AN INVESTIGATION OF IDENTITY ISSUES IN AN EFL TEXTBOOK FOR JUNIOR HIGH SCHOOL/MTS STUDENTS: A SOCIO-CULTURAL PERSPECTIVE

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ABSTRACT

Indonesia as a multicultural country has special characteristics compared to other countries in the world. Besides as a multicultural country, Indonesia also known as a country which actively used more or less 300 local languages by its community which are stretched since the western part to the eastern part of Indonesia. English as one of a foreign language which is compulsory taught in national curriculums. The need for English textbooks governed by the government through a special board, namely National Board of Educational Standard (BSNP) or now is well-known 'Pusat Perbukuan Nasional.' This board has a specific task that is to arrange since preparation for writing up to mandating the textbooks of which are regarded or recommended to be used in the schools based on its levels. The contents of the textbooks were also assessed and evaluated accurately by the National Board of Educational Standard (BSNP) in order to ensure that those textbooks have met the standard made. The objectives of this research were to investigate and describe clearly about the identity issues which contained in the English textbook used in the Junior High School and Islamic School 'Madrasah Tsanawiah (MTs),' The data source of this research obtained from an English textbook 'English in Focus' which is published by the Department of National Education of Republic of Indonesia. Meanwhile research method applied was content analysis viewed from socio-cultural perspective. This method chosen based on the characteristics of the research which elucidated some issues related to culture and identity issues which occurring within the textbook investigated. Research findings show that cultural representation which are depicted through using names, pictures, symbols, expressions/sentences, and social identities are characterized with some traits, cover: gender, race, and profession which are used unequally and inconsistently among the reading texts and picture illustration. Based on the results, it can be drawn conclusion that identity issues become one of the prominent aspects in writing English textbooks, especially English as a foreign language, in this respect is English textbooks for junior high and high school students. Paying close attention to this respect is meant to enhance the students' awareness of multiculturalism and cross-cultural understanding in order to remain and develop awareness of the sense of equality within the framework of the unitary Republic of Indonesia.

Keywords: Identity, culture, English, textbooks, and socio-culture
INTRODUCTION

Indonesia is one of the largest, archipelago, and multicultural country. It has special characteristics compared to other countries in the world. Besides as a multicultural country, Indonesia also known as a country which actively used more or less 300 local languages by its community which are stretched since the western part to the easiest part of Indonesia. English as one of a foreign language which is compulsory taught in national curriculums. The need for English textbooks governed by the government through a special board, namely National Board of Educational Standard (BSNP) or now is well-known 'Pusat Perbukuan Nasional.' This board has specific task that is to arrange since preparation for writing up to mandating the textbooks of which are regarded or recommended to be used in the schools based on its levels. The contents of the textbooks were also assessed and evaluated accurately by the National Board of Educational Standard (BSNP) in order to ensure that those textbooks have met the standard made. The objectives of this research were to investigate and describe clearly about the identity issues which contained in the English textbook used in the Junior High School and Islamic School 'Madrasah Tsanawiah (MTs).'

Developing countries like Indonesia therefore are ever trying seriously to develop their cultural identity not merely as a specific mark to differ from other nations, but also to create a firm identity for all the citizens. In countries, which are coincidently socially very diverse like Indonesia the building up of a national unity has been often ignored. Lack of attention to the diverse character of the society might result into an asymmetry of development, which could hamper the realization of the unity of the nation (M.G. Smith 1960: 763-77, cited in Sudhisantoso). Next, Generally a newly independent society tends to put the development of the political sector as the first priority to foster the national unity and at the same time to wipe out all leftovers of the 'foreign' power. In this context people tend to stress their attention to matters to improve the role of the society in political life and to develop public functions and services.

The diversity of language and cultural is one the characteristics can be seen as the cultural identity and the social identity. Besides, language and culture, pattern of thinking, pattern of behavior, life styles, and many other life aspects can characterize the characteristics of any country. Indonesian social context, being composed of diverse cultures, calls for pooling all resources to take measures in creating and sustaining national unity both within and between these spheres. One of the areas that can be of crucial significance in establishing oneness among Indonesians is the fundamental school environment where the future Indonesian politicians, professionals and laborers find identities. The crystallization of such identities, besides the pivotal role of teachers and peers, depends, at least in part, on the textbooks Indonesian young people focus on repeatedly during the classroom practice, follow-up assignments or projects, and preparation for the examination.

