

THE REPRESENTATION OF ISLAMIC CHARACTERS IN ENGLISH TEXTBOOKS USED BY SENIOR HIGH SCHOOLS

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Abstract

In textbook and learning process religious values are needed. Such as in English Language Teaching (henceforth ELT) for both the student and teachers to support character education as suggested by the government of Indonesia. This current study focused on islamic characters represented in English textbook used by senior high school in Bengkulu province. The purpose of this current research to find out islamic characters and how they represented in English textbook. The design of this research used mixed method. The sample of this study were three-grades (X, XI, and XII) of English textbook. In collecting the data, the researcher used documentation. After collecting the data from the textbook as a document in this study the researchers analyzed the document by using an analysis procedure by carrying out some steps; reading an English textbook, identifying the Islamic characters, collecting the Islamic characters in the English textbook, classifying certain types of Islamic characters, counting how many Islamic characters appear in the English textbook, and calculate the result. The results showed that there are three aspects of religious values: ritual, social and material and the majority found in the textbooks was material aspect. In addition, there are two ways how Islamic characters are represented in the textbooks: visual and non-visual. The second result showed that the dominant value aspect is visual. This implies that English textbooks used by senior high school do not focus on ritual, social and non-visual aspects in developing English textbooks. Therefore, this English teaching material need to be intensively implemented in the future in the EFL classroom to find the strengths and weaknesses of this English material.

Keywords: *English textbook, Islamic character, religious values, senior high school*

INTRODUCTION

In teaching and learning processes, textbooks have the main role in the classroom. To improve pupils' learning experience and competence, textbook becomes sources of information and an effective tool that support teacher and students. Teachers use relevant textbooks in order to support learners to achieve learners' need in English learning. According to Samiul (2019), textbooks are the sources to accomplish prearranged principles and objectives as pupils need. In other words, carry out successful study inside of the classroom. According to Muhdar (2013), textbook is a feasible promoter for development. Hence, there are three components in textbooks; curriculum, instruction, and comprehension. In Indonesia, writing textbooks must be transformed to the curriculum's need. The latest curriculum applied in Indonesia known as curriculum 2013 (K13) which consists of eighteen values of national characters and cultural education as aspect building in all fundamentals of education. The characters are; religious, honest, tolerance,

discipline, hard work, creative, independent, democratic, respecting achievement, nationalism, patriotism, curious, friendly or communicative, loving peaceful, pleasure reading, environmental caring, social caring, and responsible. Among those characters above, religion is getting the first place which means it is the fundamental element in the textbook. The textbook is designed based on the scripted curriculum in principle. In the learning process, a textbook plays an important role, especially in a school that needs an official textbook as the main reference.

Nowadays, it is revealed that numerous violations such as corruption, intolerance, sexual harassment and violence; this implies that Indonesia faces a moral value crisis. Therefore, a large society appeals to the authority to raise the quality of character building in formal education. According to Sukardi (2016), religious values point out to the establishment of attitudes, behaviors, motivation, and skills, which means values come from religious teaching that will create a good human being. Since educational institutes such as the school play an important role in providing students with a framework or refer to reference for understanding religious values. The textbook as a media of teaching should contain religious values supported by Linarsih (2013) stated Indonesia as a predominantly Muslim country should be aware of Islamic values through Islam characters within English textbooks used by senior high school as these characters can be applied by teachers as media for teaching the pupils.

Some similar studies related to an analysis of English textbooks. Those studies commonly analyzed some aspects of English textbooks such as from Khusniyah & Khomsiyah (2019). They focused on analyzing culture and religious values in an electronic English textbook used in Junior High School grade seventh. The result showed that aspects of socialization and life cycle were the most dominant in electronic English textbooks used by seventh-grade students in junior high school. Next, a similar study is about gender representation in English textbooks used by senior high school. This, English textbook grade eleventh entitled “Bahasa Inggris Stop Bullying Now” was chosen by the researcher. The sixth component becomes main consideration in order to collect the data. Moreover, the result showed that in English textbooks used by senior high school males were more visible in all aspects. Thus, in the English textbook used in XI grade of senior high school, there was an imbalance in gender representation.

