# THE YUEN'S DIMENSION-BASED CULTURAL DIVERSITIES IN THE ELT TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS: A CRITICAL DISCOURSE ANALYSIS

**THESIS**

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**JEMBER UNIVERSITY**
**2021**

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Composed to Fulfil 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

**BY:**

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**2021**

**MOTTO**

*"Cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity"*

**Robert Alan**

**DEDICATION**

This thesis is dedicated to:

1. My beloved parents who always support me in difficult times and pray for my success to achieve my dreams.
2. My beloved brother who always cheer me up and encourages me to overcome my difficulties.

## STATEMENT OF THESIS AUTHENTICITY

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

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**CONSULTANS' APPROVAL**

**THE YUEN'S DIMENSION-BASED CULTURAL DIVERSITIES IN THE ELT TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS: A CRITICAL DISCOURSE ANALYSIS**

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**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis entitled "The Yuen's Dimension-Based Cultural Diversties In The ELT Textbook For Senior High School Students: A Crritical Discourse Analysis" is approved and received by the examination committee of the Faculty of Teacher Training and Education of Jember University.

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Finally, I hope this thesis will provide some advantages for the writer 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, 14 January 2021

The Writer

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**THE YUEN'S DIMENSION-BASED CULTURAL DIVERSITIES IN THE ELT TEXTBOOK FOR SENIOR HIGH SCHOOL STUDENTS: A CRITICAL DISCOURSE ANALYSIS**

## SUMMARY

**The Yuen's Dimension-Based Cultural Diversties In The ELT Textbook For Senior High School Students: A Crritical Discourse Analysis; Sari Putri Setyawaningsih; 160210401056; 36 pages; English Education Program, Language and Art Education Department, The Faculty of Teacher Training and Education, University of Jember.**

This study uses critical discourse analysis to examine the representation of the cultural diversities in the first year of the senior high school textbook published by non-government publisher, i.e Airlangga. This present study analyzed both visual and verbal text emerged in the textbook which is expected to give a deep understanding of cultural diversities to the learners and teachers also to give enlightenment for the depiction of cultural diversities for EFL textbook writers and future researchers.

To analyze the cultural diversities the researcher categorize the cultural materials according to Yuen's (2011) cultural dimension (i.e., products, practice, perspectives, and person) and to explore the source of the cultures, Kachru (1985) category of English use into inner, outer and expanding circle countries have been chosen. The material contained in the textbook carries ideological values in terms of cultural diversity values that must be instilled in students. Visual and verbal texts in textbooks which carry values are expected to increase students' critical awareness of cultural values around the world.

The findings show that there are four cultural dimensions represented in the textbook through 6 pictures and 20 texts. Those cultural materials present the cultural dimension of product, practice, person, and perspective. The source of the cultural material comes from various countries from inner, outer, and expanding circle countries including Indonesia. Therefore, through the representation of the cultural diversities from various countries in the worldwide circle, it can enhance the cultural awareness of the students and increase their Intercultural Communication Competence (ICC). Hence, it is a great challenge for the English teachers to explain and make the students understand and aware of the culture the textbook and help them through the activity in the class.

# CHAPTER I
# INTRODUCTION

This chapter introduces some reasons for the importance of researching cultural diversities in an Indonesian ELT textbook. Chronologically, it presents the research background, research questions, research objectives, and research contributions.

## 1.1 Research Background

As a lingua franca, English has been used in the international arena as a means of communication among people from different parts of the world. In this context, English is used as a medium of communication with both native and non-native speakers of English both in formal and informal situations. Non-native speakers of English may come from some countries where English is used as a second language (e.g., Singapore, Malaysia, Philippines) or English is used as a foreign language (e.g., Vietnam, Thailand, Japan). When Indonesian people communicate in English with others from different countries (native and non-native speakers of English), we must understand their cultures to communicate more effectively and appropriately. Also, by understanding their cultures, we can avoid misunderstanding.

Regarding the importance of English as the global language, the goal of ELT must be directed towards the attainment of intercultural communicative competence (ICC). According to Bennett (2004), ICC means the ability to communicate in cross-cultural situations effectively and connect appropriately in a variety of cultural contexts. Cros-cultural means the differences are understood and acknowledged, and can bring about individual change, but not collective transformations , one culture is often considered "the norm" and all other cultures are compared or contrasted to the dominant culture.

The same opinion comes from Byram (1997), stating that ICC refers to the ability to interact with people from another country and culture in a foreign language. Intercultural focuses on the mutual exchange of ideas and cultural norms. no one is left unchanged because everyone learns from one another and grows together. Thus, to be able to communicate interculturally, EFL learners

must be trained to communicate in English both via English learning activities designed in the classroom or the real situations when they have opportunities to do so. For preparing students to attain ICC, the availability of teacher and learning resources will play a major role. The expected English teachers are those who are capable of facilitating students to practice communicating in English through topics and learning activities they design, while the expected English textbooks are the ones that provide adequate topics and learning activities readily used by the teachers for the learning resources in the classroom.

