



**THE REPRESENTATION OF RELIGIOUS VALUES IN
THE INDONESIAN ELT PRESCRIBED TEXTBOOK
FOR SENIOR HIGH SCHOOL STUDENTS**

THESIS

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**ENGLISH LANGUAGE PROGRAM
THE LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

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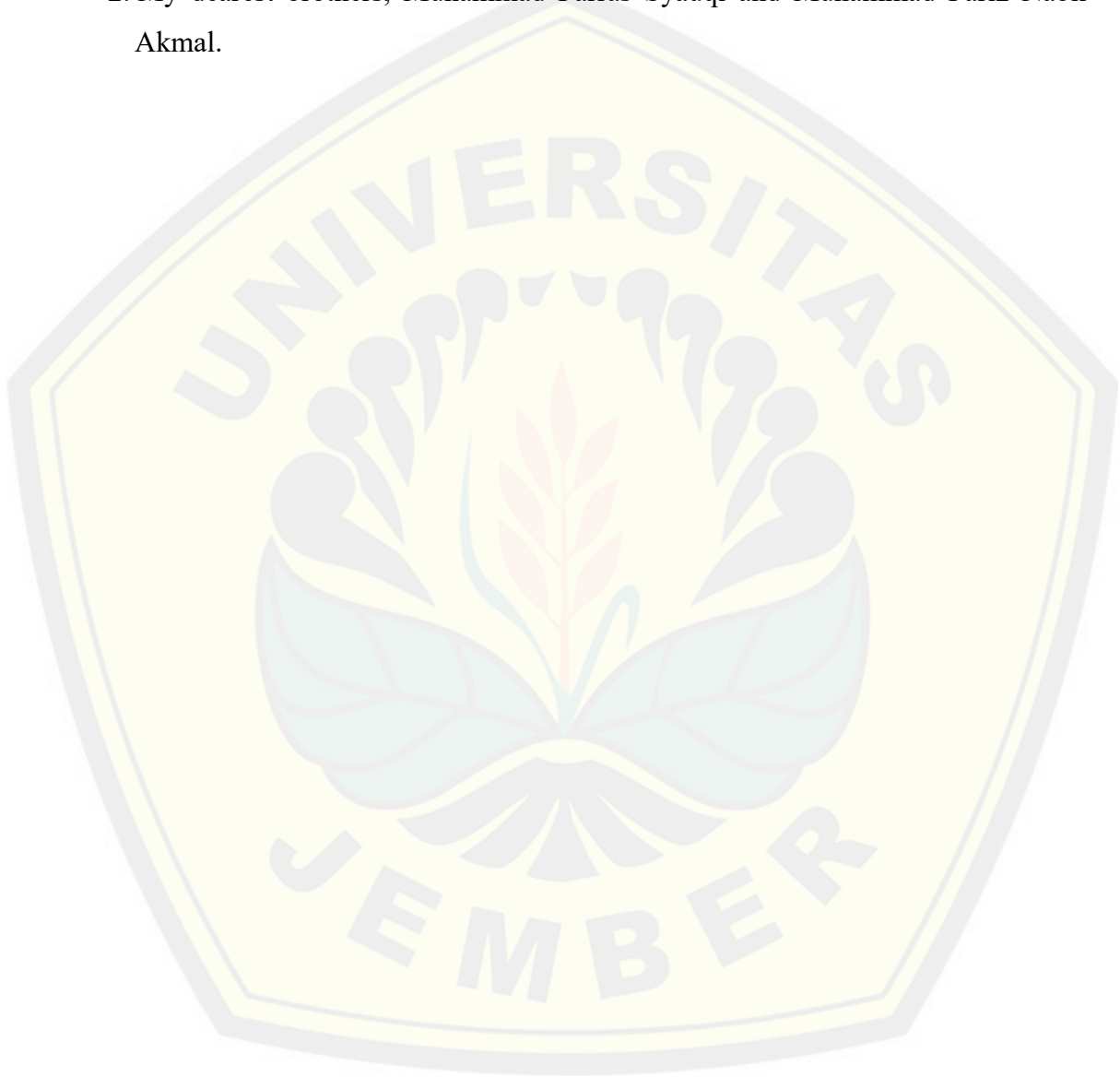
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2019

DEDICATION

This thesis honorably dedicated to:

1. My beloved parents, Irwanto and Sri Sutarni.
2. My dearest brothers, Muhammad Farras Syauqi and Muhammad Fariz Nabil Akmal.



STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title. This thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty has been followed.

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The writer

Zaahin Baroroh
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CONSULTANT APPROVAL

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3. The Chairperson of English Education Study Program.
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Finally, I hope this thesis will provide some advantages for the writers as well as the readers. I would be more grateful if there are some positive comments and suggestions from the readers for the improvement of this thesis since it undoubtedly has some drawbacks.