In addition, Nadhif (2016) analyzed curricula in Indonesia which represent religious values through character education. the result showed religious values were still questionable in terms of symbols and jargon, religion is highly valued; however, it seems to be only a disguise to silently suppress and marginalize its essential core of teachings. The lack of this study is only focused on religious values in the curriculum rather than Islamic values in an English textbook. Lastly, Kendiani (2020) analyzed the Islamic characteristics in teaching English in one Islamic university in Bengkulu. Total students in English Tadris are 234 students, by using Hery King Homogeny only 127 students were chosen as the sample in this study. The result showed that lecturers implement religious aspects of greeting, clothes, appreciation achievement, democratic aspect and the spirit of nationality aspect.

There were some results from analyzed textbooks such as from Khusniyah & Khomsiyah (2019) found social and lifestyle were dominant values. A study similar to this present research is from Kendiani (2020) who also analyzed Islamic characters but from data that came up from lecturers teaching English in the classroom. Kendani suggested further researcher who has similar interests in term of analyzing Islamic characters in a different area to know more about the Islamic character so it can be utilized by teachers to involving in the teaching and learning process. However, this study analyzed culture and religion value in electronic English textbook for junior high school not the specific one. To fill the research gap, current study only focused on investigate Islamic characters for Senior High School in Bengkulu.

Although there have been numerous studies related to English textbooks in terms of moral and religious values, studies about Islamic characters are still needed in English textbooks used by senior high schools, especially in a wide area. These studies discussed above commonly emphasized general religion, not the specific one. The only study focused on Islamic characters

was conducted by Kendiani (2020). However, this research was conducted at the Islamic University and focused on the process of teaching English. Islamic University is obliged to represent existing Islamic values. So, in this research, it is certain that the researcher will find an Islamic character applied by the lecturers. It contrasts with present research analyzed English textbooks used by Senior High School students. However, few studies are focused on analyzing Islamic characters in English textbooks used by Senior High schools. In addition, as far as the researcher concern, arranging textbooks involving some experts that are concerned in this field but the researcher believe they have different beliefs which means they collaborate and discuss adding religious values in an English textbook. Therefore, the aim of this study can be useful for the teachers, students and publishers in the teaching and learning process. As a guideline, the following questions are addressed in this study.

1. What Islamic characters are represented in English textbook of Senior High School?
2. How are Islamic characters represented in English textbooks of Senior High School?

METHOD

This current study used mix method design to investigate religious value. In brief, quantitative method was used to identify the occurrence and frequency of occurrence of the Islamic characters. However, a more qualitative method was used in this research to describe what happens in procedures and it is useful in this research. The researcher describes and examines behavior, experience, beliefs, thought, and investigates the subject's background in the context using a qualitative methodology (Sukmadinata & Riyanto, 2011). In simple words, the data will deliver through description which can be derived from written or oral words gained from observing people. To describe a place, fact, and characteristic of a population systematically is the aim of descriptive qualitative. The method was chosen in this study because it is the most appropriate method related to the problem which is to be discussed. In the other words, this study would find out what are Islamic characters and how it represented in the English textbook of the tenth grade of senior high school. The researcher took an English textbook of the tenth grade used in the senior high school published by the Ministry of National Education and Culture revision 2016 as the subject of the data. The sample of the book is namely; Bahasa Inggris SMA/MA/SMK/MAK Kelas X, Bahasa Inggris SMA/MA/SMK/MAK Kelas XI, Bahasa Inggris SMA/MA/SMK/MAK Kelas XII and the latest version and published in 2017.

