

THE CONTENT ANALYSIS OF CULTURAL
VALUES IN READING MATERIAL IN
ENGLISH TEXTBOOK AT THE EIGHTH
GRADE OF SMP NEGERI 1
GUNUNGSITOLI IN 2023/2024

By Michael Sendroro Zebua

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THE CONTENT ANALYSIS OF CULTURAL VALUES IN READING MATERIAL IN ENGLISH
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UNDERGRADUATE THESIS



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CHAPTER I
INTRODUCTION

1.1 Background of The Problem

The change and implementation of the Independent Curriculum into the new curriculum used in Indonesia has had a big influence in the field of education. The same thing also has an impact on English language learning. Textbook materials are also one of those affected by this change, where the concepts and content of the material have changed with the new standards set. Apart from adapting to new materials and learning concepts, the application of local cultural values also experiences adjustments. As a country that is rich in culture and cultural values, the application of cultural values in the textbooks used is a very important thing to do. The application of local values in student learning textbooks is not something new and is one way to maintain national character in the midst of modernization. According to the Ministry of Education and Culture (2023), the local values that are applied are faith and devotion to God Almighty, global diversity, mutual cooperation, independence, critical reasoning and creativity. Based on these values, Indonesian students are expected to become a generation with character and competitiveness.

In the current era of globalization and modernity, English has become a universal communication tool in various fields, making learning English an important aspect to study in education. In Indonesia itself, language learning has been implemented in the curriculum used from the past until now, including the Independent Curriculum. According to Kramsch and Brown in Amanda D.P. (2021) “English and culture are inseparable and bond to each other”. Based on this statement, it can be concluded that language and culture are two things that cannot be ignored, including in their application in learning.

Textbooks are learning tools that are the main source of material during learning. This means that students will come into contact with English language material through textbooks. In the Merdeka Curriculum there are two types of textbooks, namely Teacher hand books and Student textbooks. McConachy in Setiadi

et al. (2022) said an English Textbook must be an effective tool to bring culture in the classroom for students. Based on this statement, it can be interpreted that

English textbooks should be a forum for applying cultural values in students' daily learning.

In fact, developments over time have brought many changes and shifts in local character values for today's young children. Education is the main weapon in maintaining Indonesia's noble values. In English education, there are 4 main skills that must be mastered, namely reading, listening, speaking and writing. In compiling textbook material, students cover these four important things, one of which is reading material, where the reading text is one of the main elements that make up an English book. Therefore, ensuring that every reading text contains these 6 local values is very important to maintain the character and moral values of the young generation.

Based on the background above, the author chose a topic entitled “**Descriptive Analysis of Local Values in Reading Text in English Text Book at Eighth Grade**” research was conducted at UPTD SMP Negeri 1 Gunungsitoli, which aims to determine the content of local values of the independent curriculum in reading texts in English printed books used by grade 8 students. It is hoped that the results of this research can produce real contributions in maintaining local Indonesian values in the nation's next generation.

1.2 Focus of the Research

Based on the background above, there are several focuses of research as follows:

1. To analyze local values in reading texts in English textbooks used in UPTD SMP Negeri 1 Gunungsitoli
2. To find out how to integrate local values in reading texts in English textbooks used in UPTD SMP Negeri 1 Gunungsitoli
3. To determine the how of local values in reading texts fullfil the objectives of the Merdeka Curriculum

1.3 Formulation of the Problem

Based on the background above, there are several formulation of the problem:

1. What are the local values in reading texts in English textbook used in UPTD SMP Negeri 1 Gunungsitoli?
2. How does the local values integrated in reading text used in UPTD SMP Negeri 1 Gunungsitoli?
3. How does the relations of local values in reading text fulfill the general objective of values in Merdeka Curriculum?

1.4 Objective of the Research

This research aims to find out and analyze local cultural values in English books, especially reading texts used at junior high school level, how they are integrated in reading texts and how their fulfill the general objective of Merdeka Curriculum.

1.5 Significance of the Research

The significances of this research are:

1. Theoretically

This research can be used as a reference for future researchers who want to analyze local cultural values in reading material in English textbooks, and can be used as a reading source for scientific book writers to improve the quality of book content.

2. Practically

- a. For writers, it is hoped that the results of this research can provide assistance to writers to develop ways of integrating local cultural values in book writing.
- b. For teachers, it is hoped that this research can be a reference source in implementing local values in teaching English in the classroom.
- c. For researchers, it is hoped that this research can be a source of evaluation for conducting follow-up research, besides that this research can be used
- d. as a reference source for further research.

e. For Nias University, it is hoped that this research will have an impact on producing teaching staff who are aware of the importance of local values in education and can have a good influence on the university's rating.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Local Cultural Values

Local cultural values are the basics of moral behavior that have been taught from generation to generation and are a source of views from a group of people based on experience and belief. According to Darong et al. 2021 Local culture is generated from the interaction of humans or a group of people with their natural environment. Therefore, it is very important for students to know and recognize these values.

According to Brown in Amanda 2021 “Culture is a way of life there is a context within which these exist, think, feel and relate to others. It is the “glue” that binds the group of people together. The culture is bounding a lot of elements in human behavior and identity of groups. Small groups or wide groups also have a culture.” Culture is not just a lifestyle and cultural trends are life itself, culture is part of the history of a society's life that shapes local thought patterns and beliefs. Culture is the basis of society's views for determining good and bad as well as considerations for making decisions in judging something. Children are a real form of the innocence of living creatures where the growth of their mindset and character will be greatly influenced by the cultural values taught to them.

Indonesia is a country rich in culture and traditions including Javanese, Balinese, Batak, Nias and others. This diversity of values is something that cannot be separated from people's lives. In this case, its application in education is also something that needs to be considered. Passing down and passing on this as the basis of a society's life is what is important to implement.

2.1.2 Local Cultural Values Based of Kurikulum Merdeka

After the renewal of the education curriculum in Indonesia, the Ministry of Education and Culture also renewed the values of local culture in education in

Indonesia, these values were named the Pancasila student profile. The pancasila learner profile aims to be the main reference in character building and student competence in the independent curriculum. Based on the Ministry of Education and Culture (2022) in the book "Dimensions, Elements and Sublements of the Pancasila Student Profile in the Independent Curriculum" the Pancasila student profile is divided into six dimensions with their respective indicators, namely:

1. Dimension of faith, piety to God Almighty and noble character

This dimension expects students who have good morals in dealing with God, also understand religious teachings and apply them to their daily lives. In this dimension there are five key indicators, namely: (a) religious morals, (b) morals to self (c) morals to fellow humans (d) morals to nature and (e) morals to the state.

2. Dimensions of global diversity

This dimension expects Pancasila students who are able to maintain noble culture, locality and regional identity but are still able to think openly about the environment and their interaction with different cultures and views. This dimension aims to foster mutual respect and the emergence of a new culture that is positive and does not conflict with the noble values of the nation. In this dimension there are four key indicators, namely: (a) recognize and appreciate culture, (b) communication and interaction between cultures (c) reflection and responsibility for the experience of diversity and (d) social justice.

3. Mutual cooperation dimension

This dimension expects pancasila students to be individuals who are able to work in groups or together with other individuals voluntarily so that what is done can achieve the expected goals. Pancasila students are also expected to be proactive and responsive to the environment and individuals around them and able to live life in society by sharing to prioritize common interests. In this dimension there are three important indicators, namely: (a) collaboration, (b) caring and (c) sharing.

4. Independent Dimension

This dimension expects Pancasila students to be able to take responsibility for the process and results of their learning. This dimension requires Pancasila students to be able to reflect on their own condition and the situation they face including all their weaknesses and strengths as well as the problems they encounter every day. In addition, Pancasila students are required to be able to regulate themselves both thoughts, feelings and actions with the aim of self-development both in the academic and non-academic fields. In this dimension there are two important indicators, namely: (a) self-understanding of the situation at hand and (b) self-regulation.

3 5. Dimensions of critical reasoning

This dimension expects Pancasila students who think critically with the aim of critical students being able to process information objectively, being able to find links between the information received, being able to analyze information, evaluate and conclude. This dimension also expects students to have great curiosity and process and identify information obtained, use their thinking in accordance with the rules of science and logic and make decisions after conducting previous analysis and students are able to evaluate their thinking. This dimension has three important indicators, namely: (a) obtain and process the information obtained, (b) analyze and evaluate reasoning and (c) reflect and evaluate their own thinking.

6. Creative dimension

The creative dimension expects Pancasila students to be able to produce and modify something original, meaningful, useful and impactful. With the aim of producing students who are able to generate and initiate complex ideas based on the experiences they have learned, able to produce works in the form of complex representations such as designs, drawings, digital outputs and others, Pancasila students are also able to find alternative solutions when the solutions used to deal with problems do not work. In this dimension has three important indicators,

namely: : (a) produce original ideas, (b) produce original actions and works and (c) have flexibility of thinking in finding alternative solutions to problems.

2.1.3 Defenition of Textbook

Textbooks, as learning resources, play an important role in the success of teaching and learning. The textbook contains of educational materials. It delivers a wealth of information and wisdom. The teacher uses it as the primary source during the learning-teaching process. Textbooks are useful not only for teachers in terms of preparing materials and achieving teaching goals and objectives, but they also help students meet their learning demands. Textbooks are used by teachers, students, and administrators alike. Of course, all of these groups may disagree on what constitutes a good/standard textbook. The difficulty is, where can students turn to for genuine assistance on how to make an informed selection and select a good textbook? Ansary and Babaii, in Muliarty 2021. The research on textbook selection and evaluation procedures is extensive. Several experts have proposed several approaches to assist teachers become more systematic and objective in their approach. The rationale for employing textbooks is that they serve as a foundation for regulating and timing programs; without a textbook, learners believe their learning is not taken seriously (Heinle, 2000). In many cases, a textbook can be used as a syllabus because it contains ready-made teaching materials and learning activities. A textbook is an inexpensive approach to provide educational resources. A learner who does not have a textbook is disoriented and dependent on the teacher; perhaps most importantly, a textbook provides security, direction, and support to rookie teachers. Textbooks include a variety of resources and exercises to help students develop their affective skills. They also include dialogues. To improve students' psychomotor skills, the textbook includes movement tasks in the exercises. Textbooks are a key component of a curriculum. They decide on numerous areas, including the content, procedures, and methods of teaching and learning. The teacher introduces new materials, usually from the textbook. Most of the reading passages in the textbook go beyond their schemata. Thus, a good textbook must be legible, understandable, and

comprehensible to pupils. The textbook should also be relevant to the school curriculum. When selecting a textbook, it must be compatible with the school's current curriculum.