To know what cultures are integrated into the English textbook, the present study identify the origins of cultures whether they belong to native or non-native speakers' cultures. From the perspectives of English as a Lingua Franca, cultures may come from inner-circle countries (L1 users), outer-circle countries (L2 users), and expanding circle countries (EFL users) (Kachru, 1985). EFL learners need to be familiar with the native and non-native speakers' cultures because in this global era they are expected to be able to communicate interculturally in English. In everyday life, EFL learners may communicate in English with their native friends, in tourism objects they may communicate with tourists from English speaking and non-English speaking countries, as well as informal situations they may communicate in English with native speakers and non-native speakers of English. Having identified the origins of cultures, the next step is identifying the types of cultures in the EFL textbook if they belong to visible or invisible cultures. This aims to extend EFL learners' knowledge about cultures as well as to develop their cultural awareness. EFL learners' communication strategies become more effective if they are aware of differences in the way other people behave, perceive, believe, and appreciate values and norms.

The issue of cultural diversities in ELT textbooks has been investigated previously by textbook researchers (Rodrigue, 2015; Ali, Kazemian & Mahar 2015; Almujaiwel 2018; Erlina, 2018; Lekawael, Emzir & Rafli, 2018; Rashidi & Meihami, 2016; Isnaini, Setyono & Ariyanto, 2019; Rocha-Lopez, 2016; Shin, Eslami & Chen, 2011; Setyono & Widodo, 2018) in several different countries. These studies are mostly situated in Asia (e.g. Taiwan, Pakistan, and Iran, Saudi

Arabia, Indonesia) and some are located in  Australia and Colombia. The findings of those studies mostly show that EFL textbooks from government publishers represent the domination of cultures from inner-circle countries. To fill this void, the present study examines critically the cultural diversities in an English textbook for senior high school published by a private publishing company in Indonesia. The textbook is entitled "Pathway to English for the first year of senior high school student" published by Erlangga.

## 1.2    Research Questions

Based on the background of the study, the present study investigates the issue of cultures in an Indonesian ELT textbook, that is formulated in the following research questions :

1. Which cultures are represented in the verbal and visual texts of an English textbook for senior high school in Indonesia?

2. What are the hidden messages conveyed in the verbal and visual texts representing cultural diversities in the textbook?

## 1.3    Research Contributions

The findings of the present study will provide practical and empirical contributions. Practically, the findings of the present study can inspire English teachers to integrate cultures in the teaching of English as a foreign language. For textbook writers, the findings can inspire them to provide more materials on cultural diversities and provide the learning experiences that stimulate EFL learners to practice intercultural communication. Empirically, future researchers will research cultural diversities found in different English textbooks published by different publishers.

## CHAPTER II
## LITERATURE REVIEW

This chapter reviews the role of cultures in the learning of foreign language, the origins of cultures EFL learners need to learn, EFL textbooks as the source of learning cultures, and previous studies on cultures in the EFL textbook.

### 2.1 Culture and Language Learning

To communicate in English effectively, EFL learners must be capable of conveying information and/or messages to the interlocutors using English that is meaningfully understood, grammatically correct, accurately organized, and appropriately accepted. EFL learners who are capable of communicating effectively with other people from different cultural backgrounds are categorized as competent users of English. We may say that they have acquired communicative competence (CC) which consists of linguistic competence, strategic competence, and sociocultural competence, actional competence, and discourse competence (Celce-Murcia and Olshtain, 2000).
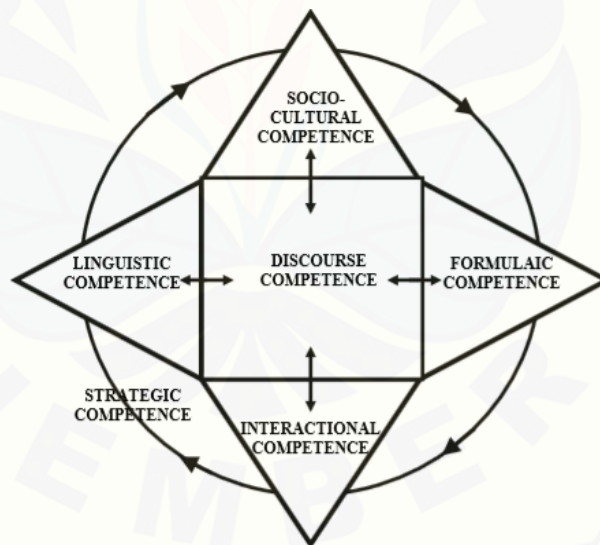


Figure 3.3 Revised schematic representation of 'communicative competence'

One of the important components in CC is the 'sociocultural competence'. It is the cultural background knowledge needed to interpret and use a language effectively (Murcia, 1995). Sociocultural competence refers to

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the speaker's pragmatic knowledge, i.e. how to express messages appropriately within the overall social and cultural context of communication. This includes knowledge of language variation concerning the socio-cultural norms of the target language.

By learning about the culture, EFL learners are expected to be aware of cultural differences when communicating with people from different cultural backgrounds. EFL learners need to be aware of their habits, behaviors, and perspectives that are different from theirs. In this case, EFL learners are required to be knowledgeable with the concept of culture which includes beliefs, arts, skills, moralities, laws, traditions, and behaviors that an individual, as a member of society, gets from his society (Taylor, 1974).