Jember, November 4th 2019

The writer

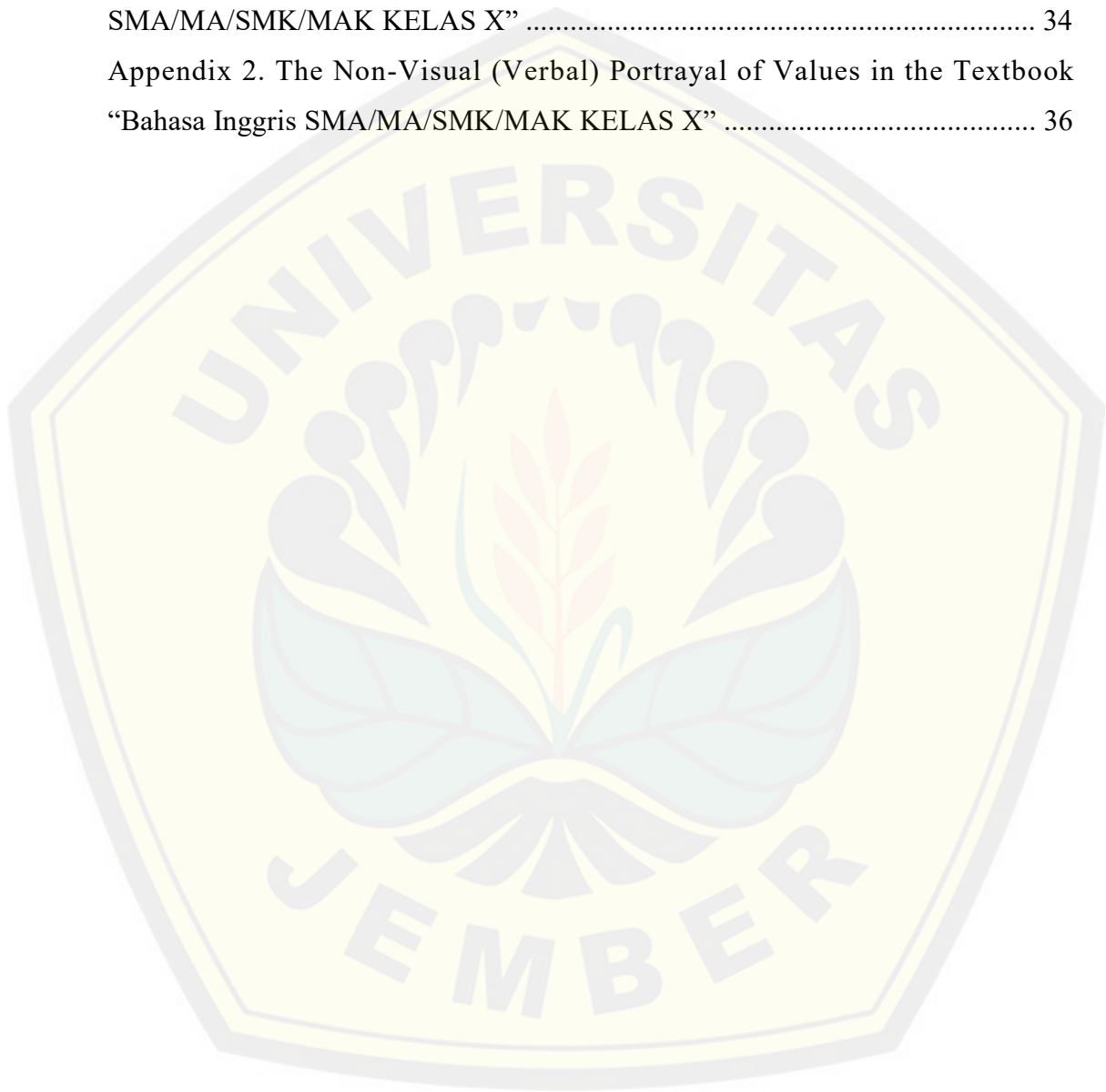
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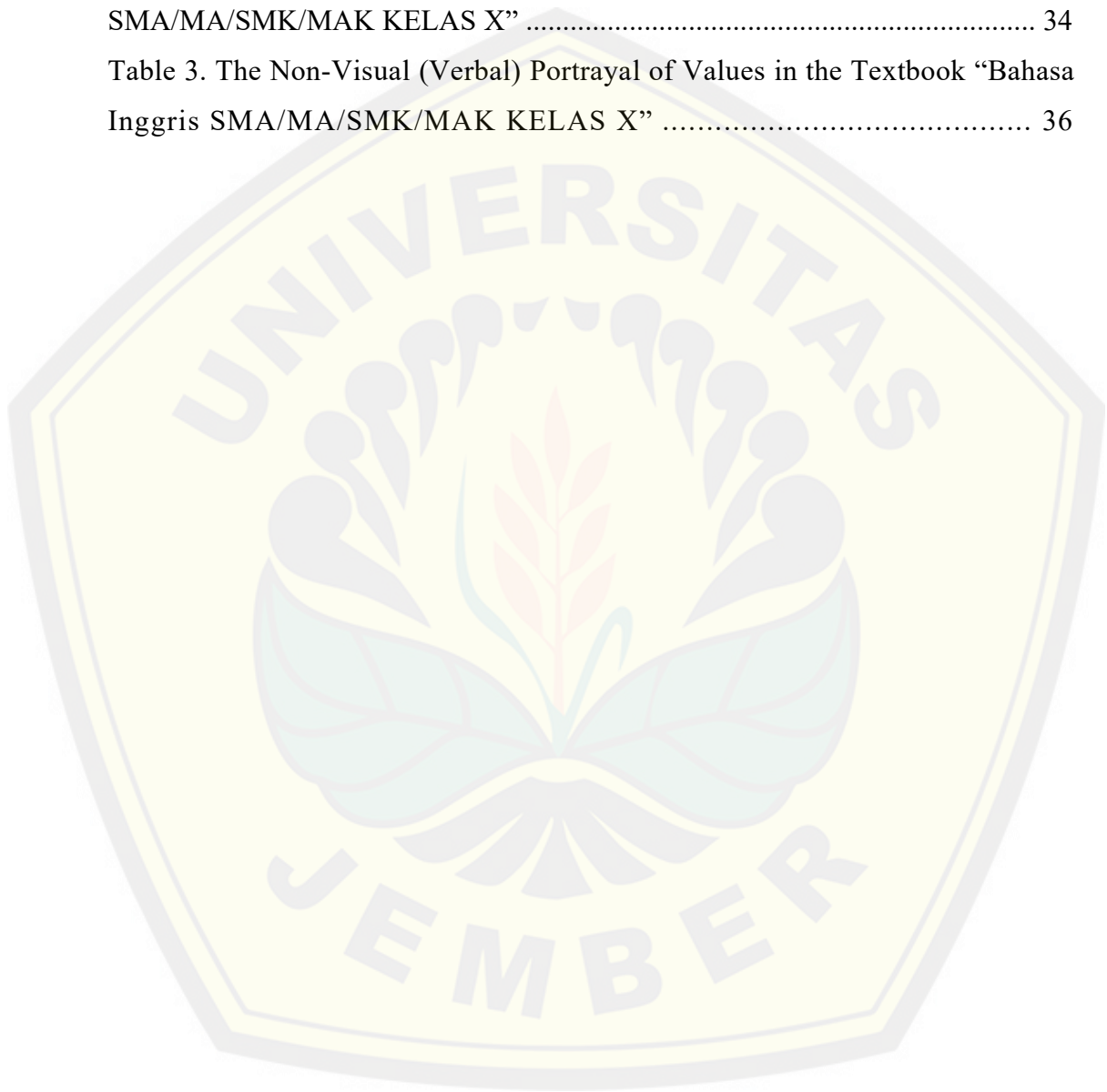


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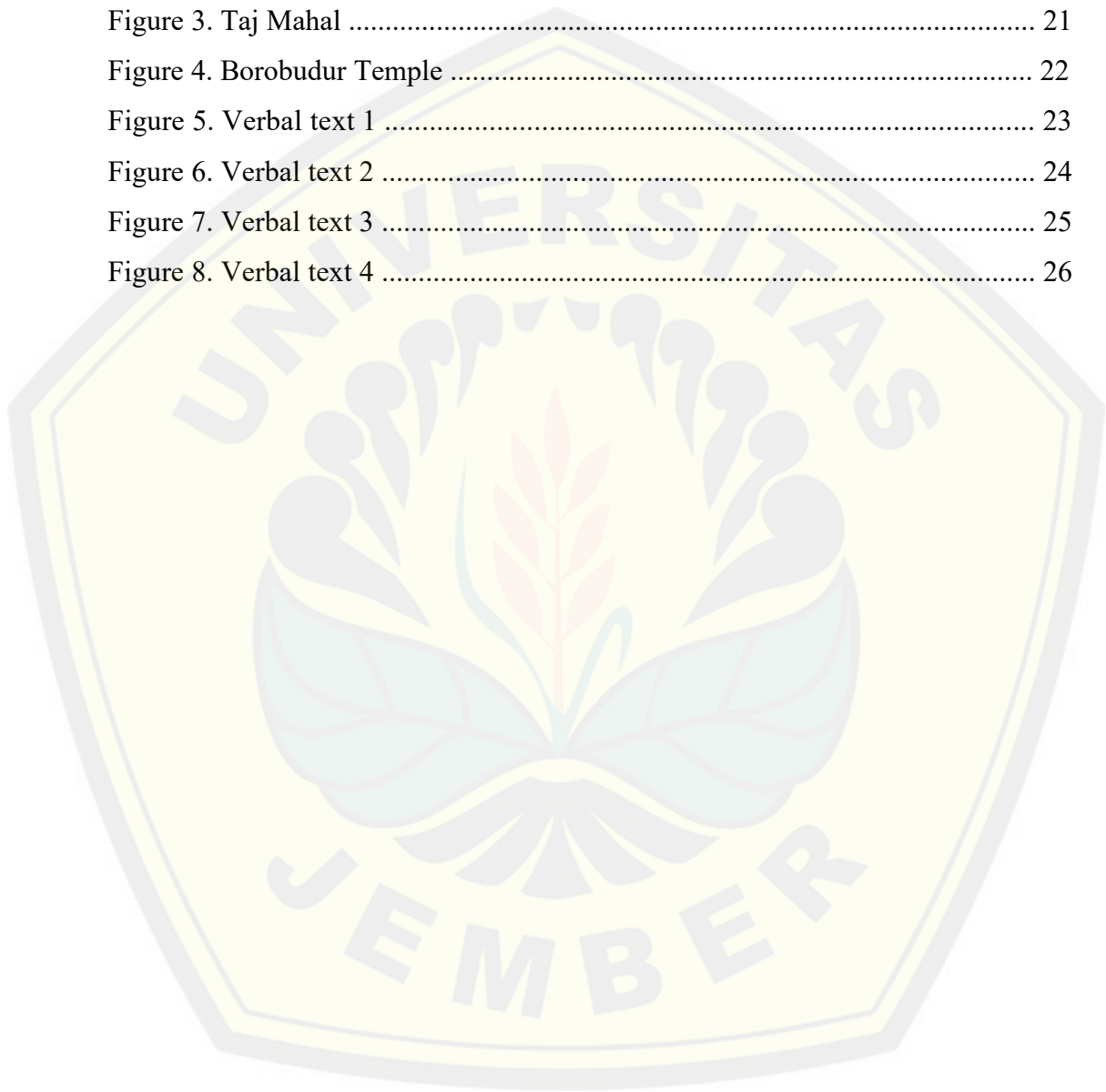
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SUMMARY

The Representation of Religious Values in The Indonesian ELT Prescribed Textbook for Senior High School Students; Zaahin Baroroh; 150210401004; 36 pages; English Language Education Study Program, Language and Arts Department, The Faculty of Teacher Training and Education, Jember University.