In this study, the critical discourse analysis (CDA) methodology was applied as the appropriate research design to answer the proposed research questions. Setyono & Widodo (2019) stated that CDA is one of the best ways to analyze value-laden implicitly and explicitly represented and constructed in text. This research focused on acknowledging meaning not only in written discourse but also in visual images. Fahriany et al. (2019) believe that signs have a role in society and can be part of social life. In this case, the Islamic value in the selected textbook was analyzed including three aspects; ritual, social and material (Rohmah, 2012). In analyzing the Islamic characters in visual images and texts, this study employed Richards & Renadya's (2002) framework for CDA. Based on this framework, visual images and texts carry contents, social relations, and subject positions and their analysis can disclose the Islamic characters in the selected textbook. The researcher focused on analyzing the visual and non-visual related to Islamic characters of a selected English textbook.

Furthermore, these English textbooks were chosen mainly for practical reasons: 1) ten, eleven, and twelve grades English textbooks are commonly used by teachers such as in SMA/MA/SMK/MAK; 2) the English textbook is arranged by standardized of the ministry of education and culture; 3) a few aspects need to be considered by a publisher when they design the English textbooks especially religious values and the way they present it with an English textbook; (4) the teachers usually used English Textbook as media in teaching and learning process which means it plays an important role for teachers and students.

The Data Collection Techniques

Documentation is the way of collecting the data in this study. The textbook, novels, journals, meeting minutes, logs, announcements, policy statements, newspapers, transcripts, birth certificates, marriage records, budgets, letters, and email messages are including documentation analysis because it can be both written or text-based or non-written records (photographs, audiotapes, videotapes, computer images website, musical performance, televised political speeches, YouTube videos, etc.) This is the 2013 curriculum English textbook entitled “Bahasa Inggris Kelas X, XI, XII”. Then the researcher analyzed chapter by chapter which focused on Islamic characters' representation. Since the purpose of this research is to find out Islamic characters in English textbooks. Document and review uses in this study. Finally, the researcher put a sign on the research instrument table after observing each page of the three grades English textbook due to count the number of Islamic characters in the English textbook used by Senior High School.

The Data Analysis Technique

After collecting the data from the textbook as a document in this study the data were analyzed qualitatively and reported descriptively. The researcher analyzed the document by using an analysis procedure by carrying out some steps, they are: 1) reading an English textbook from grades tenth to twelve Senior High School the latest revision. 2) identifying the Islamic characters. 3) collecting the Islamic characters in the English textbook. 4) classifying certain types of Islamic characters proposed by (Rohmah, 2012). 5) counting how many Islamic characters appear in the English textbook. Finally, to calculate the percentage of the result, we used the formula proposed by Suryana (2013) to find out the percentage of Islamic characters. To obtain the data in this study, the researcher address the possible Islamic Characters find English textbook for three grades in senior high school. Below are an example:

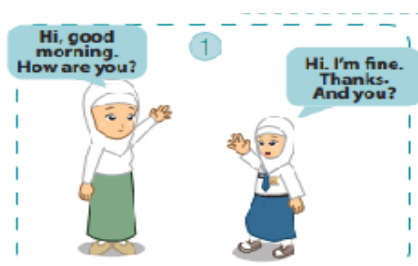


Figure 1. Islamic Character (material)

As indicated in the picture above. There are two students wearing school uniforms and wearing white hijabs. Based on the situation above they are greeting each other. The picture above is categorized as a material character because the hijab worn by two students represent Islamic value. Additionally, material character is something that become identity, distinctive, feature constant characteristics that contend contingent experience that is always change (Soetarjo, 2012) The picture above is categorized as a ritual value because the hijab becomes the identity of every Muslim woman in this world. Thus, when other people see someone wearing a hijab they can immediately guess that person's religion.



Figure 2. Islamic Character (ritual)

The picture above shows that some people are praying. The people in the picture are wearing the equipment and clothes that are usually used to perform prayers. The picture above is categorized as ritual Islamic characters because prayer activities show the rituals of Muslims in worshipping their God. Prayer is one of the most important means in the relationship between Muslims and Allah SWT. Prayer is also a means of communication for the Muslim soul with God. Prayer also has a very important and fundamental position in Islam, which cannot be equated with other worship.