2.1.4 Defenition of Reading Text

Reading Materials According to Tomlinson in Muzairita (2020), materials comprise anything that can help people learn a language. They can be verbal, visual, aural, or kinesthetic, and can be delivered in print, live performance or display, cassette, CD-ROM, DVD, or via the internet. Reading is an activity that involves acquiring knowledge through the reading of a text. Thus, reading material is defined as any text or paragraph that conveys specific messages or ideas to the reader through the reading action. A good reading text incorporates teacher-student interaction as a means of communication in the language-learning process. Teachers of English should assign the readings in order to improve their students' skills. The information can be found in books, periodicals, newspapers, films, the internet, and audio files, but it must be relevant to the curriculum. The reading materials recommended by Curriculum are not only appropriate for the topic being discussed, but they should also be useful for students in terms of the text's structure, lexical features, message point, and overall narrative. As a result, teachers must be familiar with quality teaching resources.

2.2 Conceptual Framework

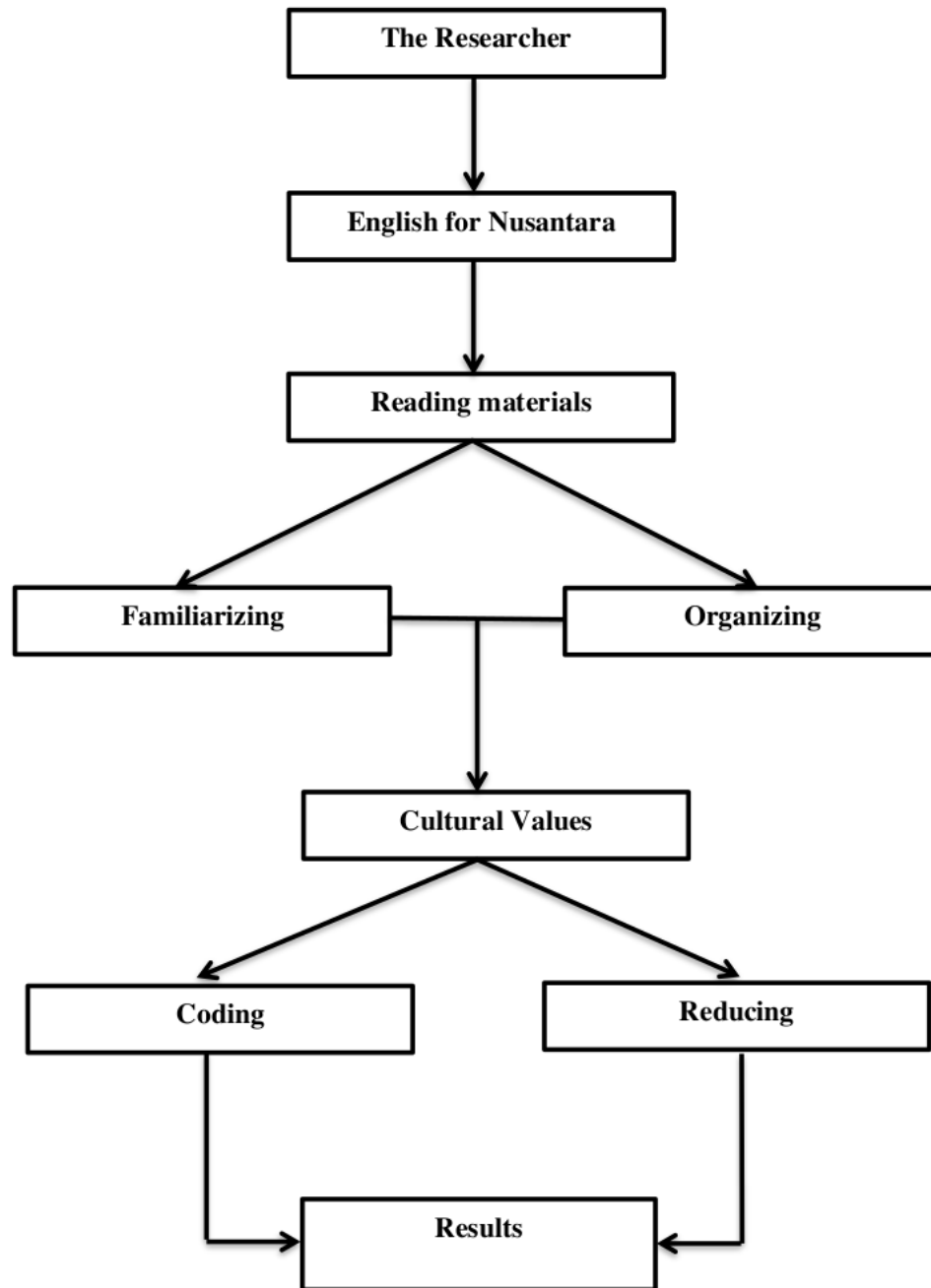
The advances in information technology in the current global era have greatly influenced the lifestyles of young children in Indonesia. Foreign views and lifestyles have been imitated and adopted by many students in Indonesia today, therefore ensuring that cultural values are not eroded is an obligation for everyone, including the world of education. Learning textbooks are one concrete form of the government's efforts to produce uniformity in thought patterns and alignment of viewpoints regarding the adaptation of local cultural values. The content and adaptation of the values in it will come into direct contact with the book's readers, who in this case are students and have a strong influence on the teacher's teaching techniques.

In fact, this shift in moral values is very obvious among students today, as evidenced by the increasing crime rate among students and other deviant behaviors that are increasingly normalized in their lives. On the other hand, Indonesia is one of the countries still using textbooks as a source of learning that is applied almost in all schools in Indonesia as a form of unity and equality in education. Therefore, researchers want to conduct research related to the above variables.

Researchers chose UPTD SMP Negeri 1 as the place of research based on the observations of researchers during internships there, the school has set the independent curriculum as a learning curriculum for almost two years and has implemented the use of independent curriculum English textbooks as the main learning resource in the English learning process there.

The research technique used by the author is content analysis where research is carried out by analyzing each written text in the book which is reading material for students. In analyzing data researcher does several steps, namely first doing Familiarizing and Organizing, which is reading the book several times so that the researcher understands and understands the contents of the book, after the researcher organizes for each reading text in each chapter will be the main source of data in the author's research. After that, researchers do coding and reducing. Coding is the author's way of marking each data obtained based on the six categories of cultural values from the independent curriculum, then the author reduces that is, giving color as a marker for each of the same categories so that make it more easy for authors to analyze data. Next step interpreting In this step, the researcher would restated the statement or sentence which implied cultural values also the technique of analysis that got from textbook. And the last step is representing here is the researcher represented finding and the result of analysis by using descriptive explanation.

The conceptual framework of this research is described in the following scheme:



CHAPTER III RESEARCH METHODS

3.1 Approach and Types of Research

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

3.2 Variables of the Research

In the research, variables were needed to be prepared because variables are the quality, characteristics, properties of a person situation or a thing. Generally, in the research there were two familiar variables, namely: independent variable and dependent variable. According to Marudhar in Selamat (2023) The independent variable is the variable that the researcher manipulates, while the dependent variable is referred to by the outcome variable that measured in each subject, which can be influenced by manipulation of the independent variable.

Based on the explanation above, the research used one variable which the variable that was used is independent variable, namely the cultural values in reading materials, meanwhile, there was no dependent variable in this research.

3.3 Setting and Schedule of the Research

The location of the research is SMP Negeri 1 Gunungsitoli that is located in Jl. Karet, Kelurahan Ilir, Gunungsitoli District, Gunungsitoli City, North Sumatera. It is focused on the English textbook. This research will be conducted from February to March 2024.

3.4 Source of Data

In this research, the researcher refers to the English textbook for junior high school entitled "English For Nusantara" from SMP/MTs grade VIII. This English textbook is published by The Ministry of Education and Culture in 2022. This textbook has three hundred and eleven (311) pages. The data will be collected from the reading text.

3.5 Instrument of the Research

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

3.6 Data Collecting Technique

Because the data for this study were written texts or documents from textbooks, document analysis techniques were used. The English textbook used for analysis was "English for Nusantara," which is intended for eighth-grade junior high school students. The researcher followed a few procedures when gathering the data. Purchasing the textbook was the first step in gathering the data. Following that, the researcher attentively and frequently read the textbook, picking up the most crucial facts from each dialogue's statement. The Merdeka Curriculum's next phase was breaking down the cultural values into nine

categories. In the final analysis table, the researcher concentrated on every statement that was pertinent to the study.

3.7 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.

3.7.1 Familiarizing and Organizing

- a. familiarizing Immersion in the data is the first step for the researcher. Therefore, the researcher read and reread the entire textbook in order to become familiar with the data.
- b. Organizing To determine how many reading materials would be evaluated in each chapter and to make the research easier for the researcher, the researcher in this study read the text in the reading material in each chapter.

3.7.2 Coding and Reducing.

- a. Coding, The researcher went over all of the organized data one again in this step. Next, each piece of data that was going to be examined was coded by the researcher. Nine cultural values were used to classify them, including national history, national geography, national cultural heritage, stereotypes, social identity and groups, social interaction, belief and conduct, social political institutions, socialization and life cycles, and national political institutions. Subsequently, the researcher developed the method by distinguishing between implicit and explicit discourse.
- b. Reducing the researcher further underlined the sentences that represent the cultural values using a different color. The data were first disassembled and divided into tiny pieces by the researcher. After noting the sentences that exemplified each of the nine cultural values, the researcher came to the conclusion that each statement belonged to a certain value or technique.

