

CULTURAL REPRESENTATION ON THE FUNCTIONAL GRAMMAR EXERCISES IN AN INDONESIAN JUNIOR HIGH SCHOOL ENGLISH TEXTBOOK

Ashar Fauzi^{a*}, Tiara Ayu Kusuma Dewi^b

^aAffiliation (English Language Education, FKIP, Universitas Sebelas Maret, Indonesia)

^bAffiliation (English Language Education, Cultures and Languages Faculty, UIN Raden Mas Said, Indonesia)

*Corresponding email: ashar.fauzi@student.uns.ac.id

Abstract: Studies on English language textbook analysis rarely incorporate cultural values in the functional grammar exercises since it is a crucial learning material in the English textbook. To address this gap, we aim to pinpoint the representation of cultural values in the functional grammar exercises in an Indonesian junior high school English textbook. By employing critical discourse study as the research methodology, we analyzed both the visual and textual data presented on the functional grammar exercises in the textbook. We adopted two analytical tools for analyzing data, i.e. transitivity analysis; and critical discourse analysis. The result shows that there are 28 functional grammar exercises that facilitate students in making meaning. Meaningful cultural representation from many social practices was found. This study suggests incorporating its findings into teaching to explain cultural values to students. Further studies need to focus on providing teacher experiences in teaching functional grammar exercises.

Keywords: Critical discourse study; cultural values; systemic functional grammar; systemic functional linguistics

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INTRODUCTION

In the English language and learning sector, textbook becomes important elements to facilitate the teaching and learning process. Studies on textbook analysis have been done by several researchers and practitioners (Huang, 2019; Puspitasari, et al. 2021; Setyono & Widodo, 2019). Huang (2019) emphasized that textbook is one of the main effective teaching and learning sources. The variations of learning materials in textbooks (such as audio, visual audiovisual, etc.) have a significant effect on the students' interest in understanding the topic (Hermanto, et al., 2023). Learning materials in the textbook must be adopted by the newest curriculum in the country. Thus, the students can fulfill the requirement to face the 21st century challenges. Students also can learn cultures and ideologies of the country by getting insight from the materials (Canale, 2021).

The process of designing the textbook includes the process of adding meanings or context to the learning materials in the textbook (Almujaiwel, 2018; Huang, 2019). For example, Cobano-Delgado and Llorent-Bedmar (2019) pinpoint that the EFL textbook's

writer commonly adds several learning materials that adapt from several public media, such as social media, magazines, and others. The different media provides different specific information, such as from ideologies, cultures, and politics (Cobano-Delgado & Llorent-Bedmar, 2019; Pabayo, et al., 2022). Therefore, we conducted this current study in the field of textbook analysis to reveal the cultural representation in the English textbook for junior high schools in Indonesia.

Fontaine (2013) explains that traditional grammar principles show language as rules. The traditional concept of grammar is only understanding language built from rules, e.g. nouns, verbs, adjectives, etc. Fauzi and Putra (2022) emphasize that functional grammar principles highlight the making-meaning process in language. Functional grammar principles come from the language as a social semiotic source, which means that language is a tool to make meaning (Fauzi & Putra, 2022; Fontaine, 2013; Halliday & Matthiessen, 2014; Widodo, 2015). Textbook serves many types of learning materials, and many of them are traditional grammar exercises. Students only do several activities to find the missing point of the grammar rules. Functional grammar exercises offer an easy way to understand grammar based on social practices (Fauzi & Putra, 2022). Thus, this study focuses on functional grammar exercises.

A growing body of studies in the field of textbook analysis has been investigating cultural values in textbooks (Almujaiwel, 2018; Huang, 2019; Odebiyi & Sunal, 2020; Toledo-Sandoval, 2020; Uzum, et al. 2021). For instance, Almujaiwel (2018) reported a corpus-based analysis study to find the cultural elements portrayed in the Saudi education EFL textbooks. The result indicates that the local cultural element is more frequent than the target language (English) presented in the textbook. This shows that learning the target language becomes easier by adding the local culture to the learning materials. Other textbooks provide traditional lenses for understanding the grammar of the language, Huang (2019) observed that the EFL textbook used in China provides several aspects from cultural contextualization in learning materials.