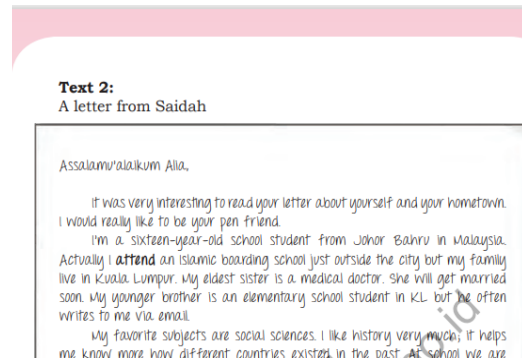


Figure 3. Islamic Character (Social)

Based on the picture above, in the picture, there is the sentence "Assalamuallaikum" at the opening of the letter written by Saidah. The word 'Assalamualikum' is categorized as a social aspect in Islamic character because 'Assalamualaikum' is one way that represents Muslims greeting other Muslims. Saying a greeting especially 'Assalamualaikum' is one of the means to strengthen the unity of the Muslims and remove envy and hatred from the heart.

Validity and Reliability

The key aspects of all research are validity and reliability. These aspects can differentiate between good and poor research. In order to evaluate the inter-rater reliability in this study, the researcher implemented Cohen's Kappa coefficient analysis. A postgraduate university of Bengkulu that has already study about this topic was chosen to determine reliability. First, she will be trained on how to identify and classify Islamic characters in three grades English textbooks. Then, all books were given to the co-rater and she analyzed them using the same instruments. Finally, the result from the co-rater and inter-rater were compared. According to (Mizumoto & Chujo, 2015) cohen's kappa score is considered "poor" if less than 0.20, "fair" between 0.21-0.40, "moderate" between 0.41-0.60, "good" between 0.61-0.80, and "almost perfect" between 0.81-1.00. After comparing the Cohen's Kappa score between co-rater and inter-rater the results can be seen below:

Table 1: Co-Rater Reliability Results

No	Types of analysis	Cohen Kappa score
1.	Ritual	0.80
2.	Social	0.75
3	Material	0.84
	Mean	0.80

As can be seen in the co-rater reliability results, the result was 0.75 which can category as "almost perfect". Several discussions were passed to resolve some differences between the researcher and co-rater to achieve an agreement.

FINDINGS AND DISCUSSION

FINDINGS

Islamic characters found in English textbooks used by senior high school

Related to the objective of this study which analyzes Islamic characters in English textbooks used by Senior High schools. In this research there are three Islamic characters proposed by Rohmah (2012) were chosen; materials, socials, and spirituals. The materials characters refer to appearance or things that find in the textbook. Socials refer to the value that can apply by other people, and spirituals refer to steps or gestures that describe daily prayers. The researcher focused on Islamic characters in terms of visual and non-visual in English textbooks used by senior high schools. The analysis results are shown in the table below.

Table 2: The Categories of Islamic Characters

Grade book	Category		
	Rituals	Socials	Materials
Bahasa Inggris SMA/MA/SMK/MAK KELAS X	1	2	8
Bahasa Inggris SMA/MA/SMK/MAK KELAS XI (Stop Bullying)	0	3	2
Bahasa Inggris SMA/MA/SMK/MAK KELAS XII	0	0	11
Total	1	5	21

Table 2 above shows that in the first-grade English textbook analysis it was found that there are three Islamic characters; rituals, socials, and materials. However the dominant is the material category. Furthermore, second-grade English textbooks used by senior high school only found two Islamic characters, socials and materials. From the data, it is shown that social character is more dominant rather than material. Unfortunately, the ritual character was not found in this English textbook. In addition, for the third-grade English textbook, the researcher only found materials with Islamic characters and there are no ritual and social characters. The accumulation of all of the Islamic characters represented in the three-English textbook related to Sudjino formula to find out the percentage of the data there were 78% materials, 18% socials, and 4% rituals. The data show that the highest percentage of Islamic characters found in the three-textbook were materials. It means that these three-textbook existing pictures are related to Islamic characters.

