

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a set of rules which is used human as a tool of communication. To express our feeling, idea, emotion, attitudes, and experiences and share information with each other humans need language. Between language and people there is close relationship because the development and growth of language walk together with the development of people's lives. Language as a means of communication is very important, so people have to master it. As human and technology develop, it is impossible to meet all human needs without interacting with other people who have different social, cultures, and language conditions. People must learn not only their mother tongue, a language which only functions in the family or area where they live, but also an international language used in international world, that is, English.

Hutajulu and Herman (2019:29) states that language is as the tool of communication that has the essential part in making communication. Furthermore Vyvyan (2014:1) as cited in Pasaribu, Herman & Hutahean (2020:12) states that language is central to our lives, the cultural tool that arguably set us apart from other species, central in our life is communication with other people, to socialization with society, and culture.

The use of textbooks in English as a Foreign (EFL) classes has been one of the most important sources of information on the culture and language. Affirmed by Francis (1995), foreign language textbooks and classrooms often neglect the key information about the target language culture that actually would help students reach a cultural understanding to support their linguistic knowledge.

Prior studies (Francis, 1995; Turkan, 2002, and Aliakbari, 2004) discovered that English language education in elementary through high school levels is reliant on massively produced conventional English language textbooks that decelerate the teachers' endeavors to integrate the target culture into language teaching and learning. Those textbooks are produced massively for English as a Foreign Language (EFL) and English as a Second Language (ESL) applied all over the world and aim, in the first hand, to meet the needs of language learners, so that they can function linguistically and culturally well in English communicative acts (Turkan and Celik, 2002).

Consequently, it is really important that these textbooks embrace the vital elements to teach the language, its culture, and are appropriate for learners' needs. However, certain aspects of the target culture are not always represented in these textbooks. As a matter of fact, many experts summarized that one of the learner factors that needs to be considered in materials selection is their socio-cultural background (Turkan, 2002). This socio-cultural background can be seen on the local wisdom of the related culture.

Local wisdom is knowledge and experience related to day to day living, occupations and culture that had been passed on from generations to generations

(Sungsri, 2012). This knowledge and experiences are still useful for people today because they deeply relate to their way of life. If this local wisdom is well looked after and promoted, they can be very good sources of knowledge, information and guidelines for quality of life development of people (Sungsri, 2012). Alongside with providing linguistic and topical content which necessarily reflects the ideology inherent in the ESL context, textbooks could be a major source of cultural element. Since today's English textbooks for junior high school provided a large number of pictures, hence those pictures are expected to represent the target culture. Stokes (2002) affirms that the presence of visual elements in today's teaching and learning in increasing the integration of images and visual presentations with text in textbooks, instructional manuals, classroom presentations, and computer interfaces is broadened. Visualizations help make sense of data that may have seemed previously inarticulate (Kress, 2004).

Pictures may symbolize particular things. According to Kress (2004), all of these symbols drawn in the pictures are social meanings, and specific to a particular culture. Kress and van Leeuwen (2006) offered a framework namely visual grammar to analyze components of picture, of drawing, which include the structure of form of space and compositional layout which determines the illustrator's point of view. This study is intended to identify how local wisdom is represented in the pictures contained in English textbooks for junior high school by using the standpoint of visual grammar theories and other supporting theories regarding local wisdom which may include values and habits.

The topic of study the writer chosen because it seems to be a common practice that foreign language textbooks frequently fail to notice conclusions made in studies (Francis, 1995, and Turkan, 2002) that investigate the presence of cultural element in textbooks, and overlook the essential information about the target language culture that would help student reach a cultural understanding to accompany their linguistic knowledge.

In this section, the writer will describe the preliminary research that the writer has done about local wisdom in pictures contained in English textbook on October 17, 2020, in this studies, the writer analyze the English textbook, entitled: Bahasa Inggris, When English Rings A Bell (untuk SMP/ Mts kelas VII).

In this preliminary research, the writer will use some pictures to show that the illustrations can be represented in local wisdom. So through these pictures, the writer can know that in the English textbook When English Rings A Bell there are local wisdom types.

Based on the writer's observations of the textbook When English Rings A Bell the author of the textbook by Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah, in 2016, the writer found the types of the local wisdom in pictures contained in English textbook.

In this section, the writer can see from the table and pictures in appendixes explain that each pictures that are in the appendix can be illustrate in several types of local wisdom. In appendix 1 in picture number 1, there are 2 types of local wisdom which is contained in the picture, namely: peace-social harmony and peace-positive thinking. In appendix 1 in picture number 2, there also have 2

types of local wisdom which is contained in the picture, namely: peace-courtesy and peace-positive thinking. In appendix 1 in picture number 3 there are 2 types of local wisdom, they are peace-social harmony and peace-positive thinking. In appendix 1 in picture number 4 there are 2 types of local wisdom which is contained in the picture, namely: well-being-discipline and peace-positive thinking. In appendix 1 in number 5 there are also have 2 types of local wisdom, namely: peace-social solidarity and peace-positive thinking. And next into appendix 2 in picture number 1 there are 4 types of local wisdom in the picture, namely: peace-social solidarity, well-being-hard work well-being-mutual cooperation, and peace-positive thinking. In appendix 2 in picture number 2 there are two types of local wisdom, namely: well-being-health and peace-positive thinking. In appendix 2 in picture number 3 there are two types of local wisdom in the picture, namely: religious and peace-positive thinking. And the last in appendix 2 in picture number 4 there are three types of local wisdom also, which is contained in the picture, namely: well-being-health, well-being-discipline, and peace-positive thinking.