Yet, the previous studies do not analyze the Indonesian English textbook, especially in the functional grammar exercises. The study was analyzing Saudi education EFL textbooks, the focus of the analysis is not on the functional grammar. However, the functional grammar principles are found in several reading materials. Another textbook analysis is analyzing the EFL textbook used in China. The result shows that learning materials highlight cultural values. Therefore, the previous studies do not analyze Indonesian EFL textbooks, and the study does not focus on functional grammar exercises. In this study, we analyzed the cultural representation portrayed in the existing functional grammar exercises in an Indonesian junior high school English textbook. To fill this void, critical discourse analysis is adopted to reveal the cultural representation in the textbook. Thus, the present study addresses the following research questions are:

1. How are cultural values represented in the existing functional grammar exercises in the textbook?
2. To what extent does this textbook teach cultural values?

RESEARCH METHOD

Research design

The current work is anchored in the interpretivism and Critical Hermeneutics paradigm (Berryman, 2019; Bleiker et al., 2019; Roberge, 2011). In critical discourse studies (CDS) (Fairclough, 2013), these paradigms are commonly used to interpret the ideology and agenda attached to language in a particular text and context. In an ELT classroom, such an ideology and agenda are found not only in the curriculum of the course but also in textbooks. In this study, we investigated the extent of the integration of functional grammar in grammar exercises in an Indonesian junior high school EFL textbook.

Following the theory of functional grammar (Halliday & Matthiessen, 2014), we look at grammar not just as a set of rules but as a social practice. We also analyzed the ideologies portrayed in the functional grammar exercises in the textbook, using the theories of critical discourse studies (Fairclough, 2013) and transitivity analysis (Fontaine, 2013). While CDS focuses on the description, interpretation, and explanation of the use of language in its social practice, transitivity analysis is used to examine meanings, actions, and experiences portrayed in the process [verb] of a sentence.

Data collection

We chose an EFL textbook published and officially endorsed by the Indonesian Ministry of Education, Culture, Research, and Technology (MECRT), entitled "English in mind: Student's book starter, 2nd ed." The textbook adopts the newest independent curriculum, released by the MECRT in 2022. It is the most used textbook in almost all public junior high schools in Indonesia. Therefore, there is a need to understand better the integration of functional grammar and the portrayal of cultural values in the textbook to inform the textbook author and users (such as teachers and students) about what, why, and how to understand the cultural values in the textbook and implement it in the teaching and learning practice in the classrooms.

Research Instrument

In this study, we analyzed only English grammar exercises in the textbook. We examined both the textual and visual items in the English grammar exercises. We adopted the nine types of grammar exercises by Maijala and Tammenga-Helmantel (2017) to categorize the English grammar exercises specifically. The following are the nine types of grammar exercises: (1) Choose-the-correct-answer exercises; (2) Fill-in-the-blank exercises; (3) Written exercises; (4) Communicative oral grammar exercises; (5) Combining exercises; (6) Grammar games; (7) Translation exercises; (8) Reflective/analytical exercises; and (9) Revision exercises. The results were analyzed using two analytical tools: critical discourse studies (CDS) and functional grammar approach (Transitivity analysis), to reveal the social practices, ideology, and agenda that existed in functional grammar exercises (Fontaine, 2013; Fairclough, 2013; Halliday & Matthiessen, 2014).

Two analytical tools (CDS and transitivity analysis) were adopted to analyze the English grammar exercises in the textbook to answer the research questions. The analysis was started by categorizing the existing English grammar exercises according to the nine types of grammar exercises (Maijala & Tammenga-Helmantel, 2017). The results were

analyzed using transitivity analysis and CDS (Fontaine, 2013; Fairclough, 2013; Halliday & Matthiessen, 2014).

