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CRITICAL DISCOURSE ANALYSIS OF SOCIO-CULTURAL CONTENT AND POST-PANDEMIC THEMES IN ENGLISH TEXTBOOKS FOR JUNIOR HIGH SCHOOL

by

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Abstract:

The post-pandemic landscape, shaped by COVID-19, has ushered in substantial socio-cultural shifts, particularly in teaching and learning practices. The transition from traditional in-person learning to rapid adoption of online methods, followed by a return to in-person learning, necessitated adjustments in educational habits. This transformation is further emphasized by the Merdeka curriculum's implementation in the Academic Year 2022/2023, influencing the approach of textbook authors. This research uses Critical Discourse Analysis (CDA) and Fairclough's three-dimensional model to scrutinize five 7th-grade English textbooks from different publishers within the Merdeka curriculum framework. The analysis explores the socio-cultural and post-pandemic content, providing nuanced insights into how these materials address challenges and transformations induced by the COVID-19 pandemic. Acknowledging the inherent connection between language and socio-cultural elements, the study examines how the textbooks balance Western influences with Indonesian socio-cultural content. Additionally, it investigates how the textbooks incorporate memories of the global pandemic, contributing to the evolving landscape of English education in Indonesia.

Keywords: post-pandemic, socio-cultural content, critical discourse analysis, merdeka curriculum, English education.

Abstrak:

Lanskap pasca-pandemi, yang dibentuk oleh Covid-19, telah mengantarkan perubahan sosial-budaya yang substansial, terutama dalam praktik pengajaran dan pembelajaran. Transisi dari pembelajaran tatap muka tradisional ke adopsi metode online yang cepat, diikuti dengan kembali ke pembelajaran tatap muka, memerlukan penyesuaian dalam kebiasaan pendidikan. Transformasi ini semakin ditekankan dengan penerapan kurikulum Merdeka pada Tahun Akademik 2022/2023 yang mempengaruhi pendekatan penulis buku ajar. Menggunakan Critical Discourse Analysis (CDA) dan model tiga dimensi Fairclough, penelitian ini meneliti lima buku teks bahasa Inggris kelas 7 dari penerbit yang berbeda dalam kerangka kurikulum Merdeka. Analisis ini mengeksplorasi konten sosial-budaya dan pasca-pandemi, memberikan wawasan bernuansa tentang bagaimana materi ini mengatasi tantangan dan transformasi yang disebabkan oleh pandemi COVID-19. Mengakui hubungan yang melekat antara bahasa dan elemen sosial-budaya, penelitian ini meneliti bagaimana buku teks menyeimbangkan pengaruh Barat dengan konten sosial-budaya Indonesia. Selain itu, buku ini menyelidiki bagaimana buku

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teks menggabungkan kenangan pandemi global, berkontribusi pada lanskap pendidikan bahasa Inggris yang berkembang di Indonesia.

Kata Kunci: *pasca pandemi, konten sosial budaya, analisis wacana kritis, kurikulum merdeka, pendidikan bahasa Inggris.*

INTRODUCTION

The COVID-19 pandemic has brought about significant changes in various aspects of life, including education. Across the world, schools have been forced to transition from in-person teaching to remote or online learning. This situation has presented numerous challenges in curriculum development and creating textbooks that accommodate learning needs in the new era. Indonesia has also experienced changes in education due to the COVID-19 pandemic. The Merdeka curriculum introduced by the government in the Academic Year 2022/2023 has significantly changed the Indonesian education system. This curriculum addressed potential learning loss and learning gaps during the pandemic (Anggraena et al., 2022, p. 14).

One of the contributing factors to both issues was the uneven access to technology, which was the solution for online learning during the pandemic and resulted in unequal learning experiences during the approximately two-year pandemic period. An evaluation of the 2013 curriculum deemed it necessary to address these issues, with some of the results indicating the need for a more straightforward, easily implementable, decentralized, and flexible curriculum (2021, p. 22). This background led to the issuing of the Curriculum for Learning Recovery or the Merdeka Curriculum. Introducing a new curriculum resulted in several significant changes in the Teaching and Learning Activities (KBM) process. One significant change is the curriculum approach that demands adaptation in textbook creation, especially regarding socio-cultural content and post-pandemic aspects.

Textbooks play a crucial role in teaching and learning, with their content aligned with the current curriculum. Curricula are designed based on the educational context of a country, reflecting its socio-cultural conditions. Thus, textbooks often include texts and images that illustrate these conditions. A well-designed textbook supports effective teaching and represents cultural diversity, as seen in the Indonesian context (Mandarani et al., 2021). For instance, Indonesian textbooks contain socio-cultural content to instill character education, a practice supported by the Ministry of Education and Culture (Ariawan, 2020). Given the pandemic's impact, textbooks also incorporate COVID-19 and post-pandemic life content. This inclusion helps students relate to their online learning experiences, ease the transition to in-person learning, and maintain vigilance against COVID-19.

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This research aims to analyze five English textbooks for 7th-grade students from different publishers using Critical Discourse Analysis (CDA). Given the importance of English as a skill (Suprayogi & Budi Eko, 2020), understanding the nuances within these textbooks is crucial. CDA, which views text as a representation of social and cultural structures, is an effective tool for examining these educational materials (Puspitasari et al., 2021). The study highlights the socio-cultural content within the textbooks and their representation of the post-pandemic "new normal." As English is a global language infused with Western socio-cultural elements, it is vital to balance these influences with Indonesian content. This balance is essential because English is a medium for sharing information and beliefs (Afrianto & Gulö, 2019; Amelia, 2021). By using CDA, this research uncovers the subtle discursive strategies that shape linguistic and cultural awareness in English textbooks. The study analyzes how these textbooks navigate the intersection of Western and Indonesian influences. This offers a nuanced understanding of representation and adaptation in English education, where proficiency acts as a cultural bridge.

Discourse represents how creators shape language to guide readers in understanding information (Azijah & Gulö, 2020). Fairclough (1993) defines Critical Discourse Analysis (CDA) as a descriptive and theoretical process examining the social processes behind text production. This involves analyzing social group dynamics to understand how they construct meanings and interact through text. CDA's multifaceted nature includes linguistic analysis, political implications, and the interplay between discourse and social processes. Fairclough (1992) emphasizes that description and interpretation are intertwined, as interpretation is integral throughout the analysis process.

Several studies have delved into critical discourse analysis. For instance, Pranoto, B. E., & Yuwono (2019) examined leaders' attitudes towards terrorism, Puspita & Pranoto (2021) explored Japanese newspapers' portrayal of disaster events, Ivana & Suprayogi (2020) analyzed Donald Trump's speech on Iran and the United States, Kuswoyo & Akhyar (2020) focused on the Jakarta Post's representation of people with HIV/AIDS, and Kuswoyo & Siregar (2019) investigated metadiscourse markers in oral business presentations. These studies highlight the widespread use of critical discourse analysis (CDA) in various contexts, which is different from the analysis of English textbooks, which is the focus of this paper.

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Numerous studies have applied Critical Discourse Analysis (CDA) to explore the cultural content embedded in English as a Foreign Language (EFL) textbooks. Akincioglu (2012) examined *EAP Now!* and *Oxford EAP* textbooks, revealing ideological aspects within authentic texts and demonstrating the addition of a social dimension to the textbook analysis. Roohani and Heidari (2012) assessed the *Summit 2B* textbook using Leeuwen's (1996) social actor framework and Halliday's (2004) transitivity model to reveal gender biases, urging caution in gender discourse for publishers and writers. Similarly, Samadikhah and Shahrokhi (2015) compared the *Summit* and *Top Notch* series using Fairclough's (1989, 2001) model of ideology identification, finding that *Top Notch* presented a more balanced gender representation than *Summit*, providing insights for Iranian language institutes. Nadhif (2017) analyzed *When English Rings a Bell*, a 7th-grade junior high textbook, using Fairclough's three-dimensional model to explore representations of moral values, religion, and feminist movements, finding varying degrees of each. Beiki and Gharaguzlu (2017) used CDA's textual analysis to investigate the linguistic representation of male and female social actors in *American English Files*, uncovering implied ideologies and the representation of Western culture.