3.7.3 Interpreting and Representing.

- a. Interpreting In this stage, the researcher would reiterate the claim or phrase that alluded to cultural values as well as the method of analysis they had learned from the textbook.
- b. The researcher's findings and the analysis's outcome are shown here with the aid of a descriptive explanation.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 RESEARCH RESULTS

This research uses content analysis techniques. Data collection techniques are data collection, data reduction, data display and conclusion. The procedure in data collection is with check table and documentation. The results of the data analysis are:

TABLE 4.1 The Results of Table Cultural Values Analysis

| No | CHAPTER | Number of Text | Cultural Values in Profil Pelajar Pancasila | | | | | | Integrating the Meaning | |
|----|-----------------------------------|----------------|--|-------------------------------|---------------------------------|--------------------------|---------------------------------|-----------------------|-------------------------|-----------|
| | | | Dimension Of Faith To God And Have Noble Character | Dimension Of Global Diversity | Dimension Of Mutual Cooperation | Dimension Of Independent | Dimension Of Critical Reasoning | Dimension Of Creative | Implicit | Eksplisit |
| | Chapter 1 “The Begining” | 7 | 7 | 4 | 4 | - | - | 2 | 1 | 16 |
| | Chapter 2 “Kindess Begin With Me” | 5 | 5 | 1 | 1 | 3 | - | - | - | 10 |
| | Chapter 3 “Love Our World” | 3 | 3 | - | 1 | - | - | - | - | 4 |
| | Chapter 4 “No Littering” | 3 | 3 | - | 4 | - | - | 2 | - | 9 |
| | Chapter 5 “Embrace Yourself” | 5 | 5 | - | 1 | 6 | - | - | 1 | 11 |
| | Total | 23 | 23 | 5 | 11 | 9 | 0 | 4 | 2 | 50 |

Based on the results of the analysis of cultural values based on the Pancasila student profile in the table above, the researcher found that there were five dimensions that were successfully adapted in the reading text, namely the dimension of faith to God and having noble character with five indicators of faith, self-esteem, human morality, nature morality, nationality were all found in the book, the second dimension of global diversity with one indicator, namely recognizing and appreciating culture can be found four times, while the other two

indicators, namely ² intercultural communication skills and reflection and responsibility towards the experience of diversity were not found, The third dimension of mutual cooperation with one indicator can be found six times, namely collaboration while the caring indicator is found five times while the sharing indicator is not found, the fourth dimension of independent with two indicators can be found five times Understanding of one's ² self and the situation and self-regulation four times, and the fifth dimension of creative with two indicators can be found, namely producing original works and actions twice and the indicator has flexibility of thinking in finding alternative solutions to problems appears twice, while the indicator generating original ideas is not found. The only dimension that was not found was the dimension of critical reasoning with three indicators, namely ⁷ Obtaining and processing information and ideas, Analyze and evaluate reasoning, reflect and evaluate one's own thinking. The next finding is the integration technique of the meaning conveyed in the text sentence ³ based on the results of the analysis, the researchers found two types of meaning adaptation in the sentence in the text, namely explicit and implicit. Among the two, the explicit adaptation technique is the most commonly used by book writers, namely fifty times while implicit is used twice.

4.2 DISCUSSION

4.2.1 The Result of Data Analysis

In this section the researcher will display the analysis data from the research focus. The results of the data analysis will be displayed in accordance with the research question, namely: 1. What are the local values in reading text in English textbook used in UPTD SMP Negeri 1 Gunungsitoli? 2. How does the local values integrated in reading materials used in UPTD SMP Negeri 1 Gunungsitoli? 3. How does the relation of local values in reading materials fulfill the general objective of values in Merdeka Curriculum? Based on the Pancasila Student Profile, there are 6 important dimensions as cultural values in the teaching-learning process, namely: the dimension of faith to God and having noble character (indicators: faith, self-esteem, human morality, nature morality, nationality), dimension of global diversity (recognizing and appreciating culture, intercultural communication skills, reflection and responsibility towards the experience of diversity), dimension of mutual cooperation (collaboration, caring, sharing), dimension of independence (Self-understanding of the situation at hand and self's regulation), dimension of critical reasoning (Obtaining and processing information and ideas, Analyze and evaluate reasoning, reflect and evaluate one's own thinking), and dimension of creative (generating original ideas, producing original works and actions, having flexibility of thinking in finding alternative solutions to problems). The following are the results of the researcher's data analysis:

A. Dimension Of Faith In God And Having Noble Character

The first criterion is the *dimension of faith to God and having noble character*, researchers found twenty-three (21) times this value is displayed in the reading text in the book. Based on the indicators, this value is divided into five parts, namely faith, self-esteem, human morality, nature morality, and nationality, with each analysis as follows:

a. Faith

The first data is found in text 10 which tells about fisherman and gold chain, this text gives a description of a greedy fisherman after finding a gold chain in the sea so that he does not realize he is making his ship sink slowly.

(Data: Chapter 2, Page 125, Text 11)

"His small boat started to sink because of the gold chain's weight. He knew it as water started filling in his boat. Instead of stopping, he pulled faster and put it around his body."

³ Based on the quote above, it can be seen that the fisherman does not have a sense of gratitude for what he gets illustrated through the sentence "instead of stopping he pulled faster", this depiction is in accordance with the element of the dimension of faith, namely applying the characteristics of God both personally and socially. The meaning of the sentence is conveyed explicitly, because the information provided is conveyed clearly.

The second data is found in text 11 which tells one of the famous folk legends in Indonesia, Timun Mas and Buto Ijo, this text narrates the life of an old grandmother named Mbok Sрни who is lonely but asks for help from a spirit creature named Buto Ijo to be given a child, her wish was followed the girl was born from a giant cucumber and named Timun Mas. But with an agreement that the old grandmother would give the child back to Buto Ijo after reaching a predetermined age. The grandmother actually broke the agreement and caused Buto Ijo to be angry so he chased Timun Mas but in the end he was defeated.

(Data: Chapter 2, Page 126, Text 12)

"Mbok Sрни asked Buto Ijo, to be blessed with a child."

Based on the quote above, the grandmother looks desperate for her life so that she loses faith in God and wants something in an instant way which brings trouble in the end. It can be read through the word "asked" which is directed to Buto Ijo and "Blessed" which comes from Buto Ijo. This behavior is an example of deviating from the value of faith, which is reflected in the element of this dimension, namely believing in God's word as truth. Malna in the sentence is conveyed explicitly because the information in the sentence is conveyed directly and clearly.

b. Self Esteem

Based on the data analyzed, researchers found that this value appeared four (4) times in different texts, namely text 14, 15, 19, and 20. The first data appears in the online platform text, the text contains information about the dangers that may occur in using social media such as online bullying and addiction and how to prevent these dangers.

(Data: Chapter 3, Page 156, Text 14)

"However, you have to maintain the content you are viewing and posting online online"

The above quote states that students should pay attention and evaluate the content they enjoy and post as a social media user to avoid possible dangers. The sentence provides clear instructions about self-protection against harm to oneself in accordance with the element of self-esteem value which is "maintaining health and safety/security in all daily activities". The meaning in the sentence is conveyed explicitly because the instructions given by the author can be clearly understood.

The second data is found in the fifteenth text (15) which is a text that informs how to wash hands properly and correctly, this procedure text is displayed in the form of a poster.

(Data: Chapter 3, Page 166, Text 15)

"lets wash our hands properly!"

Based on the title quote from the poster, it indicates a sense of concern about students' physical health, this is in accordance with one of the value indicators in the independent curriculum, namely self esteem. The meaning in the text is conveyed implicitly.

The third data is found in text 19, this text narrates two schoolgirls who are chatting, one of them tells the other that she needs makeup for her face to look prettier, on the other hand the woman who is heard realizes that her friend prefers a face polished with makeup than a natural face, she monologues that without makeup she will still be beautiful.

(Data: Chapter 5, Page 241, Text 19)

"Maybe someday I'll carefully conceal my dents, my scratches, my lines. Maybe someday I'll "prettify" my face. Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away."

The quote from the text above shows that the woman has plans to take care of herself and beautify her appearance, but she is self-aware that her current beauty will not diminish even without makeup. This is in accordance with the self-esteem element of "learning to be true to yourself". The meaning in the sentence is conveyed implicitly, because the message is conveyed with a sentence that has another meaning.

The fourth data comes from text 20 which is set in a school narrating about a boy named Mirza who has a hobby to play soccer. After his friends underestimated his ability Mirza continued to practice until he finally joined the soccer team in his neighborhood. Starting from just a hobby Mirza took more serious steps in developing his soccer skills, until finally he found the right position in the game, namely *midfielder*. Now Mirza's ability is praised and recognized by his friends.

(Data: Chapter 5, Page 257-261, Text 20)

"One Friday afternoon on Gang Pelita, a small street where very few cars passed Bayu drew lines with a piece of stone to create a soccer field. When the field was drawn, the kids were grouped into two teams then they took their positions."

Based on the text excerpt, the environment that is the background of the text story is described as having children who are active and happy to do physical activities such as soccer to fill their spare time, at the same time the children also interact with their team mates consisting of children around their place of residence giving us a good example of maintaining physical health and social activities as written in the Self-esteem value element, namely "doing physical, social and worship activities in a balanced manner". The

meaning in the sentence is conveyed explicitly because the information in the text is conveyed clearly.

c. Human Morality

Based on the results of the researchers' analysis, the value of Human Morality was found four (4) times, namely in texts 7, 8, 9 and 12. The first data appears in text 7 entitled "Ugly Duckling" tells the story of a baby duckling who has physical differences with his brothers. The difference causes him to be rejected and discriminated against by his siblings and the people in the forest. Until finally in the midst of his sadness he met two beautiful swans he hoped to be friends with them, it turned out that they accepted the duckling who had not realized that he was a swan. Now the swan finds a new family and environment that can accept him.

(Chapter 2, Page 92, Text 8)

The Ugly Duckling saw a reelection in the water. He was surprised.