This study examined the representation of religious values in tenth grade senior high school English textbook published by the Ministry of Education and Culture of the Republic of Indonesia using Critical Discourse Analysis framework by Fairclough. The study was expected to give enlightenment towards the discussion of religious values needed in ELT textbook and learning process for the students, the teachers, and the next researchers in the future. Additionally, the materials developers and policy makers knew how ELT textbooks represent religious values in educational system and make ELT textbooks that contain a large number of religious values that are suitable with the curriculum used.

The study analyzed verbal and non-verbal depictions that provide information about religious values in senior high school ELT textbooks that contain a large number of religious values that suitable with the curriculum used that has three inter-related dimensions of discourse, they are text/ visual analysis (description), processing analysis (interpretation), and social analysis (explanation). This study used the three inter-related dimensions of discourse to analyze the religious values represented in the verbal and non-verbal depictions provided in the ELT textbook used in Senior High School, in order to reveal what and how the verbal and non-verbal depictions represent the ideas and religious values in it. Moreover, this study used the concept of religion by Smart. There were three dimensions to analyze religious values in the selected textbook; ritual, social, and material dimension. The main reason for analyzing the religious values

in the ELT textbook was because verbal and non-verbal depictions tend to provide rich and accurate information about the religious values.

The analysis results showed that there were four images that found which represented religious values. One image deal with social dimension and the others deal with material dimension. Moreover, there were four verbal texts represented religious values. Two verbal texts deal with ritual dimension and the others deal with social dimension. However, the ritual dimension only depicted in texts rather than non-verbally in images. The material dimension also was not found in the selected textbook regarding non-verbal depiction. Indonesia as the religious country and covers six religions should be concern about all religious values in the field of education. As textbook is the media or tool in teaching process, it should promote the religious values as it is really important for both students and teachers. Moreover, mostly Indonesian ELT textbook promote the Islamic values practiced in the materials than other religions.

Moreover, language and religion should be treated as inter-connected elements that cannot betaken away from each other. As most Indonesians are traditionally religious, designing textbooks or activities for use in an English language classroom setting should take religious values into consideration. Therefore, teachers and authors have an important role in overcoming the problem by giving examples through reading text, dialog text, and instruction text. As evaluators and users of ELT textbooks, English teachers should become an active participant by choosing an appropriate ELT textbook, reviewing and analyzing the religious values sources, and giving feedback for the publishers.

CHAPTER I. INTRODUCTION

This chapter presents topic related to research problem. It consists of four topics, namely the research background, research question, research objective and the research contribution.

1.1 Research Background

ELT (English Language Teaching) textbooks in Indonesia should contain language materials that represent not only lexical and grammatical aspects of language but also ideological values, such as religious values. In Indonesia, students should learn the ideological values as stated in the five basic principles or Pancasila, especially the first principle; believe in one God. In other words, ELT textbooks should contain the language materials that represent religious values. According to Sukardi (2016), the religious values refers to the set of attitudes, behaviors, motivation, and skills. Hence, the meaning of religious values is characterized by values such as confident, creative and innovative, independent, responsible, love, patient, honest, keeping promises, fair, humble, forgiving, loyal, positive thinking, discipline, humble, appreciating, friendly, etc. These values are coming from religious teaching that will create a good human being.

Moreover, Sukardi (2016) states that religious values in learning activities are basically a mandate of the national education system legislation. As affirmed in the law number 20 of 2003 that "National education of Indonesia aims to develop the potential of learners to be a human being who believes and cautious to God Almighty, noble, healthy, independent, and become citizens of a democratic and responsible". For these purposes to be achieved, religious values should be integrated into the learning activities. This is in line with the spirit of the Curriculum 2013. One of the theoretical offers that can support the success of the

Curriculum 2013, especially in the affective domain is the integration of religious values in learning activities.

Cheng (2011) states that educational institutes such as schools or universities play an important role in providing students with a framework or a point of reference for understanding religious values. This pedagogy is guided by a curriculum structured through textbooks. In consequence, Textbook as the media teaching for both students and teachers should be appropriate in relation to reach curriculum goals and objectives, and learner needs. Based on the explanation above, we can summarize that a textbook needs to contain religious values and it is a crucial issue to be analyzed in this research. On the other hand, analyzing the textbook used by the teachers is meaningful for particular parties, such as the authors of the textbook, teachers as well as government. They know the religious values which can be involved in the textbook and it can contribute to providing one of the character education through teaching and learning activity in the classroom.

According to Linarsih (2013), teaching English in Indonesia as a predominantly Muslim country should be aware of the sensitivity regarding cultural and religious values, as these values are embedded in the society. However, religious values are embedded in every teaching so that education field should well planned in picking any topics or culture that is not contradictory to students' religious teaching. In addition, Rodriguez (as cited in Behnam & Mozaheb, 2012) notes "We must look at the ways in which religion can benefit our educational system and textbooks, not harm them". It means that ELT textbooks in Indonesia should provide materials that promote and facilitate the learning process of the students. Learning materials should be relevant to and useful for the students to perform in real life, especially religious values. Studying English teaching materials through verbal and non-verbal analysis is important in

an Indonesian context because it could contribute to the development of better learning materials that are designed to cater to Indonesian diversity. From the statements above, we can conclude that exploring the religious values represented in an ELT textbook is an important issue to be analyzed in this research.

This study looked over some previous studies about religious values in various countries such as Behnam & Mozaheb (2012), Bouzid (2016), and Cheng & Beigi (2011). Having reviewed the related literature on textbook analysis, it was found that the findings have shown that the textbooks they have investigated tend to have religion biases. These studies are useful but lacking on several ways, such as in Behnam & Mozaheb (2012) which only analyzed textbook using content analysis that was not in depth. The findings show that religious values in Iranian EFL textbooks are taught indirectly. Additionally, Iranian EFL textbooks promote the Islamic notions and ideology which are more in religion bias. This is also related to Cheng & Beigi (2011) who examined EFL textbooks in Iran using content analysis. The result shows that religion is not overtly depicted nor is it explicitly taught. Instead, Iranian textbooks serve to reinforce the Islamic religion and cultural ideology. Bouzid (2016) also conducted a mixed method design and mixed content analysis to analyze religious values in three Moroccan ELT textbooks. The result reveals that there was a noticeable shortage in the religious content of those textbooks which undoubtedly failed to contribute to promoting values of tolerance, peaceful coexistence and respect for religious diversity among learners.