One of the primary aspects in developing the sense of unity and self-belonging to his/her country can be seen from the textbooks written by Indonesian authors. In writing the textbooks, the author must have well understood about culture, identity, behaviour, and other aspects which have value-added in educating the young generation. In the line with this respect, the government play a dominant role in governing and developing the textbooks which are used in the schools, both junior high school and senior one.
Investigating on textbooks, basically have been done by a lot of researchers, not only in Indonesia but also in foreign countries. There are many aspects that can be investigated within the textbooks, especially English textbooks. The purpose of writing EFL textbooks not merely to prepare or provide the instructional materials, but also to develop the students’ awareness of their cultural identity and social identity. Both cultural and social identities in the textbooks can be investigated through picture illustrations and statements of gender, race, profession (occupation), age, and names, symbols which are contained in EFL textbooks. The investigation was conducted by Yun-Yun Yen (2000) which focussed on two series of contemporary English textbooks—one series from Taiwan EFL and one series from America (ESL) were examined. Content analysis was employed as his research methodology to determine cultural and social representations occurring in reading passages and picture illustrations in the analyzed textbooks.

Furthermore, the older results research have also been conducted by some scholars, as cited in Yun-yun Yen, such as (Francis, 1996; Hm, 1996; and Lesikin, 1998), in their investigation shown that textbooks typically contain representations of a culture and its social identifications.

Based on some condition and phenomena have been elucidated above, the researcher should address the position of this investigation among other researchers have been conducted related to the EFL textbooks. Perusing scrutiny on previous related studies show that, this investigation objective to describe or investigate an EFL textbook written by non-native speaker of English ‘Indonesian authors.’ The other distinction is the number of textbooks series and levels of the textbooks. Referring to this respect, this investigation must be continued and hopefully through doing this investigation could give the beneficial results and most important thing is to build sense of awareness of the authors in writing English textbook in the future time.

THEORETICAL FRAMEWORK

The Notion of Identity

Gleason (1983, p. 918) points out that the term identity is relatively new, emerging into social science literature in the 1950s and made popular by the psychoanalyst Erik Erikson. Furthermore, Gleason mentions that most definitions tend to fall into one of two opposing conceptions. In one sense, identity can be called ‘intrapsychic’ in that it comes from within, is fixed and stable and is what people speak of when they talk about ‘who we really are’. A second conception holds that identity can be ‘acquire’ ‘acquired’ in that it is a conscious or internalized adoption of socially imposed or socially constructed roles.

In line with the above opinion, the notion of identity is a slippery one, often used but rarely defined, varying from one discipline to another, and an on-going subject of academic endeavor. Gee (2009, p. 39) observes critically that “some people... tend to reserve the term ‘identity’ for a sense of self that is relatively continuous. Ivanic (2008, p. 97) writes that though identity is a useful term, since it is the everyday word for people’s sense of who they are, it is “misleadingly singular” (1998, p. 11). Accordingly, (gender) identity can be seen as multiple and liquid, and never complete: “the emergence and re-emergence of the self” (Jaworski and Coupland 2009, pp. 412–413).

Related to the identity, Epstein (1998, p. 144) points out that Habermas’s (1979, p. 74) discussion of ego identity (as a socialized sense of individuality) makes a useful
mediation point between the two definitions. Meanwhile, Woodward (1997, pp. 1–2) says identity ‘gives us an idea of who we are and of how we relate to others and to the world in which we live. Identity marks the ways in which we are the same as others who share that position, and the ‘ways in which we are different from those who do not. Often identity is most clearly marked by difference’. She points out those identities are frequently constructed in terms of oppositions: man/woman, black/white, straight/gay and so on. However, while many people may view identity in terms of binaries, it may also be the case that these binaries are not mutually exclusive, or they exist as gradation or blends. Identity could therefore be said to be composed of (possibly infinite) interacting, internal and external characteristics by which a person can be defined that change over time. At certain points, particular aspects of identity may become foregrounded. For example, Goffman (1963, p. 14) notes that stigmatized identities need to be constantly managed, while Epstein (1998, p. 145) argues that deviant identities are likely to subsume other aspects of identity – all behaviour of people with a stigmatized identity will therefore be seen by others as a product of the stigmatized identity (Paul Baker and Sibonile Eilece (2011, p. 58).

