit technique more represent than the totals of the dialogues in the textbook.

B. Discussion

In this section, the researcher discussed about finding, there were two important points here:

1. Culture Values represented in The English Textbook Entitled “When English Rings A Bell”.

In this section, the researcher discussed nine culture values were represented in the dialogues of English textbook. Those were:

a. Social Identity and Groups

The finding showed, there were 29 (twenty nines) times cultural values of social identity and groups represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael

Byram's, the category of those implied the categories of social identity, ethnic minorities, regional identity. They should not make their contribution more or less informative⁵¹. One of the data was:

Data: C1.P4.D1

Teacher : *Everybody, may I have your attention, please?*

Students : *Yes, Ma'am*

The dialogue happened in the school. There was identity called as teacher and students. Besides, the teacher wanted the student to giving their attention to teaching and learning process. Their response by the teacher needs. The student could know what was the utterance of the speaker. As Turner and Oakes said that reasoning suggests that normative behavior (or norm adherence) is a product of social identification —an indication that the individual has taken on the identity as an important part of self.⁵² It means that the individual could named their identity based on the norm or behavior the environment. Teacher and student title was also stated by the government, it could be seen in the government regulation of Republic Indonesia, it stated that teacher was professional educator, with main task of educating, teach, guide, direct, train, assess, and evaluating students in early, basic, junior and high school education.⁵³ Basically there was an regulation to called them as teacher through those regulation. Moreover, as the Byram and Morgan state, the identity of

⁵¹ Yule George, *Pragmatics* (New York: Oxford University Press, 1996), 36

⁵² J.C. Turner & Oakes, P. J. *Self-categorization theory and social influence*. In P. B. Paulus (Ed.), *The psychology of group influence*, (Hillsdale: Lawrence Erlbaum, 1989), 233.

⁵³ Republik Indonesia, *Peraturan Pemerintah Republik Indonesia No.74 Tahun 2008 Tentang Guru BAB I, Pasal 1 poin 1.*

social could be known as the identity in such form of groups that boundaries together.⁵⁴

Besides that, this culture values should be implied in material or English Learning, especially in speaking. So, they could addressed anyone in term of their social identity not only as their names. According to Tum and Uguz, the application of cultural values in the teaching and learning process should courage with basic values and norm in the society.⁵⁵ In this case, the teachers should make a suitable learning plan based on the student need, student's ability and the learning purposes. Therefore, the students will not feel boring, more enjoyable with the learning process. Then, the result of oral English learning will be successfully.

b. Social Interaction

The finding showed, there were 76 (seventy six) times culture values of social interaction represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of those was verbal or non verbal behavior in social interaction at differing levels of formality; as outsider and insider . They should implied those values in the dialogue as the meaning purpose. One of the data was:

⁵⁴ Byram and Morgan, *Teaching and Learning Language and Culture*, 51.

⁵⁵ Gulden Tum, Sevda Uguz, "An Investigation On The Cultural Elements in A Turkish Textbook for Foreigners." *Journal of Procedia Social and Behavioral Sciences* no.158 (2014): 356-363.

(Data: C1.P4.D2)

Teacher : **From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?**

Siti : We will use English in our English class.

These data obeyed the culture values of social interaction. In the dialogue, the different levels of formality was shown between teacher and student relation. As we know, student and teacher has been part of school groups. Due to teaching and learning process, the verbal communication such as speaking should be more active than before. Moreover we were in digital era that need to globalize. Due to unavoidable trends of globalization, many imperative needs and challenges related to cultural differences have emerged and need to be confronted. In different cultures and societies, the extent of personal social needs is quite different.⁵⁶ Teacher and student was in different level of formality, as the teacher he had more prestige than the student. Usually student talked to teacher in formal way.

Beside that, Byram stated that in teaching and learning process, the relation between student and teacher could be identified as the one of the familiarity in term of social interaction.⁵⁷ Moreover, such factors as people's backgrounds, education levels and social habits determine the way that they interact with others and with environments. In this case in our nationality behavior, it such good term to make differences interaction between different background

⁵⁶ W.B Gudykunst and S. Ting-Toomey, *Culture and interpersonal communication*. (Newbury Park, CA: Sage, 1988), 43.

⁵⁷ Byram and Morgan, *Teaching and Learning Language and Culture*, 56.

of people. In pedagogy includes all aspect needed in order to enhance children's learning. Good interaction between teachers and learners may be determined as the competence as teacher as well.

c. Belief and Behavior

The finding showed, there were 47 (forty seven) times culture values of belief and behavior represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of those was routines activities, moral and belief as the identity groups. One of the data was:

(Data: C4.P61.D2)

Udin : Is this seat taken? Can I sit here?

Edo : **No. One leg is loose. Please take the one over there.**

The data was shown between students. They were in the classroom. Those data basically shown belief and behavior values. Faris stated that use of English textbook as the introduction in such cultural values would be establish their cognitive and affective skills, it also stated by line with conveyed by the regulation of the Minister of National Education, No. 11 the year 2005 that lesson textbooks must be used by teachers and students as a reference in the learning process while the textbooks ought to comply with the national objective.⁵⁸ In one culture, there will be a shared

⁵⁸ Ihsan Nur Faris, "Cultural Content Analysis of An English Textbook for Senior High School Grade Tree in Cianjur, Wes Java" *Journal of English and Education, Volume 2 No.2 (2004):* 14-25

understanding among people, resulting in their having similar attitudes, behaviors or reactions in specific circumstances. On the contrary, people's perceptions and customs will vary in the light of culture.

