


Neoliberalism In Efl Textbook : Content Analysis

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Article Info	Abstract
<p>Article history: Received 19 Agustus 2022 Publish 11 November 2022</p>	<p>There are a lot of Ideologies that influenced the educational world, and one of them is Neoliberalism. The incorporation of neoliberalism values in an English textbook could be a common thing and the usage of local culture in English textbooks is often vanquished by the target culture content. This study provided how the values of neoliberalism appear on textbooks with local and international based curricula. This research used content analysis method. EFL Textbook K13 revision curriculum base and Cambridge curriculum base for grade 11 will be use as samples in this research. The instrument was used in this study is table analysis. In the end of the study, results showed neoliberalism value delivered within EFL textbook steadily with text in the textbook both in international EFL textbook and local EFL textbook.</p>
<p>Keywords: Neoliberalism, EFL Cultural Content EFL Textbook Content analysis</p>	
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1. INTRODUCTION

The arguments against the influence of ideology in educational aspect with language as the media frequently discussed (Daghigh, Rahim 2021). Ideology and education are critical thing that cannot be separated from human life. Education itself is the important thing to develop economic growth, since education boon for human, to give human new perfective if something and change it into something new (Wobbekind, 2012; Bhardwaj, 2016).

There are a lot of Ideologies that influence the educational world, and one of them is Neoliberalism, where neoliberalism in actual human society is not just economic ideology, hence the ideology has gotten into philosophy that gives thoughts to almost different measurements of human life nowadays (Ritonga 2019). Neoliberalism as stated by Bloom (2017) is one of economic ideology associated with free market capitalism in the 20th century. Babaii (2017) said Textbooks, especially English textbooks are frequently used to blowout the dominant ideology. Moreover, Bori (2020) said that In English textbook, there are more case studies based on the Socio-Economic Content of Neoliberalism.

As in K13 curriculum developed by the educational government of Indonesia, English language definite as an essential subject that Indonesian student should learn. As one of perfect media to utilize learning process since textbook offer the basis content of the lesson, textbook also good media to deliver culture (e.g., Santosa, 2015; Sugianto and Wirza; 2021). However, the cultural content in most English textbook unfitting with many Asian country's social culture, the content detailed in the textbook usually focused with European culture (Krzyżanowski and Wodak, 2011).

In previous research, Daghigh and Rahim (2020) found that the utilize of CEFR-textbooks and local textbooks in Malaysia contains the values of neoliberalism. Although the book created locally by the Malaysian government has adjusted local culture values, the introduction is very distant from the substance of neoliberalism values contained in nearby books, particularly imported books. Furthermore, Pratama (2017) agreed that ideology in general can be applied to concepts in English textbooks which are ideally not align with the applicable curriculum in local school, since most of

global English textbook necessitating the students to adapt the consumerism behaviour (Bori, 2020). Further, Mandarani et al (2021) found how local culture stated in EFL textbook and the presentation of how much the local culture and target culture appeared.

Based on the discussion above, the incorporation of neoliberalism values in an English textbook could be a common thing and the usage of local culture in English textbooks is often vanquished by the target culture content. Based on the problem above, this study provided how the values of neoliberalism appear on textbooks with local and international based curricula.

This study focusd on how neoliberalism values appear on EFL Textbook K13 revision curriculum base and Cambridge curriculum base for grade 11 and how do they differ in local and international EFL Textbook. The aim of the study is to found out what kind of aspects delivered neoliberalism values in local and international EFL textbook.