## 2.2    Origins of Cultures EFL Learners Need to Learn

Because English has been used by people all over the world, in EFL teaching and learning, attention must be given to the teaching of different cultures. Schaefer (2006) states that cultural diversities means a belief and behavior system that recognizes all different groups in an organization or society, and values their socio-cultural differences, and contributes to empowering differences in each society. However, knowing the concept of cultural diversities is very important for the learners. As a means of communication, English is not only used to communicate with native speakers but also with non-native speakers of English. For example, when we meet people from Japan, China, Korea (who learn English as a foreign language), or when we meet people from Singapore, Malaysia, and the Philippines (who use English as a Second language) we will use English to communicate with them because English is stipulated to be an international language. In these situations, we need to understand the cultures of the people we communicate with (interlocutors) to communicate effectively and avoid cultural misunderstandings.

Concerning the teaching and learning of English as a foreign language, EFL learners need to know the native speakers' cultures that include ways of behaving, eating, talking, dwelling, their customs, their beliefs, and values.  Besides, as

English has been used widely as a means of communication among non-native speakers of English, EFL learners also need to be familiar with the international cultures too. Seidlhofer (2003) adds that the English language is used as a lingua franca or as communication among others. Because of this, Kachru (1985) categorizes the use of English, including Inner, Outer, and Expanding Circles. This categorization brings about new or different English varieties. With Kachru's use of a category, EFL learners need to learn about the cultures of the people living in Inner, Outer, and Expanding Circle countries. The Inner Circle Zone includes the USA, the UK, Canada, Australia, and New Zealand (native speakers of English). The Outer Circle countries embrace Malaysia, Singapore, Hong Kong, India, the Philippines, and Nigeria (the English language is used as an official language). Finally, the Expanding Circle refers to developed and developing countries such as Indonesia, Thailand, Korea, Japan, and China, where English is used as a foreign language or as an additional language.

## 2.3    EFL Textbooks as the Source of Learning Culture

In language learning, English textbooks not only guide classroom activities but also serve as the primary resource of cultural knowledge for students to learn. Xiong (2012) states that a textbook is not only a curriculum document but also a social and cultural artifact that may bring some particular beliefs and values for students. Besides, Cunningsworth (1995) claims that cultural values embedded in textbooks may shape students' cultural awareness, perceptions, and knowledge. Therefore, the textbook itself serves as a cultural values agent.

Thus, students need to learn about various cultures. Cultures are defined operationally as rules, norms, morality, and behaviors that are shared and negotiated between people in society (Bryam, 1988). Moran (2001) states that culture embraces five dimensions: *products* (artifacts, places, institutions, art forms), *practices* (operations, acts, scenarios, live*s), perspectives* (beliefs, values, and attitudes)*, communities* (social contexts, circumstances, groups), and *persons"*. Another, Yuen (2011, p. 459) describes "the aspects of culture in ELT textbooks in terms of *products* (system of code)*, practices* (communication)*,

*perspectives* (thoughts), and *persons*." As Yuen (2011) describes that cultural dimension of the product include movies, food, travel, etc.; cultural dimension of practices represent custom, society, and daily life; cultural dimension of perspectives portray inspiration and value, and the cultural dimension of a person refers to inspiring and famous people or individuals. Therefore, this study uses Yuen's (2011) cultural dimension to categorize cultural values that may be loaded in each cultural dimension: product, practices, perspectives, and persons.

As ELT textbooks are the primary source of cultural knowledge, they should include a variety of cultures from different groups of people around the globe. As Song (2013) contends, these textbooks may influence language learners' worldviews. The textbook may mediate the native and target culture in the language classroom (Kramsch, 1987). Thus, these textbooks may canalize some cultural knowledge, identity, and cultural values from different countries around the world.

### 2.4 Previous Studies on Cultures in EFL Textbooks

In the last five years, studies about cultural contents in language textbooks have been conducted in different parts of the world by using the different tools of analysis. Rodríguez (2015) in his descriptive study, analyzed the elements of surface culture or deep culture in the EFL textbook in Colombia. The research found that the textbooks consist only of the static and congratulatory topics of surface culture and ignoring the complex and transformative forms of culture. Similar descriptive research from Ali, Kazemian, and Mahar (2015) identify the cultural content from different perspectives, they indicate problems because of teaching English as a medium of instruction in public sector colleges of interior Sindh, Pakistan, and analyze the textbooks in Iranian schools. The findings of this research indicate that the students of colleges of interior Sindh, Pakistan have some problems with intercultural communication competence because English is taught traditionally in colleges of interior Sindh and Iranian schools.

The other two previous studies are quantitative research in nature done by Almujaiwel (2018) and Erlina (2018). Almujaiwel (2018) analyzes the cultural

elements of Saudi education of English as a foreign language (EFL) in Saudi Arabia EFL textbooks. He found that local cultural items were developed more than the target cultural ones, and also developed more than intercultural ones. The same research comes from Erlina (2018) by using content analysis. She investigates the proportions of the localand target language cultures in the government's English electronic textbooks for junior high school students in Indonesia. Of the ten textbooks analyzed, the findings revealed that four textbooks presented a balanced proportion, while six textbooks did not present equally the local and target language cultures. Lekawael, Emzir, and Rafli (2018) also examined the cultural values in texts of English coursebooks in Indonesia and found that the English coursebooks contain the elements of cultural values, such as "prestige, honesty, discipline, alignment, individuality, diversity, hard-working, generosity, creativity, beauty, fighting spirit, equality, mutual help, proud, caring, independent, and belief".