"I am a swan just like you all!" (Line 25)

"See, we are being honest with you", said the other swans. They then became friends and lived happily together"

Based on the dialogue excerpt above, it illustrates how the two geese accept the Ugly Duckling because they realize their similarities, this is in accordance with one of the elements of the Human Morality value, namely "Recognizing the same and different things that self and friends have in various ways, and responding positively." The meaning in the sentence is conveyed explicitly because it is conveyed clearly.

The second data is found in tek 8, the giant elephant, a text that tells about life in the forest where the main character is a large elephant. Because of his size he has difficulty finding animals who want to be friends with him, most animals refuse because they are afraid of the elephant's large size. But not giving up the elephant continues to look for friends in the forest. Until finally a terrible incident occurred in the forest where a savage tiger attacked and preyed on ⁴ all the animals in the forest, when the elephant, hearing this immediately he headed there and bravely confronted the tiger, the fight

ensued until in the end the elephant won and the whole forest was peaceful again. This incident changed the mindset of the forest people about the elephant, now they all want to be friends with the elephant.

(Chapter 2, Page 109-110, Text 9)

"The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals."

"Mind your own business!" growled the ferocious tiger.

The elephant had no choice but to give the tiger a hefty kick."

The frightened tiger ran for his life

The elephant went back into the forest to announce the good news to everyone. All the animals thanked the elephant

Based on the text excerpt above, the elephant never looks at every animal in the forest differently even though they find it difficult to accept their differences, he even tries to protect them as a form of his concern as fellow living beings. The elephant's courageous action is in line with the element of Human Morality, which is "Identifying the emotions, interests and needs of those closest to you and responding positively to them". The message in the sentence is conveyed explicitly because it can be understood clearly.

The third data is shown in text 9, which reviews the story of a person with a disability and wheelchair user, where he participated in a wheelchair basketball competition held to celebrate Indonesia's independence day. After the event, he went on a tour of the old city of Jakarta, where he visited several places such as Jakarta's History Museum, Maritime Museum, Bank Museum, Puppetry Museum, Fatahilla Square and Batavia Café where he learned and saw many new things. She was impressed and found the tour very enjoyable.

(Chapter 2, Page 123, Text 10)

"After all, I enjoyed the tour, especially since the facilities were friendly for people with disabilities like me"

The above quote is an expression of the author's happiness at the experience he had during the tour, he describes it with the word "enjoyed"

because of the adequate facilities for people with disabilities like himself. The author's point of view and the provision of facilities by the government for people with disabilities in vacation areas such as the old city is a form of empathy for fellow humans and understanding of the differences that each person feels. This is in accordance with the Human Morality value element of "Identifying the emotions, interests, and needs of those closest to you and responding positively to them". The meaning in the sentence is conveyed explicitly because it can be understood clearly.

The last data appears in text 12, the text entitled clean water issue informs about the lack of besrsh water supplies in some places that cause various diseases, one of which is diarrhea and its impact on the lives of children who contract the disease, the text also provides further information about clean water issues through the link provided at the end of the text.

(Chapter 3, Page 139, Text 13)

"Some people in another part of the world find it hard to drink clean water.

Unsafe hygiene water and sanitation can affect people's health."

Based on the quote above, it gives students an understanding that there are still many people who suffer from clean water problems in their area, which is in accordance with the element of the value of Human Moraility, namely "empathizing with fellow humans". Based on the sentence above, the meaning is conveyed explicitly and can be understood clearly.

d. Nature Morality

Based on the results of the researchers' data analysis, the value of Nature Morality appears 5 times, namely in tests 13, 16, 17, 18 and 23. The first data was found in text 13, namely the clean water issue, informing about the lack of besrsh water supplies in several places that cause various diseases, one of which is diarrhea and its impact on the lives of children who contract the disease, the text also provides further information about the clean water problem through the link provided at the end of the text.

(Chapter 3, Page 139, Text 13)

"Unsafe hygiene water and sanitation can affect people's health. One of the most common diseases due to unhygienic water and sanitation is Diarrhea."

The excerpt above states that unhealthy water will affect the quality of people's health. This illustrates to us that the state of nature will greatly affect the quality of human life. This message is in accordance with the meaning of the Nature Morality element, namely "Understanding the connection between one creation and God's other creations" the meaning in the sentence is conveyed explicitly.

The second data appears in text 16, which tells how a group of researchers from Texas University found a turtle whose nose was blocked by something off the coast of Costa Rica. Out of curiosity they approached it and tried to determine what was in its nose. They later realized that it was a plastic drinking straw. After trying for 10 minutes, they finally managed to save it.

(Chapter 4, Page 210, Text 16)

"The scientists removed the object immediately because they were far away in the ocean. They spent almost ten minutes pulling it from the nostril of a sea turtle. With great difficulty, they succeeded in pulling the straw out of the turtle's nostril."

Based on the quote above, we can understand how dangerous plastic waste is very dangerous for the state of the environment. at the same time the actions taken by the research group indicate an act of concern for fellow living things. This is in accordance with the value of Nature Morality, namely the element that states "Identifying environmental problems where he lives and taking concrete steps that can be taken to avoid damage and maintain the harmony of the ecosystem in his environment". The meaning conveyed in the sentence is explicit.

The third data was found in the 17th text, Anti Littering Campaign, a text describing the policy of the New South Wales government in Australia about promoting anti-littering activities that have succeeded in reducing litter there

by 19% by 2020. ⁴ The latest evolution of the campaign is "Don't be Tosser!", a new campaign that is credited with having a positive impact on changing people's lifestyles. The "Don't be Tosser!" campaign focuses on educating the public about littering.

(Chapter 4, Page 216, Text 17)

"The NWS government invested over \$17 million to promote the anti-littering campaigns on TV, radio, outdoor, billboards or online. The Tosser! Campaigns helped reduce litter in NSW from 2013 to 2020 by 43% compared to 19% nationally."

Based on excerpts from the text, it shows how the efforts of the New South Wales government in dealing with the problem of garbage disposal in the region, and how the solutions carried out turned out to have a positive effect on the ratio of garbage there. The actions described in the text are part of the value of Nature Morality, namely in the element that says "Identifying environmental problems where he lives and taking concrete steps that can be done to avoid damage and maintain the harmony of the ecosystem in his environment". The meaning in the sentence is conveyed explicitly.

The next data appears in text eighteen (18), a text that narrates the extraordinary actions of two girls from Bali, Melatih and Isabel Wijsen, who are aware of the waste problem in Bali, making them take action to invite people, especially teenagers and children, to participate in cleaning up waste with a movement called "an annual island clean up". They have now cleaned up more than 115 places around the island.

(Chapter 4, Page 221, Text 18)

"Melatih and Isabel Wijsen were only 12 and 10 years old when they decided to tackle plastic pollution. They found plastic everywhere in their lives. They saw it when they walked to the rice fields or when they went to the beaches."

"the sisters started a movement "an annual island clean up". The movement was for everyone in Bali. Early on Sunday morning they carried megaphones and stood on the becak of a flatbed truck."

Based on the two quotes above we see how Melatih and Isabel are aware of their surroundings, they managed to analyze the state of the environment and the impact of waste on their environment. Not only that, these two sisters also want to raise other people's awareness of this environmental problem, so they dare to take action on the problem. The actions they take are in line with the elements of Nature Morality, namely "Identifying environmental problems where he lives and taking concrete steps that can be done to avoid damage and maintain the harmony of the ecosystem in his environment". The meaning conveyed in the sentence is conveyed explicitly.

The last data appears in the 23rd text entitled "Living by the Citarum river Banks" which tells about the lives of fishermen living around the Citarum sunagi, one of whom is Mr. Suratmo, who is now affected by the shrinking number of fish caught due to the destruction of nature through garbage that is carelessly thrown into the river. The Citarum River is now named the dirtiest river in the world with an estimated 20,000 tons of waste in it. Since 2008, about 60% of the fish species in the Citarum River can no longer be found due to the impact of waste and substances contained in it. Not only income, this pollution also affects the quality of health of the surrounding communities that depend on the river water, due to pollution from the substances contained in the garbage.

(Chapter 5, Page 285, Text 23)

"It was a good decision as everything was fine until seventeen years ago and started getting worse from five years ago. Starting from that time, Mr. Suratmo did not catch much fish as he used to. In fact, he often came home empty-handed."

"Not only the river's bad smell and color, but also the polluted water made people suffer from skin and respiratory diseases and farmers lost their crops. This condition gave hard conditions to the surrounding including Mr.

Suratmo and 25 million people living near the river, and people depending on the electricity produced from the river".

From the text excerpt, we can conclude that the pollution that occurs in the Citarum River has affected the quality of people's income there. The fact about the relationship between the state of nature and human life in the text has fulfilled one of the elements of the value of Human Morality, namely "Understanding the connection between one creation and other creations of God" the meaning in the sentence is conveyed explicitly.

e. National Morality

Based on the results of data analysis, the value of national morality appears six (6) times, namely in texts 1, 2, 3, 4, 5, 6 and 7. The first data appears in text one (1) which informs how activities during independence day are carried out in Indonesia, there is one common thing that is usually always held, namely holding various competitions with prizes that are participated in by people in the area. One of the most common competitions is the pinang climbing competition, which is a competition that relies on teamwork and good skills.

(Chapter 1, Page 30, Text 1)

"Every August 17th, the Indonesian people celebrate their Independence Day."

The sentence above is an excerpt from the text, in the sentence it is conveyed that every year on the 17th of August in Indonesia, it is the obligation of the people to always celebrate their independence day. The word celebrate in the sentence indicates the happiness and pride of the Indonesian people in gaining freedom from invaders and standing as a fully sovereign country. The meaning in the sentence shows a form of nationalism of Indonesian citizens. This is in accordance with "Identifying and understanding the roles, rights and basic obligations as citizens". The meaning in the sentence is conveyed explicitly because it can be read clearly.

The next data can be found in text two (2) the text entitled A Parade in My Hometown tells about the story writer's experience, how the parade that

is usually held in the area where he lives takes place, the parade described is very lively and interesting. Various people participate with various costumes, there are also marching bands that enliven and musicians who play traditional musical instruments. The author expressed her desire to join the parade but unfortunately she is a shy person. But next week she will take part in the parade at her school.