2. LITERATURE REVIEW

Duménil & Lévy (2011) defined Neoliberalism as a modern organize of capitalism that emerged after the crisis that occurred within the 1970s. which is a hone in carrying out capitalist methodologies in different perspectives of human life. Gladehill (2018) said that Neoliberalism is a modern capitalist economic practice developed to govern people. Neoliberalism defined by Bori (2020) as the newest phase of capitalism that develops not as it were in financial field but also in social and educational field. In addition, Robinson (2012) said Capitalism is an economic concept that adapted to be a world system, and globalization is one of the representations of world capitalism. Paul (2012) said Neoliberalism is not only limited to a political economy that is present in the world, but also as a new philosophy that serves as a guide for all human action and replaces all previous philosophies. Hence, neoliberalism refers to modern period of capitalist hone which inevitably develops in various human aspects. Daghigh and Rahim (2020) Neoliberalism has four major values, which are: Consumerism, Material wealth, fame and celebrities and competitiveness. Within language education, neoliberalism stand as products and promotes the idea of wealth, social status, and professionalism to non-native learners (Ennsner-Kananen et al., 2017).

1) Consumerism

Consumerism is encouraged in neoliberalism ideology, even identified as main lifestyle in neoliberalism (e.g., Zeira 2022; Esposito 2011; Esposito and Parez 2014). Aydin and Kazancoglu (2017) defined Consumerism as human activities in utilizing or expending products and services in daily basis. Consumerism itself state by Crocker and Chiveralls (2018 P-2) refers to the acceleration of economic regarding make, use and waste, as well Consumerism allied with buying or processing the goods or services. To define the action of consumerism, there are 6 criteria which is presented below.

Table 1 Consumerism criteria

Consumerism	Abundance of goods and services	Indicated the convinience in obtained, enjoyed and used the goods and services.
	Valuing cutting-edge products	Maximized in utilized the goods and services for daily basis
	Reference to brands	Legal sign used by the company, to identifie and distinguished the products.
	Shopping convinience	The availability to get goods and services
	Promotion of goods and services	The action of encouraged the goods and services
	Highlighting products' benefits	The action of descripted benefits of goods and services

2) Material Wealth

Esposito (2011) said that Neoliberalism will always associated with status, success and life comfort with material wealth. Therefore, Material wealth is other neoliberalism values after consumerism. There are 4 criteria to defined material wealth, which is presented below.

Table 2 Criteria of Material wealth value

Material Wealth	Reference to luxurious belongings and recreation	The mention of things and places which enjoyed by several person
	Reference to lucrative jobs and businesses	Jobs and business related to the highest paying jobs, such as Doctor, engineer and psychiatrist
	Describing people's luxury lives	Described the owned of luxurious, fancy thigs by people
	Making fortune	the act of generosity by people.

3) Fame and Celebrity

Material wealth also cannot be separated from fame and celebrities (Daghigh and Rahman 2020). Where, Extravagant life is frequently found within the lives of popular people and celebrities. the criteria of fame and celebrity for this research presented below.

Fame and Celebrity	Famous artist	Famous named artist and/or celebrity
	Celebrity and popularity	The impact of some famous celebrity
	Famous and influential person	the person influenced wide population, such as president, hero of the country
	Earning fortune	The impact of popularity

Table 2. 1 Criteria of Fame and Celebrity

4) Competitiveness

Competitiveness is considered as one of neoliberalism values, since in order to survive in this economic era people are required to compete against other. The criteria of competitiveness in accordance with Daghigh and Rahim (2020) presented below.

Table 2. 2 Criteria of Competitiveness

Competitiveness	Competition show	Event to compete to one and other.
	Reference to money/prize	Result or winner of competition show used to get prize as money or nobel.
	High level of competitiveness (job-related)	The act of competing to each others to gain recognition among jobs environment
	Competition participation	People contribution on competition show
	Gaining money/prize	The reward of competition show
	Getting attention	The exposure get after joined or win competition

English Foreign Learners (EFL)

English Foreign learners (EFL) as it stated by Gu (2015) is English learners who do not live in English-speaking environment. However, Iftanti (2015) defined EFL as English learners in countries where English learned as foreign language. To learning something learners need tool to used, one of them is textbook whether it is physical textbook or online textbook. Ahmad and Shah (2014) found that suitable EFL textbook will affect learner’s outcome in learning English. To be conclude, English Foreign Learners are the English Learners with non-native English background.