Belief could be held consciously or unconsciously. Beliefs about learning and teaching are formed when students complete education. The dialogue implied the belief could be implied naturally during learning process, such as listening to teacher. Meanwhile behavior in the teaching and learning consider as acquisition of new behavioral according to the operant condition and simple feedback as the stimulus.⁵⁹ In the dialogue shown how response of the student while asking for permission as he wanted to do something. Those action showed politeness between relatives, especially students. The response of Edo was polite enough to inform about the condition of the chair. It would be as the contain to affective point of the learning process. Udin already relies on his friend Edo, meanwhile Edo was brave and responsive enough showed that behavior between two of them.

d. Socio-Political Institutions

The finding showed, there were 0 (zero) times culture values of socio-political institutions represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit

⁵⁹ Skinner, *A Matter of Consequences: Part 3 of Autobiography*, 207.

and explicit technique. According to Michael Byram's, the category of the values was characteristic of the state which embodied with routine life, law, order, government issues etc. Apparently, these book didn't showed these values. One of them also because this book for eighth grade of junior high school that more related to the daily routines.

e. Socialization and the life-cycle

The finding showed, there were 28 (twenty eight) culture values of socialization and life cycle represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of the values was school, family, work and socialization of relationship between generations in life cycle. One of data could be seen below:

(Data: C2. P28. D5)

X : Edo, will you do this for me, please? I'll make the table

Y : **Yes, Mum. I will**

The data shown the portray of family. Those was happened between mother and son. As stated by Arnett, there was three primary goals of socialization such as: *first*; it teach impulse controls and helps individuals develop consequences, *second*; socialization teaches individuals to prepare for and perform certain social roles, gender roles, and the roles of institutions, *third*; it

cultivates shared source of meaning value.⁶⁰ Through those process people could learn identify what important and valued a particular culture within. It could be assembly the culture values that sent in Byram theory which in teaching and learning, socialization could be as the part of society who had been growth and together in groups. So, they could be part of those society naturally as the daily routine begin.

Moreover, the data above was shown between mother and son, beside school, family also one of group of society which children grew up with. Those text showed us how children awareness toward the situation around. Skinner also said that whether a person acquires high educational qualifications or possesses the basic literacy skills of reading, writing and arithmetic.⁶¹ The educational qualifications are provided to an individual through his family, parents make efforts to send their children to schools and colleges and in improving their educational qualifications.

f. National History

The finding showed, there were one (one) times culture values of national history represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category

⁶⁰ Jeffrey. J. Arnett, "Broad and Narrow Socialization: The Family in the Context of A Cultural Theory" 617-628

⁶¹ Skinner , *A Matter of Consequences: Part 3 of Autobiography*, 109.

of the values was periods or event and historical of nation. One of the data could be seen below:

(Data: C10.P144.D4)

X : You know I usually come on time to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.

Y : Yes, I do

Those data was happened between students. They were arrived late to school on Monday. As we know, that flag ceremony has been part of our behavior, especially in school. It was stated in regulation of Ministry Of Education and Culture of Republic Indonesia that implementation of the flag ceremonies in the school as one of the effort to realize the goal of education that includes the value of discipline, cooperation, confidence, and responsibility which courage the birth of national attitudes and awareness and the state also loved for national country in educated environment.⁶² Those regulation also could be identified as the belief and behavior in term of school groups.

Moreover, framework of national history rather make clear and showed the characteristic of nation it self to other. Especially when come to the English Textbook. In most countries the content of the curriculum is eventually decided by governments, and teachers are legally required to teach topics, which always include the

⁶² Ministry OF Education and Culture, *Regulation of Minister of Education and Culture No 22 Year About Flag Services Guidelines at School*

national history, specified in greater or lesser detail.⁶³ In democracies decisions are made in a context of relatively open debate, which makes the school version of the national story the one best known to the public-although digital series now have perhaps greater impact than learning process in the school.

g. National Geography

The finding showed, there were zero (0) times culture values of national geography represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of the values was geographical factors within the national boundaries which are significant in members' perceptions of their country. Obviously, the data on these book didn't showed or implied within the dialogue. These values couldn't identified in any dialogues in English Textbook. The books only focused in student basic daily activities only. So, it more related to the school or home environment.

h. National Cultural Heritage

The finding showed, there were 1 (one) times culture values of national cultural heritage represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category

⁶³ Ann Low-Beer, "SCHOOL HISTORY, NATIONAL HISTORY AND THE ISSUE OF NATIONAL IDENTITY" *International Journal of Historical Learning, Teaching and Research* Vol.3 No.1 (January 2003): 1-7.

of the values was cultural artefacts/items of nation form past to future as the known of nation. One of data could be seen below:

(Data: C8.P108.D2)

X : What are they doing?

Y : **They play *congklak*.**

The data above happened between two students in the school. They saw about some students playing old games. It was *congklak*. The national culture heritage implied the artefact that known as identity of the country. Learning cultural heritage means that made teaching less and more alive, giving meaning to learning too. Student could easily recognized the cultural assets by watching and talked about them.

Studying heritage and local or regional history were central to history learning and to the introduction to students to the discipline methodology and specific language, it is motivating, increasing the interest in history learning, integrator, because it contributes to the placement of the students in the environment they live in, and, in that sense, reinforces aspects of identity building, and it facilitates the understanding of history as a dynamic process in which knowledge appears not as being imposed.⁶⁴ Besides it, it would made students more interesting to search about the cultural asset itself.