These studies, employing different dimensions of the CDA framework, collectively indicate that EFL textbooks often exhibit ideological aspects, and gender discourse is not yet balanced. Building on this foundation, the current research utilizes Fairclough's (1989) and Puckett's (2013) models to uncover the ideological aspects beneath the cultural content in official textbooks issued by the Indonesian Ministry of Education and Culture. The justification lies in the proven effectiveness of CDA in unveiling cultural aspects, and we extend this rationale to explore post-pandemic content within the same theoretical framework. Moreover, the analysis focuses on recent English textbooks on Kurikulum Merdeka as the primary data.

The research questions are formulated as follows:

1. What socio-cultural content emerges in the five textbooks?
2. What post-pandemic content emerges in the five textbooks?
3. How does the Critical Discourse Analysis method view the implications of these two content elements?

METHOD***Design***

A qualitative design is employed for this research. The researchers adopt Fairclough's three-dimensional model of Critical Discourse Analysis (CDA), encompassing textual analysis, discourse practice analysis, and social practice analysis. English textbooks designed for 7th-grade students in Indonesia are the subject of our investigation, specifically those aligned with the Merdeka curriculum implemented in the Academic Year 2022/2023. The data set consists of five textbooks from different publishers, selected based on their availability and relevance to the curriculum.

Critical Discourse Analysis is warranted due to its connection between language usage in textual materials and real-life occurrences (Puspita & Pranoto, 2021). This analytical approach delves into uncovering the intricacies of discourse, bridging the gap between the text's linguistic components and their manifestations in the tangible world. Therefore, critical discourse analysis (CDA) is a pivotal interdisciplinary field in discourse analysis. Its significance lies in its commitment to unearthing and comprehending discourse's underlying themes and issues. At its core, CDA seeks to identify, scrutinize, and engage with the pressing problems individuals, groups, and society face. This analytical approach thoroughly examines those who bear responsibility, those who wield power, and those who can address these societal challenges.

Subject

The researchers systematically selected textbooks from various publishers to gather data, considering their potential representation of socio-cultural and post-pandemic content. These textbooks are part of the English curriculum for 7th-grade students and align with the Merdeka curriculum. These books are *Bahasa Inggris untuk SMP/MTs 7A* by Penerbit Intan Pariwara (2023), *Bahasa Inggris untuk SMP/MTs 7B* by Penerbit Intan Pariwara (2022), *Bahasa Inggris SMP/MTs kelas 7* by Penerbit Yrama Widya (2022), *Interactive English Junior High School Year VII* by Yudhistira (2022), *English for Nusantara SMP/MTs kelas VII* by Pusat Perbukuan (2022)

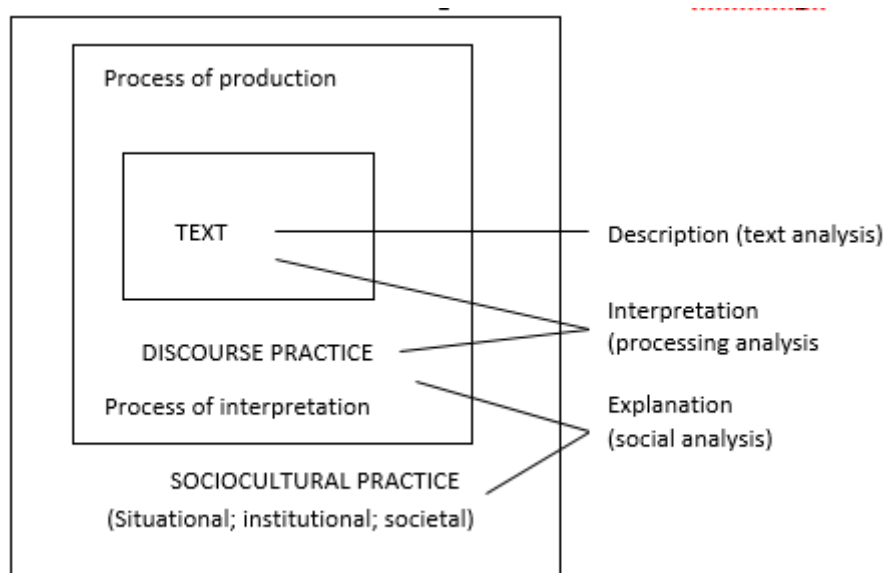
Instrument and data type

The data type was qualitative data. The data covered all tasks from five English textbooks for 7th-grade students, including listening, viewing, reading, speaking, writing, and presenting. The study focuses on the discourse which delineates socio-cultural contexts and post-pandemic content. For this study, the researchers purposively selected the five English textbooks as the material for the Merdeka curriculum.

Data collecting technique

The data collection involves obtaining these textbooks and extracting relevant passages and sections contributing to the analysis. After collecting the data, it is transcribed and analyzed according to Fairclough's three-dimensional model. The findings are then presented in three distinct chapters, each dedicated to one level of analysis: textual analysis, discourse practice analysis, and social practice analysis. This structure allows us to systematically explore how language, discourse, and societal practices intersect within the context of English education in Indonesia under the Merdeka curriculum.

In the following section, we will further narrow our focus to delve into one of the most prominent dimensions of CDA, the Three-Dimensional Framework (TDF). This framework provides a structured approach to dissecting discourse, offering valuable insights into its textual, practice, and social dimensions.



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Fairclough (1989, 1992) introduced a structured discourse analysis framework comprising three key stages: description, interpretation, and explanation. Description involves closely examining the text, focusing on linguistic elements like language devices and concepts. It primarily employs Systemic Functional Grammar as an analytical tool. Interpretation, on the other hand, investigates the practical aspects of discourse, emphasizing how discourse is produced and interpreted and its context.

Explanation, the third stage, delves into the broader societal context. It seeks to clarify the intricate relationship between discourse and social dynamics. In essence, the explanation aims to reveal how discourse is embedded within a broader social practice, influenced by social structures, and how it, in turn, affects these structures. Fairclough (1989) argues that this type of analysis seeks to portray discourse as an integral part of a social process, showing how it influences social structures by maintaining or altering them (p.163).

RESULT AND DISCUSSION

Result

This research employs Critical Discourse Analysis (CDA) through Fairclough's three-dimensional model to investigate how cultural and post-pandemic content is represented in junior high school English textbooks. The primary research questions focus on how these textbooks use language to reflect socio-cultural values and how they address the changes in educational practices brought about by the COVID-19 pandemic. The findings reveal that the textbooks integrate cultural elements to promote national identity and cultural diversity while selectively incorporating post-pandemic content to address the shift toward digital education.

Socio-Cultural Content in English Textbooks for Junior High School

Bahasa Inggris untuk SMP/MTS 7A by Penerbit Intan Pariwara

Textual Analysis: In the book *Bahasa Inggris untuk SMP/MTS 7A* by Penerbit Intan Pariwara (Kurniawati, C., & Ayu, 2023), the textual dimension explores how linguistic elements contribute to the representation of Indonesian culture. The book introduces a wide range of Indonesian foods, such as *nasi liwet*, *karedok*, *kapurung with ikan kuah kuning*, *martabak telur*, *rawon*, *cireng*, *es teler*, *beef rendang*, *gado-gado*, *mendoan*, *papeda*, *tekwan*,

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tinutuan, sekoteng, klepon, pempek, ketoprak, siamay, and batagor. These textual representations immerse readers in the rich culinary diversity of Indonesia.