Based on the explanation above, local wisdom in pictures contained in textbook *When English Rings A Bell*, the writer found there are several types of local wisdom in the English textbook. The types of local wisdom classify by Sibarani (2014:135) that local wisdom has two types that are peace, and well-being. Each type is also divided into several parts. Through the result obtained from the table above, the local wisdom contained in the English textbook is social harmony, positive thinking, courtesy, social solidarity, discipline, hard work, mutual cooperation, and health.

Based on the results of the research, to find out the types of local wisdom is represented in the pictures and to find out the dominant types of local wisdom in the pictures of English textbooks, the writer will identify, classify and analyze the pictures from the English textbooks. Where when students study English textbooks, students not only get teaching about other languages, but also get good values that have existed since ancient times and are still very suitable for use for today's young generation. Aside from that, English textbook, entitled: When English Rings A Bell is suitable and recommended for use by English teacher. This makes the writer interested in conducting research with the title "Local Wisdom in Pictures Contained in English Textbook: An Analysis of Illustration in English Textbook for 7th Grade in Junior High School".

1.2 The Problem of the Study

The study is aimed toward answering the following question:

1. What is local wisdom types represented in the picture contained in English textbook for the 7th grade in Junior High School?
2. What is the dominant of local wisdom types in the English textbook for 7th grade in Junior High School?
3. What is the benefit of local wisdom of the 7th grade in Junior High School students in studying English textbook When English Rings A Bell?

1.3 The Objective of the Study

The objective of this study as follow:

1. To find out local wisdom types represented in the pictures contained in English textbook of 7th grade students in SMP Swasta RK Deli Murni Diski; entitled “Bahasa Inggris, When English Rings A Bell (untuk SMP/Mts kelas VII).
2. To find out the dominant types of local wisdom of the English textbook of 7th grade students in SMP Swasta RK Deli Murni Diski; entitled “Bahasa Inggris, When English Rings A Bell (untuk SMP/Mts kelas VII).
3. To know the benefit of local wisdom of the English textbook of 7th grade students in SMP Swasta RK Deli Murni Diski; entitled “Bahasa Inggris, When English Rings A Bell (untuk SMP/Mts kelas VII).

1.4 The Scope of the Study

The study investigates only how local wisdom was represented in the pictures contained in selected English textbook “When English Rings Bell” of 7th grade of Junior High School. The selected textbook is the one that assess some eligible experts of textbook material development and having the national standard, BSE. Since there are numerous elements of pictures, the study, only analysis certain elements of pictures and compositional layouts which include color, setting, clothing and gaze.

This study also discussed about types of local wisdom according to Sibarani (2014:135) local wisdom classify into two parts, namely local wisdom that is

useful for improving welfare and local wisdom is useful for creating peace. For each types also classify into several types, that are peace has seventh types namely; courtesy, honesty, social solidarity, social harmony and conflict resolution, commitment, positive thoughts, and gratitude. For well-being there are eight types, namely; hard work, discipline, education, health, mutual cooperation, gender management, preservation and culture creativity, and environmental care.

1.5 The Significances of the Study

Based on the explanation above, this study has some benefits as theoretically and practically presented below:

1.5.1 Theoretically

2. The results of this study are expected to contribute and give some informative inputs to teaching and learning English as a foreign language in terms of theory, profession and practice.
3. From the theoretical perspective, this study is expected to guide materials developers/picture editor or textbooks writers to identify proper cultural elements to be integrated into the materials/pictures.

1.5.2 Practically

1. For the writer, this study useful in the future when the writer to be a teacher or lecturer to teach the students when used textbook so the writer can give good teaching thought the textbooks, not only English lessons, but also been embedded since time immemorial and good habits through illustrated pictures in English textbook, because in the textbook there are various kinds of local wisdom, which means good habits and have existed since time immemorial.

2. For English teacher, the finding hopefully could offer some suggestion to help the English Language teachers and educations in Indonesia to select the textbooks to be the used in the classroom. In Indonesia, it may encourage other researchers to follow up and develop the study further.
3. For students English department who will use this research, hopefully, it will be useful to add to your insight in making research or doing research on analyzed textbook When English Rings A Bell contained pictures of local wisdom.
4. For another researcher, the findings of the study will be useful to be a reference that is related to local wisdom in pictures use English textbook.
5. For students and the public who read this research, the authors hope that in this research will be useful to add insight and knowledge for students and the community, especially in the field of linguistics, that is types of local wisdom and can represented local wisdom from the textbook.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Linguistic

In defining the term, experts had come to different ideas of what linguistics is. Richard and Schmidt (2002), for example, defined linguistics as “the study of language as a system of human communication”. They further stated that linguistics includes many different approaches to the study of language and many different areas of investigation, for example sound systems (phonetics phonology), sentence structure (syntax), relationships between language and cognition (cognitive linguistics), meaning systems (semantics, pragmatics, functions of language), as well as language and social factors (sociolinguistics).

Then, several specialized branches of linguistics have also developed in combination with other disciplines, example applied linguistics, anthropological linguistics, psycholinguistics, forensic linguistics. From this definition, then, one can say that linguistics is a field of study that concerns with language. In the other words, linguistics is the scientific study of language. As it is concerned with language, then, the object of its study will be things that are related to language, such as: sound system, sentence structure, meaning, and other language components.