In other words, the above mentioned research studies mostly conducted in their home countries. In Indonesia, textbook analysis related to religious values has not been sufficiently touched by many researchers. In order to fill the mentioned gap, this study aims to analyze the selected textbook of the latest edition in 2017 from the curriculum of 2013. In this study, researcher will set out

to carefully analyze the religious values in the Indonesian ELT textbook. The focus of the present study is to analyze in verbal and non-verbal depiction of religious values in the selected ELT textbook. In verbal and non-verbal depiction analysis, all visual images, such as “pictures, photographs, and diagram” and texts in ELT textbook which may represent religious values will be analyzed.

1.2 Research Problem

Based on research background stated above, this research is focused on answering one single research question; “What religious values are represented in the selected ELT textbook for tenth grade of senior high school published by Ministry of Education and Culture of the Republic of Indonesia?”

1.3 Research Objective

The research objective is to describe the religious values represented in the selected ELT textbook for senior high school students focused on both verbal and non-verbal depiction such as pictures, photographs, diagram and texts.

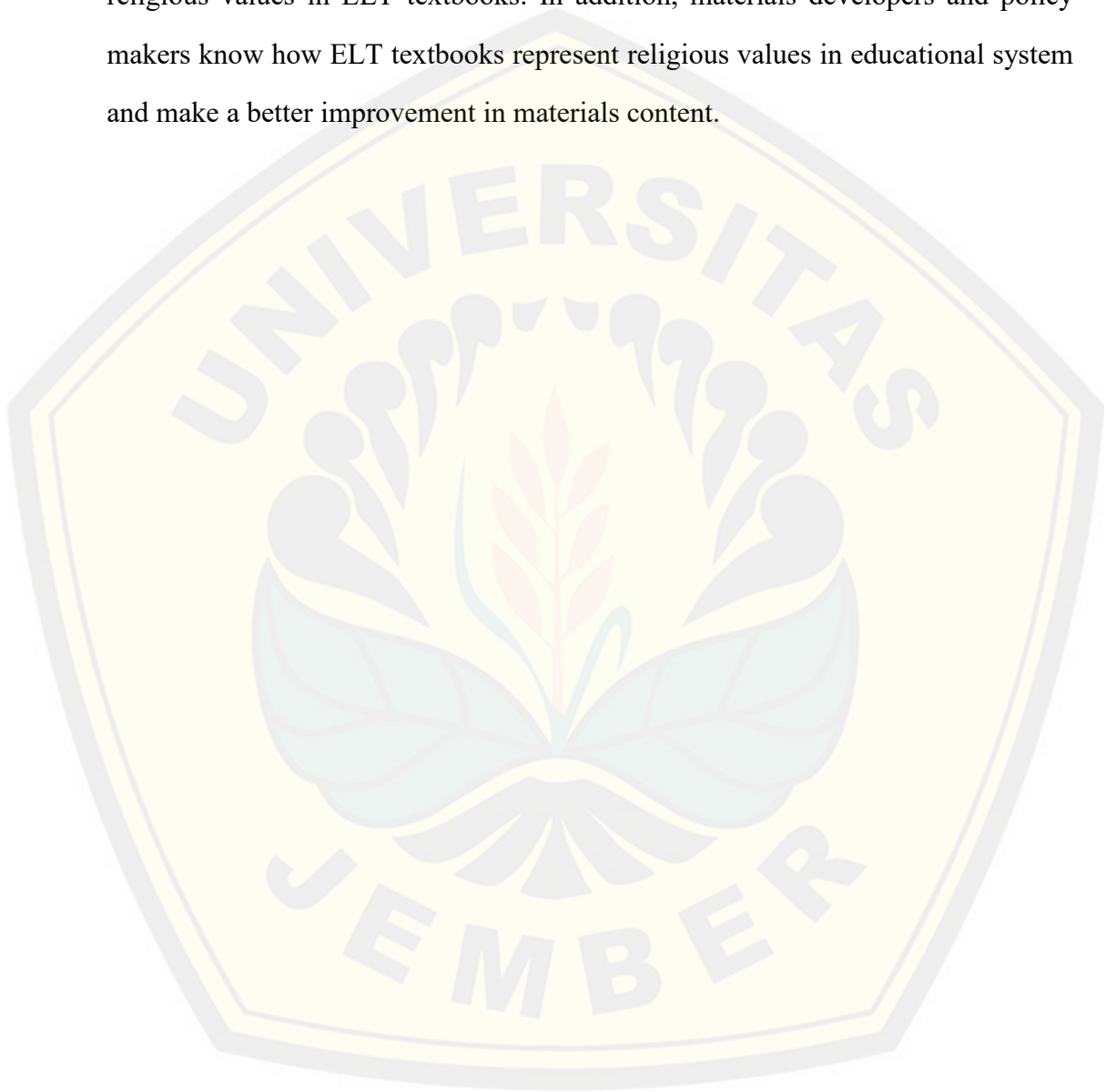
1.4 Research Contribution

1.4.1 Empirical Contribution

This study is expected to be useful for next researchers who are interested in this kind of study, textbook analysis. The future researchers can analyze a most recent textbook, or textbooks with different grades or levels. They can also conduct a similar research but with different aspects, such as the exercises, the questions or the textual contents in the textbook.

1.4.2 Practical Contribution

This study is expected to be useful for both, teachers and materials developer. Teachers are expected to understand the materials that contains of religious values in ELT textbooks. In addition, materials developers and policy makers know how ELT textbooks represent religious values in educational system and make a better improvement in materials content.



CHAPTER II. LITERATURE REVIEW

This chapter discusses further about the basic theoretical frameworks about this research. It covers the concept of religious values, textbooks are the representation of social practices, religious values in ELT textbook and review of previous related studies in ELT textbooks.

2.1 The Concept of Religious Values

To understand the concept of religious values in ELT textbook, we must understand the meanings of 'religion' and 'value' from the experts. Cheng (2011) defines that religion is not only a set of beliefs, but also a tool for ideological propagation. Similarly, Wodak (as cited in Behnam and Mozaheb, 2012) states that religion is a set of shared beliefs and values which carry certain ideological orientations. Different from other researchers, Smart (as cited in Malhotra, 1999) is interested in developing a vague definition of religion, rather he wants to study religion by looking at actual individual religions and cataloging the things that they contain. His concept of religion as possessed of various "dimensions" namely; ritual, mythological/narrative, doctrinal, ethical, social, experiential, and material. Based on the experts' definition about religion, it is defined as base for any human being. It is to set life with the means of discipline, moral and a path of devotion to God. Thus, this study used the concept of religion by Smart (as cited in Malhotra, 1999) which is focused on ritual, social, and material dimensions.

According to Dehghanifard (2012), ritual dimension is forms and orders of ceremonies (private and/or public) (often regarded as revealed). It means that ritual dimension is refers to what subscribers to a particular faith do to maintain their obedience to the obligations of the religion. Highly symbolic in nature, it can refer to worship, participation in regular gatherings and among other things. One

could postulate that a purpose of this dimension is to engender a feeling of belonging and pride within the community, and maintain the oral, cultural, and historical traditions of the religion. Based on Malhotra (1999), social dimension is belief system that shared and attitudes practiced by a group. Often rules for identifying community membership and participation (public). In other words, the social dimension of religion describes the social outgrowth of the religious experience, that is, how the many aspects of the religion seep into and affect culture, in both positive and negative ways. Early civilizations benefit from social order, and as they grow, the religious customs act as social glue, engendering a sense of community and belonging, effectively strengthening the community. Religious values give the people of a community the chance to develop relationships and strengthen bonds, to network, provide emotional, financial, and spiritual support, and sustain the traditions of a religion, which otherwise might fade through the generations. The last is material dimension, it means regarding ordinary objects or places that symbolize or manifest the sacred or supernatural (Dehghanifard, 2012). It involves artwork, mosques, temples, statues, cathedral, icons, and so on.