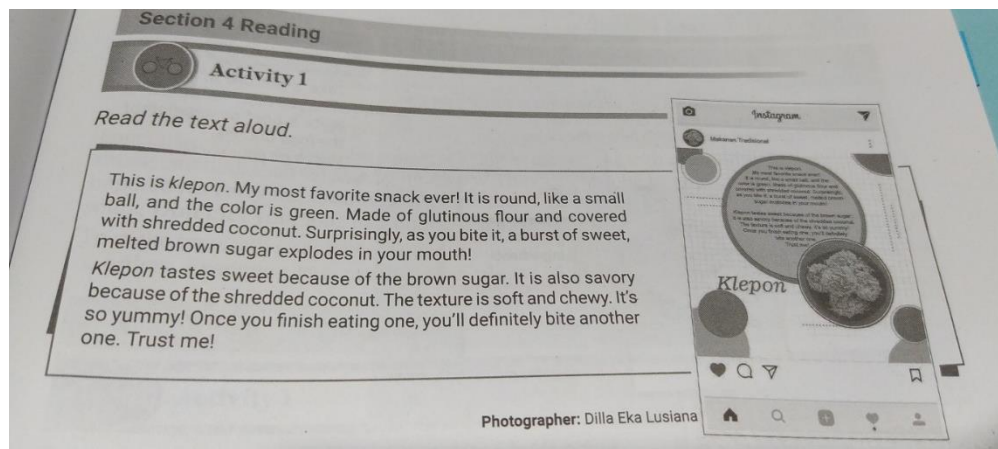


Figure 1: Description of klepon

Discourse Practice Analysis: In *Bahasa Inggris untuk SMP/MTS 7A*, the discourse practice dimension delves into how discursive processes construct meaning. The frequent mention and elaboration of each food item suggest a deliberate effort to engage readers in a discourse about Indonesian cuisine. The book introduces the foods, includes discussions on their flavors and characteristics, and even provides instructions on how to make some of them, like *klepon*. This discourse practice aims to enhance readers' understanding and appreciation of Indonesian food culture.

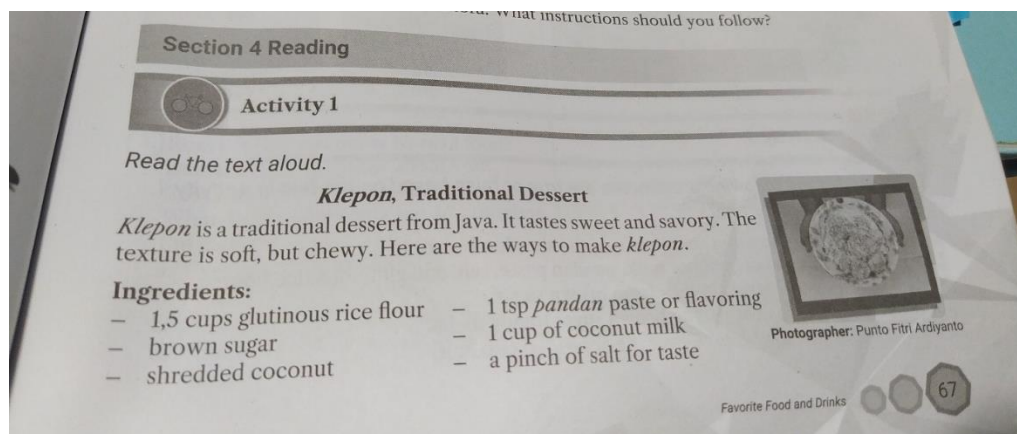


Figure 2: Recipe on how to make klepon

Social Practice Analysis: Within the pages of *Bahasa Inggris untuk SMP/MTS 7A*, the social practice dimension examines how discourse is embedded within broader societal contexts. In this context, the book promotes a social practice of cultural appreciation by

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showcasing Indonesian culinary traditions. The book contributes to preserving and disseminating cultural knowledge by featuring traditional dishes from various regions. Additionally, the emphasis on cooking instructions implies an invitation for readers to actively engage in these social practices actively, fostering a connection with Indonesian culinary heritage.

***Bahasa Inggris untuk SMP/MTS 7B* by Penerbit Intan Pariwara**

Textual Analysis: In *Bahasa Inggris untuk SMP/MTs 7B* by Penerbit Intan Pariwara (Susiningsih, 2022), the textual dimension unfolds the rich tapestry of Indonesian cultural elements. Including images depicting *Burung Garuda*, *Wayang*, and Indonesian school uniforms serves as a textual representation of national identity. Furthermore, mentioning regional potential in strengthening Pancasila student profiles emphasizes a textual focus on diverse cultural aspects.

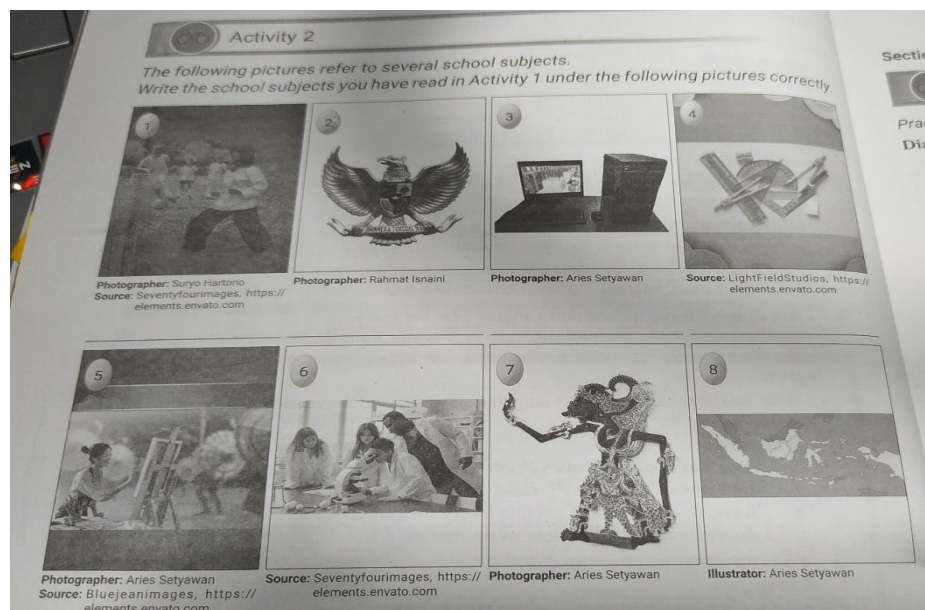


Figure 3: Inclusion of Wayang and Burung Garuda

Discourse Practice Analysis: The discourse practice dimension of *Bahasa Inggris untuk SMP/MTs 7B* explores how discursive processes contribute to shaping cultural narratives. The incorporation of images, such as *Burung Garuda* and *Wayang*, deliberately engages readers in a discourse about iconic symbols of Indonesian culture. Additionally, the emphasis on strengthening Pancasila student profiles through potential regional projects suggests a discourse practice to instill national values and foster a sense of cultural pride.

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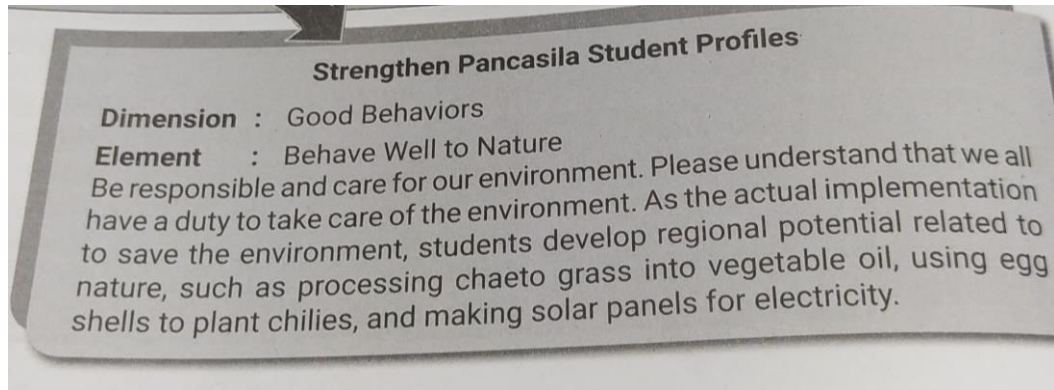


Figure 4: Strengthening Pancasila Student Profiles

Social Practice Analysis: Within the pages of *Bahasa Inggris untuk SMP/MTs 7B*, the social practice dimension delves into how discourse is embedded in broader societal contexts. Promoting national symbols like *Burung Garuda* and cultural elements such as Indonesian school uniforms align with a broader social practice of cultivating a shared national identity among students. The emphasis on utilizing regional potential for projects further underscores the book's role in fostering a social practice that connects education with a diverse cultural heritage.