⁶⁴ Byram and Morgan, *Teaching and Learning Language and Culture*, 52.

i. Stereotypes and National Identity

The finding showed, there were zero (0) times culture values of stereotypes and national identity represented in the dialogues of this English textbook. Those dialogues belonged to exposed by implicit and explicit technique. According to Michael Byram's, the category of the values was symbol of national identity, stereotypes and meanings of it. These values couldn't identified in any dialogues in English Textbook. The books only focused in student basic daily activities only. So, it more related to the school or home environment.

j. The Impact of Culture Values in The Teaching and Learning

Somehow, English textbook could be easier to used in teaching and learning process. It could maintain and made teacher more easily took the material and references from them. It also stated on the regulation from Ministry Of Education and Culture, books used by educational units both textbooks and non-text books lessons must be in line with the values of Pancasila, the 1945 Constitution of the Republic of Indonesia, and positive norms prevailing in society.⁶⁵

Meanwhile, during some research as stated by Suliana a teacher in MTsN Srono, she said that "When English Rings A Bell" used in any moment, but not always in term of teaching. It was

⁶⁵ Ministry of Education and Culture, No 8 Year 2016, *About Book Used By Education Unit*

because the material didn't really complete enough and children was bored enough to used the book, so she just collaborated with material in the internet and practice book which met the reliability and credibility with the curriculum enough.⁶⁶ It was the reality, but the standard of mostly school was the same, they used curriculum 2013 provided by Ministry of Education and Culture also elaborated with MGMP (*Musyawarah Guru Mata Pelajaran*). Overall, the cultural values already showed the character of Indonesia teacher also meet the values of belief and behavior.

Also, the researcher also asked two of student in the junior high school to asked their response about this English Textbook. One of student in the same school said the same objection as Teacher. Rahmalia during the interview stated, she liked to practice the book sometimes because the dialogue was fun and entertaining because of the image there. She got some opinion that "When English Rings A Bell" textbook has pointed the culture values such as behavior and social interaction. Sometimes, she also feel bored because nowadays, the material from internet such as Youtube, Zenius, and other platform showed more interesting and exciting way to learn English.⁶⁷ While the other student named Nuradila stated the she will got easily boring with book, so she preferred to looked on another media such as Youtube. In the other side, she

⁶⁶ Interview with Suliana, S.Pd. Teacher of MTsN 3 Banyuwangi on 13th December 2020.

⁶⁷ Interview with Rahmalia, Students 8th Grade of MTsN 3 Banyuwangi on 13th December 2020.

claimed it was interesting to the dialogue because the image and the sentence meet with the daily activities.⁶⁸

Therefore, in some aspect this book was good textbook for students to enhanced their speaking ability. This textbook has firm and clear language for junior high school students. The students would relate the sentences from dialogues to the daily activities. In the other sides, the students didn't really paid the attention to the culture values implied in the dialogues. They were just related to the behavior and social interaction. The teacher should

2. The Writers Technique in Integrating The Culture Values

In this research, the writers used implicit and explicit technique to identified culture values rely on the dialogue. The findings about how the technique adapted the method could be seen on the data below:

a. Implicit

As we know there were forty six (45) dialogue sent the message of the dialogue implicitly. One of data could be seen below:

(Data: C1.P10.D3)

Teacher : Udin, what do you think of your classroom?

Udin : **It's very dirty, Ma'am. Some people don't care.**

In that statement, the writers intention was Teacher asked Udin to cleaned the class by himself. It was appropriate as the student to keep the class clean and neat. Due to Ellis, indirect or implicit technique means integrating techniques aims to train learners

⁶⁸ Interview with Nuradila, Students 8th Grade of MTsN 3 Banyuwangi on 13th December 2020.

imagination or logical reason in order to find and understand the messages In the text of English Textbook.⁶⁹ The technique was very appropriate for students in junior high school. According to Piaget, children who are twelve years old above, are able to think rationally, abstractly.⁷⁰ While this textbook was for the student of Junior High School . They were in average 13-15 years old. Therefore, the technique was very good for train their critical thinking.

b. Explicit

As we know there were thirty four (35) times dialogue sent the message in explicitly way. One of data could be seen below:

(Data: C1.P10.D5)

Teacher : **Thank you, Lina. Your story is very interesting.I like it.**

Lina : Thank you, Ma'am

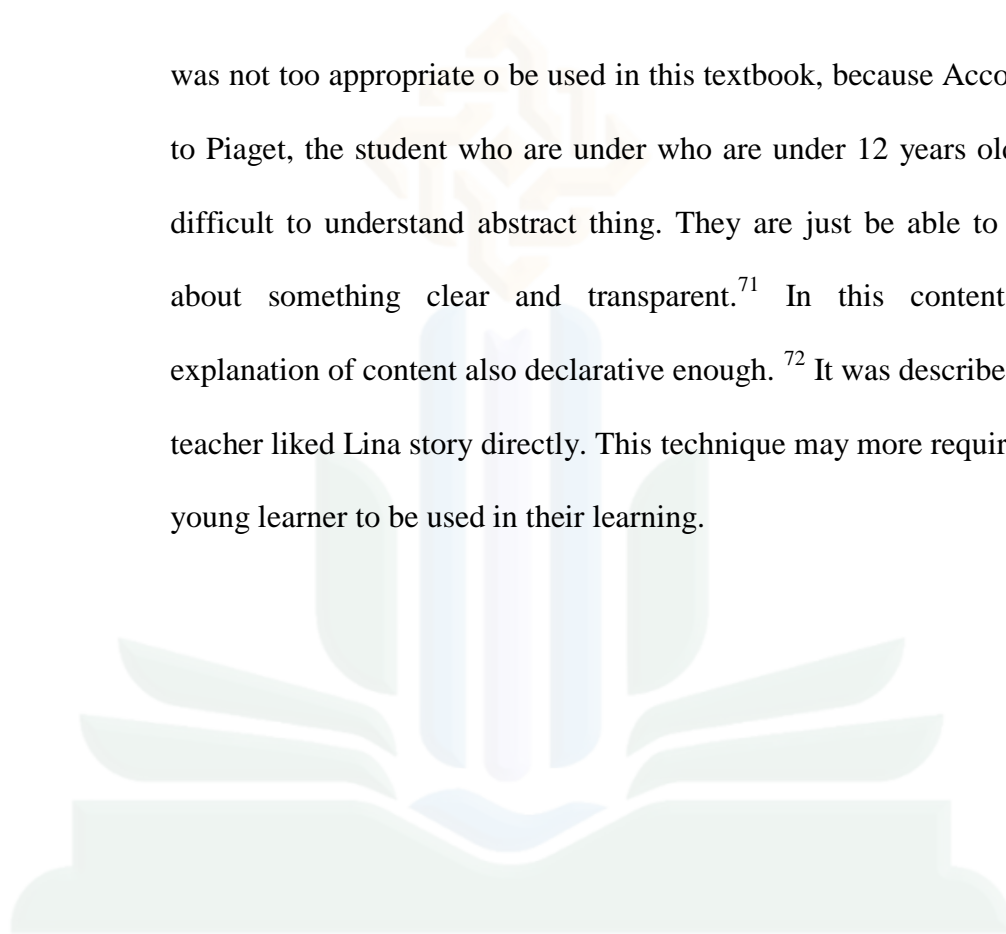
In that statement, the writer made the situation between Teacher and Lina. The Teacher was praising Lina's story. It was clearly and directly to the listener. It was appropriate with Zuhdi's theory, the message which sent directly meaning could called as explicit technique. Explicit technique itself means clear, firm, straightforward, uncomplicated (people easily grasp their intention and not have blurry or false pictures of news, decision, speeches, etc.