Value is defined differently by experts. According to Mambu (2017), value is something dealing with morality. It means beliefs about what is right and good, as well as what is erroneous and bad. In addition, Kaur (2014) reports that value simply means developing appropriate behaviour and habits involving inculcation of certain values and habits. It fosters positive relationships and is an explicit goal aimed at promoting care, respect and cooperation. According to Dewey (1939), values deal with things, beliefs, actions, emotions, and attitudes, which are found acceptable, desirable, and even praiseworthy to the individual, society, or both of them. Therefore, based on the experts' definitions about religion and values, this study conceptualized religious values as values that performed by the religious

citizens from the aspects of the three dimensions; ritual, social, and material. Ritual dimension is the activities must be done by someone in each religion to show their sincerity to God. Social dimension is the relationship among others. The last is material dimension, it is dealing with the appreciation of religious symbol.

2.2 Textbook as the Representation of Social Practices

Ariyanto (2018) states that as the representation of social practices, textbooks should provide teaching materials that benefit students to perform social actions in the target language (TL). Tomlinson (1998) notes that materials from textbooks can be (a) instructional: they can inform learners about the language; (b) experiential: they can offer experience of the use of language; (c) elicitive: they can provoke language learner into using language; and (d) exploratory: they provide opportunities for learners that lead to discoveries about the TL. It means that textbooks are expected to represent fact in order helping students carry out social action based on what they learn in textbooks.

Celik and Turkan (2007) point out that an examination of EFL textbooks allows access to a large pool of source-language beliefs and values. This religious values in the ELT textbooks, therefore, should be considered among the students as textbook is a representation of social practices. Examples of religious values in textbook are daily activities done by students. As the statement above “textbook is a social practice”, the writers show visuals representing daily activities and the verbal materials so that they can be the examples for students in practicing the TL before they carry them out in social action.

2.3 Religious values in ELT textbooks

English textbooks play an important role in language teaching and learning since most English teachers use textbooks as the core material. Materials

evaluation is an attempt to measure the value of materials (Tomlinson, 2013). It can predict whether the materials promote and facilitate the learning process of the students. Learning materials are relevant to and useful for the students when they are related to tasks which learners need to perform in real life, including cultural aspects such as religious values and local contexts with balanced representation. Hopefully, this will increase students' motivation which in turns will help them to engage with the learning materials that might increase to learners' chance to succeed in learning.

Textbooks play an important role in the Indonesian education system, especially in ELT. According to Cortazzi and Jin (as cited in Behnam & Mozaheb, 2012), the textbook can be a teacher, a map, a resource, a trainer, an authority, a de-skinner and an ideology. School teachers rely on textbooks as the predominant source of information for teachers and students. According to Rodriquez (as cited in Behnam & Mozaheb, 2012), education is a means for expressing religious ideologies through textbooks and education which is inherently theological in nature. Behnam (2012) notes that the important factor in the content of EFL textbooks is the concept of religion. Additionally, Kelabora (1979) also states that religion can also be integrated with other subjects in the curriculum such as arts, drama, history, language. In this way, religious concepts and themes can be developed within the spectrum of these subject. Religion and education should go hand in hand, good ELT textbooks offer learners a spectrum of learning, encompassing not only language but also other values such as religious values.

This study is crucial because Indonesia is a very diverse nation in terms of religion, ethnicity, and socio-economic status (Suryadinata, 2003). It is even more crucial because the textbooks are intended for all students around the country. Through the use of critical discourse analysis, the researcher attempted to

determine whether religious values represented in the ELT textbook for high school students in Indonesia or not.

2.4 Previous Related Studies on Religious Values in ELT Textbooks

Textbooks have been systematically studied in education field. Nowadays, the importance of the teaching materials has been acknowledged and because English is an international and global language, the critical study of ELT textbooks is considered very important. Kalmus (2004) states that many of the previous research interest in school textbooks have based on the more or less implicit assumption that they influence or even persuade readers. This assumption is based on the fact that textbooks are designed to teach students what educators believe to exist. More over related literature on education and textbook analysis in Indonesia was found that religious values has not been sufficiently touched by many professionals in ELT.

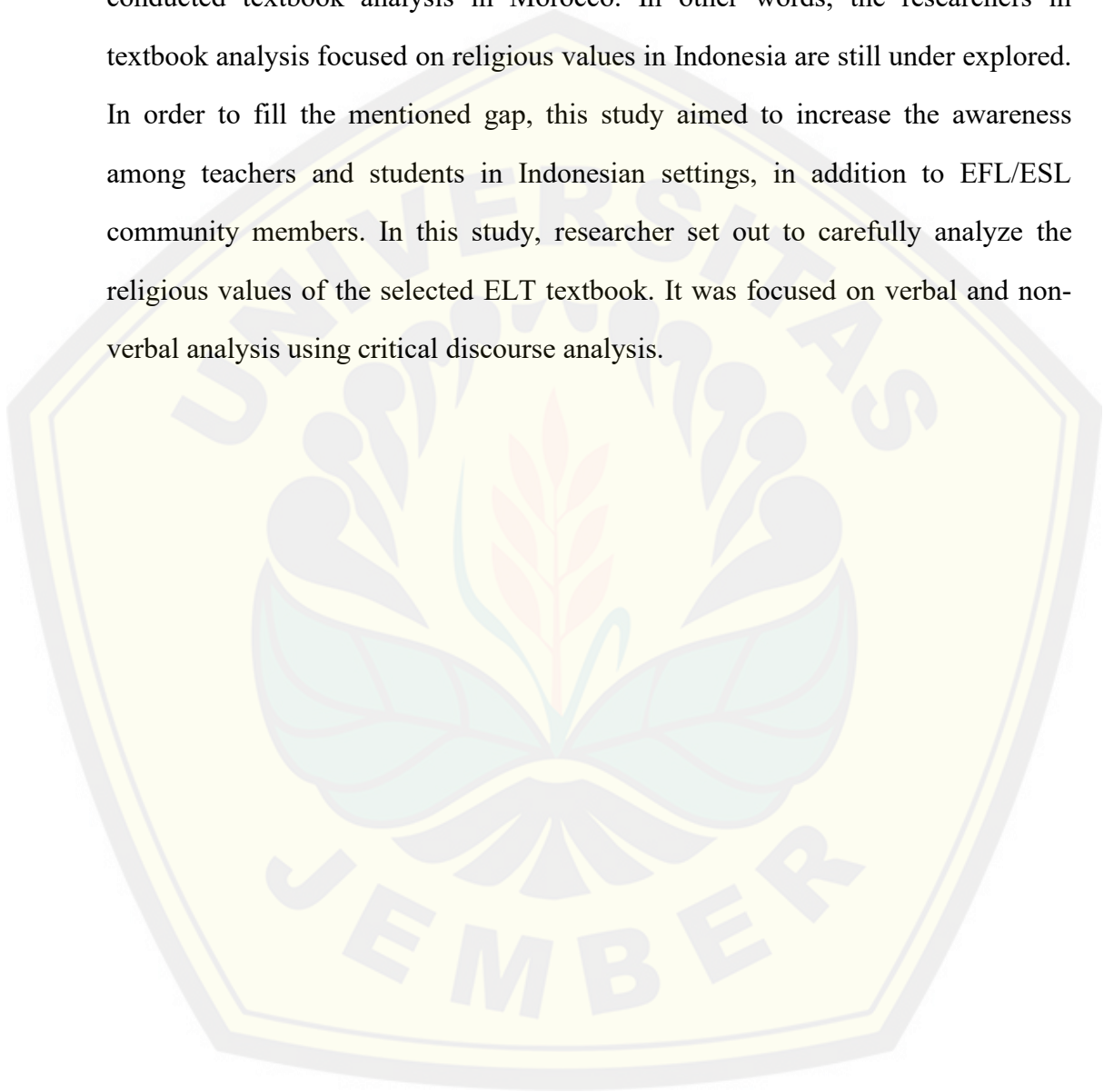
Cheng (2011) conducted a textbook analysis about the inclusiveness of religion and education values in three Iranian EFL textbooks. The three Iranian EFL textbooks entitled “Right Path to English I, II, and III “written by Iranian authors prescribed by Iran’s Ministry of Education for the secondary (Rhanamai) level, were investigated using content analysis focused on both visual an non-visual depictions. The religious values in these three textbooks are categorized in nine themes. The findings reveal that religion is not overtly depicted nor is it explicitly taught. At the same time, EFL textbooks do not expose students to the culture of the language that is being taught. Instead, Iranian foreign-language textbooks serve to reinforce the Islamic religion and cultural ideology.