Languages have a close relation to culture. However, the relationship between language and culture has become an interesting subject to learn. This phenomenon is one of the subjects in anthropolinguistic study.

Anthropolinguistics is the study of human culture through the meaning of language use that is related to where they live, namely nature. Anthropolinguistic is a part of science that focuses on the study of languages in anthropological concept. Duranti (1997:2) states that anthropological linguistics is a study of language as a cultural resource and speaking as a cultural practice.

Hymes (1963:277) states that anthropolinguistics is the study of speech and language within the context of anthropology. Foley (1997:3) states that anthropological linguistics is viewing language through the prism of the core of anthropological concept, culture, and such as to uncover the meaning behind the use, misuse, and non-use of language, its different form, register, and styles. It is an interpretive discipline peeling away at language to find cultural understanding. One of the research objects in anthropolinguistics is local wisdom.

Based on explanation above, the writer summarizes that linguistics is the study of language. Language is the single best means of communication that only humans have. People whose profession is related to language need to learn and have knowledge of linguistics, because linguistics will give us an understanding of the nature and ins and outs of language. According to the researcher, after connecting several definitions according to experts, the researcher can understand that linguistic is divided into several types, and one of them is anthropolinguistic. One of the object of anthropolinguistic is local wisdom, and according to the title taken by the researchers regarding local wisdom, for that researcher use theories from these expert.

2.2 Local Wisdom

Local wisdom is inherited from one generation to another orally. Local wisdom is a science that is obtained from the local community, and it can be used to regulate human life to become good human beings, to achieve peace and prosperity. Sibarani (2014: 115) states that the local wisdom is the positive value of culture. It means that the positive values of the culture in the past are still appropriate nowadays for the young generation. The local wisdom that comes from the positive values of culture can be used and applied wisely (Sibarani, 2017:13-14). Local wisdom is good ideas of wisdom, value, virtue, guide, coming from societies.

The local wisdom is the local genius or community's wisdom deriving from the lofty value of cultural tradition to manage the community social order or social life. This definition emphasizes wisdom to manage the social life that comes from noble culture. Local wisdom is the value of local culture, having been applied to wisely manage the community's social order and social life. It means that emphasis on cultural nobility is used to manage the social life. To manage social life means to solve the social problems of societies such as crime and poverty. Sibarani (2018:2) states that local wisdom is the indigenous knowledge or local wisdom of a society to make peace and improve the community welfare.

It means that the local wisdom is a basic thing to build the characters of humans from childhood to adulthood. There are two types of the cores local wisdom, namely: local wisdom for people's welfare or prosperity and local wisdom for human beings' peacefulness or goodness. The local wisdom which is

used to increase the welfare includes hard work, disciplines, education, health, mutual aid or cooperation, gender management, cultural creativity and preservation, and environment care. The local wisdom having purpose to create peacefulness comprises politeness, honesty or integrity, social loyalty, harmony, commitment, positive thinking, and compliment.

Verification in research is achieved by measuring knowledge in relations to the material world. According to Kartodiharjo, local wisdom is a kind of cultural knowledge possessed by a specific community that covers their management of natural resources, including their relationship with nature through wise and responsible patterns of use. This is evident in each local culture. Local cultures usually have life systems that are in conversation with the natural environment where they live. Groups that live in coastal regions have advanced life ways connected with the sea, and depend on the sea for their natural resources. Local wisdom is a phenomenon that shapes the ability of how members of cultural communities who depend on natural resources are able to manage and regulate natural resources in the environments they inhabit.

Local wisdom is knowledge and experience related to day to day living, occupations and culture had been passed on from generations to generations (Sungsri, 2012). If this local wisdom is well looked after and promoted, they can be very good sources of knowledge, information and guidelines for quality in life development of people (Sungsri, 2012). Therefore, it is necessary to apply this local wisdom on the educational field. As proposed by Turkan (2012), the socio cultural background is one of the learner factors that need to be considered in

materials selection, yet as affirmed by Francis (1995), foreign language textbooks and classrooms often ignore the conclusions drawn in studies that investigate the presence of cultural element in textbooks, and neglect the key information about the target language culture that actually would help students reach a cultural understanding to support their linguistic knowledge. Since today's English textbooks for Junior High School provided a large number of pictures, hence those pictures are expected to represent the target culture and its local wisdom. Pictures may symbolize particular things. According to Kress (2004), all of these symbols drawn in the pictures are social meanings, and specific to a particular culture.

If it is focused on cultural values it can also be defined in other ways. Local wisdom is a local cultural value that can be used to regulate the order of community life wisely and wisely. Local wisdom of a culture is belonging to a community whose attitudes and personalities are ripe to be able to develop local potential and resources in making better changes. Values and cultures that are believed to be true become indifferent to the behavior of the local community. Humans have wisdom from three sources, namely cultural values called local wisdom from modern government regulations and from a religious perspective. Of the three sources of local wisdom, humans live their lives in the context of the interaction of the natural environment and the social environment. In his time, the two interaction spaces produced new values and norms that applied to the community and were different from the cultures of other communities.