In addition, the researcher used this technique seven times. It could be known that this technique was rare to be used. This technique

⁶⁹ Ellis, et.al, *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching* ,12.

⁷⁰ Jean Piaget, *The Psychology of Intelligence*, 162.

was not too appropriate to be used in this textbook, because According to Piaget, the student who are under who are under 12 years old feel difficult to understand abstract thing. They are just be able to think about something clear and transparent.⁷¹ In this content, the explanation of content also declarative enough.⁷² It was described that teacher liked Lina story directly. This technique may more required by young learner to be used in their learning.



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⁷¹ Piaget, *The Psychology of Intelligence* ,163.

⁷² Ellis, et. Al, *Implicit and Explicit Knowledge in Second Language Learning, Testing and Teaching* 11.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and discussion in chapter IV, there were two conclusions that could be drawn as follow:

1. Types of Culture values which presented in the English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

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 seven chapters in this English textbook. Furthermore, based on the finding that social interaction was the most dominant types of culture values represented. It was represented 76 (seventy six) times. The second was belief and behavior. It was represented 47 (forty seven) times. The third was social identity and groups. It was represented 29 (twenty nine) times. The fourth was socialization and life cycle. It was represented 28 (twenty eight) times. The fifth was national history. It was represented 1 times. The last one was national cultural heritage. It was represented 1 times. National geography, social political institution and stereotypes and national identity didn't showed on the dialogue. It was because the book focused on students daily activities. So, they were more related to basic activities happened in school. Therefore, the total of culture values represented in the textbook were 182 time.

Meanwhile, the impact of culture values in English textbook to the students was not maximally meet the expectation of the writers. Students usually just made the book as the practice book in term of speaking. They were not aware to the values during practice it. Based on some students, they only found the values of behavior and social interaction through the dialogues. It was because the dialogues showed the daily life as the students or family.

2. How writers integrated the culture values into English Textbook Entitled “When English Rings a Bell” for Eighth Grade Students of Junior High School.

In this textbook, this research found two technique how writers integrated the culture values into English textbook. The values was interpreted in form of implicit and explicit technique in language learning. Besides, implicit technique means train learners imagination or logical reason in order to find and understand the messages in the text of English Textbook. Students in junior high school could knew about abstract thing nor we called implicit meaning in content. Meanwhile, explicit technique relate to exchange specific information and reasonable in detail situation. Therefore, results showed that the most domain data were presented in implicit technique. It was represented 45 (forty five) times. Besides, explicit technique were presented 35 (thirty five) time.

B. Suggestion

Based on the conclusion above, the researcher provides some suggestions for the teacher, other researchers who are interested to do related research, and textbook developer.

1. For the teacher, the researcher hopes the result of this thesis could be a consideration to choose relevance English textbook which consist of culture values for improving students' speaking skill and affective evaluation as the assessment in English class.
2. For other researchers, the researcher suggests them to analyze further about cultural values and use better techniques in analyzing.
3. For the textbook developer, the researcher found that in each dialogue had different total types of culture values. It would be better if the writer represented the values in other section. In order easier to be made it more various and not bored as the dialogue only showed in that book. Moreover, the culture values by Michael Byram should interpreted and implemented by as the regulation to create good communication and behavior of student.

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Appendix I

MATRIX OF RESEARCH

TITLE	VARIABLE	SUB VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH PROBLEM
An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eighth Grade Student of Junior High School	1. Culture Values	1. Social identity and groups 2. Social interactions	1. Social class 2. Regional identity 3. Ethnic minorities 1. Verbal behavior in social interaction at differing levels of formality; as outsider and insider 2. Non-verbal behavior in social interaction at differing levels at formality; as outsider and insider	EFL Textbook “When English Rings A Bell” for Grade VIII Published by Ministry Of Education and Culture	1. Research Approach : Qualitative Approach 2. Types of research Content analysis 3. Technique of Data Collection: ➤ Document analysis 4. Data Analysis: ➤ Content Analysis based on Donald Ary, et.al	1. What Culture Values are represented in the English textbook entitled “When English Rings A Bell” for eighth grade student of Junior High School ? 2. How do the writers