Behnam & Mozaheb (2012) examined Iranian EFL textbook. The goal of the researchers for carrying out this study is to show the interrelatedness of religion and education in EFL settings. In this study, three Iranian EFL textbooks

entitled “English book 1,2,3” which are written by Iranian authors for the Higher Secondary School level (Dabirestan), were investigated by utilizing content analysis. They focused on verbal and non-verbal analysis in the textbooks. In this study, religious values are covered by five categories. There are female’s clothing, revealing garments for male and female characters, the use of make-up by female characters, physical closeness, male and female characters and driving. The results reveal that religion is an integral part of Iranian EFL textbooks, which is taught indirectly. Additionally, Iranian EFL textbooks promote the Islamic notions and ideology regarding theocratic countries.

Bouzid (2016) also conducted textbook analysis in Morocco. He examined three EFL textbooks using a mixed method design and mixed content analysis to analyze religious values. The three Moroccan ELT textbooks currently used in teaching second year Baccalaureate students in public schools, namely Gateway to English 2 (Hassim, Blibil & Rasmy, 2007), Insights into English 2 (Najbi & El Haddad, 2007) and Ticket to English 2 (Hammani, Ahssen & Tansaoui, 2007). These textbooks are locally designed and are used as national textbooks that are used interchangeably to teach the final level in Moroccan public high schools. This study is to measure the frequency, visibility, space and firstness of religious content relevant to mainly three mainstream religions: Islam, Christianity and Judaism. The result reveals that these textbooks presented different religions that belong to the cultural perspective of both foreign and local cultures in a way that fosters respect for diversity, tolerance and peaceful coexistence among these religions. The three textbooks present a biased version of religion. Additionally, there was a noticeable shortage in the religious content of those textbooks which undoubtedly failed to contribute to promoting values of tolerance, peaceful coexistence and respect for religious diversity among learners.

In other words, some researchers above studied religious values but mostly in their home countries such as Cheng (2011) conducted study in Iran, Behnam & Mozaheb (2012) examined EFL textbook in Iran and Bouzid (2016) also conducted textbook analysis in Morocco. In other words, the researchers in textbook analysis focused on religious values in Indonesia are still under explored. In order to fill the mentioned gap, this study aimed to increase the awareness among teachers and students in Indonesian settings, in addition to EFL/ESL community members. In this study, researcher set out to carefully analyze the religious values of the selected ELT textbook. It was focused on verbal and non-verbal analysis using critical discourse analysis.



CHAPTER III. RESEARCH METHODS

This chapter contains of the research method which is used in this study. The purpose of research method is to give a direction how the research is conducted. It covers research design, research context, data collection methods, and data analysis methods.

3.1 Research Design

The purpose of the study was to investigate the link between religious values and ELT textbook for senior high school students in Indonesia. Critical discourse analysis (CDA) methodology was used as the appropriate research design to answer the proposed research questions. In CDA, “the language used in the ELT textbook represents social practices” (Wodak, 2001). Additionally, Fairclough (1995) states that CDA stems from a critical theory of language which sees the use of language as a form of social practice. The examples of social practice regarding religious values in textbook are daily activities done by students. The writers show visuals representing daily activities and the verbal materials so that they can be the examples for students in practicing the TL before they carry them out in social action. Widodo (2018) adds that CDA is one of the best ways to analyze values laden implicitly and explicitly represented and constructed in text.

This presents study focused to acknowledge meaning not only to written discourse but also to visual images. Saussure (1959) believes that signs have a role in society and are part of social life. According to Saussure (1959), a sign consists of a signified (our concept and definition of the sign) and a signifier (the

actual picture and its meaning). Additionally, according to Barthes (1977), signs and images carry specific connotations and myths, which are culture specific. In this case, the religious values in the selected ELT textbook were analyzed include ritual, social, and material Smart by (as cited in Malhotra, 1999). In analyzing the religious values on visual images and texts, this study used Fairclough's (1995) framework for CDA. Based on this framework, visual image and texts carry contents, social relations, and subject positions and their analysis can disclose the religious values in the selected textbook. As Fairclough (1995) expresses contents, as one aspect of meaning, is meant the text producer's knowledge and beliefs or, one's experience of the social or world. Topics of discussions such as going to a trip and buying a house are counted as examples of contents. Relations refer to the social relationships as shown in the textbook, such as doctor-patient or teacher-student. Subject positions refer to the social identity of visual and non-visual, such as a teacher or a policeman.

3.2 Research Context

The object of this research was English textbook which was expected to have the religious values. The book was endorsed by the government as the implementation of curriculum 2013 "*Bahasa Inggris SMA/MA/SMK/MAK KELAS X*" it has 15 chapters and 224 pages, the authors of the selected textbook are Utami Widiati, Zuliati Rohmah, dan Furaida. This study was conducted in Indonesian context where English is used as foreign language instead of additional or second language. The textbook was used in this study was the newest version and published in 2017 by the Ministry of Education and Culture. The researcher focused on analyzing the verbal and non-verbal related to religious values of selected textbook.

Textbook is considered to be a representation of social practices of Indonesian students, whose social backgrounds are strongly related to multireligious values in which Islamic values are predominantly portrayed (Ariyanto, 2018). The main reason for analyzing the religious values representing through verbal and non-verbal in the selected textbook was that images and texts could provide rich and accurate information about the religious values in the textbook.

3.3 Data Collection Method

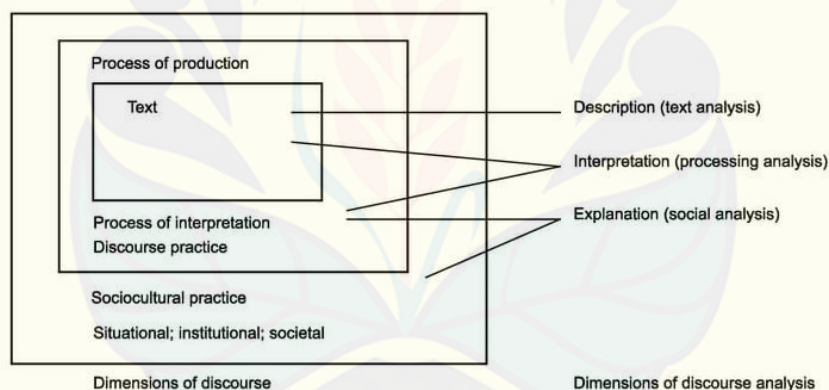
This study used documentation method as a collection method. The data of religious values was taken from the English curriculum 2013 (i.e., an English textbook entitled “*Bahasa Inggris SMA/MA/SMK/MAK KELAS X*”). According to Bowen (2009), documents can provide supplementary research data, making document analysis a useful and beneficial method for most research. Documents can also contain data that no longer can be observed, provide details that informants have forgotten, and can track change and development. Bowen (2009) notes that documentation method refers to collecting data by gathering and analyzing documents. These documents (such as textbooks) are written with a purpose and are based on particular assumptions which are presented in a certain way or style and to this extent. Payne and Payne (2004) states that documents are naturally occurring objects with a concrete or semi-permanent existence which tell us indirectly about the social world and practices of the people who created them.