The way Islamic characters are represented in English textbooks

After describing and analyzing Islamic characters in the three English textbooks, then the researcher classified the second research question as about the way Islamic characters represent in English textbooks used by Senior High School. The researcher found two ways of Islamic characters are represented in the textbooks, namely visual and non-visual.

Table 3: Visual and Non-Visual Results

Grade Book	Category	
	Visual	Non-visual
Bahasa Inggris SMA/MA/SMK/MAK KELAS X	6	5
Bahasa Inggris SMA/MA/SMK/MAK KELAS XI (Stop Bullying)	2	3
Bahasa Inggris SMA/MA/SMK/MAK KELAS XII	10	1
Total	18	9

The first thing Islamic characters were represented was through visuals which means Islamic characters showed through a picture in the textbooks. The picture is one of the instructional media to teach students. Most of them are interested in the picture because in the picture there are some colors and designs which can catch students' attention. Therefore, the Islamic characters also can be introduced through the picture which can be seen below. In this research, the researcher found some Islamic characters represented through the picture in the textbooks. There was a visual Islamic character represented in the pictures related to the example as follows.



Picture 1



Source: Dikemas Kemdikbud
Picture 2.21

Picture 2

In addition, non-visual Islamic characters were found in the three-English textbook. It means Islamic characters represent through reading passages, exercises, or instruction part. Reading passage also is a good way to introduce Islamic characters to students. When those Islamic characters were represented through reading passages, it was implicitly taught to the students about Islamic characters. Then, exercise is one of the teacher's ways to measure students' understanding of the materials. There are a lot of exercises found in the textbooks, and some of them represented Islamic characters. Here are the examples of non-visual Islamic characters found in three English textbooks.

1. *Muslims perform prayers at least five times a day.*
2. *Ahmad _____ (never be) to Mecca before last week's trip to Masjidil Haram.*

Regarding table 3 above, the researcher could be concluded that the ways Islamic characters are represented in three grades of English textbooks used by the senior high school in Indonesian frequently employed visual characters. It means the three-English textbook dominantly consisted of pictures of Islamic characters such as a female wearing hijab, a male wearing a black hat and other characters. Since English textbooks play important role in the teaching and learning process as means of accessing information because of a lot of information. Throughout these textbooks, Islamic characters can be used as materials to support teachers and students in the teaching and learning process. In addition, from Islamic characters found in the three-English textbook, the textbooks indicate that English textbook used by senior high school promotes Islamic characters.

The word "character" that now in English is labeled character mentioned by Wynne in 1986 appears in distinction Greek and the meaning is "impression". It is spotlight the way how to implement appreciation from generosity through activity or attitude. Therefore, the word "character" is commonly appropriate for a specific identity where the character can be categorized as a personal character by someone if she/he has good behavior and attitude. For now, in line with (Karolina, 2018) the mark of "character" can be understood just as *chiseled*. He combined a particular character and formed it into several elements such as someone has intellectual, principle, and moral aspects with the norma. Taken away from the two theories raised, the readers can sum up, that characters consist of two elements i.e. values and personality. Then, the phrasing of character terms in the agreement with the Big Indonesian Dictionary in 2008 is explained as psychiatric or moral characteristics which differentiate one person from another; character or personality (Karolina, 2018). The further explanation cited about the character by Sutrisna (2021)

has disclosed that the term characteristics of a character are pursued; character refers to who you are when nobody is seeing at you, a character formed by values and beliefs, and character refers to custom that grows into the second personality, the character is not focused on fame or people opinion about you, the character is not about how great you are than others, and character is not about relationships.