		<p>3. Belief and behavior</p> <p>4. Socio-political institution</p> <p>5. Socialization and the life-cycle</p> <p>6. National history</p>	<p>1. Routine and taken-for-granted section within social group</p> <p>2. Moral</p> <p>3. Religious beliefs</p> <p>1. State institutions</p> <p>2. Health care</p> <p>3. Law and order</p> <p>4. Social security</p> <p>5. Local government</p> <p>1. Families</p> <p>2. School</p> <p>3. Employment</p> <p>4. Ceremonies as the passage through stages of social life</p> <p>1. Periods and events</p> <p>2. Historical contemporary</p>	<p>1. Familiarizing and Organizing</p> <p>2. Coding and Reducing</p> <p>3. Interpreting and Representing</p> <p>5. Validity of Data</p> <p>Investigator Triangulation</p>	<p>integrate culture values in the English textbook entitled “When English Rings A Bell” for eighth grade student of Junior High School ?</p>
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		7. National geography	1. Geographical factors seen as being significant by members		
		8. National cultural heritage	1. Cultural artefacts or national culture		
		9. Stereotypes and National Identity	1. Symbol of national stereotypes and their meanings		
	2. English Textbook	1. Explicit technique	1. Clearly express		
		2. Implicit technique	1. Implied 2. Not Directly expressed		

Appendix II

SHEET OF ANALYSIS

(Dialogue of English Textbook Entitled “When English Rings a Bell” For Eighth Grade Students of Junior High School)

No	Code	Data	Indicator	Types of Culture Values							Technique		Description	
				Social identity and Social Groups	Social interactions	Belief and behavior	Social Political Institution	Socialization and the life cycle	National History	National Geography	National Cultural Heritage	Stereotypes and National Identity		Implicit

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1.	C1.P4. D1	<p><i>Teacher: Everybody, may I have your attention, please?</i></p> <p><i>Students: Yes, Ma'am</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
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2.	C1.P4. D2	<p><i>Teacher : From now on we will use English in our English class. OK? We will use English in our English class. Siti, what did I say?</i></p> <p><i>Siti : We will use English in our English class.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Daily routine or moral and religious belief in society • Perceptions in country boundaries such as intercultural communication 	✓	✓	✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Daily routine or moral and religious belief in society was politeness between each other • Perceptions in country boundaries such as intercultural communication was English as the foreign language explicitly
3.	C1.P5. D3	<p><i>Teacher : Right. From now on we will use English in the English class. Everybody, what do you think? Are you ready?</i></p> <p><i>Students : Yes, Ma'am</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Behavior of daily routine activities • Perceptions in country boundaries such as intercultural communication 	✓	✓	✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Behavior of daily routine activities was politeness between each other • Perceptions in country boundaries such as intercultural communication was English as the foreign language explicitly

4.	C1.P5. D4	<p><i>Teacher : What do you think, Edo? Are you ready?</i></p> <p><i>Edo : Yes, Ma'am. I 'am ready</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓			✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student implicitly • Represented the society group and relationship between generations in common daily life such school
5.	C1.P6. D7	<p><i>Teacher: Hey Dayu, stop doing that, please. What do you think? Are you ready to use English in the English class?</i></p> <p><i>Dayu : I'm so sorry, Ma'am. Yes, I am.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship in common daily life 	✓	✓	✓		✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness explicitly

6.	C1.P6. D8	<p><i>Teacher: Edo, say it again, loudly.</i></p> <p><i>Edo : Yes, we are ready. We will use English in the English class.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Perceptions in country boundaries such as intercultural communication 	✓	✓	✓		✓							✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other • Perceptions in country boundaries such as intercultural communication was English as the foreign language • All of the values delivered explicitly
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7.	C1.P7. D9	<p><i>Student: Excuse me, Ma'am. What's 'attention' in Bahasa Indonesia?</i></p> <p><i>Teacher: Attention is / Perhatian/</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Perceptions in country boundaries such as intercultural communication 	✓	✓			✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Perceptions in country boundaries such as intercultural communication was English as the foreign language • All of the values delivered explicitly
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8.	C1.P7. D10	<p><i>Student: Sir, may I wash my hands?</i></p> <p><i>Teacher: Sure.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other • Represented the society group and relationship between generations in common daily life such school • All of the values delivered explicitly
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9.	C1.P7. D11	<i>Edo : Hey guys. Are you coming with me?</i> <i>Student: Sure. Lets go</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other eplicitly
10.	C1.P9. D1	<i>Student: Udin, do you think Edo is angry with me?</i> <i>Udin: I don't think so. Look, he's smiling.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other explicitly

11.	C1.P9. D2	<p><i>Student: Guys, I think Udin will like this notebook</i></p> <p><i>Student: What? I don't think so. Udin doesn't like bright colors</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other • All of the values delivered explicitly
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12.	C1.P1 0.D3	<p><i>Teacher: Udin, what do you think of your classroom?</i></p> <p><i>Udin : It's very dirty, Ma'am. Some people don't care.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
13.	C1.P1 0.D4	<p><i>Siti : Do you think he remembers the story he has to tell? He hasn't said a word.</i></p> <p><i>Lina : I don't think so. I know he didn't prepare well.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓							✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students implicitly

14.	C1.P1 0.D5	<p><i>Teacher: Thank you, Lina. Your story is very interesting. I like it.</i></p> <p><i>Lina : Thank you, Ma'am.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
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15.	C1.P1 1.D6	<p><i>Teacher: Hello, excuse me. Listen, everybody. I think you need to read Chapter I, too.</i></p> <p><i>Students: Yes, sir</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
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16.	C1.P1 1.D7	<p><i>Edo : Beni, what do you think of this picture?</i></p> <p><i>Beni : I think it doesn't look natural.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other explicitly
17.	C1.P1 1.D8	<p><i>Teacher: What do you think of the story?</i></p> <p><i>Dayu : It's very interesting, Sir.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓		✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student implicitly • Represented the society group and relationship between generations in common daily life such school

18.	C1.P1 3.D1	<p><i>Dayu : Siti, do you understand the story?</i></p> <p><i>Siti : Not really. She speaks very fast.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other implicitly
19.	C1.P1 3.D2	<p><i>Teacher: Do you know what I mean?</i></p> <p><i>Students: Yes, Sir.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓		✓				✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student implicitly • Represented the society group and relationship between generations in common daily life such school