In Iran Rashidi and Meihami (2016) examined the cultural contents of three ELT textbooks from the inner, outside, and expanding circles using CDA. The results indicate that the ELT textbooks from the inner circle country contain more L1 and L2 cultural contents, ELT textbooks from the outer circle contain more L1 and international cultural content. Moreover, ELT textbooks from the outer circle show a tendency to contain L1, L2, and international cultural content. The same critical discourse study from Isnaini, Setyono, and Ariyanto (2019) has examined the four categories of multicultural values presented in a vocational high school English textbook published by the Ministry of Education and Culture of the Republic of Indonesia. The findings show that there are four points of multicultural values that are shown in the EFL textbook: respecting other people's traditions, appreciating other people's perspectives, appreciating other people's cultural products, and appreciating women's equal rights.

In the United Kingdom, Rocha-Lopez (2016) investigated the need for ICC awareness to help EFL learners develop an appreciation for the culture and language studied. The findings show that the language teaching process should develop the cultural awareness leading to ICC for global citizenship and culture

teaching should be upgraded from the descriptive to interactionist, fostering interactions and discussion leading to self-awareness, openness, and transformations.

Content analysis study from Shin, Eslami, and Chen (2011) in Taiwan presents that the design and content of ELT textbooks should reflect the multiple perspectives inherent in EIL. From the analysis, it was found that the cultural contents of seven series of internationally distributed ELT textbooks are proportionally diverse in each textbook series, even though inner circle cultural contents still dominate most of the textbooks. Moreover, cultural presentation still largely remains at the traditional knowledge-oriented level and does not engage learners in deep levels of reflection.

By applying CDA Setyono and Widodo (2018) analyzed the multicultural values in a nationally adopted EFL textbook in Indonesia. The findings revealed that there are four multicultural values represented in the textbook: (1) respect the culture of various ethnic and religious groups, (2) respect the culture of indigenous peoples; (3) avoidance of conflict and peace with all forms of life and nature; and (4) appreciation of creative cultural products. The findings show that the textbook emphasizes multicultural ideology to ethnic traditions in Indonesia.

Even though the study of cultural values in EFL textbooks has been identified in many different countries, the representation of cultural values using critical discourse studies is still rarely explored in Indonesia and also the textbooks that have been analyzed are mostly published by the government publisher. Furthermore, the theory of four Ps of cultural dimension from Yuen (2011) is also underexplored. Therefore, to fulfill the gap the aim of this study will examine the representation of cultural values of inner, outer, and expanding circle countries in non-government textbooks in Indonesia based on the cultural dimension of Yuen (2011) (i.e., products, practice, perspectives, and person) in both visual and verbal materials in the textbook.

## CHAPTER III
## RESEARCH METHODOLOGY

This chapter discusses the kind of research design chosen to analyze the EFL textbook, the EFL textbook as the source of research data, the data collection method, and the data analysis method.

### 3.1    Research Design

To analyze the cultural diversities represented in the visual and textual data in an Indonesian EFL textbook, critical discourse analysis (CDA) is chosen. CDA is chosen because CDA is a useful tool to analyze values, laden implicitly, and explicitly represented and constructed in the text (Widodo, 2018). Additionally, CDA uncovers how the ideological system is (re)shaped by texts and social practices that marginalize or privilege particular values in society (de Los Heros, 2009). Ideologically, school textbooks in Indonesia are required to avoid pornographic content, extreme ideology, radicalism, violence, ethnic-religious-racial sentiments, and gender bias (Direktorat Jenderal Peraturan Perundangan-undangan, 2016).

To uncover values carried in the textbook materials, Fairclough's (1995) framework is chosen as the method to analyze verbal elements in communication and visual images which play an important role in a modern society's communicative life. Both of them frequently operate together in one package that is difficult to separate, to strengthen the conveying of discoursal meanings (Fairclough, 2001). Therefore, the present study focuses on classifying whose cultures (i.e. native or non-native speakers' cultures) are represented in the analyzed EFL textbooks and analyzing what messages laded in the textual and visual materials about 'cultural diversities' represented in the EFL textbook published by a private textbook publisher.

### 3.2    Research Data and Data Resource

Data of the present study are texts and pictures that represent cultural diversities in an Indonesian EFL textbook. The data are taken from an

EFL Textbook for Senior High School students published by Erlangga. So, this textbook serves as the data resource. This textbook was written following the Curriculum 2013.

The textbook was published by Erlangga entitled Pathway to English from Theresia M. Sudarwati and Eudia Grace. It is used by the Elective Program (*Program Peminatan*) which has purposed to provide the framework for teaching and learning English based on *KI/KD Kurikulum 2013 yang Disempurnakan* and contains ten chapters in 212 pages. The learner's activities in the textbook are based on Scientific Approaches which present five activities (Observing, questioning, exploring, associating, and communicating) by covering four-skills of English (speaking, listening, reading, and writing practices) and also the language components (vocabulary mastery, pronunciation practice, and grammar review). Besides, the textbook is not only conceiving four English skills and language components but also the self-reflection and summary for the learner to know how well they understand the material and eventually help the learners to develop their discourse competence and can survive in an English-speaking environment and access information. Moreover, to guide the learner to study, the textbook provides both visual and verbal materials which present in pictures, table and character illustration (visual materials) and text, dialogue, speech bubble, and tasks (verbal materials).