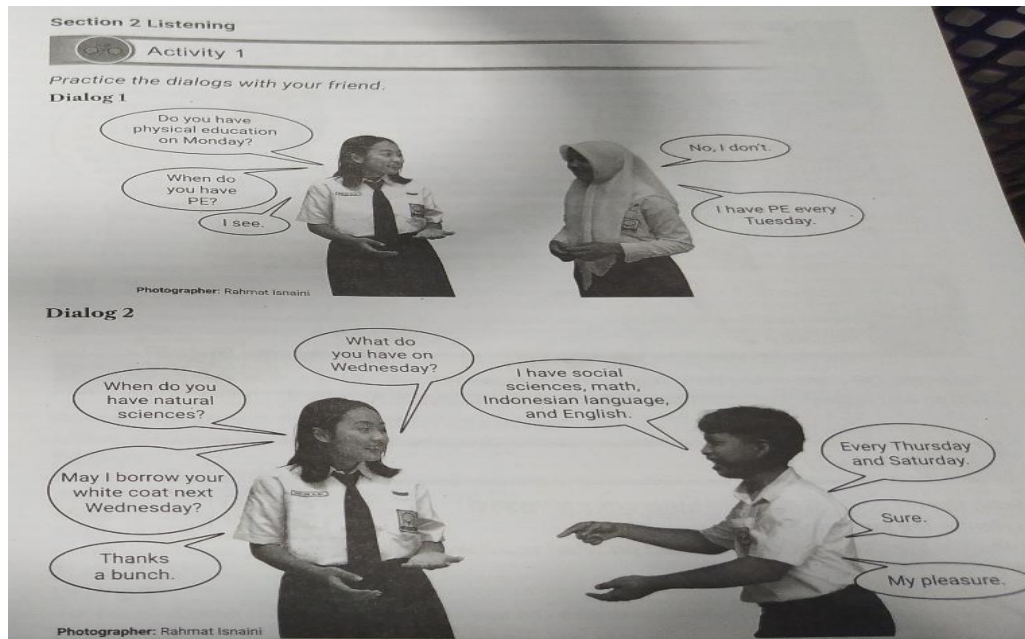


Figure 5: Indonesian Junior High School (SMP) Uniform

Bahasa Inggris SMP/MTS kelas 7 by Penerbit Yrama Widya

Textual Analysis: In the book *Bahasa Inggris SMP/MTS kelas 7 by Penerbit Yrama Widya*

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(Djuharie, 2022), the textual dimension highlights the use of Indonesian names for characters, Indonesian city names, and a plethora of traditional Indonesian folktales. The protagonist, Mahadewi Alamsemesta, introduces readers to Bandung, situated on the slope of *Malangyang* mountain. The narrative also takes us to the Cirata Dam in Purwakarta, providing a vivid description of the scenic beauty of Bandung. Furthermore, the inclusion of folk stories like *Purbasari* and *Lutung Kasarung*, *Bromo: Kesuma*, *Roro Anteng*, and *Joko Seger*, *Simalungun*, *Cindelaras*, *Putri Mandalika*, *Ajisaka*, *Banyuwangi*, *Telaga Biru*, *Sangkuriang*, and *Telaga Warna* contributes to the rich tapestry of Indonesian cultural narratives within the text.

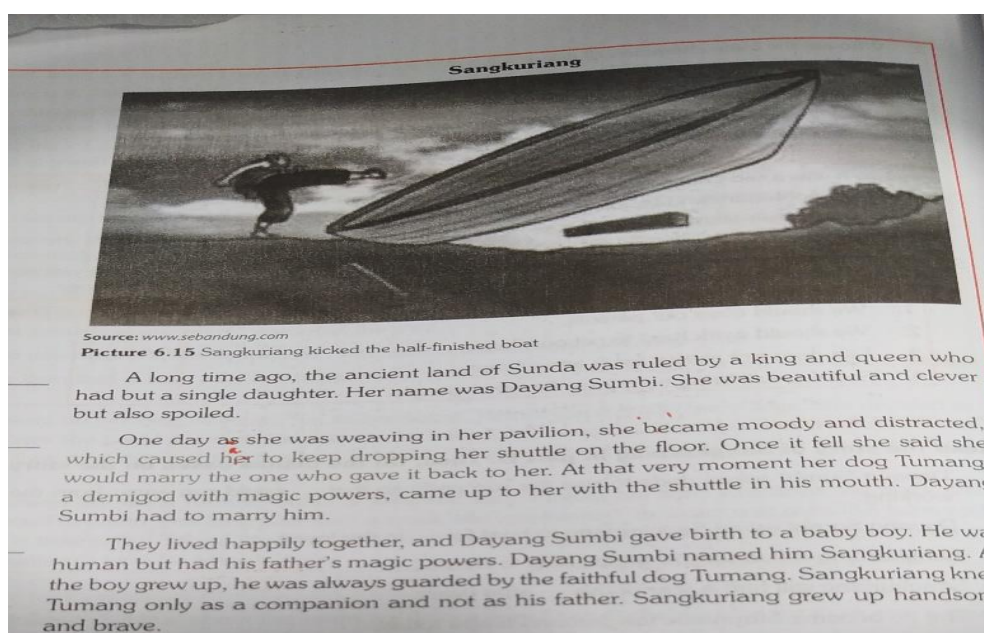


Figure 6: One of Indonesian Folk Story: Sangkuriang

Discourse Practice Analysis: In *Bahasa Inggris SMP/MTS kelas 7*, the discourse practice dimension explores how using Indonesian names and folktales shapes the discourse within the narrative. The deliberate choice of Indonesian names for characters, coupled with the detailed descriptions of Indonesian cities and traditional stories, suggests an intentional effort to immerse readers in the cultural fabric of Indonesia. Incorporating diverse folktales showcases the cultural diversity across regions, fostering a sense of shared heritage among readers.

Social Practice Analysis: Within the pages of *Bahasa Inggris SMP/MTS kelas 7*, the social practice dimension delves into how discourse is embedded within broader societal contexts. The book promotes a social practice of cultural preservation and appreciation by featuring

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Indonesian names, cities, and traditional folktales. The narratives serve as entertaining stories and a means of transmitting cultural knowledge to the readers. Including various folk stories encourages readers to connect with their cultural roots, fostering a sense of pride and appreciation for Indonesia's diverse heritage.

Interactive English Junior High School Year VII by Yudhistira
 Textual Analysis: In the book *Interactive English Junior High School Year VII* by Yudhistira (Ament, K. W., & Rahayu, 2022), the textual dimension emphasizes a global perspective by introducing characters from different countries and cultures. Including characters like Kumalasari from Indonesia, Anthony Crocker from England, Craig Johnson from the USA, and Mario Vaio from Italy reflects the book's intention to address an international community. Using diverse names, professions, and nationalities creates a multicultural and inclusive environment within the text.



Figure 7: People from all over the world

Discourse Practice Analysis: Within the discourse practice dimension of the book, the intentional inclusion of characters representing various countries and cultures shapes the discourse within the narrative. The book adopts a global approach by showcasing characters from different backgrounds, fostering an understanding of cultural diversity. The interactions

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and narratives involving characters like Kumalasari, Anthony Crocker, Craig Johnson, and Mario Vaio contribute to a discourse transcending national boundaries, promoting an inclusive and interconnected worldview.