20.	C1.P1 4.D3	<p><i>Student: Only both of us will clean the classroom</i></p> <p><i>Student: What? What do you mean? What about others?</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other implicitly
21.	C1.P1 4.D4	<p><i>Teacher : Edo, do you know what to do?</i></p> <p><i>Edo : Sorry, Ma'am. I don't. Say that again, please</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓			✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other • Represented the society group and relationship between generations in common daily life such school implicitly

22.	C1.P1 4.D5	<p><i>Teacher: Do you understand my question?</i></p> <p><i>Udin : No, Ma'am. Sorry. Say that again, please.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
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23.	C1.P1 5.D6	<p><i>Teacher : Is it clear?</i></p> <p><i>Students : Yes, Ma'am. Thanks</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓		✓		✓			✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
24.	C1.P1 5.D7	<p><i>Udin : It's so beautiful</i></p> <p><i>Student: Do you think so, Udin? Thanks</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was compliment others implicitly

25.	C1.P1 5.D8	X : <i>Your handwriting is clear and beautiful, Edo</i> Y : <i>Thanks</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other explicitly
26.	C1.P1 5.D9	X : <i>What do you think of the picture? Beni did it well, didn't he?</i> Y : <i>Yes, he did. It is very beautiful.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between friends • Daily routine or moral and religious belief in society was compliment others implicitly
27.	C1.P1 6.D10	X : <i>I think the noodle is too salty</i> Y : <i>I don't think so. It's nice.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 		✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between two friends explicitly

28.	C1.P1 6.D11	X : <i>Beni, do you think English is easy or difficult?</i> Y : <i>I think it's easy. I love English</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was Y's feeling
29.	C1.P1 6.D12	X : <i>He's a diligent student. Don't you think so?</i> Y : <i>Yes, he is. He is diligent and smart too.</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓			✓				✓	<ul style="list-style-type: none"> • Showed identity of groups as school • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between students explicitly • Represented the society group and relationship between generations in common daily life such school

30.	C1.P1 6.D13	X : <i>Great! I think that is a beautiful invitation card. I like it.</i> Y : <i>Thank you</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other implicitly
31.	C1.P1 7.D14	X : <i>Your picture is beautiful! I like the color.</i> Y : <i>Thanks</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly
32.	C1.P1 7.D15	X : <i>Excellent! That's my girl!</i> Y : <i>Thank you, Ma'am</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓						✓	<ul style="list-style-type: none"> • Showed identity of groups as family • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between mother and children implicitly

33.	C1.P1 7.D16	X : <i>What wonderful picture!</i> Y : <i>Thank you</i>	a	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was X's compliment Y's implicitly
34.	C2.P2 0.D1	X : <i>Beni, can you write the message in English?</i> Y : <i>I don't think I can, but I will try.</i>		<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and students implicitly
35.	C2.P2 0.D2	X ; <i>Siti, I think you can ask me the question in English</i> Y : <i>I'm not sure, but I will try.</i>		<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and students

36.	C2.P2 1.D3	<p>X : <i>Will you sing an English song in Miss Nani's Birthday? I know you can</i></p> <p>Y : <i>OK, I Will. But, why not you? You can sing, too, can't you?</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students • Daily routine or moral and religious belief in society was politeness between each other implicitly
37.	C2.P2 1.D4	<p>X : <i>Lina, sorry, I cannot come on time to the meeting.</i></p> <p>Y : <i>You can't? I know you can. You just will no do it.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between students implicitly

38.	C2.P2 1.D5	X : <i>Siti, can you return the book to the library for me, please?</i> Y : Certainly. I can, and I will.	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓								✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between students explicitly
39.	C2.P2 7.D1	X : Udin, will you help me to bring this book? Y : Sure	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was Udin politeness to his friends explicitly

40.	C2.P2 7.D2	X : Dayu, you pass by Udin's house, don't you? Will you give this note to him, please? Y : Of course. I will	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was Dayu's helping her friend explicitly
41.	C2.P2 8.D4	X : Beni, will you close the window, please? Y : Certainly, Sir	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓					✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other • Represented the society group and relationship between generations in common daily life such school implicitly

42.	C2.P2 8.D5	X : Edo, will you do this for me, please? I'll make the table Y : Yes, Mum. I will	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such family
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43.	C4.P4 7.D1	<p>X : <i>Hello, good morning. This is Beni.</i></p> <p>Y : <i>Oh, hi Beni. Good morning. How are you?</i></p> <p>X : <i>Fine. I just got your invitation card to your birthday party.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between X and Y implicitly
44.	C4. P49.D 1	<p>Edo : <i>Beni, are you coming to Lina's birthday party?</i></p> <p>Beni : <i>Yes. You are coming too, aren't you?</i></p> <p>Edo : <i>Of course. Let's walk together to her house.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was friendship between those three implicitly

45.	C4.P4 9.D2	<p><i>Beni : Ok. Don't forget to wear a T-shirt. We will play outdoor games there.</i></p> <p><i>Edo : Really? Okay, I will wear my purple T-shirt. So, we'll just walk to Lina's party, right? Wait for me near the bridge.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 		✓								✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends implicitly
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46.	C4.P5 1.D1	<p><i>Dayu : Open it please. There's something in it.</i></p> <p><i>Lina : Dayu, thanks for the purse. I like it.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between Dayu and Lina explicitly
47.	C4.P5 1.D3	<p><i>Lina : Edo, this cup is really beautiful. Thanks</i></p> <p><i>Edo : I'm happy you like it. Remember, never put hot water in it, ok?</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was expressing Edo's feeling explicitly

48.	C4.P5 1.D4	X : Siti, Dayu, let's sing Lina's favourite song together. Dayu, Siti: Sure	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends implicitly
49.	C4.P5 3.D1	X : Udin, let's go out. Don't be lazy. Get up and have some exercise outside. Y : Okay, wait. Let me put on my shoes.	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other explicitly