There were two types of analysis: textual and visual. We started the textual analysis by analyzing the grammar instructions and the texts in the English grammar exercises using transitivity analysis (Fontaine, 2013; Halliday & Matthiessen, 2014). The transitivity analysis consists of three main stages: 1) processes, 2) participants, and 3) circumstances (Halliday & Matthiessen, 2014; Thomlinson, 2014; Widodo, 2015). We focused on giving explanations by analyzing the process of the instructions and the texts. As a result, we determined the percentages of traditional and functional grammar exercises in the textbook. The visual items were analyzed by using critical discourse studies (CDS). The study results were presented using description, interpretation, and explanation (Fairclough, 2001, 2013).

Sample of data analysis

The analysis is started by categorizing the functional and traditional grammar in the textbook. There are two types of data, i.e. textual and visual. Look at the example of the data analysis below:



Don't use a handphone!

From the text, the coding is *Don't use [Material] a handphone! [Circumstances]*. The process means that people can do or avoid specific activities. From the visual artifact, we can see a public sign that we are unable to use our handphones in the area of the sign. Thus, this exercise teaches the students to follow the rules portrayed in public signs.

RESULTS



In this section, we provide the representation of cultural values portrayed in functional grammar exercises in the English textbook. We focus on examining in what ways the functional grammar exercises facilitate the students to understand the cultural values of every country in the world. In the textbook, the authors of the textbook provide 28 functional grammar exercises.

Table 1. The representation of grammar exercises in the textbook

Textbooks	Grammar Exercises	Total	Percentage
English in mind: Student's book starter, 2 nd ed.	Traditional	60	68.2 %
	Functional Grammar Exercises	28	31.8 %
Total Grammar Exercises		88	100 %

The authors present cultural values in the textbook through functional grammar exercises. Based on the visual artifacts, such as pictures, linguistic landscapes, and others representing cultural values, the teacher and student need to realize these values to build intercultural education through functional grammar exercises.

Table 2. The representation of cultural values in the textbook, English in mind: Student's book starter, 2nd ed.

Unit	Theme	Sample of Visual Artifact	Description	Location	Cultural Values
8	Don't do that!	 #1	A formal teacher that is teaching in the classroom	p.59	Be quiet when your teacher explains something
14	Things change	 #2	A woman that sits in the garden	p.103	Refreshing mind after having many problems in the public places
10	A bad storm's coming	 #3	A man who is enjoying his free time	p.73	Enjoying free time in a simple way
6	This is delicious!	 #4	A man who buys fruits in the market	p.51	Shopping is not only a woman's job
8	Don't do that!	 #5	A linguistic landscape about the rule of using handphone	p.59	Following rules in the public area will give a good impact on us
6	This is delicious!	 #6	Two men who want to take their bus	p.46	Public transportation limits the pollution on our earth

Visual representation of cultural values

For this study, the selected textbook provides functional grammar exercises (see Table 1). In space for limitations, only functional grammar exercises that represent cultural elements and visual artifacts (see Table 2) were selected for in-depth analysis.

To begin with, one example of a visual artifact #1 (p.59) is a textbook character portraying a culture in the teaching and learning process. Picture #1 in unit eight presents several characters in the classroom, such as a woman teacher, male students, and female students. It shows that the teacher asks the student to keep silent in the teaching and learning process. This culture gives specific insight to the students or readers of the textbook in copying or doing this culture when learning in the classroom or non-formal school. From

a multicultural perspective, the picture describes the conditions of a classroom in an Islamic school, because it portrayed the culture of wearing a “hijab” in school.