Figures 8 and 9: The inclusion of students with hijab further appeals to the international point of view

Social Practice Analysis: In the social practice dimension, *Interactive English Junior High School Year VII* promotes a social practice of cultural inclusivity and global awareness. By featuring characters from Indonesia, England, the USA, and Italy, the book encourages readers to appreciate and respect cultural differences. The narratives serve as a means to broaden readers' perspectives, fostering a sense of global citizenship. The intentional representation of characters from diverse backgrounds aligns with the broader social practice of promoting intercultural understanding and harmony.

English for Nusantara by Pusat Perbukuan
Textual Analysis: In the book *English for Nusantara SMP/MTs kelas VII* by Pusat Perbukuan (Lestari et al., 2022), the textual dimension underscores its commitment to preserving Indonesian cultural values. Notably, using local honorifics such as *Pak*, *Bu*, and *Kak* instead of English equivalents like Mr., Miss, or Mrs. reflects a deliberate choice to maintain cultural authenticity. This linguistic aspect contributes to familiarity and cultural resonance for Indonesian readers.

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Figure 10: Character with diverse background

Discourse Practice Analysis: The book actively integrates aspects of Indonesian culture within the discourse practice dimension. It introduces characters from specific Indonesian regions like Kalimantan, references locations like Jalan Sumatera, and incorporates local expressions like Kak Sinta, including Indonesian foods like Rica-rica chicken and Tempe Bacem, and discusses popular dishes such as Rendang, Satay, Nasi Goreng, Bakso, and Soto, which align with the discourse practice of celebrating culinary diversity.

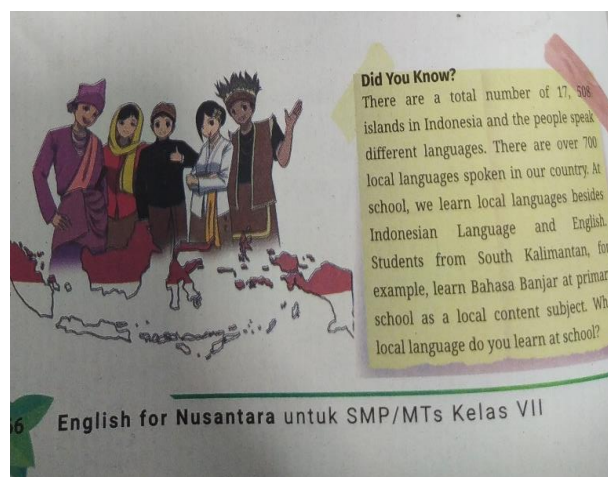


Figure 11: Trivia about Indonesia

Social Practice Analysis: The social practice dimension of *English for Nusantara* SMP/MTs kelas VII aligns with a broader social practice of cultural preservation and

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inclusivity. By emphasizing Indonesian honorifics, showcasing regional diversity, featuring traditional costumes and school uniforms, and providing trivia about Indonesia, the book encourages readers to appreciate and take pride in their cultural heritage. Additionally, the portrayal of a character named Made, who excels in wheelchair basketball, promotes a positive representation of disabilities, fostering inclusivity and challenging stereotypes.

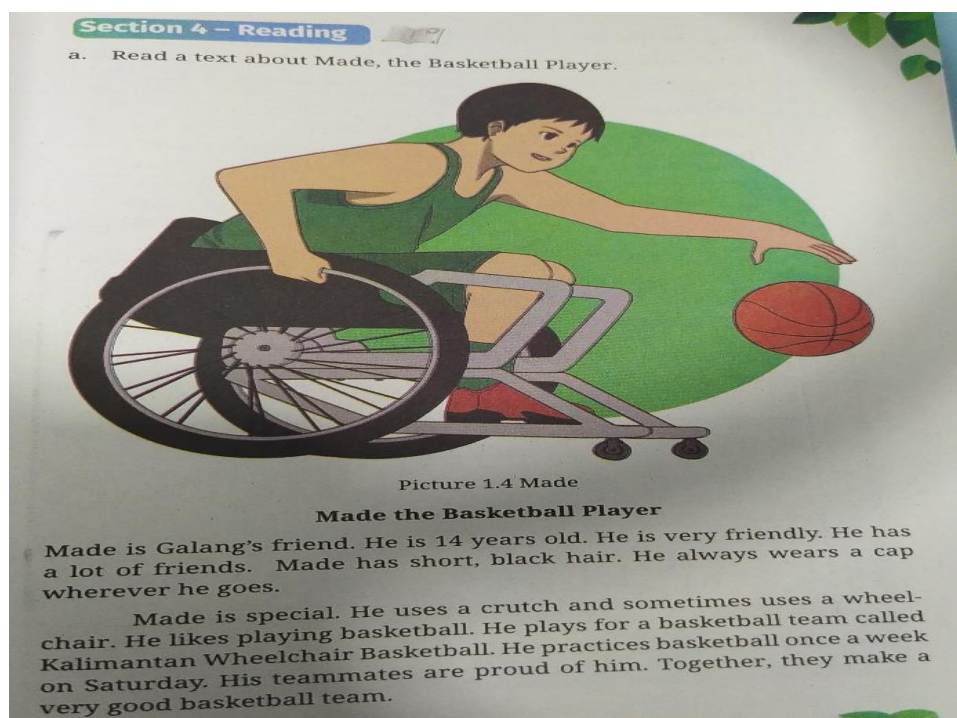


Figure 12: Positive representation of disabilities

A pattern emerges when examining the Textual Dimension of these five books through the lens of TDF. *Bahasa Inggris untuk SMP/MTS 7A* immerses readers in a culinary journey, fostering a connection with Indonesian culinary heritage. *Bahasa Inggris untuk SMP/MTs 7B* unfolds a rich tapestry of national identity, emphasizing diverse cultural aspects. *Bahasa Inggris SMP/MTS kelas 7* weaves a narrative with Indonesian names, cities, and traditional folktales, creating a shared cultural heritage. *Interactive English Junior High School Year VII* takes a global perspective, fostering multicultural awareness. *English for Nusantara SMP/MTs kelas VII* preserves cultural authenticity through local honorifics, regional expressions, and culinary diversity, reinforcing Indonesian cultural values.

Analyzing the Discourse Practice Dimension, each book actively shapes cultural narratives. *Bahasa Inggris untuk SMP/MTS 7A* by Penerbit Intan Pariwara goes beyond language learning, exploring the richness of Indonesian culinary heritage. *Bahasa Inggris*

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untuk SMP/MTs 7B by Penerbit Intan Pariwara instills national values and cultural pride through iconic symbols. *Bahasa Inggris SMP/MTS kelas 7* by Penerbit Yrama Widya immerses readers in Indonesian cultural fabric through names and folktales. *Interactive English Junior High School Year VII* by Yudhistira adopts a global discourse, promoting inclusivity and interconnected worldviews. *English for Nusantara* by Pusat Perbukuan actively integrates Indonesian culture into discourse, celebrating diversity and challenging stereotypes.

The Social Practice Dimension reveals a broader societal impact. *Bahasa Inggris untuk SMP/MTS 7A* by Penerbit Intan Pariwara encourages readers to engage in social practices related to Indonesian culinary traditions actively. *Bahasa Inggris untuk SMP/MTs 7B* by Penerbit Intan Pariwara connects education with a diverse cultural heritage, fostering a shared national identity. *Bahasa Inggris SMP/MTS kelas 7* by Penerbit Yrama Widya promotes a social practice of cultural preservation and knowledge transmission. *Interactive English Junior High School Year VII* by Yudhistira encourages a social practice of cultural inclusivity and global awareness. *English for Nusantara* by Pusat Perbukuan actively encourages readers to appreciate and take pride in their cultural heritage, challenging stereotypes through positive representation of disabilities.