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50.	C4.P5 3.D2	X <i>: Beni, leave that for a while and let's go out for some exercise.</i> Y <i>: Ok. Wait. Let me put it in the bag first.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other explicitly
51.	C4.P5 3.D3	X <i>: Lina. It's break time. Stop working. Let's go out for some fresh air.</i> Y <i>: Ok. A little bit more. Just wait a minute, please.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other implicitly

52.	C4.P5 3.D4	X : Siti, lets join the boys in the yard. Y : Yes. But, please wait for Lina. She'll be here in a minute	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other implicitly
53.	C4.P5 8.D1	Teacher: Hey Udin. What are you doing there? Udin : May I wash my hands, Ma'am?	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓			✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal interaction behavior was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness from Udin toward his Teacher • Represented the society group and relationship between generations in common daily life such school implicitly

54.	C4.P5 8.D2	<p>X : <i>Beni, have a seat. Go back to your group.</i></p> <p>Y : <i>Sorry, Ma'am. Please excuse me. I will return this dictionary to the library.</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between
55.	C4.P5 8.D3	<p>X : <i>That's wrong, Siti.</i></p> <p>Y : <i>Sorry, Ma'am. May I ask my group to help me to do it?</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓	✓			✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal interaction behavior as was the conversation between teacher and student implicitly • Represented the society group and relationship between generations such school

56.	C4.P5 8.D4	<p><i>Teacher: What are you doing there, Edo?</i></p> <p><i>Edo : May I open the window, Mam?</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓	✓		✓				✓		<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between teacher and student • Daily routine or moral and religious belief in society was politeness between each other implicitly • Represented the society group and relationship between generations in common daily life such school
57.	C4.P6 0.D2	<p><i>A : May I use the paper to wrap my gift? I just need a half of it.</i></p> <p><i>B : Sure. Cut it into two, please. Here are the scissors.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 		✓							✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the conversation between friends implicitly

58.	C4.P6 0.D3	A : <i>Edo, may I wipe my hands with this cloth?</i> B : <i>Of course</i>	• Verbal or non verbal interaction as different levels of formality	✓								✓	• Verbal or non verbal interaction behavior as different levels of formality was the conversation between friends explicitly
59.	C4.P6 0.D4	A : <i>Dayu, may I use your ribbon to put on my gift?</i> B : <i>Sure. I'm done with my gift.</i>	• Verbal or non verbal interaction as different levels of formality	✓								✓	• Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly

60.	C4.P6 1.D1	<p><i>Lina : Can I use your pen?</i></p> <p><i>Dayu : Sure. Take the green one.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓		✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends implicitly • Daily routine or moral and religious belief in society borrowing each other things • Represented the society group and relationship between generations in common daily life such as school daily routine • Represented the society group and relationship between generations in common daily life such school
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61.	C4.P6 1.D2	<p><i>Udin : Is this seat taken? Can I sit here?</i></p> <p><i>Edo : No. One leg is loose. Please take the one over there.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • Represented the society group and relationship between generations in common daily life 	✓	✓		✓				✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was helped others implicitly • Represented the society group and relationship between generations in common daily life
62.	C4.P6 1.D3	<p><i>Siti : Let's wrap the gift for Lina. Beni, can we do it here?</i></p> <p><i>Beni : Please do, but don't make a mess.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Daily routine or moral and religious belief in society was politeness to others implicitly

63.	C4.P6 1.D4	<p><i>Udin : It's very cold. Can I wear your jacket?</i></p> <p><i>Edo : Of course. I have two jackets. I hope it is not too big for you.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends implicitly
64.	C4.P6 1.D5	<p><i>Beni : Can I use used newspaper to wrap my gift?</i></p> <p><i>Dayu :Come on, Beni. Don't. Use my paper. I have some left.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly

65.	C8.P1 07.D1	X : <i>What are you doing, Udin?</i> Y : <i>I'm doing my Math homework for tomorrow.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly
66.	C8.P1 08.D2	X : <i>What are they doing?</i> Y : <i>They play congklak</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • National culture from past to the future as known members of nation 	✓					✓		✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends • Congklak was part of national culture from past to the future as known members of nation • All values delivered explicitly

67.	C8.P1 09.D3	X : <i>What is Siti reading?</i> Y : <i>She's reading Goldilocks.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓									✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was the casual conversation between friends explicitly
68.	C8.P1 11.D1	X : <i>Is she studying for the English test?</i> Y : <i>No, she is not. She's studying for Math test</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓								✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between student • The message delivered explicitly
69.	C8.P1 12.D2	X : <i>Are you telling them the funny story?</i> Y : <i>Yes, I am</i>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality 	✓	✓								✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between student • The message delivered explicitly

70.	C8.P1 12.D4	X : Are they talking about us? Y : No, I don't think so.	Verbal or non verbal interaction as different levels of formality		✓							✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality they were there as friends implicitly
71.	C9.P1 20.D1	X : <i>I think Bono will win the race!</i> Y : <i>I think so too. Bono is thinner but stronger than Gani. Gani is bigger but weaker than Bono.</i>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 		✓	✓						✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends • Daily routine or moral and religious belief in society was comparison about something implicitly

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72.	C9.P1 20.D2	<p><i>X : Are Dini and Dani really twins? They don't look like twins .</i></p> <p><i>Y: Yes, they are twins. But you are right, they don't look like twins. Dini is taller and plumper and Dani is shorter and thinner.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends • Daily routine or moral and religious belief in society was comparison about something implicitly
73.	C9.P1 21.D3	<p><i>X: I think a mountain and a hill are just the same. Right?</i></p> <p><i>Y: 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.</i></p>	<ul style="list-style-type: none"> • Daily routine or moral and religious belief in society 		✓						✓	<ul style="list-style-type: none"> • Daily routine or moral and religious belief in society was comparison about something implicitly