1. Islamic characters represented in English Textbook used by Senior High School in Bengkulu

In curriculum 2013 (K13) The Ministry of Education and Culture has settled base on the character education which fixed in 18 standards of cultural education and national character. Since those 18 characters, schools can administer further character or cut down it related to the needs of learners. Those 18 characters are supposed by KEMENDIKBUD (2010: 9-10) in Abidin (2012: 67-68); religious, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, friendliness/communication, love of peace, reading interest, environmental awareness, social awareness, and responsibility. The religious became the first point in the character, which means religious as fundamental of those character proposed by the ministry. In this context, religious hopefully can encouraging moral confrontation that currently is appearing in Indonesia. Accepted or not accepted while there is an enormous confrontation in civilization. Through demanding our most helpful budget, especially children, atrocity opposed to close friends, adolescent break in, dishonesty action. bullying conduct at school environment, and altercation. The impacts are quite genuine and can't tolerate as a simple habits because this activity can be categorize as criminal acts (Karolina, 2018) From those 18 aspects, the researcher only focused on religious aspect especially analyzing Islamic characters in English textbook used by senior high school (SMA). As far as I concerned Indonesia has various religions and the biggest one is Muslim. Through this study, the researcher analyzed what Islamic characters represented in English textbook and the results as follows;

There are three categories of Islamic characters stated by Rohmah (2012). Based on first research question, the highest category is the material. Material Islamic character aspect refers to appearance of Islam religion such as a female wearing viel/hijab represents Islamic value. Taj Mahal is royal heritage of Islam. It can be called as a form of religious tolerance. Because people who come to Taj Mahal are not in the same religion but multi-religious. It teaches students to being a respectful to other religions and indirectly, teach tolerance in the classroom. Thus, it's included as material dimension. In term of social aspect, it represented the relation between islam and social. For example "Assalamullaikum Alia" on page 5, the greeting form of Assalamuallaikum represents the way Muslims greet to others. it shows the dimensions of socials. This proves that three grades of English Textbook used by senior high school consist of Islamic character especially material aspect. In line with (Yanuarti, 2018) Islamic character is amount where someone act right habits within his/her religion like following prayer, self-restraint, donation, and etc. Islamic characters included in English textbook used by Senior High School in Bengkulu is useful for teacher in order to teach attitude aspects for students. Through islamic elements teacher may be able to share new knowledge and connect it into students real life.

2. The Way Islamic Characters are represented in English Textbook used by Senior High School in Bengkulu

Related to the second research question, the way Islamic characters represented were through two versions. Visual and non-visual version. The results showed that the Islamic characters frequently represented through visual version such as male picture, Islamic building and so on. The statement for this finding that author or publisher of three-grades English textbook emphasized on visual Islamic character cause it's quite interesting for students especially senior high school to learn by visualizing a character. Therefore, visual Islamic characters are expected

to engage students' motivation and help them in learning English through more interactive. Furthermore, the Islamic characters which were presented in the English textbooks also could give students understanding about the importance of Islam in daily life. The visual Islamic characters can be applied by the teachers to remind students what are the impacts of religion for students life, and the teachers can select the characters with aimed to meet students needs and wants of the students in such a context an situation.

From the results above, it can be interpreted that most of English textbook used by Senior High School applied visual and non-visual Islamic characters. Additionally, the most dominant Islamic were found visual Islamic characters. It obvious that English textbook used by Senior High School realized that Islamic character in English textbook is necessary. Furthermore, Islamic character can made students study the appropriate attitude regarding Islamic character. In addition, the findings of this study are consistent with the previous study by Darmayenti et.al (2021) revealed that religious characters in Islamic higher education obtained (88.5%) which means religious characters frequently found in Islamic higher education. Next, related study conducted by Izgar (2019) focused on religious education course in terms of values education particularly in Turkey. The finding of his research revealed that values were attempted to be given to the students in religious culture and ethics course book predominantly on the basis of direct training approach.