Sibarani (2014:135) classifies local wisdom into two parts, namely local wisdom that is useful for improving welfare and local wisdom that is useful for creating peace can be seen in the following picture:



Kress and van Leeuwen (2006) offered a framework namely visual grammar to analyze components of picture and drawing, which include the structure of form of space and compositional layout which determines the illustrator's point of view. Visual Grammar framework deals with the way in which depicted elements is combined in visual statements. This framework can be applied in visual study. The presence of visual elements in today's teaching and learning is increasing as the integration of images and visual presentations with texts in textbooks, instructional manuals, classroom presentations, and computer interfaces broadens (Stokes, 2002). Visualization helps make sense of data that may have seemed previously inarticulate.

However, visual or pictures may indicate particular things, and they convey such meaning that has to be interpreted. The use of interpretation of images is a specific language in the sense that images are used to communicate messages that must be decoded in order to have meaning (Emery and Flood, 1998; as cited in stoke, 2002). Therefore, visual grammar framework is an applicable instrument of visual analyses since it deals with the components of pictures such as shapes and attribute, colors, and compositional layout.

2.3 Pictures

Picture is one of learning that can be used to explain the subject matter. Picture is a flat visual representation of an object, person or view and its main purpose is to draw attention to or emphasize a certain think (Sharon, 1977: 78). According to Asnawir (2002: 47), picture is a visual media that produced from photograph. It is everything that formed visually into two dimensions as the outflow of various think. Picture is one of the media used to create the game. Picture used almost for all levels of learning or intelligence. The use of picture as a media or means of delivery of the lesson, not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher (Asnawir, 2002: 54). Pictures refer to visual aid, a means of transmitting information to inexperienced listeners and readers that could not be conveyed by words alone, as stated by Nodelaman (1988).

According to Suprijono (2009) picture is a learning strategy that uses images as a medium of learning, learning by using Picture and picture models will allow learners to know something concrete. Meanwhile, according to Ngalimun (2016)

pictures are a real treat competency information, presentation materials, show the picture of the activities relating to the material, students sort pictures so systematic teachers confirm the order of the picture, teachers instill concept appropriately in teaching materials, inference, evaluation and reflection.

Students can gather pictures about a variety of subjects and give reports to the class. Help the pupils know how and what to look for in a picture. A file of meaningful pictures should be kept Mounting, filing and careful storage is important if the file is to be useful. Use fewer pictures rather than too many so they do not lose their impact. Try to have a picture large enough for the entire class to see rather than having to pass a small picture from person to person. Select pictures appropriate for the age viewing them. Pictures can also be purchased commercially for class use (Sharon, 1977: 78-79).

According to Andrew Wright (1989, 10) there are several roles of picture media:

- a) Pictures can motivate the students and make him or her want to pay attention and want to take a part.
- b) Pictures contribute to the context in which the language is being used. They bring the world into the classroom.
- c) The pictures can be described an objective way or interpreted or responses to subjectively.
- d) Pictures can responses to question, or cue substitutions through control practice.

- e) Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.

According to Sharon K. Zanger (1977: 79), there are several the advantages and disadvantages of picture media:

a) The Advantages:

1. Can stimulate and motivate students to become more observant and express themselves.
2. Is inexpensive, may even be free, and fairly easy to locate.
3. Can be used by an individual or in groups.
4. Can be displayed for as long as necessary so pupils can work at their own rate.
5. Is up-to-date and can bring reality into the classroom.
6. Can be used to introduce, supplement, or summarize a unit.
7. Enriches reading and can help clarify misunderstanding.

b) Disadvantages:

1. Cannot depict motion as film does.
2. If not unique, can seem uninteresting to pupils.
3. Depicting a specific purpose might be difficult to locate.
4. Uneven use of the photo for children and less effective in sight

2.4 Textbook

This part consists of the notion of textbooks which delivers the descriptions of textbooks, the criteria and roles of teaching materials including textbooks. Then, the use of textbooks and the criteria in selecting textbooks are

explained further. Textbooks refer to books used as manual instruction in any branch of study. Albatch and friends (1991) states that textbooks are the most used media for knowledge transmission in school systems especially where financial resources are limited.

2.4.1 The Notion of Textbook

Textbook means an instructional material of English as a subject matter taught at schools and which is designed for specific groups of students in a defined context, such as in a specified educational context within a certain country. A textbook is usually seen an aid to teaching. It is simply one of many possible materials of learning because it helps the teachers and students to achieve the goal of learning. It is used if it can do a better job than any of the other available materials of instruction. Teachers find significant advantages in the textbook which are important to be learned. It usually summarizes a great quantity of valuable information traditionally associated with a particular course. The text can provide a common resource since a copy is commonly in the possession of each student.

While textbook refers to materials used in teaching English as a subject matter in a specific educational context, according to Nunan (2003) course books are not written for a specific group of people, but written for a generalized target group for use in English or non-English speaking countries. The textbooks have significant role as they are considered as primary vehicles for delivering content knowledge, for determining in large measure what goes on in a class and for assessing what students do and do not learn, A majority of teachers consider

textbooks as the only teaching resource (Maffia, Dias, Brauna & Cruz, 2003). So, Textbooks do not only influence what and how students learn, but also what and how teachers teach.

According to Brown (2001: 136) textbooks the most obvious and most common form of material support for language instructions comes through textbooks. Harmer (2007: 182) states the majority of teachers around the world use the textbook to help students and to provide structure and direction for teachers in teaching. Textbook serves to attract students in exploring/following the subject matter they will learn. Tomlinson (2011) says that a textbook provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking.