Furthermore, identity can be depicted through any shapes of human or non-human entities. van Leeuwen 2006 as it is cited in Yun-Yun, the participants can be a representation of two contrasting options must display clear identifiable gender of either male or female. Gender in this study is defined as a form of cultural categorization and is signified by means of standard attributes such as dress, hairdo, facial features and so on (van Leeuwen 2008). Gender is a form of social identity; hence, cultural categorization in van Leeuwen’s network (2008) is extended to include the feature of social, with gender being one of its subcategories. In line with Leeuwen, Painter & Martin (2010) as cited in the Yun-Yun, described that identity also can be seen from clothes or uniforms, such as school uniform, ethnic identity or relational identity.

Meanwhile, Fairclough’s (1992a) the most contribution to the topic of discourse and identity is that he places the construction of identity in the context of changing cultural and institutional values. For any individual consciousness, language is not an abstract system of normative forms but rather a concrete heterogeneous conception of the world. All words have a taste of a profession, a genre, a work, a person. Each word tastes of the context and contexts in which it has lived its socially charges life; all words and forms are populated by intentions. (pp. 273—74).

The Notion of Cultural Identity

At a glance, before stepping further, the first thing that would be a simple question is when one reads this subtitle “What is culture?” and “What is cultural identity?” These questions look very naïve, but need scrutiny in responding it. First, Galloway (1992) as cited in the Yun Yun Yen (2010) mentioned that cultures are powerful human creation, affording their member a share identity, a cohesive framework for selecting, constructing, and interpreting perception, and for assigning value and meaning. Furthermore Gallwowsay asserted that cultures are learned and powerful human creation and support meaning making in a social system. Second, cultural identity all aspects or properties of a person’s owned. The aspects meant cover: race, nationality, gender, location, age, sexuality, history, and religious beliefs are put together to form a cultural identity. By combining each of these elements, a theory is created as to why a person acts and behaves the way they do. By bringing all of these elements together, a theory is
formed as to a person's true identity. (http://nobullying.com/cultural-identity RETRIEVED FROM 1/10/2015. 5:12).

There are several examples that are used to identify a person as part of a culture, they are: (1) Belief structure or religion; (2) Dress – Every culture has a particular style of dress (3) Hair – How a person wears their hair can also be an indicator of their cultural identity; (4) Type of foods eaten. Ethnic groups that live along the coast may gain the majority of their nutrients from seafood or shellfish.

Based on the definition and statement above, it can be concluded that cultural identity can include anything that offers testament or validation that a person is associated with a particular group, belief patterns, religion or race, pattern of dressing, pattern of behaves, pattern of thinking, and organization system.

Social Identity

Henri Tajfel (1979) proposed that the groups (e.g. social class, family, football team etc.) which people belonged to were an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world. In order to increase our self-image we enhance the status of the group to which we belong. For example, England is the best country in the world! We can also increase our self-image by discriminating and holding prejudice views against the out group (the group we don’t belong to). For example, the Americans, French etc. are a bunch of losers!

According to Jackson and Smith (1999), social identity can be divided into four dimensions, they are: (1) perception in the context of intergroup. It meant that the relationship of a person in-group with other group; (2) Charm, the effect which is occurred by someone in-group; (3) interrelated belief, norm and value which are resulted by the group member behavior when they effort to reach their goal and share the sameness of belief; and (4) depersonalisation, this dimension meant that someone regarding him/herself as the sample from the social category that can be changed but not a unique person. (Retrieved from http://www.simplypsychology.org/social-identity-theory.html). Meanwhile, social identity is about who is he, included his/her attribute and attribute which is divided to others, such gender and race (Baron & Byrne).

The Role of Textbook

Textbook is a printed and bound artifact for each year or course of study (Encyclopedia of Education, 2008b). They contain facts and ideas around a certain subject. Furthermore, textbooks are not like other books. Today, textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative endeavor. They are, in fact, usually specially made by a corporation to follow a set standard curriculum for a school system or larger organization, such as a province (Encyclopedia of Education, 2008b) (http://courses.educ.ubc.ca/etec.textbooks.html).