(Chapter 1, Page 42, Text 2)

"I always wanted to join the parade but I was too shy. Luckily, I have the chance to join a parade at my school next week. I am really looking forward to it."

Based on the sentence excerpt from the text above, it can be clearly understood that the author wants to take part in celebrating Independence Day to show the sense of nationalism in students. The description in the story is in line with one of the elements in the National Morality value, namely "Identifying rights and responsibilities at home, school, and the neighborhood". The meaning in the sentence is conveyed explicitly.

The next data is found in the third text (3) entitled SMP Merdeka's School Parade, a text that tells about the Indonesian independence day celebration parade activities carried out by SMP Merdeka. This activity was attended by all students including Galang and his friends. In the parade, students wear various clothes representing various national heroes, they march around the surrounding village and are witnessed by the residents there. At the end of the parade when they arrived at school, the principal of Merdeka Junior High School announced the students with the best costumes.

(Chapter 1, Page 43, Text 3)

"On August 17th, SMP Merdeka held a school parade to celebrate Independence Day. All students joined the event and so did Galang and his friends. They dressed up like the Indonesian freedom fighters during the Independence war"

Based on the quotation above, we can understand how students, including Galang and his friends, participate in the parade activities by wearing costumes of national heroes, which is a form of effort from educational institutions, namely Merdeka Junior High School, to develop their students' sense of nationalism while showing how to take part in activities in the middle of the community. This is an illustration of one of the elements of National Morality, namely "Identifying rights and responsibilities at home, school, and the neighborhood". The meaning in the sentence is conveyed explicitly.

The next data is found in the fourth text (4), which is a text that tells about the habits of the Indonesian people, especially in the Bandung area when celebrating Indonesia's independence day, where there will be a tradition called Jampana. During Jampana, people march and bring various types of food and crops. Afterwards, at the end of the march, people will compete with each other for food and end with eating together.

(Chapter 1, Page 46, Text 4)

"Dozens of people march and bring numerous palanquins full of food from their natural harvest. At the end of the parade, the crowd will battle for food and feast together."

Based on the excerpt from the text above, it can be understood that the author conveys the uniqueness of various cultures and regions in Indonesia when celebrating Independence Day. In the description, the community participates in this culture and takes a role to enliven it. The author indirectly illustrates how individuals and their roles in the community celebrate independence. A real projection of the value of National Morality is "Identifying rights and responsibilities at home, school, and the neighborhood". The meaning in the sentence is conveyed explicitly.

The next data is found in the fifth text (5) entitled A School Parade, this text tells the parade activities in a school. In the school, each class sent one representative to wear a costume with a national hero. The author in the story wears Cut Nyak Dien's outfit, while other students wear red and white

clothes. They did a parade followed by the school marching band. After each parade ended, the school principal announced the winner for the best costume which was won by a student from another class.

(Chapter 1, Page 50, Text 5)

"How did you celebrate your Independence Day? I celebrated it by joining a school parade."

Based on the quoted sentence from the text above, it shows us how the first person in the text is very happy to take part in the school parade activities, in line with the value of National Morality. The meaning is conveyed explicitly.

The sixth data was found in the sixth text (6). This text tells about the celebration of independence day at a school, where students take part in various competition activities organized by the school such as tug, of war, cracker race, sack race, tandem race and the marble in spoon race. This activity was attended by representatives from each class, one of which was the main character in the story who participated in several race activities including the marble in spoon race which unfortunately he got second place and finally the krupuk race which was successfully won by him.

(Chapter 1, Page 54, Text 6)

"Today, my school held an Independence Day celebration event. It welcomed students from every grade to participate in many fun games, such as tug of war, krupuk race, sack race, tandem race, and the marble in spoon race. Many students participated, which made all the games so exciting."

Based on the quote above, it shows the enthusiasm of every student taking part in the competition activities held by their school. It was conveyed that all students participated in the competition held. This teaches us that the participation of each individual in taking part in activities held in the middle of the school community to celebrate Independence Day is one form of National Morality, namely "Identifying their rights and responsibilities at

home, school, and the surrounding environment". The meaning in the sentence is conveyed explicitly.

The last data is found in the seventh text (7), this text tells the history of the red and white colors in Indonesian benderah. This color has been used since the time of the Majapahit kingdom. The meaning of this color is red for courage and white for honesty. Now these colors and meanings have been used by many communities and organizations in Indonesia.

(Chapter 1, Page 62, Text 7)

"One of the histories of the red and white color of the Indonesian flag is associated with Majapahit's lag."

Based on the sentence excerpt from the text, we can understand that the Indonesian flag has a strong meaning with the ancestral history of this country, this text addresses readers, especially students to get to know and understand their country better. This should be in accordance with the value of National Morality. The meaning in the sentence is conveyed explicitly.

B. Dimension of global diversity

The second criterion is the *dimension of global diversity*, researchers found four (4) times this value is displayed in the reading text in the book. Based on the results of the researcher's analysis, only one indicator was found in the data, namely the value of **Recognizing and appreciating culture**, while the other two indicators, namely **Intercultural communication skills** and **Reflection and responsibility towards the experience of diversity** were not found. The following are the results of the analysis:

a. Recognizing and appreciating culture

Based on the results of the researcher's analysis, there were five (5) occurrences of this value. The first data appears in the 2nd text, which is a text entitled A Parade in My Hometown, this tells about the story writer's experience, how the parade that is usually held in the area where he lives takes place, the parade described is very lively and interesting. Various people participate in costumes such as national heroes or local ghosts, there are also marching bands that enliven and

musicians who play traditional musical instruments such as angklung, flute and tambourine.

(Chapter 1, Page 42, Text 2)

"They walked around the village and sang the 'Hari Merdeka' song. Their singing was accompanied by traditional instruments like angklung, suling, and tambourine."

Based on the quote above, we can understand that the author is able to recognize the traditional musical instruments played by the musicians who took part in the parade, this proves that the author has knowledge of Indonesian local musical instruments and is able to identify them. This is in line with the value of Recognizing and appreciating culture in the independent curriculum in one of its elements, namely "Identify and describe the cultural diversity around them" the meaning in the text is conveyed explicitly.

The second data is found in the fourth text (4), which is a text that informs about one of the typical culture of the people of Bandung when celebrating Indonesian independence day. In its explanation, this text explains how the Jampana Parade tradition is held every Independence Day, where the people of Bandung come together to bring various types of food and crops which at the end of the parade will be contested together.

(Chapter 1, Page 46, Text 4)

"One of the unique traditions is the Jampana parade in Bandung. Dozens of people march and bring numerous palanquins full of food from their natural harvest. At the end of the parade, the crowd will battle for food and feast together."

Based on the excerpt above, we can understand that this text provides knowledge to readers about the unique culture and habits of the Indonesian people, especially Bandung in celebrating Independence Day, this text helps students to be able to identify and describe cultural diversity and people's point of view in responding to something, it is

very much in accordance with the value of Recognizing and appreciating culture in the independent curriculum in one of its elements, namely "Identifying and describing the cultural diversity around it" the meaning in the text is conveyed explicitly.

The third data is found in text seven (7) this text tells the history of the red and white colors in Indonesian benderah. This color has been used since the time of the Majapahit kingdom. The meaning of this color is red for courage and white for honesty. Now these colors and meanings have been used by many communities and organizations in Indonesia.

(Chapter 1, Page 62, Text 7)

"The red color represents courage and the white color is for honesty."

Based on the excerpt from the text above, we can understand that the Indonesian state has a flag color based on the Majapahit cultural understanding of colors, which in the end continued to be passed down until when Indonesia became independent. This text provides an illustration for students to be able to understand the understanding and beliefs of the Indonesian people about something this is in accordance with the value of Recognizing and appreciating culture in their element which states "Analyze cultural dynamics that include understandings, beliefs, and daily practices over a long time span and a broad context." The meaning in the text is conveyed explicitly.

The last data was found in text ten (10) entitled Jakarta's Old City Tour. This text tells about the experience of a disabled person who participated in a special disability basketball competition held on Independence Day. After the competition he toured several places in Jakarta's old city such as Jakarta's History Museum, Maritime Museum, Bank Museum, Puppetry Museum, Fatahilla Square and Batavia Café where he learned and saw many new things.

(Chapter 2, Page 123, Text 10)

"My favorite one was the Jakarta History Museum. I learned a lot about Batavia or known as Jakarta at present."

Based on the quote above, the author describes how enthusiastic he is to learn and explore new places. In the text, the author states that he has learned a lot about the old Batavia, which is now known as Jakarta. This really highlights a sense of appreciation for the culture and history of a region, one of the concrete forms of implementing the value of Recognizing and appreciating culture which is written in one of its elements, namely "understanding cultural changes over time and according to context, both on a local, regional and national scale" the meaning in the text is conveyed explicitly.

C. Dimension of mutual cooperation

The third criterion is the *dimension of global diversity*, researchers found thirteen (13) times this value is displayed in the reading text in the book. Based on the results of the researcher's analysis, two indicators were found in the data, namely the value of collaboration and care, while one other indicator of care was not found. The following are the results of the analysis:

a. Collaboration

Based on the results of the analysis, the researcher found six (6) times the Collaboration indicator in the reading text in the book that became the object, namely in texts 1, 2, 5, 6, 17, and 18. The first data is found in text one (1) the text that tells about the habits of Indonesians when celebrating this independence day informs readers of one of the most common competitions in the celebration of independence day, namely the pinang climbing competition.

(Chapter 1, Page 30, Text 1)

"The game requires not only skill and determination but also good teamwork."

Based on the text excerpt above, it can be understood that the pajat pinang competition indicates good teamwork skills, therefore it is in

accordance with the value of collaboration applied in the mutual cooperation dimension. The meaning in the text is conveyed explicitly.

The second data appears in text two (2) entitled A Parade in My Hometown, a text that tells the main character's experience when seeing the independence day parade held in his area, in this activity many people participate with various costumes and roles with the aim of enlivening the activity.