2.4.2 The Role of Textbook

A textbook has many functions. According to Thomson (2004), the textbook has many functions as follows:

a. Individualization of instruction

A textbook helps students to individualize instruction by enabling them to proceed at their own rate and to a limited extent, according to what they are interested in studying.

b. Organization of instruction

A textbook helps students to organize instruction by providing experiences, suggested activities, recommended reading and question. Written textbook give unity to classroom interaction and are graded to introduce new concepts or contents they build upon what has preceded.

c. Tutorial Contribution

Better, to study, to weigh evidence, and to solve problems.

d. Improvement of Teaching

Textbook is also regarded as a helpful utility which is used by teachers to improve their skills in teaching.

2.4.3 The Use of Textbook

Mulyasa (2013: 39-58) mentions the key to the succeed Curriculum 2013 as follows:

1. School leadership
2. Creativity of the teachers
3. Activities for the learners
4. Socialization of Curriculum 2013
5. Facilities and learning resources
6. Environment of conducive academic
7. Participation of the school community

In the fifth point (e), facilities and learning resources included in the curriculum is one of the keys to the success of Curriculum 2013. This means that the presence of textbooks as a learning resource is also an important element to consider in achieving the success of Curriculum 2013. It should be realized that

until now, the textbook is still a very important source of learning for the students, although there are still many who do not have it, especially for schools that are out of town, the countryside, and in the remote areas (Mulyasa, 2013: 49-50). Mulyasa (2013: 50) adds that in the implementation of Curriculum 2013, the government had already prepared most of the books that are required to be learned by students, including teachers' books and guidance of learners.

Therefore, the selection of textbooks should prioritize primary textbooks, which are 16 directly related to the achievement of specific competencies. Meanwhile the selection of supplementary books should be remained guided by the recommendation or endorsement of the education, and other considerations that do not burden the elderly. Harmer (2001: 304) writes that the benefits and restrictions of textbook use can be easily summarized as follows:

1. The Benefit Good textbook are carefully prepared to offer a coherent syllabus, satisfactory language control, motivating texts, tapes and other accessories such as videotapes, CD-ROMs, extra resource material, and useful web links. They provide teachers under pressure with the reassurance that, even when they are forced to plan at the last moment, they will be using material which they can have confidence in. They come with detailed teacher's guide which not only provide procedures for the lesson in the student's book, but also offer suggestion and alternatives, extra activities, and resources. Students like textbook too since they foster the perception of progress as units and then books are completed. Textbook also provide material which students can look back at for

revision, and at their best their visual and topic appeal can have a powerfully engaging effect.

2. The Restrictions Units and lessons often follow an unrelenting format so that students and teachers eventually become de-motivated by the sameness of it all. And in their choice of topics textbooks can sometimes be bland or culturally inappropriate.

2.4.4 Selecting Textbook

A guide to choose teaching materials in general has been outlined by Department of National Education (Depdiknas). Depdiknas in Abidin (2012: 49-50) explains that there are a number of principles in selecting instructional materials to be aware of the teacher. Those principles include:

1. The principle of relevance this means that learning materials should have relevance to the achievement of standards and basic competencies.
2. The principle of consistency this means that there is a constancy between teaching materials with the basic competencies that must be mastered by students. For example, if there are four different basic competencies that must be mastered by students, then teaching materials to be taught should also include four kinds.
3. The principle of adequacy this means that the material should be adequate in helping students to master the basic competencies. There should not be too many materials. If it is too little, the teaching materials will be helpless to achieve standards of competence and basic competences. Conversely, if it is too many, it will be a waste of time and energy that does not need to learn it.

2.5 Previous of Study

In this section, the writer was taken the review of literature from other journal as principles and the comparison with this research. The following studies offer discussion related to the topic discussed in this research, they are:

The first one is taken from Nenni Triana Sinaga (2021) with a journal entitled “The Local Wisdom of The Mangarau Totok Spell towards Natural Resources in The Simalungun Community: An Anthropolinguistic Study” written compositions: a qualitative study. She discussed about there are some types of the cores local wisdom that is local wisdom for people’s welfare or prosperity and local wisdom for human beings’ peacefulness and goodness. The similarity between “Nenni Triana Sinaga” research and the writer researcher are using the same research design and the types of local wisdom which is an anthropolinguistic studies.

The second one is taken from Raskin Shiddiq Arrasyid (2013) with a thesis entitled “Local Wisdom in Pictures Contained in English Textbook” with the written compositions: a qualitative study. He discussed about the local wisdom contained in pictures, so he also make a different to choose the better textbook. The different between in the writer research is the writer only analysis the local wisdom in the picture of the textbook and suggested that the textbook is good to use. The finding of this study will be used as a reference to analyze local wisdom in pictures contained in English textbook.