### 3.3 Data Collection Method

Because the data of the present study are taken from the curriculum document (i.e. the texts and pictures about cultural diversities in an EFL textbook), documentation analysis is used as the data collection method. To collect the data, the writer classified texts and pictures that illustrate cultural diversities. The texts can be monologues, dialogues, learning tasks, while pictures include photographs and visual images illustrating cultural diversities. With the help of the table, both visual and textual data in each chapter of the textbook was identified. The cultural diversities represented in the texts and pictures are classified based on the origins of the cultures (i.e. inner cycle, outer circle, and

expanding circle cultures). Then, they are categorized based on Yuen's (2011) classifications: product, practice, perspective, and person. The product includes movies, food, travel, etc.; practices represent custom, society, and daily life; perspectives portray inspiration and value, and person refers to inspiring and famous people or individuals.

**Table 1: Pictures and texts represent cultural material in the textbook**

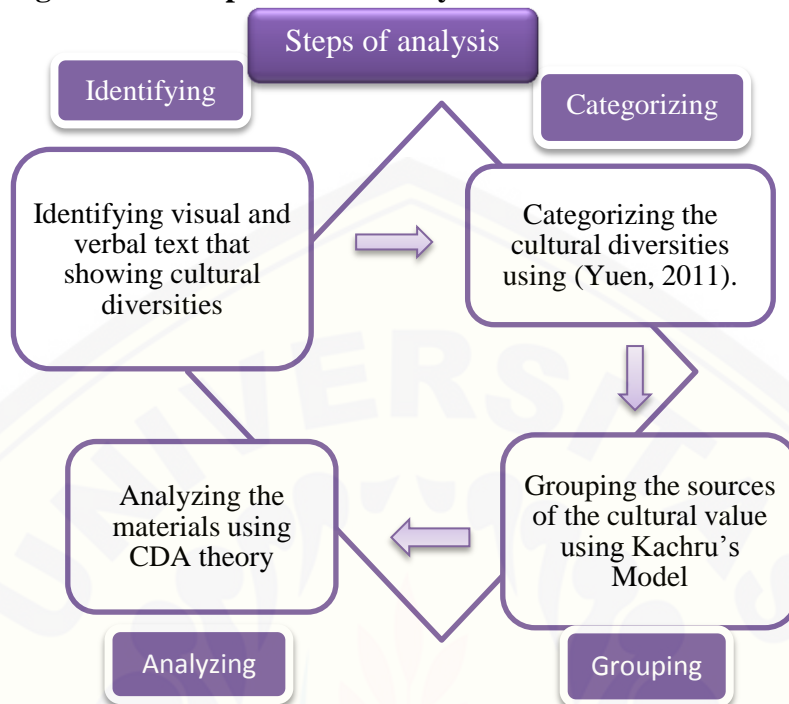| Chapter | Theme | Cultural materials | Origin of culture | Yuan's cultural dimension | Description |
|---------|-------|--------------------|-------------------|--------------------------|-------------|
| | | Visual | | | |
| Chapter 3 | Whatever will be, will be |  | Expanding circle country (Korea) | Person | The picture is a famous Korean boy band Super Junior |

### 3.4   Data Analysis Method

Data of the present study, i.e. visual materials in the textbook (pictures, photographs, diagram, and icons) and textual materials (monologues, dialogues, learning tasks) representing cultural diversities were analyzed using CDA. Fairclough's (1995) framework is also chosen as the method to analyze verbal elements in communication and visual images which play an important role in a modern society's communicative life. The researcher follows the following steps in categorizing and analyzing the hidden meanings of cultural diversities in the ELT textbook.

The first step of analysis is identifying all pictures and texts showing cultural diversities. Second, categorizing cultural diversities into the four categories of cultural dimensions: cultural products, the cultural dimensions of practice, the cultural dimension of perspectives, and the cultural dimension of the person (Yuen, 2011). The next step is to group the sources of the cultural value using Kachru's  Model: Inner, Outer, and Expanding Circle Countries. Next, for deeper qualitative analysis using CDA theory, each cultural diversity in visual and

verbal texts are analyzed and interpreted concerning the social practices. The steps of data analysis can be seen in the diagram below.

**Diagram 3.4 : Steps of Data Analysis**

Steps of analysis

Identifying

Identifying visual and verbal text that showing cultural diversities

Categorizing

Categorizing the cultural diversities using (Yuen, 2011).

Analyzing the materials using CDA theory

Grouping the sources of the cultural value using Kachru's Model

Analyzing

Grouping

The following picture gives an example of analyzing one of the pictures taken from the textbook. The picture represents the cultural person.