The choosing of textbooks which are used in teaching and learning in Indonesia, especially EFL textbook is based on the consideration or curriculum is applied to the school. But in the real practice, sometime the school side find any textbooks based on the students’ characteristics of the school. This case sometimes become problem for the students when the textbook selected have not or do not qualify as a good textbook. It may be interesting only form of covers being designed in such a way, but judging it likely would not qualify a good textbook. In choosing textbooks, besides the textbooks interesting and quality, Cunninghamworth proposed four criteria as follows: (1) the
material that is in accordance with the specified learning objectives; (2) the books corresponding to the language to be learned language learners effectively; (3) a discussion units should match each and give stimulation for English language learners to use English well; and (4) the material must be interconnected between the language of the process, as well as with students as language learners. All three shall be kept together without ignoring one of the three aspects.

More detailed Harmer, (2001, p. 119), explains that there are nine aspects that should be considered in selecting textbooks: price, availability, appearance and design, methodology, skills, syllabus, topics, stereotypes, and guidelines for teachers.

From a somewhat different opinion between Cunningham and Harmer, it can be clearly understood that nothing shall select in determining the origin of the textbook which will be used by the learner. Conditions that must be met in selecting textbooks is to consider the following: The textbook should have a syllabus, so it can be seen that the goal will be achieved each semester or in the first years of study, the topics discussed, the content of the material in accordance with the topics, methods and approaches in presenting the material clear and practical skills will be controlled by learners, design and arrangement of a sub-topic-rise, an interesting way of presenting the material, the balance between boys and girls that do not lead to conflict, and not misunderstood the concept of difference, there is his guide for teachers and students in using these textbooks, and no less important is the price offered is not too expensive. Thus there are at least eleven aspects that must be met in selecting textbooks to be defined as a textbook that will be used by teachers and students in school.

Socio-cultural Perspective

The sociocultural perspective is a theory used in various fields such as psychology and is used to describe awareness of circumstances surrounding individuals and how their behaviors are affected specifically by their surrounding, social and cultural factors. According to Catherine A. Sanderson (2010) "Socio-cultural perspective: A perspective describing people’s behavior and mental processes as shaped in part by their social and cultural contact including race, gender, and nationality." Socio-cultural perspective theory is a broad yet significant aspect in our being. It applies to every sector of our daily lives. How we communicate, understand, relate and cope with one another is partially based on this theory. Our spiritual, mental, physical, emotional, physiological being are all influenced by socio-cultural perspective theory.

Based on the opinion above, it be summed up that a theory can be used for any purposes in any fields of sciences. It is usually used to elucidate all domain surrounding one’s behavior in social factor and cultural one.

Research Methodology

The research method of the present investigation was a qualitative method with the content analysis of socio-cultural perspective. The using of this research method was to support the characteristics which investigate the textbooks contents. The qualitative method was assumed in line with the research is going to be conducted. It meant that the purposes, process, and its data covers the social identity and cultural identity which are contained in the English textbook for junior high school MTs under the title "English in Focus."

In line with the purpose of this investigation is to get information related to the identity issues in an English as foreign language textbook for junior high school MTs. Bogdan and Biklen (1990, p. 189) states that qualitative content analysis as analytical analysis which covers: (1) discussing data based on the content contained within the texts; (2) obtaining information based on the context; and (3) analyzing content which facing large amount of data.
The time of present investigation was conducted in April to July 2015. The main instrument of this research was the researcher himself. The reason of choosing the researchers as the tool or instrument in obtaining the data of this research based on the characteristics of the research method and data needed.

The data of the present research were written data. The data were taken based on the characteristics which fulfill the standard needed or made in this research. Meanwhile, the standards of data meant of this present research were the principles which underpin obtaining the objectives of the research. Meanwhile, the data source of the present research data were taken from an EFL textbook for junior high school/MTs which are used by the students/teachers.

The data collection procedures of the investigation coverage are as follows: (1) reading the textbook profoundly (skimming and scanning); (4) coding; (5) classifying based on the group or genre of the data classification.