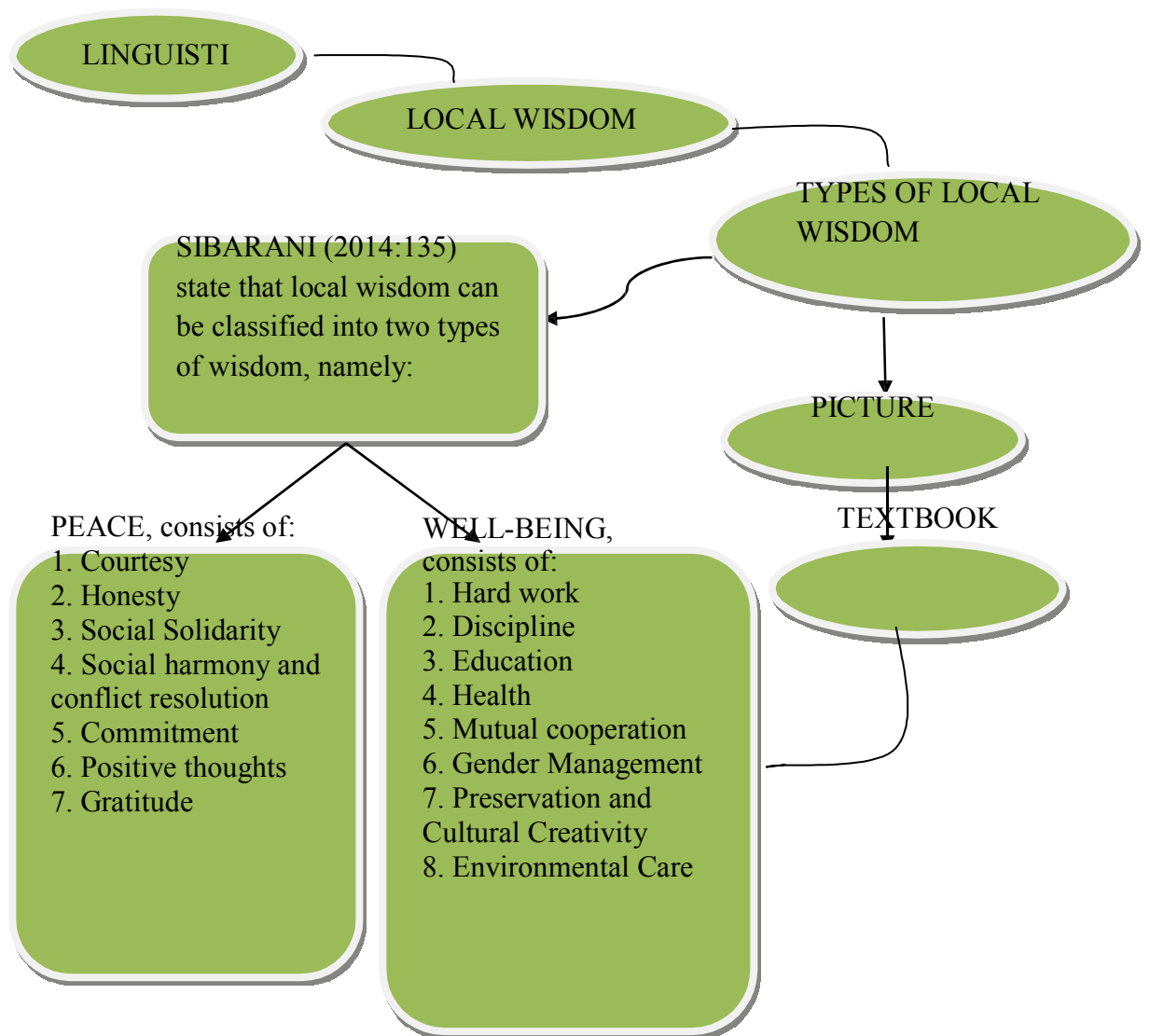
The third one taken from Fitriana Sulistiyaningrum (2015) with a thesis entitled “An Analysis of Characters in the Text of an English Textbook Entitled

Contextual English for Grade XI of Senior High School Regular Program” with the written compositions: descriptive qualitative. She discussed about textbook, the notion of textbook, the use of textbook, the role of textbook. The similarity between the writer research area what is textbook and the cores of the textbook. This finding of this research will be used as a reference to analyze local wisdom in pictures contained in English textbook.

The fourth one is taken from Yaumil Ainin Pradina (2014) with a thesis entitled “The Effect of Picture and Picture Learning Model towards Science Outcomes for Students with Hearing Impairment in the Class VII” with the written compositions: Quasi-Experimental. She discussed about the pictures as learning model towards science outcomes. The similarity between Yaumil Ainin Pradina research and the writer research are the meaning of pictures. This finding of this study will be used as a reference to analyze local wisdom in pictures contained in English textbook.

The fifth one taken from Robert Sibarani (2018) with a journal entitled “The Role of Local Wisdom In Developing Friendly City” this research use descriptive qualitative. He discussed about character, local wisdom, and anthropolinguistic. The similarity between Robert Sibarani research and the writer research are local wisdom. The finding of this study will be used as a reference to analyze local wisdom in pictures contained in English textbook.

2.6 Conceptual Framework



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research the writer used descriptive analysis which is qualitative in nature. The study investigates and describes the occurrences in the form of local wisdom is represented in pictures contained in English textbook “When English Rings a Bell” for the 7th grade in Junior High School. Qualitative research, in contrast focuses on understanding social phenomena from the perspective of the human participants in the research. Descriptive qualitative research is a study designed to obtain information concerning the phenomenon (Ary, 1985: 325).

