

**EXPLORING NATIONALISM VALUES IN SENIOR HIGH SCHOOL
ENGLISH TEXTBOOKS**

A THESIS

**Submitted in partial fulfillment of the requirements for the Master's Degree
in English Education**



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Exploring Nationalism Values in Senior High School English Textbooks

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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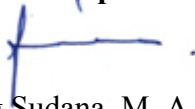
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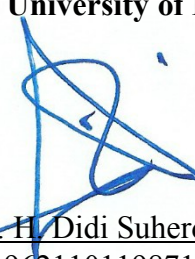
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STATEMENT OF AUTHORIZATION

I hereby declare that this thesis entitled “Exploring Nationalism Values in Senior High School English Textbooks” is the result of my own work. To the best my knowledge, it contains no element of plagiarism. Therefore, I confirm that I will be ready to respond to any risks that can be imposed on me if later there will be any violations of educational research ethics in this work.

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Bandung

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ABSTRACT

The Indonesian government promotes nationalism values at schools. This research investigates how nationalism values are represented in *Pathway to English (PE)* and *Bahasa Inggris (BI)*, how teachers transfer and negotiate those values through nation and national narratives in English class, and how students' English vlogs reproduce and reflect these values. Descriptive qualitative method was employed in two Salatiga schools using three instruments that include document analysis, classroom observation, and semi-structured interviews. The findings show that in terms of content aspect PE and BI are relevant to the 2013 curriculum and syllabus. The ratio of global content and nation/national content of PE is 1:1.06 and BI is 1:1.86. The nationalism values being promoted in both textbooks prominently are citizens/figures, cultures, cities and architecture, routine deixis, historical events, geographical features and local performance. The reproduction of nationalism values in students' English vlogs demonstrated their local performance. During teaching, teachers transfer and negotiate the nationalism values by employing nation and national narratives which scaffolded the students' learning, and at the same time embedded the spirit of nationalism. In addition, nation and national narratives aid the development of students' English skills particularly speaking skill, increase the nationalism awareness, promote autonomous learning and engagement. The vlogs reflect the students' localized nationalism using routine deixis, architecture, nature, history, citizens, landscape, and culture. As a recommendation, textbook authors should provide appropriate semiotic resources to promote nationalism values and lessen their cultural and territorial biases.

Keywords: nationalism values, textbook evaluation, nation and national narratives, speaking skill, vlog

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Appendix 1

Textbook Evaluation Checklist

1. Content aspect

a. Sub aspect: the relevance of material to the curriculum checklist

Area	No.	Criteria: the relevance of material to the curriculum	Rate				
			0	1	2	3	4
Curriculum and syllabus	1	It matches the specification of syllabus					
	2	It supports the goal and objectives of K13 curriculum.					
	3	A number of the school objectives are addressed by the textbook.					
Area	No.	Criteria: the relevance of material to the curriculum	Rate				
			0	1	2	3	4
Material completeness	1	Each unit of the book must contain functional texts and monologues from various genres which are explored to improve learners' listening, speaking, reading, and writing skills related to learners' daily life and other subject matters.					
	2	There are activities for character building to enable learners applying their knowledge in their attitude.					
Area	No.	Criteria: the relevance of material to the curriculum	Rate				
			0	1	2	3	4
Material depth	1	For English exposure, the textbook gives guidance to acquire many types of texts which are relevant to learners' daily life in learning every type of text.					
	2	For students' retention, the textbook gives guidance to acquire explicit comprehension about three elements of text production, namely, social function, generic structure, and linguistic features.					
	3	In learning every type of text, the textbook gives guidance to produce oral texts to achieve the social function which is relevant to descriptive, recount, and narrative text.					
	4	The material can be exploited or modified by local circumstances.					
	5	The textbook can accommodate non-native teacher of English subject's perspective, expectation, and preference.					
	6	The textbook contains banal nationalism.					
	7	The textbook contains hot nationalism.					