Before obtaining the final results of this investigation, there were some stages applied in analyzing the data, the procedures are as follows: (a) Identifying, on this stage will be done a very kick-off activity to identify any possible source and information needed which are related to the data analyzing procedure of the research; (b) Determining, on this second stage will be conducted an important activity. This activity is to make a judgment of all objects that must be investigated; (c) Coding; (d) on this third stage is going to have some activities that making marks on each type of the data. This step will be an important part of the analysis procedure of the present research; (e) Constructing checklist, on this analysis procedure stage will be conducted the classification based on the characteristics and trait of the data; (f) Tabulating, the activity of this stage is to input the data based on the group or typology of the data; (g) Analyzing, on this stage is going to have a main activity concerning to the data that have been proceeded in the previous stages: (h) Interpreting, on this stage will be conducted the most important activity, namely making the meaning of any findings or results. Those finding and results will be compared to other research results which are closest related to the present research results. Furthermore, the research results or finding also be confirmed to those related theories which are in line with or opposite to the findings or research results; and (i) Drawing conclusion, on this last stage, the researchers will have an important thing activity, namely making inference of the each finding. This activity is considered an important stage because through making inference, the results or findings will show and depict clarity and wholeness of the research results and all at once will show the answers of the research questions posed in the previous chapters.

One of the important aspects in conducting a qualitative research is to establish trustworthiness. In establishing trustworthiness for the present research, it follows some procedures outlined by Creswell (2012, p. 214). The throughout trustworthiness procedures of this study are as follows: (1) Triangulation of sources, through this triangulation, the researchers will examine of the consistency of different data sources from within the same method; (2) Theory/perspective triangulation, applying this technique of the present research meant to examine and interpret the data; and (3) Member checking, the applying of this technique to this research is to establish the validity and accurateness of any information or data based on well understood. Next, the using of triangulation in this investigation or research supposed to underpin the finding by showing that independent measures of it agree with it, or, do not contradict it (Miles & Huberman, 1994, p. 266).
Last but not least, as the final of this investigation, it will be drawn conclusion and followed by delivering suggestion which is focused on pedagogical implications.

**Finding and Discussion**

**Cultural Identity/representation**

For the identifying cultural representation in EFL textbook was applied to identify and peruse to obtain clear description which are related to the types of cultural identity content of the textbook investigated. The complete description of cultural identity is presented as follows:

**Table 1. Public Places of Interest in the Picture of EFL Textbook**

<table>
<thead>
<tr>
<th>Genre</th>
<th>NPP/%</th>
<th>FPP/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>13</td>
<td>6 = 31.58</td>
</tr>
<tr>
<td></td>
<td>=68</td>
<td>.42</td>
</tr>
<tr>
<td></td>
<td>%</td>
<td></td>
</tr>
</tbody>
</table>

NPP = National Public Places, FPP = Foreign Public Places

Referring to what Table 1 shows about places of interest which are used as the illustration in EFL textbook for student grade eight. The national public places are more than foreign public places. This respect indicate that choosing national cultural identity is prominent than using foreign cultural identity. In other words, the content of this textbook depicts that the authors want to represent Indonesian cultural identity, because they are Indonesian. It meant that they have a sense of strong nationality.

**Table 2. National Traditional Food in the Picture of EFL Textbook**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Foods</th>
<th>Musics</th>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

NTF = nation food, FF = Foreign Food

Looking at what Table 2 shows what a limited number of traditional foods found in the EFL textbook for junior high school/MTs student which is written by Indonesian authors. Furthermore, if it is perused at a glance, the content of foreign food is found at all. Meanwhile, National food, in this respect is "rujak". It mentioned two times in this textbook. If it is analyzed from cultural identity, so, as if the authors need not to show the various kinds traditional foods that Indonesian has. Related to this respect Jean S. Phinney defines the identity of a group, culture or an individual, influenced by one’s belonging to a group or culture. (Retrieved from [http://www.afs.org](http://www.afs.org) 27/09/2015; 12:15). Cultural identity is important because it acts as a way to preserve history and provides individuals a place where they feel they belong. Cultural identity is established when a group of people continually follows the same sets of social norms and behavior as those of earlier generations. An individual’s cultural identity is influenced by factors such as ancestry, social class, educational level, family, language, political opinions and profession.
Social Identity/representation

Table 3. Person Figures for Illustration in the Picture of EFL Textbook

<table>
<thead>
<tr>
<th>Genre</th>
<th>NHF/%</th>
<th>NNHF/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>37</td>
<td>8 =19.57</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>0.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>3</td>
</tr>
</tbody>
</table>