74.	C10.P 143. D1	X : What are you carrying? Y : They are toy cars. I collected them when I was in elementary school. I do not collect toy cars now. I'm going to give them to Ucok, my younger cousin.	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓			✓			✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends • Represented the society group and relationship between generations in common daily life were Y's telling her/his family members implicitly
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75.	C10.P 143. D2	<p>X : <i>Hey, look! They are playing marbles. It was my favorite game in primary school. I played marbles every day. But now I never play marbles anymore. I have so many things to do at home and at school. Did you play marbles too?</i></p> <p>Y : <i>Yes, I did. But I did not do it very well. I always lost the game.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Daily routine or moral and religious belief in society • National culture from past to the future as known members of nation 	✓	✓						✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends • Daily routine or moral and religious belief in society was politeness between each other implicitly
76.	C10.P 144. D2	<p>X : <i>Is Edo here?</i></p> <p>Y : <i>No. He is sick. He caught the flu yesterday. He walked home when it was raining hard.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 	✓							✓	<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends explicitly

77.	C10.P 144. D3	<p><i>X : Are you going to eat your lunch now?</i></p> <p><i>Y : No! it is my breakfast. I did not have breakfast before I went to school this morning. I woke up at six because I went to bed very late last night. I did my homework until ten.</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality 		✓								✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was casual conversation between friends implicitly
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78.	C10.P 144. D4	<p>X : <i>You know I usually come on time to school. But this morning I got a flat tire. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.</i></p> <p>Y : <i>Yes I do</i></p>	<ul style="list-style-type: none"> • Showed identity of groups • Verbal or non verbal interaction as different levels of formality • Period, event, historical moment relate to the nation 	✓	✓				✓			✓	<ul style="list-style-type: none"> • Showed identity of groups such as school • Verbal or non verbal interaction behavior as different levels of formality was the conversation between student • Flag's ceremony was part of Period, event, historical moment relate to the nation • The message was delivered implicitly
79.	C11.P 169. D1	<p>Udin: <i>“Let’s work together to plan our texts to tell our experience?”</i></p> <p>Edo: <i>“Okay. I’ll tell how my brother and I made the garden benches.”</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 		✓			✓				✓	<ul style="list-style-type: none"> • Verbal interaction behavior as different levels of formality was casual conversation between friends explicitly • Represented the society group and relationship between generations in common daily life were Edo’s trying to tell his family

80.	C11.P 169. D2	<p><i>Udin: "I'll tell how we won the First Prize of the Classroom Competition. What about you, Lina?"</i></p> <p><i>Lina: "I will tell my sister's funny experience last Saturday. She went to school on Saturday!"</i></p>	<ul style="list-style-type: none"> • Verbal or non verbal interaction as different levels of formality • Represented the society group and relationship between generations in common daily life 	✓			✓					✓		<ul style="list-style-type: none"> • Verbal or non verbal interaction behavior as different levels of formality was politeness between each other • Represented the society group and relationship between generations in common daily life were the relationship between family content and sharing experience implicitly
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Appendix III

SURAT PERNYATAAN

Yang bertanda tangan di bawah ini;

Nama : Siti Khodijah, S.S., M. Pd.

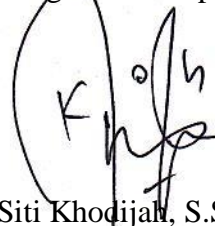
NIP : 198609192019032016

Jabatan : Dosen Bahasa Inggris

Menyatakan telah melakukan triangulasi data sehubungan dengan analisis data yang dilakukan oleh Afifah Mufidati dalam penelitian yang berjudul “An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eighth Grade Students of Junior High School”

Demikian surat keterangan ini dibuat untuk dapat digunakan sesuai dengan keperluan.

Jember, 16 September 2021
Yang membuat pernyataan



Siti Khodijah, S.S., M. Pd.

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Appendix IV

**RESEARCH JOURNAL
COLLECTED DATA FROM NOTE-TAKING STRATEGY**

No	Things to Do	Time	Notes
1	Specifying and presenting the primary data	January 7 th 2021	<ul style="list-style-type: none">• Deciding criteria of cultural values that would be analyzed<ul style="list-style-type: none">✓ There were nine cultural values by Michael Byram
2	Diving the data	January 7 th 2021	<ul style="list-style-type: none">• Choosing the data in The English textbook material that would be analyzed in the main course<ul style="list-style-type: none">✓ Used the dialogues as the data from the English textbook
3	Counting the data	January 20 th 2021	<ul style="list-style-type: none">• Counting the chosen data. How much the data in the textbook that would be analyzed<ul style="list-style-type: none">✓ There were eighty (80) dialogues in seven chapters
4	Coding the data	March 12 th 2021	<ul style="list-style-type: none">• Giving the code to every data had chosen
5	Analyzing the data	June 8 th 2021	<ul style="list-style-type: none">• Analyzing the data in every chapter
6	Representing the data	August 18 th 2021	<ul style="list-style-type: none">• Representing the finding of analysis in the sheet of analysis• Describing the sheet analysis
7	Validation of data	September 10 th 2021	<ul style="list-style-type: none">• Checking and validating the data<ul style="list-style-type: none">✓ One people of English lecture
8	Conclusion	September 13 th 2021	<ul style="list-style-type: none">• Concluding the data, based on the result of analysis data

DECLARATION OF AUTHORSHIP

The undersigned below:

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Address : Kembiritan, Genteng Kab Banyuwangi
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Program : English Education

State that thesis entitled “An Analysis of Culture Values in The English Textbook Entitled “When English Rings A Bell” for Eighth Grade Student of Junior High School” is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other

Banyuwangi, 20 September 2021
Author



Afifah Mufidati
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