(Chapter 2, Page 42, Text 2)

"In the first line of the parade, I saw the people dressed up uniquely. Some people wore Indonesian heroes' costumes. Some others dressed up like local ghosts. They were scary but they were funny, too. Next, I remembered that a lot of people marched in the second line. They waved a mini Indonesian flag. They walked around the village and sang the 'Hari Merdeka' song. Their singing was accompanied by traditional instruments like angklung, suling, and tambourine. At last, I also saw that many children rode their bicycles in the parade. They decorated their bicycles creatively."

Based on the excerpt from the text above, researchers found an indication of the value of collaboration. This can be found from the description of the activities and roles carried out by everyone who participated in the parade activities so that the parade that was held ran smoothly and festively. This is in accordance with one of the elements in the value of collaboration, namely accepting and carrying out the tasks and roles given by the group in a joint activity. The meaning conveyed explicitly.

The third data is found in text five (5) of the text entitled A School Parade, which tells the activities of a parade held by a school, in this activity the students will parade at school with class representatives wearing the clothes of one of the national heroes while the others use red and white clothes. In the implementation, the main character used Cut Nyak Dien's clothes, assisted by her friends.

(Chapter 1, Page 50, Text 5)

"In the beginning, we prepared our costumes. Every class had to choose one student to dress as an Indonesian hero. I was chosen as the class representative. I dressed as Cut Nyak Dien."

Based on the quote above, we can see how the teamwork carried out by the students in the class to help the main character prepare. The action indicates good collaboration activities in accordance with the collaboration value element, namely accepting and carrying out the tasks and roles assigned by the group in a joint activity. The meaning is explicitly conveyed.

The fourth data is found in text six (6), which tells the main character's experience during the Independence Day competition at his school. During the implementation, they participated in various competition activities involving their students, including the main character.

(Chapter 1, Page 54, Text 6)

"In the beginning, I participated in the marble-in-spoon race. It was a very tight game between me and Galang. I almost beat him at the beginning of the race, but he was so fast and steady. He could even run with it. He came first and I came second. It was hard to beat Galang in this game.

The next game was a tug of war, sack race, and tandem race. All the games were held at the same time. I saw Andre participate in the sack race. At first, he led the race, but suddenly he fell in the middle of the race. But inally, he came second. It was so sad that he couldn't finish first. Meanwhile, Pipit participated in a tandem race with our friends. Her team came third. It was not too bad.

The last game was the krupuk race. Once again I met Galang in the inal. The fun part was I finished first and he finished after me. I finished my krupuk with three or four bites."

Based on the excerpts of several paragraphs above, it illustrates a value of collaboration that is included in the character of Pancasila students, namely showing actions that are in accordance with the expectations and goals of the group. This value is illustrated by the actions of each student during the competition so that the activities carried out by the school were successful because every student who participated in the activities was enthusiastic and sportive. Therefore, the actions in the text successfully illustrate the value of collaboration. The meaning in the sentence is conveyed explicitly.

The fifth data is found in text seventeen (17), a text that tells the story of Anti Littering Campaigns in New South Wales. Where the government has issued a campaign entitled Dont be tosser. Where the government and various parties work together to sensitize the public in proper waste disposal.

(Chapter 4, Page 216, Text 17)

"Other government departments, local councils, business partners and community groups across NSW also used the Tosser! creative materials. This demonstrated the strength of the message and the campaign's effectiveness."

In the quote above, it can be concluded that the government does not work alone in the success of these activities, but also gets help from various parties and layers of society such as **Other government departments, local councils, business partners, and community groups**. The actions taken by the Australian community illustrate one of the elements of the value of collaboration, namely aligning one's own actions with the actions of others to carry out activities and achieve group goals in the surrounding environment. The meaning in the sentence is conveyed explicitly.

The next data appears in text eighteen (18), a text that narrates the extraordinary actions of two girls from Bali, Melatih and Isabel Wijsen,

who are aware of the waste problem in Bali, making them take action to invite people, especially teenagers and children, to participate in cleaning up waste with a movement called "an annual island clean up". They have now cleaned up more than 115 places around the island.

(Chapter 4, Page 222, Text 18)

"Thousands of children and teenagers with their parents came out to help. Volunteers from local restaurants and hotels also showed up."

Based on the excerpts from the text, we can see that the activities carried out by Melatih and Isabel were assisted by many people including young children and teenagers with one goal of bringing cleanliness to the island of Bali. This is in accordance with one of the elements of the value of collaboration, namely building teams and managing cooperation to achieve common goals in accordance with predetermined targets. The meaning in the text is conveyed explicitly.

b. Caring

Based on the results of the researcher's analysis, the value of caring was found five (5) times. The first data appears in text nine (9), which is a text that tells about a giant elephant who is discriminated against because his body size is considered too large by animals in the forest, making it difficult for him to make friends.

(Chapter 2, Page 109-110, Text 9)

"The elephant walked up to the tiger and said, "Please, Mr. Tiger, do not eat up these poor animals."

Based on the story excerpt from the text above, it shows the extraordinary attitude of the giant elephant who bravely stopped the hariamau from preying on the forest community. The form of behavior of the elephant who dares to split the animals that discriminate against him has shown a real representation of caring based on full awareness. In accordance with the value of caring in the independent curriculum, it is responsive to the social environment in accordance with the demands of its social role and contributes according to the needs of society. The

elephant has shown his responsiveness to the situation around him and made a positive contribution to the problem. The meaning in the text is conveyed explicitly.

The second data appears in the fourteenth text (14) this text provides information to readers about the dangers of online platforms that are currently loved by easy children, especially teenagers who are still in school. Dangers such as online bullying to dependence become important information in the text.

(Data: Chapter 3, Page 156, Text 14)

"Online platforms are very dangerous. There are lots of problems on the internet such as online bullying and device addiction. As a student, it is good to engage yourself in the online world to collect new knowledge."

Based on the text excerpt above, the meaning in the sentence indirectly instructs readers to be more concerned with their actions on online platforms and the dangers that may arise as a consequence of their actions as well as how a student should benefit through online platforms. This is in line with the value of caring in the Pancasila student profile, namely Responsive to the social environment in accordance with the demands of his social role and contributing according to the needs of society. The meaning in the text is conveyed explicitly.

The third data appears in the seventeenth text (17), which is a text entitled anti-littering campaign, a campaign initiated by the city government of New South Wales (NSW) in Australia to overcome the problem of plastic waste in the city of NSW. This campaign was welcomed by the local community and even large participation from various levels of society made NSW succeed in reducing their plastic waste rate.

(Data: Chapter 4, Page 216, Text 17)

"Other government departments, local councils, business partners and community groups across NSW also used the Tosser! creative materials. This demonstrated the strength of the message and the campaign's effectiveness."

Based on the quote above, collaborative action from various parties in making the campaign a success. The action shown in the text is a form of responsiveness to the surrounding environment and a form of contributing to the problems faced together. In accordance with the value of caring, namely Responding ⁵ to the social environment in accordance with the demands of their social role and contributing according to the needs of the community. The meaning in the text is conveyed explicitly.

The fourth data appears in the eighteenth text (18), which is the story of Melatih and Isabel who mobilized the Balinese people to be more concerned about the garbage around Bali. Together with the surrounding community they carried out clean-up activities in various locations in Bali.

(Data: Chapter 4, Page 222, Text 18)

"They were aware of this growing problem with plastic in places it should not be. They felt the urgency to protect the environment and the natural world. The sisters started a movement, 'an annual island clean up'. The movement was for everyone in Bali."

Based on the quote above, the actions of Melatih and Isabel indicate a form of concern for the surrounding environment and the problems faced, on the other hand, their courage in mobilizing layers of society shows a form of direct contribution to environmental needs to the problems faced in the community. This action represents the value of caring, which is responding ⁵ to the social environment in accordance with the demands of their social role and contributing according to the needs of the community. The meaning in the text is conveyed explicitly.

The fifth data appears in the twenty-second (22nd) recount text which tells the author's experience of joining a music band. As a new member things did not always go smoothly but in the end he was able to control himself and deal with the situation.

(Chapter 5, Page 274, Text 22)

"I did a few auditions. The first time was a disaster. I couldn't get my breath and I started to cry. I just wanted to run home but the leader was very understanding. He fixed an appointment for the following week. He explained how to relax and do breathing techniques."

Based on the snippet from the text, it shows the caring nature of the leader towards his new members. He realized what the new members were feeling and understood how to act to overcome the problem. The understanding shown by the band leader shows one of the values of caring in the pancasilah learner profile, namely understanding the reasons why other people display certain responses. The meaning in the text is conveyed explicitly.

D. Dimension of independent

The third criterion is the *dimension of independence*, researchers found thirteen (13) times this value was displayed in the reading text in the book. Based on the results of the researcher's analysis in all indicators in the data, the value of Self-understanding of the situation and self's regulation can be found in several texts. The following are the results of the analysis:

a. Self understanding at the situation at hand

³Based on the results of the analysis, researchers found this data appeared five (5) times, namely in texts 8, 10, 20, 21 and 22. The first data appears in text eight (8), namely the text entitled The Ugly Ducklings, the text that tells the journey of a large baby goose in this duck family teaches us that our uniqueness will be appreciated when we find the right people around us.

(Chapter 2, Page 92, Text 8)

"No. No, I'm not. I'm an ugly duckling", said the Ugly Duckling. He shook his head. The beautiful white swans smiled and said, "Look at yourself in the water and tell us". The Ugly Duckling saw a reflection in the water. He was surprised. "I am a swan just like you all!"

Based on the snippet of conversation from the text, it can be interpreted that the swan has not really understood who he is and his uniqueness, but meeting the other two swans made him realize that he is not that bad, he is just different, not bad, therefore understanding himself and the uniqueness we have is very important, therefore the text has fulfilled the value of self understanding of situation at hand, namely recognizing abilities and interests/likes and accepting one's own existence and uniqueness. The meaning in the text is conveyed explicitly.

The second data was found in the tenth text 9100 text entitled Jakarta's Old City Tour, telling the experience of a student with a disability who participated in a wheelchair basketball competition, after the competition was over he toured several places in Jakarta, especially the Old City. There he saw and learned many new and fun things.

(Chapter 2, Page 123, Text 10)

"I went there with my team after we participated in a wheelchair basketball competition in Jakarta."