3.4 Data Analysis Method

To analyze the selected ELT textbook, a number of steps were taken. The researcher used Fairclough’s (1995) framework as a method to analyze religious values in the textbook. The verbal and non-verbal of the selected textbook were

extracted and analyzed in terms of religious values according to Fairclough's (1995) framework (see Table 3.1). The first part of this study attempts to select the verbal and non-verbal materials which contain of religious values. The second part of this study is description, which is related to the properties of text. The third part is interpretation, which refers to the relationship between the text and the processes of production and interpretation. The last part of this study is explanation, which is concerned with understanding how the processes of production and interpretation of religious values are influenced by or effect the social context.

Digram 3.1. Three dimensional conception of discourse of Fairclough's (1995, p.98) framework



As it has been mentioned above, description, interpretation and explanation are the three steps of discourse analysis. According to Fairclough (1995), description is the stage which is concerned with formal properties of the object (visual and non-visual) to be analyzed. In other words, linguistic features of the text and the details of the picture are to be explored in the descriptive stage. In the interpretation stage, the relationship between the discourse and its production and its consumption should be interpreted. Besides, discourse is not only regarded as text but also a discursive practice in this stage, which means apart from analyzing linguistic features and text structure, attention should be drawn to other factors

such as speech act and intertextuality. These factors link the object to its context. Explanation is concerned with the relationship between interaction and social context with the social determination of the process of production and interpretation, and their social effects. On the other hand, the analysis in explanation part is in reference to the historical, social, and cultural contexts.



CHAPTER V. CONCLUSION AND SUGGESTIONS

This chapter contains conclusion and suggestion with respect to pedagogical implications of results.

5.1 Conclusion

Based on the research result and discussion it can be concluded that the religious values represented in the selected ELT textbook include the three dimensions depicted in four images from 51 images in the textbook and four selected verbal texts . In other words, not all verbal texts in the selected ELT textbook represent religious values. However, the findings showed that the religious contents were still under-represented through images and texts in the selected ELT textbook although, such values are the main concern of the first principle in the Indonesian five basics principle (Pancasila).

The analysis results showed that there were four images of religious values. One image deals with social dimension and the others deal with material dimension. From the three images that deal with material dimension, the two of them also represent two dimension; material and ritual dimension. Moreover, there were four verbal texts represented religious values. Two verbal texts deal with ritual dimension and the others deal with social dimension. However, the ritual dimension only depicted in texts rather than non-verbally in images. Indonesia as the religious country and covers six religions should be concern about all religious values in the field of education. As textbook is the media or tool in teaching process, it should promote the religious values as it is really important for both students and teachers. Moreover, mostly Indonesian ELT textbook promote the Islamic values practiced in the materials than other religion.

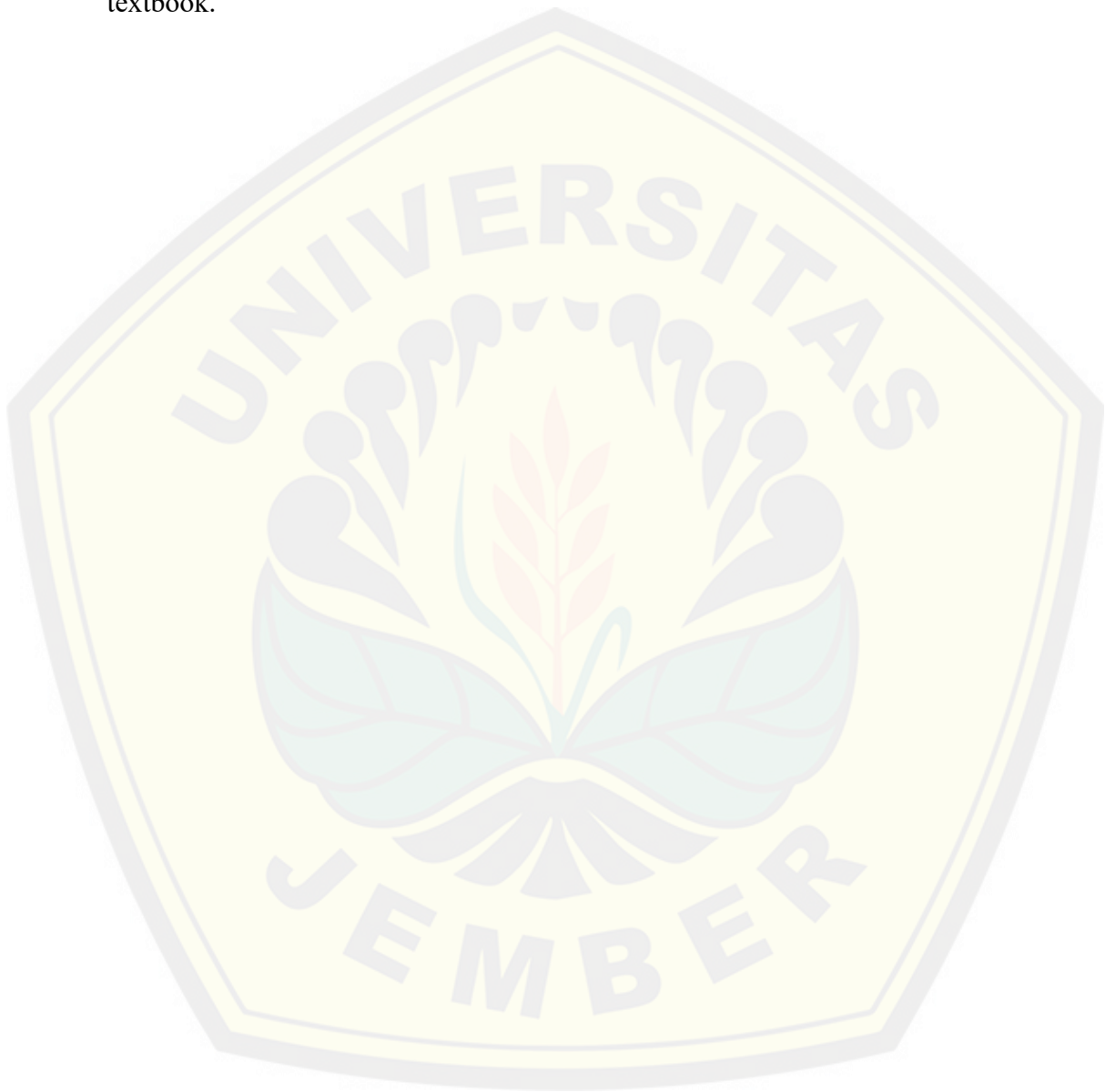
Moreover, language and religion should be treated as inter-connected elements that cannot be taken away from each other. As most Indonesians are traditionally religious, designing textbooks or activities for use in an English language classroom setting should take religious values into consideration. Therefore, teachers and authors have an important role in overcoming the problem by giving examples through reading text, dialog text, and instruction text. As evaluators and users of ELT textbooks, English teachers should become an active participant by choosing an appropriate ELT textbook, reviewing and analyzing the religious values sources, and giving feedback for the publishers.

5.2 Suggestions

Based on the result of this research, the English textbook should provide more images and texts materials that contain a large number of religious values that suitable with the curriculum used. For the textbooks writers, they should load more visual and verbal materials regarding to act of rituals and materials. Additionally, the textbook writers should include more religious values not only in one or two religion because Indonesia is multireligious in order to help them gain their awareness. Moreover, English teachers should also consider in find other learning sources containing religious values which were not represented in the English textbook “*Bahasa Inggris SMA/MA/SMK/MAK KELAS X*” (*edisi revisi 2017*) for tenth grade students. The teachers also need to become an active role in providing additional activities in teaching and learning process to develop the implementation of religious values that was not exist.

For the future researchers, the result of this study showed that the textbook contain religious values particularly is still under-represented through images and texts. However, further analysis is still needed to confirm the implementation of religious values in other textbook published by the Ministry of Education and

Culture. The future researchers can analyze a most recent textbook, or textbooks with different grades or levels. They can also conduct a similar research but with different aspects, such as the exercises, the questions or the textual contents in the textbook.