**Picture 1: The picture of Korean famous boyband Super Junior**



7. Listen to the monologue and fill in the blanks with the words you hear.

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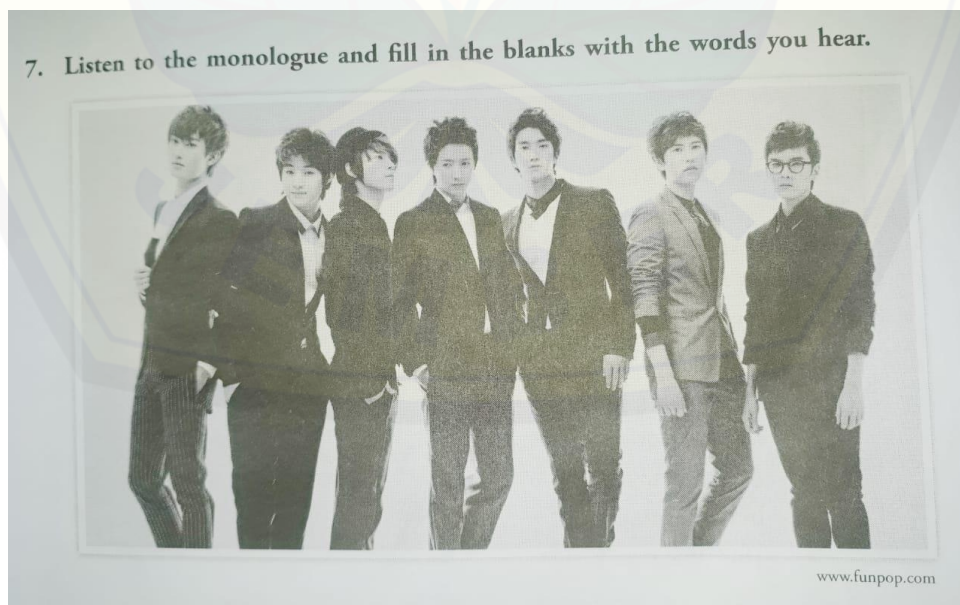
The picture is part of the cultural person that comes from expanding circle country, Korea. Yuen (2011) posits that "Person" or "People" can also represent culture in such countries. The picture is about the famous boyband in Korea Super Junior which is known as a group that has so many difficulties in reaching their dream to be a big star and they also have a big impact in introducing Korean culture by showing some interesting places in their country through their music video or video clip. Widodo (2018) states that biography texts are a big source of values because this discursively portrays values that can influence the people. This means that knowing some biography information can make EFL learners learn about people's lives and motivate them to take a good thing to apply in their life. From the picture, it can inspire the learners to learn how to reach their dream no matter hard and difficult it is and also being proud to promote our own culture to the world.
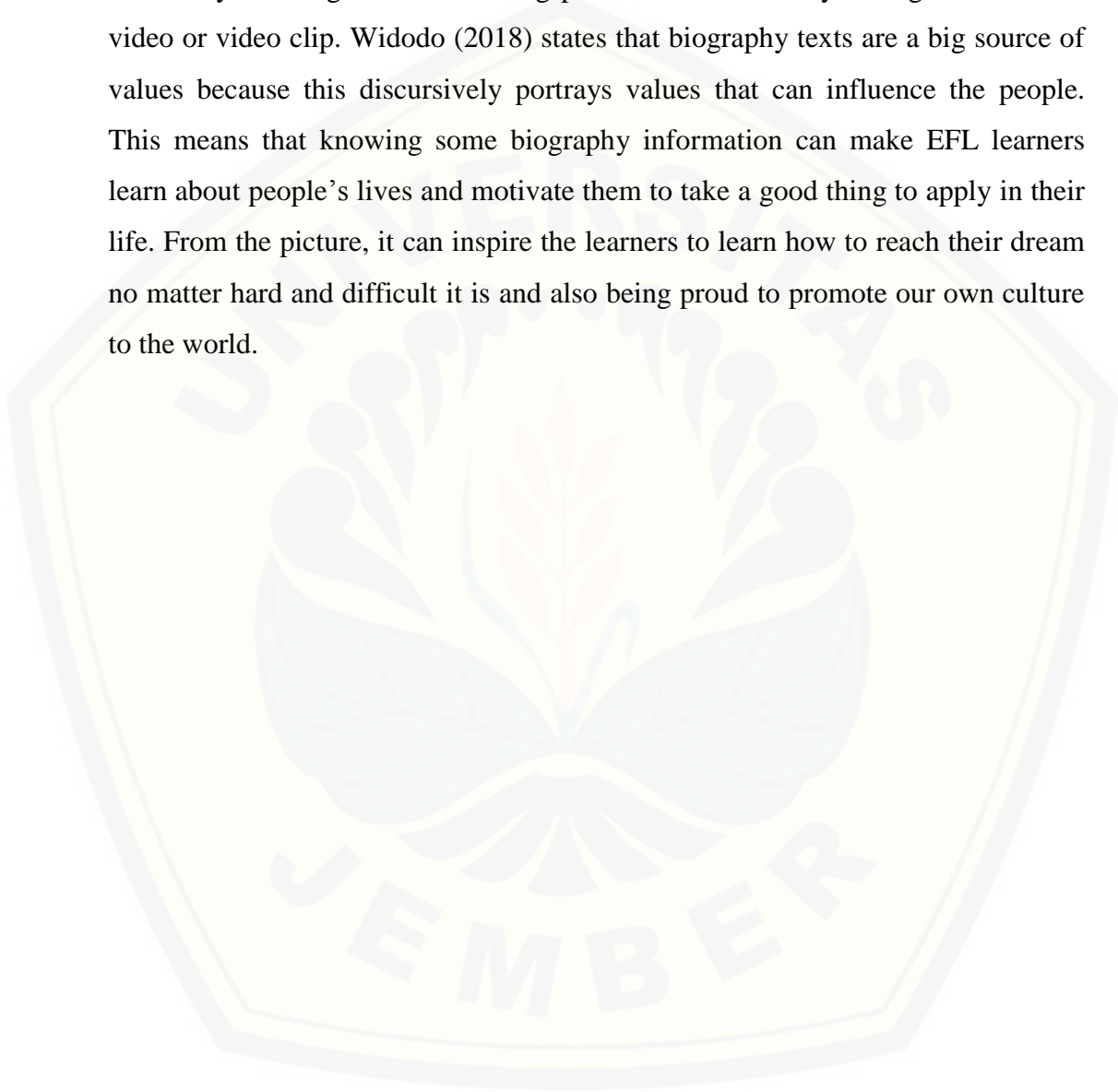
# CHAPTER V
# CONCLUSION AND SUGGESTION

This chapter sketches out the conclusion and suggestion of the analysis of this study. The remaining part of the chapter will report some suggestions for both teacher and the textbook writer.