Based on the sentence above, it can be understood that the student managed to show achievement despite being limited by his physical condition. Being a school representative to participate in a disability sports competition is a form of the student's self-understanding of his uniqueness. The text provides inspiration for readers on how to learn to appreciate themselves and achieve something despite the physical limitations we may have. This is in line with the value of self understanding of situation at hand, namely recognizing abilities and

interests/likes and accepting one's own existence and uniqueness. The meaning in the text is conveyed explicitly.

The third data is found in the twentieth text (20), which tells the story of a boy named Mirza who likes to play soccer but many underestimate his abilities. Not giving up with the ridicule of his friends Mirza continues to practice until he is able to find the right position on the field and in the end his ability to play football gets recognition from his friends.

(Data: Chapter 5, Page 257-261, Text 20)

"He always failed to keep the goal area. He was very sad and almost gave up. Mr. RT came to him and suggested that he should try other positions. After trying some positions, he found that being a midfielder was the best position for him."

Based on the excerpt from the story above, Mirza is described as a character who never gives up and wants to keep learning. This trait possessed by Mirza is an important part of the value of self understanding of situation at hand, namely Reflecting to identify one's strengths, weaknesses, and achievements, as well as situations that can support and hinder learning and self-development The meaning in the text is conveyed explicitly.

The next data appears in the twenty-first text (21), which tells the story of a student named Mumtaz who will soon face an exam in social science.

(Data: Chapter 5, Page 268, Text 21)

"The subject always gave Mumtaz challenges. She prepared for this examination very seriously. She even asked her best friend, Radit, to review the exam materials together."

Based on the sentence fragments from the text above, Mumtaz made preparations before the exam took place, he did this because of

his understanding of himself who had deficiencies in these subjects, the reflection carried out by Mumtaz showed the nature of the value of self understanding of situation at hand, namely Reflecting to identify strengths and weaknesses, as well as his achievements. The meaning in the text is conveyed explicitly.

The last data was found in the twenty-second text (22) entitled Getting Into Band. This text tells about the experience of a teenager who wants to join a band. But even so he still has some problems when performing, especially for self-confidence.

(Data: Chapter 5, Page 274, Text 22)

"The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it."

Based on excerpts from the text, the author continues to experience several obstacles and obstacles in controlling his nervousness every time he performs. even so his desire to try and improve changed the situation in his third performance. The depiction in the story is very much in accordance with the meaning of self understanding of situation at hand, which is to reflect to identify strengths and weaknesses, as well as achievements. The meaning in the text is conveyed explicitly.

b. Self Regulation

³ Based on the results of the analysis, researchers found this data appeared four (4) times, namely in texts 12, 20, 21 and 22. The first data appears in text twelve (12), which is a folklore text entitled Timun Mas. Set in the past, it tells of a grandmother who makes a promise with an astral creature called Buto Ijo in order to have a child. In the agreement, Buto Ijo will give her a baby but will take it back when the baby reaches a certain age. The baby was named Timun Mas.

(Data: Chapter 2, page 126, text 12)

"In a rage, Buto Ijo chases after Timun Mas. The small yet strong at heart Timun Mas manages to escape, using her mother's magic tricks. Buto Ijo is inally defeated when Timun Mas sprinkles salt around him that turns into an ocean, swallowing him whole."

Based on the snippet of text, it can be seen that Timun Mas is a clever girl who can defeat a creature as big as Buto Ijo. The ingenuity and resilience shown by Timun Mas is a clear example of the ability to self-regulate which is applied in the independent curriculum, namely students are expected to be able to develop, adjust, and test various strategies and ways of working to help themselves in completing challenging tasks. Additional meaning in the text is presented explicitly.

The second data found in the twentieth text (20) tells the story of a child named Mirza who likes to play soccer but many underestimate his abilities. Not giving up with the ridicule of his friends Mirza continues to practice until he is able to find the right position on the field and in the end his ability to play football gets recognition from his friends.

(Data: Chapter 5, Page 257-261, Text 20)

⁴*"He promised to train hard. He wanted to become a great soccer player and helped his team win."*

Based on the excerpt from Mirza's story above, Mirza shows the desire to continue training and promises to become an outstanding bolah player. This shows the strong commitment of Mirza's character to achieve a desired goal. This is in accordance with the value of self-regulation in the Pancasila student profile, namely that ⁵students are expected to be able to commit and maintain consistency in achieving the goals they have planned to achieve their expected learning and

self-development goals. In addition, the meaning in the sentence is presented explicitly.

The third data appears in the twenty-first text (21), which tells the story of a student named Mumtaz who will soon face an exam in social science.

(Data: Chapter 5, Page 268, Text 21)

"The subject always gave Mumtaz challenges. She prepared for this examination very seriously. She even asked her best friend, Radit, to review the exam materials together."

Based on the text excerpt above, the actions taken by Mumtaz are the result of understanding his own abilities about the situation he will face, so he finds a solution that he considers appropriate, namely learning and preparing himself and actively inviting friends to study together. This action is one of the real reflections of the value of self-regulation in the Pancasila learner profile, namely students are expected to design appropriate strategies to support the achievement of learning goals, achievements, and self-development by considering their strengths and weaknesses, as well as the situation faced. the meaning in the text is presented explicitly.

The last data was found in the twenty-second text (22) entitled Getting Into Band. This text tells about the experience of a teenager who wants to join a band. But even so he still has some problems when performing, especially for self-confidence.

(Data: Chapter 5, Page 274, Text 22)

"The next time I had prepared everything. But, I did not play well enough because I was still nervous, but not as much as the first one. I told the leader that I needed a bit more time. The third time was a completely different story. I enjoyed it."

Based on the excerpt from the text, the situation faced by the author is not easy, but because of the resilience and commitment he

has to achieve the goals he hopes for, he dares to keep trying and developing the ability to continue to adapt to the challenges he faces. Based on this description, the author's character shows one of the real reflections of the value of self-regulation, namely daring to try, adaptive in new situations, and trying not to give up easily when getting challenges. In addition, the meaning in the text is presented explicitly.

E. Dimensions of Critical Reasoning

The third criterion is the dimension of Critical Reasoning consisting of three indicators namely Obtaining and processing information and ideas, Analyze and evaluate reasoning and reflect and evaluate one's own thinking. Based on the results of the analysis, researchers did not find the three indicators in the English for Nusantara textbook that became the object of research.

F. Dimension of Creative

Based on the student profile of Pancasila values, there are three indicators in the demension of creative, namely generating original ideas, producing original works and actions and having flexibility of thinking in finding alternative solutions to problems. Based on the results of the analysis, researchers found only two indicators, namely producing original works and actions and having flexibility of thinking in finding alternative solutions to problems. In five different texts. As follows:

a. producing original works and actions

Based on the results of the analysis, researchers found this data appeared two (2) times, namely in texts 2 and 3. The first data appears in the second text (2), namely A Parade in My Hometown, this story is set against the background of an independence day situation where usually to commemorate independence day a parade is held by the community with various costumes and unique regional activities.

(Data: Chapter 1, page 42, text 2)

"In the first line of the parade, I saw the people dressed up uniquely. Some people wore Indonesian heroes' costumes. Some others dressed up like local ghosts. They were scary but they were funny, too."

Based on the paragraph above, the unique and creative costumes and attributes used by the parade participants are a real habit of the Indonesia community which is the result of their own handwork prepared by groups or individuals to commemorate independence day, usually these people make it as unique and creative as possible to enliven the parade. The habits carried out in society in the parade are a real adaptation of the value of producing original works, namely students are expected to be able to produce original works and actions in the form of complex representations, images, designs, performances, digital outputs, virtual reality, and so on. In addition, the meaning in the text is conveyed explicitly.

The second data is found in the third text (3), namely SMP's Merdela School Parade, in the text tells the story of Galang and his friends who participated in the independence parade activities with a national hero costume competition. In that activity they paraded in several villages around the school.

(Data: Chapter 1, page 43, text 3)

"They dressed up like the Indonesian freedom fighters during the Independence war. Some of them brought guns, spiked bamboos, swords, and many more. They also wore many red and white attributes making the event more patriotic."

Based on the sentence fragment above, it can be seen that each student prepares themselves as well as possible with various costumes and attributes that they design and assemble themselves to represent the hero they cosplay as well as possible. The actions

developed by Galang and Merdeka Junior High School are one of the concrete forms of the value of producing original works, namely students are expected to be able to produce original works and actions in the form of complex representations, drawings, designs, appearances, digital outputs, virtual reality, and so on. In addition, the meaning in the text is conveyed explicitly.

- b. Have flexibility of thinking in finding alternative solutions to problems.

Based on the results of the analysis, researchers found this data appeared twice in two different texts, namely in texts 16 and 17. The first data appears in text 16, which tells how a group of researchers from Texas University found a turtle whose nose was blocked by something off the coast of Costa Rica. They later realized that it was a plastic drinking straw. After much effort, they managed to save it.

(Chapter 4, Page 210, Text 16)

"The scientists removed the object immediately because they were far away in the ocean. They spent almost ten minutes pulling it from the nostril of a sea turtle. With great difficulty, they succeeded in pulling the straw out of the turtle's nostril."

Based on the excerpt from the text above, the researchers were faced with two options, namely taking the turtle to the mainland and getting treatment from medical experts or taking direct action on the spot but they realized that taking the turtle to the mainland to get help was very risky, therefore they found an alternative solution, namely conducting an immediate rescue on the spot. The actions and ways of thinking of the scientists indicate the ability to analyze and find alternative solutions to the problems faced in accordance with one of the elements of the value of Have flexibility of thinking in finding alternative solutions to problems, namely trying to find alternative solutions when the approach taken does not work based on

identification of the situation. The meaning in the text is conveyed explicitly.

The second data appears in the seventeenth text (17), which tells about Anti Littering Campaigns in New South Wales. Where the government has issued a campaign entitled Dont be tosser. Where the government and various parties work together to sensitize the public in proper waste disposal.

(Data: Chapter 4, page 216, text 17)

"The latest evolution of the campaign was Don't be a Tosser! The Don't be a Tosser! campaign was well-liked, and there was a clear association between 'Tosser' and littering."