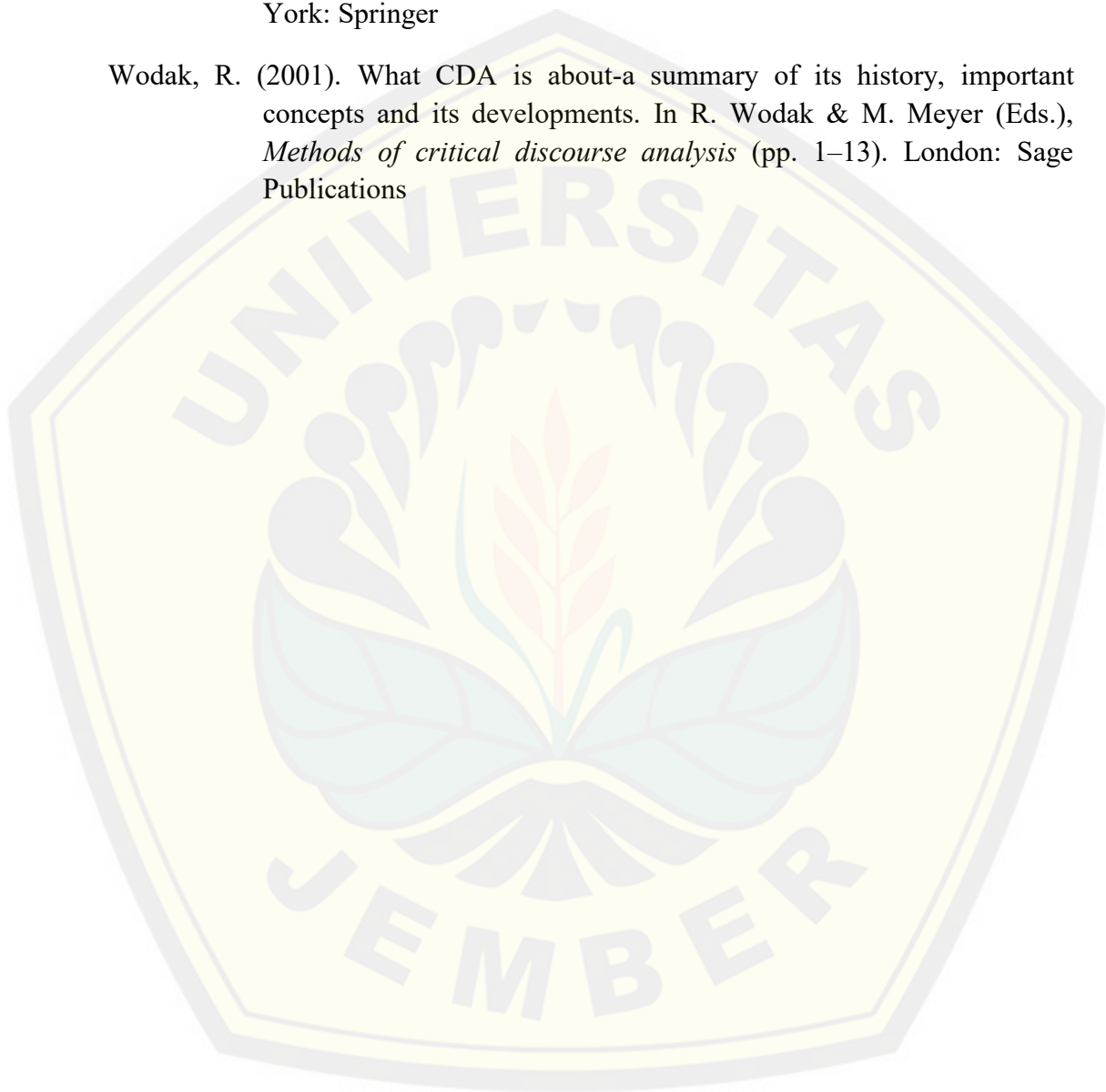


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Appendix 1

RESEARCH MATRIX

Title	Problems	Variable	Indicators	Theoretical Framework	Research Method
The Representation of Religious Values in The Indonesian ELT Prescribed Textbook for Senior High School Students	1. What religious values are represented in the selected ELT textbook for senior high school published by Ministry of Education and Culture of the Republic of Indonesia?	Verbal and non-verbal depiction in the ELT “Bahasa Inggris SMA/MA/SMK/MAK KELAS X”	Religious values (Smart, 1999) ; 1. Ritual, 2. Social, 3. Material.	1. Cheng and Beigi (2012) about education and religion in Iran EFL textbook 2. Fairclough (1995) about critical discourse analysis	1. Research Design: Critical Discourse Analysis 2. Data Resource: Verbal and non-verbal materials related to religion values used in an ELT textbook for Senior High School students 3. Data collection methods: Documentation method 4. Data analysis method: Selecting, Describing, Implementing, Explaining

Appendix 2

Table 1. The Visual Portrayal of Values in the Textbook, “Bahasa Inggris SMA/MA/SMK/MAK KELAS X” [adapted from the table “The Portrayal of Values in the Textbook” in Widodo (2018, p.7)]

Chapter	Theme	Visual artifact	Description	Location/ Page	Religious Values		
					Rituals	Socials	Materials
1	Talking about Self	An individual picture	One image portrays a female student wearing school uniform with a veil and brings school bag and books.	1	The female student wearing a veil represents Islamic values. (Material dimension)		
4	Which One is Your Best Getaway?	Buildings	The picture depicts a building of Taj Mahal and trees in front of the building.	58	Taj Mahal is a royal heritage of Islam. It can be called as a form of religious tolerance. Because people who come to Taj Mahal are not in the same religion but multireligious. It teaches students to being a respectful to other religions. And indirectly, teach tolerance in the classroom. (Material dimension)		
5	Let’s Visit Niagara Falls	Individual pictures	The pictures portray two men with a speech bubble of Borobudur temple aiming in a	77	For many Indonesians Borobudur is a sacred place of worship, especially Buddhism. It represents religious material. The picture can teach		

			man but other in silence.		students about religious values, especially about religious tolerance. (Material dimension)
13	Malin Kundang	Individual pictures, a house and a stone.	A set of images illustrate a stone of Malin Kundang, a Rumah Gadang, and three people, one of them is male and two females.	170	Malin Kundang represents religious values related to behavior towards parents. It teaches about honesty, ungrateful son, and disrespecting. It can be an example for students that as children, they should love their parents. (Social dimension)

Appendix 3

Table 1. The Non-visual (Verbal) Portrayal of Values in the Textbook, “Bahasa Inggris SMA/MA/SMK/MAK KELAS X” [adapted from the table “The Portrayal of Values in the Textbook” in Widodo (2018, p.7)]

Chapter	Theme	Non-verbal portrayal	Description	Location/ Page	Religious Values		
					Rituals	Socials	Materials
1	Talking about Self	A letter	Assalamualaikum Alia.	5	The greeting form of Assalamualikum represents the way Muslims greet to others. It shows the dimensions of socials. (Social dimension)		
4	Which One is Your Best Getaway?	Description text	The greatness of the nature will make you feel very small and praise God.	65	The sentence indicates that as the creatures we should be grateful of what we have. This represents the social dimension. (Social dimension)		
5	Let's Visit Niagara Falls	Diagram verbal text	Muslims perform prayers at least five times a day	76	The activities of worshiping in the verbal text represents the ritual of Muslims. (Ritual dimension)		
12	Issumboshi	Narrative text	One day the Princess went out to worship at the Kiyomizu Tempe	159	The activity of the Princess in the temple shows the ritual of Buddhism worshiping. (Ritual dimension)		