## 5.1 Conclusion

This present study has explored the cultural diversities represented in an English textbook for the 10th grade in senior high school students in Indonesia published by Erlangga. The findings in the study present 4 categories of cultural dimension based on Yuan's (2011) in 26 cultural materials in both visual and verbal in the textbook ( the cultural dimension of practices, the cultural dimension of the person, and the cultural dimension of perspectives), 3 texts present the cultural dimension of products, 17 texts present the cultural dimension of perspectives, 1 picture shows the cultural dimension of practice and 5 pictures show the cultural dimension of products.

These 26 cultural materials which contain the cultural diversities provided by the writer in the textbook come from 3 categories of using English from the theory of Kachru's (1985) (Inner circle, Outer circle, and Expanding circle), 1 text comes from outer circle country which is Singapore, 1 text comes from expanding circle country, in this case, is Brazil and the last text comes from inner circle country which is the United States. Other texts are 6 texts in the proverb form come from inner circle country (English proverbs) and 11 texts of proverb come from expanding circle country ( Indonesia, China, Japan, Arab, Vietnam, Greece). Next the writer also provide some pictures, 1 picture that covers the culture from inner-circle countries (England, New Zealand), outer circle country (Hongkong), and expanding circle countries (Tibet, Iran, Maroko, Pakistan, Russia, Thailand, Spanyol). For the last pictures there are 5 pictures, 2 pictures containing the culture from inner circle country (United States) and the last 3 pictures present the culture from expanding circle countries (South Korean and Indonesia).

The values present in the textbook that can be taken by the students are appreciating other culture, inspired the students to build Indonesia to become more modern, knowing the definition of one culture in different countries, responsibility, leadership, hard work, patriotism, creativity, honesty, failure, tenancy, nationalism, learn some moral messages and think conceptually. In conclusion, the findings in the textbook show that the spread of cultural diversities is equal. It can be seen that the writer provides the cultural material from the inner, outer, expanding circle in various countries including Indonesia. Majdzadeh (2002) and Victor (1999) have suggested that the material including in the textbook needs to be localized, besides target and global culture also should be encouraged to guide the students in teaching activity to ensure that they are exposed to local, target, and global cultural components.

## 5.2 Suggestion

To overcome the shortage of textbooks, some suggestions are given to textbook writers and English teachers. There are some lacks covers the textbook, one of the lacks is the color in the textbook is only black, blue, and white which will make the student bored although the content in the textbook is very good and then visual material is less than the verbal material, it is better if it contains more visual materials so that it is balanced with verbal materials, besides that the material contained in the textbook must be more colorful to anticipate that students feel bored and make them interested in reading the textbook and help the students to gain more information to raise their cultural awareness. Bruck and Kainzbauer (2009) believe that using pictures will enable foreign learners to visualize and catch a new culture to have a greater understanding of different cultures in various parts of the world. English teachers also should be more active and sensitive to explore more appropriate textbooks to guide the student's learning activity, as Song (2013) state that ELT textbook has a significant role in enhancing student's understanding in many different cultures in the world and their own culture concerning other cultures. Furthermore, the teacher also should consider the representation of cultural diversities in English Language Teaching