In conclusion, these books contribute significantly to Indonesian culture's representation, discourse, and societal practices through their unique textual, discourse, and social dimensions. Each book adds a layer to the rich tapestry of Indonesia's cultural heritage.

Post-Pandemic Themes In English Textbooks For Junior High School

***Bahasa Inggris untuk SMP/MTs 7A* by Penerbit Intan Pariwara.** *Bahasa Inggris untuk SMP/MTs 7A* by Penerbit Intan Pariwara predominantly focuses on cultural content while lacking any specific references or inclusion of post-pandemic content. The book is centered around language instruction with an emphasis on cultural aspects, providing insights into the socio-cultural context of Indonesia. However, it does not address or incorporate elements related to the post-pandemic era, such as online learning experiences, challenges posed by the pandemic, or adaptations in educational practices. The absence of post-pandemic content distinguishes this book from others actively engaging with the evolving educational landscape shaped by the global health crisis.

Bahasa Inggris untuk SMP/MTs 7B by Penerbit Intan Pariwara.

Textual Dimension: The book addresses the post-pandemic landscape by incorporating textual elements related to online learning. Descriptions of online learning, such as the boy watching video recordings and taking notes on his laptop, provide a visual representation of the shift to digital education. The mention of online learning as a form of distance education, especially its popularity since the pandemic, contributes to the textual dimension by acknowledging the prevailing influence of COVID-19 on educational practices. It includes specific instructions like turning on the camera and using the "Raise Hand" button further emphasizes the book's commitment to providing relevant textual content in the post-pandemic era.

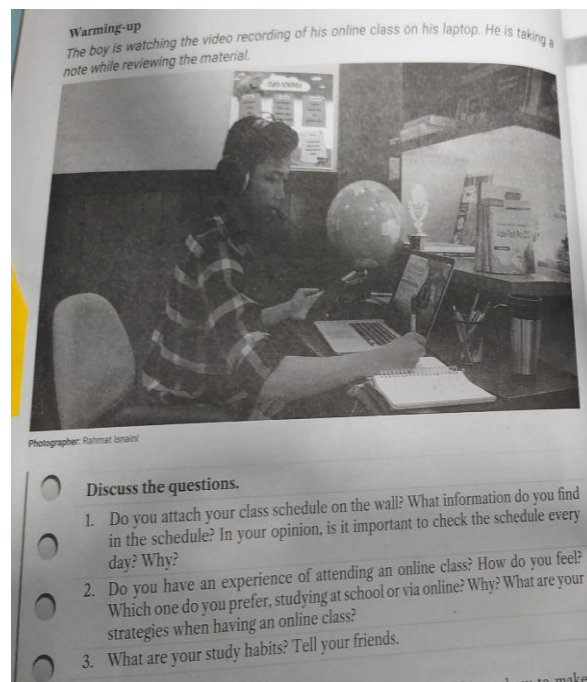


Figure 13: Image of online learning

Discourse Practice Dimension: In the discourse practice dimension, the book actively engages with the post-pandemic scenario by incorporating discussions and instructions related to online learning. The discourse surrounding online education is initiated with statements like "Online learning is a form of distance education that uses the internet connection." This deliberate effort to discuss the characteristics of online learning situates the book within the discourse of adapting to new educational norms post-pandemic. The instructions on camera

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usage and microphone etiquette during online classes further contribute to shaping the discourse on effective online learning practices, acknowledging the significant role of technology in education.

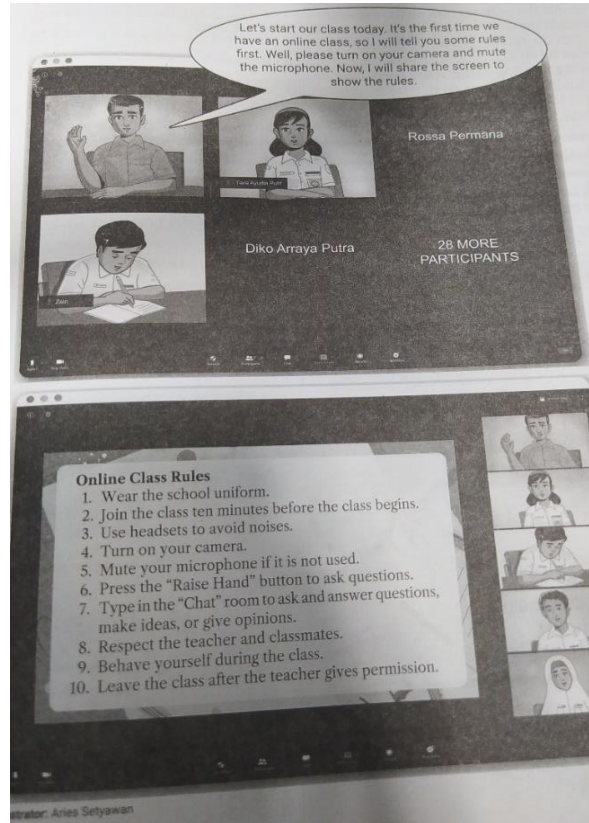


Figure 14: Image of zoom classes and online class rules

Social Practice Dimension: Within the social practice dimension, the book responds to the societal changes brought about by the pandemic by promoting social practices related to online learning. The instructions, such as turning on the camera and muting the microphone, align with the broader social practice of adapting to digital communication norms in the educational context. By emphasizing specific actions like using the "Raise Hand" button, the book shapes a social practice that fosters a sense of order and engagement in virtual classrooms. This reflects an awareness of the evolving social dynamics in education post-pandemic.

Bahasa Inggris SMP/MTS kelas 7 by Penerbit Yrama Widya

Textual Dimension: The book addresses the post-pandemic context by incorporating textual elements related to online learning applications. Including four pictures reflecting

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Zoom, Google Meet, Gmail, and Whatsapp and a set of questions that aim to recall students' experience with online learning serves as a textual representation of the prevalent tools and recall experience in time of online education. These visual elements contribute to a richer understanding of the shift towards digital platforms in the post-pandemic learning environment. The article "How to deal with COVID-19 fake information" adds a textual layer by providing information on a critical aspect of the pandemic, highlighting the book's responsiveness to contemporary challenges.

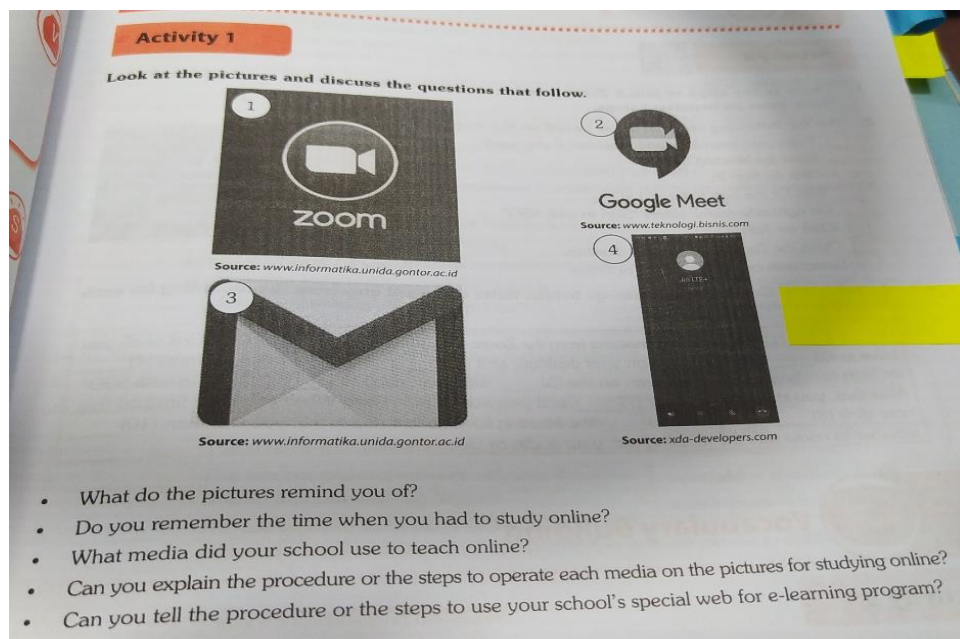


Figure 14: Online class application added with a question about online learning

Discourse Practice Dimension: The book actively engages with the post-pandemic landscape by discussing online learning applications in the discourse practice dimension. The explicit mention of Zoom, Google Meet, Gmail, and WhatsApp calls signals a deliberate effort to situate the book within the discourse of digital communication tools prevalent in the post-pandemic era. The book acknowledges the existence of these tools and implicitly endorses their usage in the educational context. Furthermore, the article on dealing with COVID-19 fake information contributes to the discourse by addressing a relevant issue arising from the pandemic.