(NHF = National Human Figures, NNHF = Non-native Human Figures)

Referring to the Table 1 above, it can be elucidated that the using person figures in the EFL textbook, especially English for eighth grade student for junior high school which is discussed in this investigated shows that the number of national human figures are dominated by national human figures 80.43% than the foreign human figure is 19.57% as the illustration to support the easiness of the text understanding. Based on this respect, it can be summied up that the authors have made their own or national culture become a

Table 4. National Names of Indonesia and Foreign Names in the Picture of EFL Textbook

<table>
<thead>
<tr>
<th>Genre</th>
<th>NN/%</th>
<th>FN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>25=80.64%</td>
<td>6=19.36%</td>
</tr>
</tbody>
</table>

(NHNF = National Names; NN = Foreign Names)

Table 4 presents the information which is related to the national names of Indonesia and foreign names which are contained in EFL textbook for grade eighth. The comparison of using national names to the foreign names in the EFL textbook can be interpreted that even though this EFL textbook is a foreign language, they use 80.64%. Meanwhile, the foreign names are 19.36%. The comparing of using both national and foreign names is very different percentage to each other. In other words, the firstness of using national names depict that the national cultural identity use as a means of introducing the students that Indonesia is multicultural country. Irmeli Luoma (2005) states that a person's citizenship of a nation is referred to as national identity. Depending on the person, his or her national identity may be stronger than his or her ethnic or cultural identity, and vice versa. In every country there are regions with which people identify themselves. In some countries regional identities are stronger than the national identity. Regional identities may also carry positive, negative, real or not real generalizations about people living there.

Table 5. Religious Representation in EFL Textbook

<table>
<thead>
<tr>
<th>Genre</th>
<th>IR/%</th>
<th>NIR/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

(IR = Islamic religion; NIR = Non-Islamic Religion)

As seen in the Table 5 above, almost words, phrases, clauses, and sentences only two words which are related to the religious words, namely Christian and Natal (God/Lord). This respect can be understood that this EFL textbook was not written based on the cultural identity or social identity content. However, the authors seems aware that Indonesia is a multicultural country and has more than five religions which embraced by the citizenship of Indonesia.
Table 6. Indonesian Cities/Race and Foreign Cities/Race

<table>
<thead>
<tr>
<th>Genre</th>
<th>IC/%</th>
<th>NNC/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23=62.16%</td>
<td>14=27.84%</td>
</tr>
</tbody>
</table>

IC=Indonesian Cities; NNC=Non-National Cities

Based on the information in Table 6 which is related to the national cities of Indonesia and foreign cities/towns which are contained in EFL textbook for grade eighth. The comparison of using national cities to foreign cities/races indicates that there are 62.16% for Indonesian cities and 14.27% foreign cities/races. Comparing to the both national and foreign cities/races is somewhat different percentage. Indonesian cities is more used than foreign ones. Related to this condition, Irmeli Luoma (2005) states that a person’s citizenship of a nation is referred to as national identity. Depending on the person, his or her national identity may be stronger than his or her ethnic or cultural identity, and vice versa. In every country there are regions with which people identify themselves. In some countries regional identities are stronger than the national identity. Regional identities may also carry positive, negative, real or not real generalizations about people living there.

Conclusion and Suggestion

Based on the findings and discussion, it can be delivered some suggestion go to: books author, school teachers, and stakeholders. For the first suggestion go to book authors, in writing textbooks for the junior high school students book needs pay more attention to the knowledge about aspects which make the student aware to their own culture, because textbook is one of the tool that can be used to teach the student indirectly of the culture identity and social identity that covered their life. The second, through understanding social identity, a student or a person will aware that their life more meaningful if they can perceive themselves in relation to others with whom they are communicating, mingling with, and this affects the interpersonal meaning that is conveyed through language; and the third, identity issues become one prominent element in writing English textbook, especially English as a foreign language, especially English textbooks for junior high school and high school students. Paying attention to this respect is meant to enhance the students’ awareness of multiculturalism and cross-cultural understanding in order to remain and develop awareness of the sense of equality within the framework of the unitary Republic of Indonesia.
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