(ELT) by preparing various activities to make students understand the application of cultural diversities in their daily lives, such as role-playing, short drama, short game, group discussion, and problem-solving. Teaching culture in the classroom using fun activities will help students develop cultural awareness leading to the ICC for global citizenship. Therefore, the next researchers can investigate how the teachers apply the cultural diversities in the classroom to build student's cultural awareness and make students understand that there are different cultures in different countries, which are similar or different from thier own culture but still they should respect them
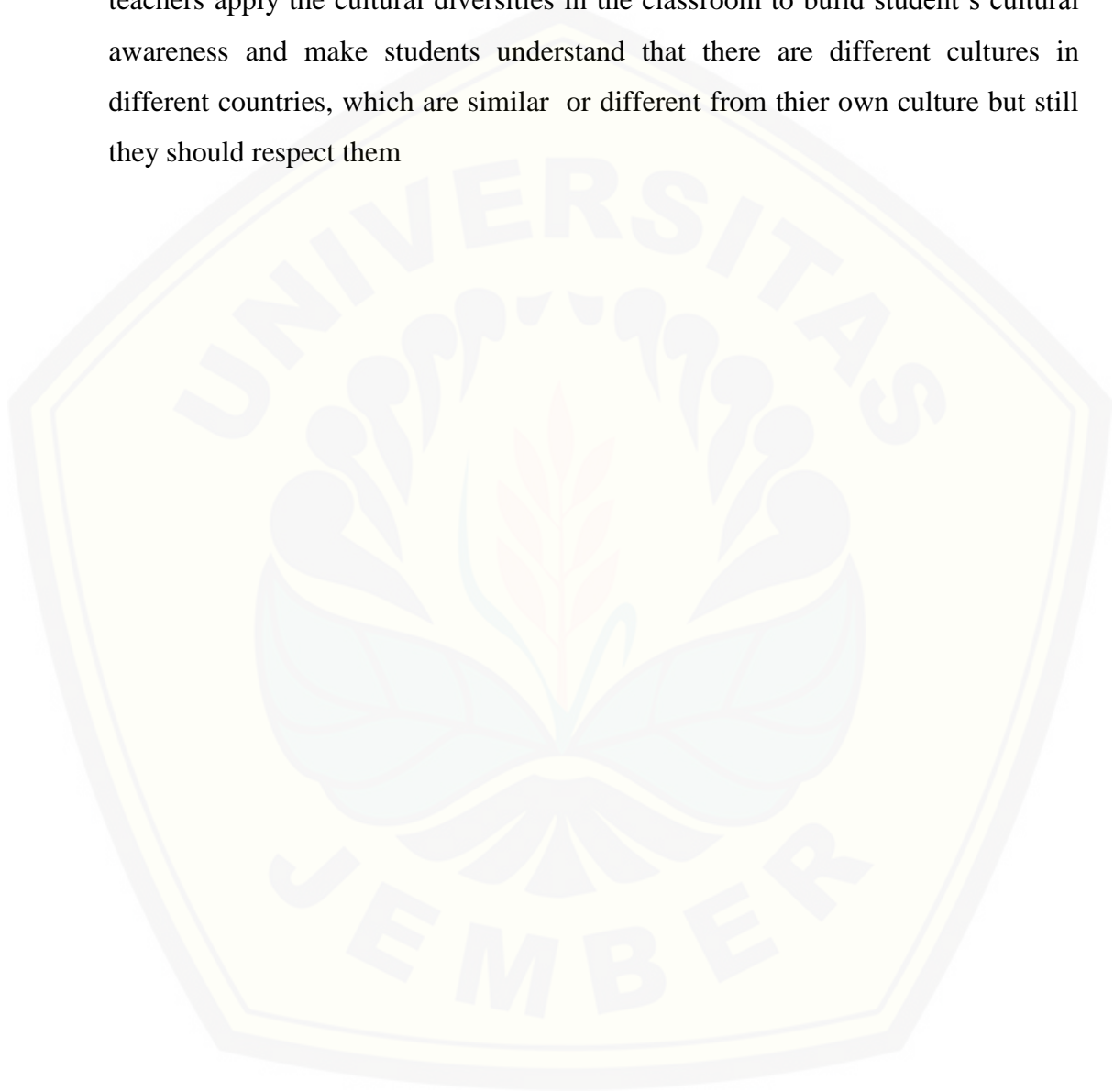
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*APPENDIX 1*

**Research Matrix**

| Title | Problems | Variable | Indicators | Research Method |
|---|---|---|---|---|
| A Critical Discourse Analysis of Cultural Diversities in an English Textbook for Senior High School | 1. Which cultures are represented in the verbal and visual texts of an English textbook for senior high school in Indonesia? <br> 2. What are the hidden messages conveyed in the verbal and visual texts representing cultural diversities in the textbook? | The cultural diversities values represented in English Textbook. | 1. Kachru's (1985) theory in English uses which include inner, outer, and expanding countries <br> 2. The aspect of culture from Yuen (2011) that cover : <br> 1. Products <br> 2. Practices <br> 3. Perspectives <br> 4. Person | 1. **Research Design :** Critical Discourse Analysis (CDA) <br> 2. **Data Resource :** Visual and verbal texts which represent cultural diversities values in English Textbook for senior high school <br> 3. **Data Collection Method :** Document Analysis Method <br> 4. **Data Analysis Method :** Each cultural diversity in the visual and verbal text is analyzed and interpreted concerning its social practices. |

*APPENDIX 2*

The Distribution of Cultural Diversities in the Textbook

| Chapter | Table of contents | The spread of cultural diversities | | Total |
|---|---|---|---|---|
| | | **Visual** | **Verbal** | |
| Chapter 1 | Would you fill out this form, please? | N/A | N/A | 0 |
| Chapter 2 | What should I do? | N/A | N/A | 0 |
| Chapter 3 | Whatever will be, will be | 1 Picture (p.41) | N/A | 1 |
| Chapter 4 | Both you and I | N/A | N/A | 0 |
| Chapter 5 | Why were they famous? | 4 Pictures (pp.81, 82, 83) | N/A | 4 |
| Chapter 6 | Too hot, too cold | 1 Picture (p.106) | N/A | 1 |
| Chapter 7 | Calendar of events | N/A | 2 Texts (pp. 133, 137) | 2 |
| Chapter 8 | Invention makes life easier | N/A | 1 Text (p. 155) | 1 |
| Chapter 9 | Why is Water like a horse? | N/A | 17 texts (pp. 183, 186) | 17 |
| Chapter 10 | Make a peaceful world through songs | N/A | N/A | 0 |
| **TOTAL** | | 6 | 20 | 26 |

1. Notes: Not Available

2. P: Page

3. PP: Pages

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