Visual artifacts #2 (p.103), and #3 (p.73) represent the cultural habits of spending free time, holidays, or refreshing the mind. Picture #2 in unit 14 describes a woman that sits in the garden or park. This simply emphasizes that the woman tries to forget her stress by spending time alone in the garden. Moreover, the woman wears a hijab and a set of long dresses. It represents a culture of women Muslims to forget their stress is better by spending time in good places, such as a garden with many flowers which relaxes the mind. This portrays that women Muslims do not find a bad way to forget their stresses, such as drinking alcohol and other. In a similar vein, picture #3 in unit 10 presents a man that enjoys his free time spaces at home. This teaches the students or readers a good and simple way to use their free time without spending a lot of money. Therefore, these types of cultures intend to give insight specifically into the way to manage time in a better way.

The example of visual artifact #4 (p.51) provides a picture of a man who wants to buy some fruits at a traditional market. This visual artifact emphasizes cultures, where a man can do an activity that is commonly known a woman only who can do the activity, such as shopping, cleaning the house, caring for children, and others. The students or readers can get motivation, especially for a man to forget this culture and help others (for example helping our mother) in doing these examples of activities in our daily context.

Visual artifacts #5 (p.59) and #6 (p.46) represent the introduction of cultures in a social situation context. Picture #5 in unit eight indicates a social function that informs the students to follow the public rules. Picture #5 emphasizes to turn off the handphone or smartphone when seeing this picture in public places, for example in gas stations. Understanding this culture provides a good habit for the students in following the public rules in the social situation context. Picture #6 in chapter six provides a visual representation of cultures in using public transportation. Knowing this culture provides a critical insight for the readers and students that it is better to use public transportation to reduce the pollution in our area.

To sum up, the visual artifacts in the textbook represent the global cultural phenomenon in an Indonesian junior high school English textbook, since the textbook was designed as the adoption from the Indonesian education curriculum (the independent curriculum) and the collaboration result between Cambridge University Press and the Indonesian Ministry of Education in designing special edition English textbook for junior high school level. Those cultural values that represent in the visual artifacts (see Table 2) teach the readers and the students to implement a good culture to become a habit in everyday situations.


Written artifacts of functional grammar exercises in the textbook

In designing the textbook, the authors present both multimodal texts in the existing functional grammar exercises in the textbook. Widodo (2015) emphasized that multimodal text includes visual artifacts, spoken texts, and written texts presented in the textbook. In this current analysis, we focused on analyzing all elements in the existing functional grammar exercises to reveal the cultural representation portrayed in the textbook. Table three presents the existing multimodal text portrayed in the functional grammar exercises that promote cultural values. The analysis was started by understanding the grammar

instructions and it was followed by a critical analysis of multimodal text presented in the functional grammar exercises in the textbook. The analysis adopted transitivity analysis and critical discourse analysis (Fairclough, 2001, 2013; Fontaine, 2013; Halliday & Matthiessen, 2014).

Table 3. The existing multimodal text portrayed in the functional grammar exercises, English in mind: Student's book starter, 2nd ed.

Unit	Sample of Texts	Description	Location	Cultural Values
8	<p>c Look at the drawings. Write what the people are saying. Use the verbs from the box.</p> <p>go away laugh touch it cry shout open</p> <p>1. Don't shout ! 2. ! 3. !</p> <p>4. the window! 5. ! 6. !</p>	A functional grammar exercises that teaches to stop, avoid, do, do not do of several agendas.	p.59	There are several values that portrayed in the multimodal texts of the functional grammar exercises
#1				
10	<p>c Write questions and answers with the present continuous.</p> <p>1. he / go to school? / no / come home Is he going to school? No, he isn't. He's coming home.</p> <p>2. they / eat ice creams? / no / drink milkshakes</p> <p>3. she / read a book? / no / listen to a CD</p> <p>4. your father / work today? / no / have a day off</p>	A functional grammar that promotes a culture in spending free time with a good activity	p.73	There are several multimodal texts to guide the student for finishing these exercises
#2				