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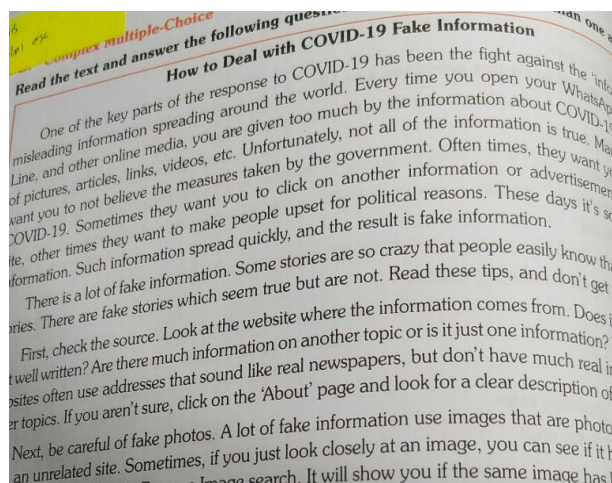


Figure 15: Article about COVID-19 fake information

Social Practice Dimension: Within the social practice dimension, the book responds to the pandemic's societal changes by promoting social practices related to online learning and information literacy. Including pictures representing online learning applications aligns with the broader social practice of adapting to digital communication norms in education. It reflects an understanding of the tools that have become integral to the post-pandemic learning experience. Moreover, the article on dealing with fake COVID-19 information contributes to social practices by fostering information literacy and responsible behavior, acknowledging the challenges of misinformation during the pandemic.

Interactive English Junior High School Year VII by Yudhistira.

Absence of Post-Pandemic Content:

As we delve into the contents of *Interactive English Junior High School Year VII* by Yudhistira, it becomes evident that the book does not incorporate post-pandemic content. The absence of any reference to online learning applications or discussions related to the challenges posed by the pandemic distinguishes this book from others that actively engage with the evolving educational landscape.

The narrative focuses on a global perspective, introducing characters from different countries and cultures. The book maintains its emphasis on fostering multicultural awareness and inclusivity. However, it refrains from addressing the specific changes brought about by the pandemic, such as the widespread adoption of online learning platforms and the associated adjustments in educational practices.

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In the textual dimension, tools like Zoom, Google Meet, or other online communication platforms commonly associated with the post-pandemic educational environment are not mentioned. The discourse practice dimension also lacks discussions on the challenges and adaptations in education during the pandemic.

The social practice dimension, which typically responds to broader societal changes, does not reflect the adjustments made in the educational landscape due to the global health crisis. The book continues to promote a social practice of cultural inclusivity and global awareness without incorporating elements specific to the post-pandemic era.

In conclusion, *Interactive English Junior High School Year VII* by Yudhistira remains rooted in its global perspective and multicultural approach but does not integrate content that directly addresses the unique challenges and transformations brought about by the pandemic.

English for Nusantara SMP/MTs kelas VII by Pusat Perbukuan, focusing on the post-pandemic content.

Textual Dimension: *English for Nusantara SMP/MTs kelas VII* incorporates post-pandemic content through textual elements that depict the shift to online learning. The mention of online chat and rules between Monita and Pipit serves as a textual representation of strategies and guidelines for effective virtual participation. Additionally, the narrative featuring Bu Ayu teaching English online using a videoconferencing application contributes to the textual dimension, highlighting the use of post-pandemic learning media.

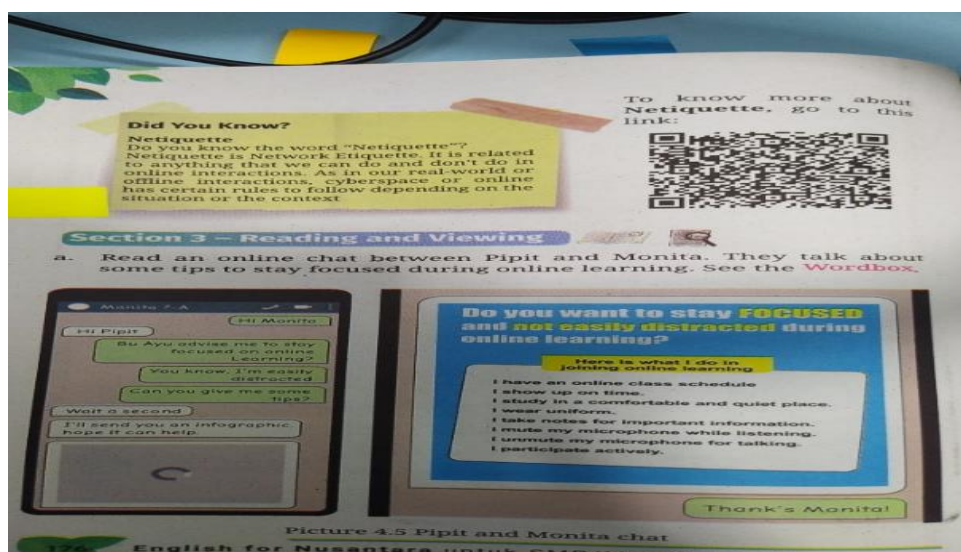


Figure 16: Netiquette and chat about online learning

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Discourse Practice Dimension: The discourse practice within the book revolves around the discussions on online chat, rules, and Netiquette. The conversation between Monita and Pipit engages readers in a discourse about the challenges and solutions for staying focused during online learning. The introduction of Netiquette adds a layer of discourse that emphasizes the importance of ethical online behavior. Furthermore, the narrative surrounding Bu Ayu teaching English online fosters a discourse about the adaptation of educators to the post-pandemic learning environment.

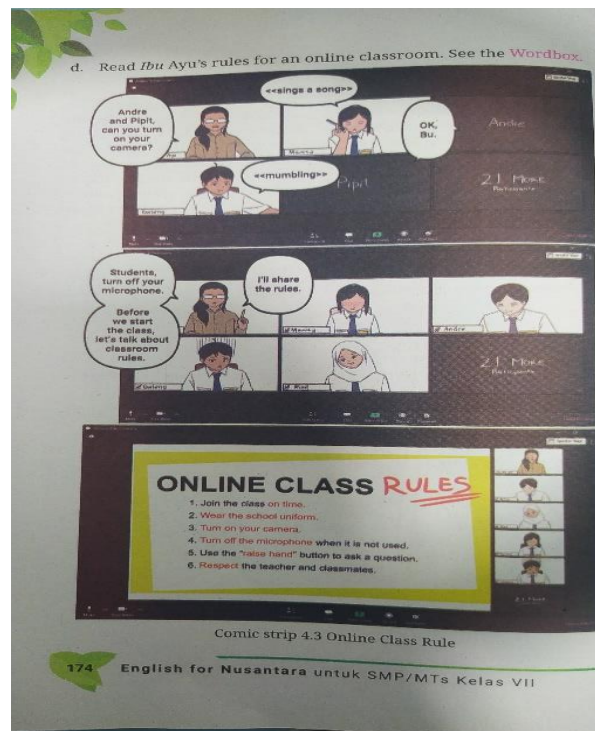


Figure 17: Bu Ayu is teaching an online class

Social Practice Dimension: In the social practice dimension, the book actively addresses the societal shifts brought about by the pandemic. The portrayal of Bu Ayu teaching English virtually reflects the broader social practice of educators adapting to new modes of instruction. The emphasis on online chat rules and Netiquette contributes to cultivating responsible and respectful online communication practices among students. This aligns with the societal shift towards a digital landscape where virtual interaction is crucial in education.