The design of this study was descriptive qualitative. According to Sugiyono (2018), descriptive is the characteristic of data in qualitative research because it is taken from documents, audio-video recordings, transcripts, words, pictures. According to Moelong (2006:5) descriptive research is a method of research which trying to picture out and interprets the objects as in the fact. The method used in the research is descriptive method because this study aims to describe the obtained data. Descriptive method is a method which is employ to collect and to analyse data. Descriptive method consists of collecting the qualitative data, analysing them, and writing the result. This result belongs to the qualitative research.

3.2 Subject of the Study

The study investigates what is local wisdom types represented in the pictures contained in select English textbook “When English Rings a Bell” for 7th grade in Junior High School and what is dominant types of local wisdom in select English textbook “When English Rings a Bell” of the 7th grade in Junior High School. The selected textbook is the one that has been assessed by some eligible experts of textbook material development, adopted the revised curriculum, KTSP, and having the national standard, BSE.

3.3 Data and Data Source

According to Arikunto (2010: 172), data is the result of observation consisting of thing that researcher analyses and the information or material which used in this research taken from the data source. The data of this research is result of analysis of local wisdom in picture of descriptive text using English Textbook. Meanwhile, the source of the data in this research is When English Rings a Bell for the 7th grade in Junior High School.

This source of the data is the textbook that has applied the 2013 curriculum as their standard. Actually, the textbook that put the materials of each unit organized into 4 parts based on the Scientific Approach; (1) Observing and Questioning, (2) Collecting Information, (3) Associating, (4) Communicating. In this case, the researcher chooses the textbook published by Ministry of Education and Culture of Indonesia entitled *Bahasa Inggris: When English Rings A Bell* for the 7th Grade in Junior High School Student. The writer focused on just one book and to find out the worthiness of English textbook towards *BSNP* criteria. The writer

analyzed all materials in the textbook entitled *Bahasa Inggris: When English Rings A Bell* for the 7th Grade in Junior High School Student written by Siti Wachidah, Asep Gunawan, Diyantari, and Yuli Rulani Khatimah as the source of the data that consist of 8 chapters and 183 pages.

3.4 Instrument of Collecting Data

The data is collect through research instrument that is document. The data of the study are in form of pictures contained in English textbook “When English Rings a Bell” for the 7th grade in Junior High School which is chosen intentionally to answer the formulated research question. The data is collect from one English textbook “When English Rings a Bell” for the 7th grade in Junior High School. The select textbook is the one that has been assessed by some eligible experts of textbook material development, adopted the revised curriculum, KTSP, and having the national standard, BSE. The textbook has been selected because it is accessible, eligible and currently used at first grade of Junior High School. In addition, the textbook examined is the one intended English textbooks “When English Rings a Bell” for the 7th grade in Junior High School because at the age of 13 children are expected to be able to interpret such visual texts (Afriani, 2011). The textbooks investigate in this study is the book’s title is When English Rings a Bell, the authors of the book are Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah, the publisher of the book are Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. The book published in the year of 2017.

3.5 Technique of Collecting Data

The technique of collecting data is very important in a study. This research the writer will get the data from observation. Observation is a way of collecting the data by conducting direct of an object in a given period and help a systematic recording of certain things observed. Number of periods of observation period depends on the type of data collected. This technique of collection data aims to measure the extent to which the writer can analyze and understand the data contained in the pictures contained local wisdom from the textbook that the writer used. In this study the writer will use several data collection techniques, namely as follows:

1.	The writer will select English textbook “When English Rings a Bell” currently used for the 7 th grade in Junior High School as the course material.
2.	The writer will identify pictures enclosed in the seventh English textbook the publisher the textbook are Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud.
3.	The writer will classify pictures into a number of themes which are family value, teacher-student interaction, and students’ interaction according to visual or pictures with use theory from Emery and Flood (1998).
4.	The writer will analyze the pictures by using visual grammar framework and culture theories with use theory from Sibarani that is types of local wisdom.
5.	The writer will determine the dominant types of local wisdom in the English textbook When English Rings A Bell.
6.	The writer will know the benefit the local wisdom in pictures contained in English textbook for students in studying English textbook When English Rings A Bell.

7.	The writer will draw conclusions and suggestions for further study.
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3.6 Technique of Data Analysis

After collecting data, the interactive model was used in analyzing data. There were three activities in the interactive model, namely: data condensation, data display, and drawing/verifying conclusion (Miles, M. & Huberman, 2014:10) as shown below:

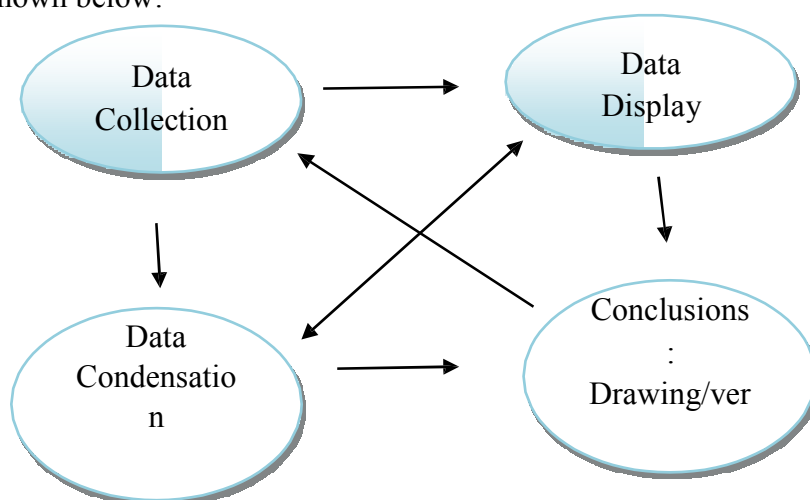


Figure 3.6 Components of Data Analyze: Interactive Models (Miles and Huberman's, 2014:10)