CONCLUSIONS

Regarding the results and discussion above, it can be summarize that the Islamic characters represented in the three-English textbook used by Senior High School. The results showed that there were twenty seven images represented Islamic characters in three grades English textbook. Image deals with ritual dimension, five images compromise beside social aspect, and twenty one images compromise beside material aspect. It can be concluded that material dimension was the dominant represented in three grades English textbook. Moreover, the second research question result showed that there were eighteen visuals Islamic characters and nine non-visual Islamic characters. It can be seen that Islamic characters frequently represented through visual version rather than non-visual. Indonesia known as the religious country and tent six religions should be regard around entirely spiritual values in the territory of discipline.

Textbook is the media or tool in teaching process, it should advocate the spirituality values in the act of it is absolutely meaningful for students and teachers. Further, essentially Indonesian ELT textbook popularize Islamic character in knowledge especially in English textbook used by senior high school rather than farther spirituals. In addition, language and religion should be studied as interdependent aspects which cannot be carry out one and another. Seem like Indonesians are habitually spiritual, scheming textbooks or enterprise for apply inside English language classroom content allow receive spirituality appreciate became deliberation. Then, teachers and authors reading text, dialog text, and instruction text. As evaluators and users of ELT textbooks, English teachers should develop into an effective member regarding electing suitable ELT textbook, criticizing and testing the religious values sources, and offering evaluation for the next administrators.

This study examine the Islamic characters in English textbook used by Senior High School published by Ministry of Education and Culture. The present study was limited in its methodological design because the researcher took three-grades Senor High School. For more comprehensive data, further researchers are able to conduct similar research by focusing comparing two major English textbook such as between Senior and Junior high school. It's also hope, the next study will conducted the same topic but in the specific one such as analyzing Islamic characters in reading skill. It implies that English textbooks material based on Islamic characters provide the students with particular knowledge to respond or communicate for English subject. Therefore, this English teaching material need to be intensively implemented in the future in the EFL classroom to find the strengths and weaknesses of this English material.

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APPENDIX 1

INSTRUMENT

The visual Portrayal of Islamic characters in the Textbook, “Bahasa Inggris SMA/MA/SMK/MAK KELAS X”

[adapted from the table “The Portrayal of Values in the Textbook” in Widodo (2018)]

Chapter	Theme	Visual artifact	Description	Pages	Islamic Characters		
					Rituals (refers to)	Socials (refers to)	Materials (refers to)
1	Talking about self	an individual picture 	A female student wearing a hijab/viel, the blue bag and bring books	1			√
2	Congratulating and complimenting others	Two person in a picture 	A female wearing pink viel/hijab, blue bag and bring books	35			√
		Group students in a picture 	A female wearing viel playing a ball with her friends	36			√
4	Which one is your best gateway	Building 	The picture of building Taj Mahal and trees in front of the building	58			√
5	Let's visit Niagara Falls	Two individual picture 	Picture a female wearing grey viel/hijab in front of the whiteboard	70			√
10	B.J habibie	An individual man	B.J Habibie wearing black hat that usually	132			√

			represent a muslim man				
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The non-visual Portrayal of Islamic characters in the Textbook, “Bahasa Inggris SMA/MA/SMK/MAK KELAS X”
[adapted from the table “The Portrayal of Values in the Textbook” in Widodo (2018)]

Chapter	Theme	Visual artifact	Description	Pages	Islamic Characters		
					Rituals (refers to)	Socials (refers to)	Materials (refers to)
1	Talking about self	A letter	Assalamu’al aikum Alia, Wassalam	5		√	
4	Which one is your best getaway?	A description text	The greatness of the nature will make you feel very small and price God	65		√	
5	Let’s visit Niagra Falls	In the table of passive voice	Muslims perform prayers at least five times a day.	76	√		
11	Cut Nyak Dhien	A description text	Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar.	145			√
14	Strong Wind	Grammar exercise	Ahmad _ (never be) to Mecca before last week trip to Masjidil Haram.	189			√