In conclusion, *Bahasa Inggris untuk SMP/MTs 7A* by Penerbit Intan Pariwara predominantly focuses on cultural content and lacks specific references or inclusion of post-pandemic content. The book offers valuable insights into the socio-cultural context of Indonesia through

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language instruction, contributing to character education. However, its absence of post-pandemic content distinguishes it from textbooks actively engaging with the evolving educational landscape shaped by the global health crisis.

On the other hand, *Bahasa Inggris untuk SMP/MTs 7B* by Penerbit Intan Pariwara demonstrates a conscious effort to address the post-pandemic landscape. The book engages with textual, discourse practice, and social practice dimensions, incorporating elements related to online learning and shaping a discourse on effective digital education practices. This responsiveness to the pandemic's societal changes distinguishes it as a resource reflecting the contemporary educational context.

English for Nusantara SMP/MTs kelas VII by Pusat Perbukuan successfully integrates post-pandemic content, showcasing a thoughtful approach across textual, discourse practice, and social practice dimensions. Including elements like online chat, rules, Netiquette, and narratives about virtual teaching aligns with the societal shifts toward digital education. The book actively contributes to cultivating responsible online communication practices and educator adaptation to the post-pandemic learning environment.

Contrastingly, *Interactive English Junior High School Year VII* by Yudhistira maintains its global perspective and multicultural approach but does not incorporate content directly addressing the unique challenges and transformations brought about by the pandemic. The book emphasizes cultural inclusivity and global awareness without integrating elements specific to the post-pandemic era.

In summary, while some textbooks actively respond to the post-pandemic educational landscape, others remain rooted in their pre-pandemic focus, highlighting the diversity in approaches within English language education resources in Indonesia.

Discussions

How CDA views both content

Fairclough's three-dimensional approach highlights how the link between socio-cultural practice and text is mediated by discursive practice (Puckett, 2013). Applying Critical Discourse Analysis (CDA) analyzes the implications of cultural and post-pandemic content in junior high school English textbooks. In the textual dimension, CDA scrutinizes the inclusion

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of cultural content to understand how language choices and textual elements represent socio-cultural values. For instance, textbooks such as *Bahasa Inggris untuk SMP/MTS 7A* and *Bahasa Inggris untuk SMP/MTS 7B* by Penerbit Intan Pariwara incorporate detailed descriptions of traditional Indonesian foods and national symbols like the *Burung Garuda* and *Wayang*. These elements immerse readers in the cultural diversity of Indonesia, promoting cultural appreciation and understanding. In contrast, post-pandemic content in textbooks like *Bahasa Inggris untuk SMP/MTs 7B* and *Bahasa Inggris SMP/MTS kelas 7* by Penerbit Yrama Widya includes visual elements and discussions on online learning platforms, reflecting significant changes and challenges faced during the pandemic. The finding challenges (Jayanti & Mustofa, 2023) Jayanti & Mustofa's finding (2023) about adjusting the English textbook in the current Merdeka curriculum.

In the discourse practice dimension, CDA explores how discourse practices related to cultural content shape educational discourse. Textbooks such as *Bahasa Inggris SMP/MTS kelas 7* by Penerbit Yrama Widya, featuring Indonesian names, cities, and folktales, influence the interactions and relationships depicted in the narratives, considering the power dynamics and cultural hierarchies inherent in these representations. These representations are analyzed to assess whether they reinforce or challenge prevailing cultural norms. For post-pandemic content, textbooks like *Bahasa Inggris untuk SMP/MTs 7B* contribute to the broader discourse on education by discussing digital tools and online learning strategies. These textbooks shape a new narrative about the evolving educational landscape by framing the adaptations in educational practices and societal responses to these changes. It aligns with Oktarin and Hastomo's view of CDA to identify the ideologies, assumptions, and biases found in media (2024, p. 93). Moreover, it affirms that discourse is how an individual constructs reality or the world and varies among individuals (Indriyanto, 2020).

In the social practice dimension, CDA investigates how textbooks contribute to broader societal practices regarding cultural inclusivity and awareness. Textbooks like *English for Nusantara SMP/MTs kelas VII* by Pusat Perbukuan emphasize local honorifics, regional diversity, and traditional foods, reflecting a commitment to cultural preservation and authenticity. This analysis assesses whether textbooks promote positive social practices and a deeper understanding of cultural diversity among students. Regarding post-pandemic content, textbooks like *Bahasa Inggris untuk SMP/MTs 7B* and *English for Nusantara SMP/MTs kelas*

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VII integrate elements such as online learning etiquette and discussions about digital communication norms. These integrations promote responsible and effective online interaction, highlighting the role of educational materials in fostering new social practices and adapting to the changing educational environment post-pandemic.

The findings of this study indicate that junior high school English textbooks effectively incorporate cultural content to promote national identity and cultural diversity. Through the lens of Fairclough's three-dimensional CDA model, it is evident that these textbooks use language and visual elements to represent socio-cultural values, thereby fostering a deeper understanding and appreciation of Indonesia's rich cultural heritage among students. The analysis shows that cultural narratives are carefully woven into the textbooks, highlighting the importance of inclusivity and representation. However, the integration of post-pandemic content is less comprehensive, focusing primarily on online learning tools and digital communication without fully addressing the broader socio-educational impacts of the pandemic. This suggests that while the textbooks successfully promote cultural awareness, they must enhance their coverage of post-pandemic educational adaptations to better prepare students for the evolving learning environment.

In conclusion, this study underscores the significance of using CDA to analyze educational materials, revealing strengths and areas for improvement in representing cultural and post-pandemic content in junior high school English textbooks. The research highlights that while these textbooks play a crucial role in shaping cultural understanding and promoting national identity, there is a need for more extensive inclusion of post-pandemic topics to reflect the ongoing changes in the educational landscape. Addressing these gaps will ensure that textbooks remain relevant and effective in preparing students for future challenges.

CONCLUSION AND IMPLICATION

Conclusion

The findings of this study demonstrate that junior high school English textbooks in Indonesia effectively incorporate cultural content to foster national identity and cultural diversity. Fairclough's three-dimensional CDA model shows that these textbooks utilize language and visual elements to represent socio-cultural values, thereby enhancing students' understanding and appreciation of Indonesia's rich cultural heritage. Cultural narratives are intricately

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integrated into the textbooks, emphasizing inclusivity and representation. However, the integration of post-pandemic content remains less comprehensive, with a primary focus on online learning tools and digital communication, while broader socio-educational impacts of the pandemic are not fully addressed. This indicates a need for textbooks to better prepare students for the evolving learning environment post-pandemic.

Limitation

Despite the analysis, it has certain limitations that must be acknowledged. The analysis primarily focuses on a selection of textbooks, which may not represent the entire spectrum of educational materials used across Indonesia. Additionally, the study's reliance on textual and visual elements within the textbooks may overlook other factors influencing cultural and post-pandemic content, such as teachers' instructional methods and students' individual experiences. Moreover, the scope of post-pandemic content analysis is limited to depicting online learning tools and practices, potentially missing other relevant aspects of the pandemic's impact on education.

Implication

The implications of this study are significant for educators, policymakers, and publishers aiming to enhance the quality and relevance of educational materials. The findings suggest that while textbooks successfully promote cultural awareness and national identity, there is a critical need to expand the inclusion of post-pandemic content. This involves integrating digital learning tools and addressing broader socio-educational changes brought about by the pandemic. By doing so, textbooks can better equip students with the knowledge and skills required to navigate the new educational landscape.

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