3.6.1 Data Condensation

Data condensation refers to the selection or selection process, focus, simplify and change the data contained in the field notes, interview transcripts, documents and empirical data that have been obtained. The qualitative data can be changed by means of selection, summary, or description using own words and others. Based on the data the owned, the writer looked for which data, themes, and patterns are important, while the data that is considered unimportant will be

discarded. In this research data collection is done by identifying the pictures in the English textbook *When English Rings A Bell*, classifying the pictures into three themes, analyzing the pictures into several types of local wisdom, then the author will find out the dominant types of local wisdom is found in the English textbook.

3.6.2 Data Display

Data display means the process to classification the data in the form of table. Data display refers to show data that has been reduced in the form of patterns. It benefits to help the researcher in understanding the data. The classification of this data consists of several parts these are:

First classification is textbook, where for this study the writer will use English textbook “*When English Rings a Bell*” currently used for the 7th grade in Junior High School as the course material.

Second classification is pictures, the writer will identify the pictures from the English textbook *When English Rings A Bell*.

Third classification is themes, where for this study the writer will classify the pictures into three themes, which are family value, teacher-student interaction, and students’ interaction according to visual or pictures with use theory from Emery and Flood (1998).

Fourth classification is types of local wisdom, which this study focused to analyze the pictures into types of local wisdom, according to Sibarani (2014:135) there are two types of local wisdom which are, peace, consists of: courtesy, honesty, social solidarity, social harmony and conflict resolution, commitment,

positive thoughts, gratitude and well-being, consists of: hard work, discipline, education, health, mutual cooperation, gender management, preservation and cultural creativity, environmental care and find out the dominant local wisdom.

Fifth classification is to determine the dominant types of the pictures, the writer will see and count which types often appears in analyze the pictures, with summing up each types used in each pictures that have been analyzed.

Sixth classification is to know the benefit of local wisdom in pictures contained in English textbook for students in studying English textbook When English Rings A Bell.

3.6.3 Drawing and Verifying Conclusions

The final stage, if the condensation and data presentation stages have been carried out, then the last step is to draw conclusions. Taking conclusion is a process in which the researcher interprets the data from the beginning of the collection accompanied by making patterns and descriptions or explanations. Conclusions are evidence of the research conducted. After presenting data related to local wisdom types represented in the picture of English textbook and the dominant types of local wisdom contained in the picture. The writer will draw and verify conclusions about the types of utilization and the part of the bitter plant that is actually utilized.

3.7 Triangulation

When examining the validity of the information, the dependability of the information should be thoroughly examined. The writer used the triangulation

approach to determine the validity of the data in this study. The goal of triangulation is not to determine the reality of a comparable social phenomenon, but to broaden one's understanding of what has been researched (Sugiyono, 2007:330). According to William Wiersma in Sugiyono, subjective cross-approval is known as triangulation, and what is evaluated is the appropriateness of the information as represented by the assembly of multiple information sources or many information assortments (2007:372).

Validity, in qualitative research, refers to whether the findings of a study are true and certain—“true” in the sense that research findings accurately reflect the situation, and “certain” in the sense that research findings are supported by the evidence. Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives. Patton (2002) cautions that it is a common misconception that the goal of triangulation is to arrive at consistency across data sources or approaches; in fact, such inconsistencies may be likely given the relative strengths of different approaches. There are several triangulations in this paper, namely:

1.) Data Triangulation

Data triangulation involves using different *sources* of information in order to increase the validity of a study. In Extension, these sources are likely to be stakeholders in a program—participants, other researchers, program staff, other community members, and so on. This type of triangulation, where the researchers use different sources, is perhaps the most popular because it is the easiest to

implement; data triangulation is particularly well suited for Extension given the different stakeholder groups that have vested interest in these programs.

2.) Investigator Triangulation

Investigator triangulation involves using several different investigators in the analysis process. Typically, this manifests as an evaluation team consisting of colleagues within a field of study wherein each investigator examines the program with the same qualitative method (interview, observation, case study, or focus groups). The findings from each evaluator would then be compared to develop a broader and deeper understanding of how the different investigators view the issue. If the findings from the different evaluators arrive at the same conclusion, then our confidence in the findings would be heightened.

3.) Theory of Triangulation

Theory triangulation involves the use of multiple perspectives to interpret a single set of data. Unlike investigator triangulation, this method typically entails using professionals outside of a particular field of study. One popular approach is to bring together people from different disciplines; however, individuals within disciplines may be used as long as they are in different status positions. In theory, it is believed that individuals from different disciplines or positions bring different perspectives. Therefore if each evaluator from the different disciplines interprets the information in the same way, then validity is established.

4.) Methodology of Triangulation

Methodological triangulation involves the use of multiple qualitative and/or quantitative methods to study the program. For example, results from surveys, focus groups, and interviews could be compared to see if similar results are being found. If the conclusions from each of the methods are the same, then validity is established.

As a result, the author employed *data triangulation* in this study. It meant that this study required include more thorough data to assess the study's results and ensure that the data was accurate.