Based on the excerpt from the text above, the NSW government continues to develop ideas for the ideas they are preparing to deal with a problem, namely waste. Based on the actions above, it has reflected the value of **Have flexibility of thinking in finding alternative solutions to problems**, namely Generating alternative solutions by adapting various ideas and feedback to deal with situations and problems. The meaning in the text is conveyed implicitly.

Based on the guidebook of the Pancasila 2022 student profile, there are **six dimensions** with a total of twenty indicators that students must have and implement to achieve **the character and competence of students** expected in the independent curriculum in accordance with the findings of researchers from the data that has been collected and analyzed **in the reading texts in the English for Nusantara** book, five of the six dimensions have been adapted into reading texts and thirteen indicators have been fulfilled in twenty-three reading texts in this textbook.

4.2.2 The Writers Technique in Intergrating Cultural Value

In this study, researchers divided the integration technique of cultural values in the text into two parts, namely Implicit and Explicit. The following researchers

present the results ² of the analysis of the integration of cultural values in the reading text in the book:

a. Explicit

Based on the results of the researcher's analysis, the technique of explicit integration of meaning was found forty-seven (47) times, one example of the data can be seen as follows:

(Data: Chapter 5, Page 268, Text 21)

"The subject always gave Mumtaz challenges. She prepared for this examination very seriously. She even asked her best friend, Radit, to review the exam materials together."

Based on the results of the researcher's analysis, the explicit integration technique is the most common meaning adaptation found in the reading text in the book. This may be due to the explicit technique which is easier to understand because the meaning is conveyed directly and the sentence does not contain words with ambiguous meanings. This may be adjusted to the age of the subjects who read the book, namely junior high school students.

b. Implicit

Based on the results of the researcher's analysis, the implicit meaning integration technique was found two (2) times, one example of the data can be seen as follows:

(Data: Chapter 5, Page 241, Text 19)

"Maybe someday, but for now, I'll learn how to embrace every imperfection, flaw, and part of me that needs to be painted away."

Based on the results of the researcher's analysis, the implicit integration technique is the least adaptation of meaning found in the reading text in the book. This may be due to the implicit technique which is more difficult to understand than explicit adaptation because the meaning conveyed is not direct and sentences often contain words with ambiguous meanings. This

may be adjusted to the age of the subjects who read the book, namely junior high school students.

4.3 The Research Findings Versus The Latest Related Research

Based on the findings of the following researchers, a comparison with several recent studies: First, based on the research of Mufidatih A. (2021) this research has two problem formulations, namely 1) What are the cultural 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? To answer the two problem formulations above, the researcher uses a qualitative approach to analyze the data that has been collected from the object of research. The data collection technique is carried out using document analysis techniques and the data source is the entire written dialog in the book. To analyze the data, the researcher used 9 cultural values based on Michael Bryam's culture theory as a reference. Based on the findings, the researcher found six culture values in all dialogues in the textbook. The culture values were social identity and social groups, social interaction, belief and behavior, socialization and life cycles, national history, and national cultural heritage. The researcher also analyzed the integration techniques of cultural values in the dialogue sentences, dividing them into two techniques, namely implicit and explicit. Based on the findings, the most common integration techniques found were implicit integration techniques with a total of eighty-five times and explicit techniques with a total of seven times.

Second, previous research from Hirdayu et al., 2022, aims to determine the values of educational culture based on the 2013 curriculum in the reading text in the book "When English Rings A Bell". This research uses content analysis techniques. Data collection techniques are data collection, data reduction, data display and conclusion. The procedure in data collection is with check table and documentation. The results show that In

the English textbook *When English Rings a Bell*, the most frequently occurring character educational value was the friendship/communication value, at 21%. Next, Independent came in second with 17%. Other values, like religion, account for 12%. The worth of hard labor is 7%. Social care and discipline are valued at 5%. Value of curiosity: 4.6%. 4.1% of the population is appreciative, creative, and nationalistic. Honesty and Environmental Awareness are valued at 3.5%. 2.5% is the reading interest value. Value of tolerance at 2.0%. The value of patriotism and responsibility is 1.02%. The Love and Peace value, which was 0.5%, was the smallest. These results indicate that the textbook has instructive character values, and that character values ought to be given much greater consideration in future textbooks.

Based on the results of the analysis of cultural values based on the *Pancasila student profile in the* book "English For Nusantara" class VIII Junir High School, the researcher found that there were five dimensions that were successfully adapted in the reading text, namely the dimension of faith to God and having noble character with five indicators of faith, self-esteem, human morality, nature morality, nationality were all found in the book, the second dimension of global diversity with one indicator, namely recognizing and appreciating culture can be found four times, while the other two indicators, namely *intercultural communication skills and reflection and responsibility towards the experience of diversity* were not found, *The third dimension of mutual cooperation with* one indicator can be found six times, namely collaboration while the caring indicator is found five times while the sharing indicator is not found, the fourth dimension of independent with two indicators can be found five times self understanding of situation at hand and self-regulation four times, and the fifth dimension of creative with two indicators can be found, namely producing original works and actions twice and the indicator has flexibility of thinking in finding alternative solutions to problems appears twice, while the indicator generating original ideas is not found. The only dimension that was not found was the dimension of critical reasoning with three indicators, namely

Obtaining and processing information and ideas, Analyze and evaluate reasoning, reflect and evaluate one's own thinking.

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

4.4 The Research Findings Versus Theory

McConachy in Setiadi et al. (2022) said an English Textbook must be an effective tool to bring culture in the classroom for students. Based on this statement, it can be interpreted that English textbooks should be a forum for applying cultural values in students' daily learning. Meanwhile, based on the researcher's findings in the book "English for Nusantara", it was found that there are still some cultural dimensions and indicators that have not been successfully adapted in the reading texts in the book. This needs to be considered by writers of other subject books because the value of the six dimensions of the Pancasila learner profile is the basis for character and competency development that has been designed by the government and is expected to be applied in various angles in the learning and teaching process including in learning media used as a source of material, namely books.

4.5 The Research Findings Implication

The research findings show that the implementation of cultural values of reading texts in the book "English For Nusantara". On the other hand, we understand that cultural values are one of the supporting pillars in the growth of the character of the nation's children's mindset that will affect their future. In the implementation of the independent curriculum, the government has determined several cultural values that must be owned by students and developed through the teaching and learning process, these six

dimensions should be a reference and available in various elements in the learning process including teaching materials. In addition, the role of reading texts in developing students' knowledge and instilling moral values is very important considering that reading texts are often used in the learning process as a source of information in various learning activities. Therefore, the findings in this study are expected to be an evaluation for writing the next teaching material book.

4.6 The Research Findings Limitations

In this research, the researcher realized that there were many shortcomings in the research process. This is the first research, so the researcher has no experience conducting previous research. Therefore, many things became challenges in conducting research due to lack of knowledge and there were misinterpretations of several terms, new sentences, and so on. These are several factors that future researchers must pay attention to in perfecting their research. Some of the limitations are as follows:

- a. The researcher realizes that the research process carried out is still not perfect, there are still many shortcomings in conducting research, writing and processing data because the researcher is still a beginner, so the researcher cannot carry out this research perfectly.
- b. Researchers' knowledge is still very limited in processing qualitative data analysis, as well as researchers' lack of ability to find reference sources that are in accordance with teachers' social competence in learning English.

CHAPTER V

RESULTS AND DISCUSSION

5.1 Conclusion

Based on the finding and discussion in chapter IV, there were two conclusions that could be drawn are Types of Culture values which presented in the English Textbook Entitled “English For Nusantara” 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 Five chapters in this English textbook. Furthermore, the researcher found that there were five dimensions that were successfully adapted in the reading text, namely the dimension of faith to God and having noble character with five indicators of faith, self-esteem, human morality, nature morality, nationality were all found in the book, the second dimension of global diversity with one indicator, namely recognizing and appreciating culture can be found four times, while the other two indicators, namely intercultural communication skills and reflection and responsibility towards the experience of diversity were not found, The third dimension of mutual cooperation with one indicator can be found six times, namely collaboration while the caring indicator is found five times while the sharing indicator is not found, the fourth dimension of independent with two indicators can be found five times self understanding of situation at hand and self-regulation four times, and the fifth dimension of creative with two indicators can be found, namely producing original works and actions twice and the indicator has flexibility of thinking in finding alternative solutions to problems appears twice, while the indicator generating original ideas is not found. The only dimension that was not found was the dimension of critical reasoning with three indicators, namely Obtaining and processing information and ideas, Analyze and evaluate reasoning, reflect and evaluate one's own thinking.

The next finding is related to the second formulation of problem is the integration technique of the meaning conveyed in the text sentence based on the results of the analysis, the researchers found two types of meaning adaptation in the sentence in the text, namely explicit and implicit. Among the two, the explicit adaptation technique is the most commonly used by book writers, namely forty-

two times while implicit is used twice. ³ Based on the two findings, the researchers concluded that the authors still need to pay attention to instilling the value of the Pancasila student profile into student reading texts.

The third findings is related to the third formulation of problem is the book almost fullfil the objective of curriculum but only lack of some important values.

5.2 Recommendation

The researcher offers recommendations for the textbook developer, other researchers who would like to do comparable research, and teachers based on the aforementioned result. The researcher thinks that the outcome of this thesis will help teachers select appropriate English textbooks that include cultural values to enhance ¹ students' speaking abilities and affective evaluation as part of the assessment process in English classes. The researcher advises other researchers to conduct more analysis on cultural values and to employ more advanced analytical methods. The researcher discovered that each interaction contained a distinct set of overall cultural values for the textbook developer. If the author had included the values in another area, that would be preferable. To make it easier to manage and less monotonous than the reading text that was limited to that book. Furthermore, in order to foster positive student behavior and communication, the culture principles outlined in the Profil Pelajar Pancasila should be understood and applied as regulations.

THE CONTENT ANALYSIS OF CULTURAL VALUES IN READING MATERIAL IN ENGLISH TEXTBOOK AT THE EIGHTH GRADE OF SMP NEGERI 1 GUNUNGSITOLI IN 2023/2024

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