Unit	Sample of Texts	Description	Location	Cultural Values
8	<p>Match the two parts to make sentences 1–6, then match with signs A–F. Write 1–6 in the boxes.</p> <p>1. Don't use a this door. 2. Don't park b this water. 3. Don't walk c your mobile phone. 4. Don't open d the flash on your camera. 5. Don't drink e your car here. 6. Don't use f on the grass.</p>  <p>#3</p>	A linguistic landscape about the rules in public places	p.59	Following rules in the public area will give a good impact on us

To begin with, the first exercise provides multimodal text #1 in unit eight. This exercise tells the readers and the students about the habits in several specific social situations, such as in teaching and learning activities. The grammar instruction presents that to “Look [Verbal] at the drawings. Write [Verbal] what the people are saying. Use [Verbal] the verbs from the box.” This instruction type is designed to build direct communication between the authors of the textbook and the readers or students who used the textbook. The authors provide several functional items in the exercises. Item number one of this exercise presents that “Don’t (Do not) [Verbal] shout!” It emphasizes that there is a culture in the teaching and learning classroom to listen to the teacher in class. Moreover, it represents the power of the teacher in class to control the teaching and learning process. The authors want to teach the students a critical thinking habit by finishing this exercise. The readers or students must understand the context portrayed in each item to answer with the correct answer.

For example, item number five represents a visual item and the missing phase. The readers or students need to understand the context presents in the visual items to fill in the missing phrase. For example, this visual item clearly shows the condition in a museum. In museums, visitors are unable to touch anything inside. In this case, the man in the picture is trying to touch a vase in the museum and the security is trying to stop him. Thus, the possible answer has a connection with this contextual situation portrayed in the visual artifact. The students or readers can choose the correct answer in the optional answers box based on this context. This item also presents a culture in the museum to avoid touching everything in the museum.

Functional grammar exercises #2 in unit 10 present functional grammar exercises with multimodal elements. The exercises try to give contextual activities on how to explain something that is happening by understanding the items in the exercises. The grammar instruction shows that “Write [Material] questions and answers [Goal] with the present continuous [Circumstances].” The readers or students are asked to complete the exercises following the correct guidelines of simple present continuous tense. The authors provide several keywords to make good sentences based on the context situation portrayed in the visual items. For example, number one presents the keywords “he/ go [Material] to school? / no/ come [Material] home.” The contextual situation of this question shows in the picture. It explains that there is a man that enters the house by wearing a scarf with a warm outfit and bringing something. The man is not possible to go to school, because he is not bringing

his bag. Further, his condition presents that he is not in a good condition, or he is sick, thus he goes to the doctor to get medicine. Therefore, the students or readers need to get this insight that he does not go to school, then they can fill in the possible answer using simple present continuous tense. This item provides a culture in that students with a sick body situation can be absent from school to get medicine from the doctor.

Another example from item number three simply defines that there is a woman who lays down on her bed. The written text shows that “she/ read [Material] a book? / no/ listen [Material] to a CD.” The contextual situation in the pictures presents that the woman is enjoying music from CD after doing several activities. It is identified from the items beside her, there are a bag, shoes, a laptop, and several books. She is a student, and after a hard learning activity in school, she needs a refreshing moment (e.g. listening to music). Thus, the readers or students can answer by taking this point of view. This item also teaches us a culture to get quality time in refreshing our minds after doing hard learning processes in school by doing a simple activity, such as listening to music.

Examples of functional grammar exercise #3 in unit eight tell us to avoid several activities because it is public rules. the grammar instruction shows that to “Match [Material] the two parts to make sentences 1-6, then match [Material] with sign A-F. Write [Material] 1-6 in the boxes.” This exercise gives matching activities to build a connection to each item within the context of the social practices. Visual item A presents a rule that people are unable to walk on the grass because it will destroy the grass. Thus, the phrase that fits with this context situation is number three, which shows “Don’t walk [Material]” and the next phrase is “on the grass [Circumstances].” This exercise includes one of the fun ways to learn grammar for students.

Another sample from the visual item F provides a condition of undrinking water in public places. The readers or students must be able to notice this sign because sometimes people think that in some areas all waters are able to consume. Then, the first phrase that matches this sign is number five “Don’t drink [Material]” and the text phrase is option answer b, it is “this water [Circumstances].” Learning by doing these exercises provide several meaningful insights into cultural values. Thus, the readers or students can follow the rules in public places. By having this cultural point in our mind, we will protect ourselves and others by following the public rules.

DISCUSSION

In response to the findings, functional grammar provides an interesting viewpoint on understanding grammar. Adding and implementing functional grammar exercises adds a deeper understanding of the target language from the cultural, contextual, ideology, multicultural values, and social practices of language (Setyono & Widodo, 2019; Trevisan & Garcia, 2019). Functional grammar exercises (see Table 2) provide an insight that the grammar of a language is more than a set of rules and communication tools, it provides the foundation to deliver meaning. Visual items #1 until #6 examine cultural representation that provides meaningful positive messages for the readers or students of the textbook.

One of the visual artifacts #1 represents the cultural values in classroom settings, such as the habit of wearing hijab for Islamic students, the job of a woman as a teacher, and classroom habits to listen to the teacher’s explanation. Song (2019) emphasized English becomes a tool to deliver global messages (such as cultural values, ideology, and others)

since it is a global language. Understanding social language practices helps students to understand specific or valuable information for supporting their daily activities. This study implies that English teachers need to understand the value of grammar exercises, especially cultural values to build the students' cultural or cross-cultural understanding in the global context.

Moreover, from the curriculum development lens, the critical evidence from the research findings shows a significant change in the design of the English language curriculum in Indonesia. Widodo (2016) emphasized that the previous education curriculum in Indonesia focused on preparing language learners to pass the examination or get good scores. As a global language, the Indonesian Ministry of Education gives special attention to English by deciding to make it a subject for graduation requirements. Therefore, language teachers, learners, practitioners, and book writers focused on giving direction to get a good score (Lee, Lee, & Drajeti, 2018; Renandya & Widodo, 2016). The apparent change of the English curriculum from the 2013 curriculum to the independent curriculum presents that the language teacher has the freedom to design their learning materials, teaching model, learning assessment, and others.

The evidence from the findings of this study emphasizes that the English textbook designed by following the independent curriculum presents that the grammar exercises in the textbook contain functional grammar exercises (see Table 1). However, it is still dominated by traditional English grammar exercises. As discussed in the findings, the existing functional grammar exercises promote global cultural values. It shows that functional grammar teaches the social practices of language in a specific context. The newest Indonesian curriculum has started to adopt the concept of functional grammar principles. The students can have a better understanding of English grammar when they understand the context, cultural values, and social practices of the language (Kusumaningputri & Widodo, 2018; Setyono & Widodo, 2019). We suggest that further researchers highlight the effect of using functional grammar exercises in classroom practices.

CONCLUSION

The present study illustrates how functional grammar exercises in an Indonesian junior high school English textbook teach cultural values. The result showed that 28 grammar exercises adopted functional grammar principles. The findings reveal that there were several cultural values identified, e.g. culture of wearing hijab, the way to forget stress in a good way, the way to spend free time, the importance of following public rules, males can do an activity that previously argued as a woman only activity (e.g. shopping), and the emphasis of using public transportation. Giving this insight to the students possibly builds their good character in a social context. The study suggests that teachers must understand the cultural values portrayed in the textbook. Therefore, the students can absorb more than grammar understanding, but they also get cultural awareness. Although the textbook contains functional grammar exercises in a minimum amount, it is suggested to add more functional grammar exercises in the next revision of the textbook. The next studies need to analyze the classroom interaction where the functional grammar exercises were implemented by adopting the classroom discourse analysis.

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