Previous Research

Daghigh and Rahim (2020) found that the utilize of CEFR-textbooks and local textbooks in Malaysia contains the values of neoliberalism. Although the book created locally by the Malaysian government has adjusted local culture values, the introduction is very distant from the substance of neoliberalism values contained in nearby books, particularly imported books. In addition, Bori (2020) found that in Serbian English Textbook neoliberalism values appears and encouraging students to understand English as essential to human life. Babaii and Sheikii (2017) found Textbooks are indeed utilized to present neoliberalism values such as markets, consumerism, branding, individuals’ productivity/marketability as well as superficial and non-critical multiculturalism, which are utilized to allow a great impression of European culture.

Cultural content in textbook

Culture is a custom belief in social group (Merriam-webster). culture can be identified as comprise of all the structures and forms of meaning in which communication takes put (Bowley, 2007). However, Teng (2017) defined culture as the result of human interactions as a member of society.

Cultural content in the textbook can be established in several forms. The cultural content in textbook are in form of formative or descriptive text material; texts presenting foreign attitudes and opinions; human-interest texts (including dialogues), authentic or fictitious with details of everyday life; questionnaires, contextualized practice activities, writing tasks; lexis, particularly idioms, and unfamiliar collocations, which involve unfamiliar concepts; the exponents of a communicative function; realia, of all sorts; illustrations other visuals; and sound recordings (e.g., Adaskou, Britten and Fahsi, 1990; Tomlinson, 2012; Weninger &Kiss, 2013; Santosa, 2015).

3. RESEARCH METHODOLOGY

This research used content analysis method, Krippendorff (2004) defined content analysis as study technique to create replicable and substantial inferences from text or other material within

the context of it utilize. The meaning of the word "content" is not intended to limit content analysis to composed material but also in the form of arts, pictures, maps, sounds, images, and videos. In addition, As a research method, content analysis has been utilized in a assortment of ways and within a few contexts. To conduct content analysis, researcher gathered the data into categories. The categories will include Text, Task and Dialogues.

Texts, tasks, and dialogues in the textbook used by researcher to be analyzed. The researcher gained the data form EFL Textbook grade 11 that developed by Indonesia government and Cambridge curriculum. Formerly, analyzed the texts, tasks, and dialogues in the textbook. Further, the results explained descriptively.

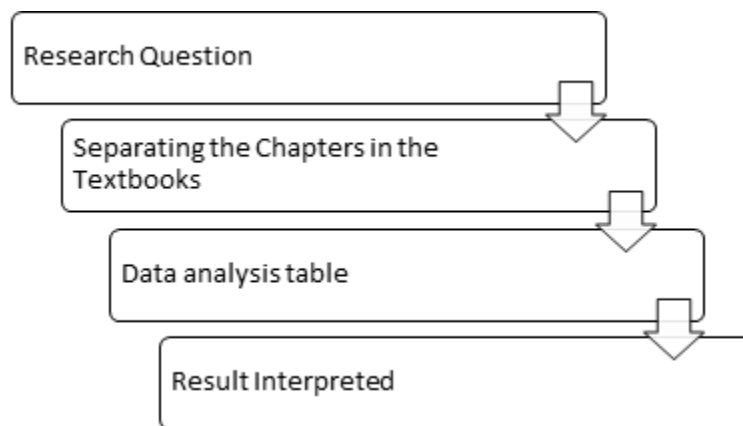
EFL Textbook K13 revision curriculum base and Cambridge curriculum base for grade 11 will be use as samples in this research. The analysis factors above consist of four aspects; they are Consumerism, Material wealth, Fame and Celebrity and Competitiveness in the textbook. Based on that, the final data analysis table that cover all of them is presented below.

Table 3 table analysis

Chapter of the Book	Consumerism						Material Wealth				Fame and Celebrity				Competitiveness						Annotation
	Con 1	Con 2	Con 3	Con 4	Con 5	Con 6	MW 1	MW 2	MW 3	MW 4	FC 1	FC 2	FC 3	FC 4	Comp 1	Comp 2	Comp 3	Comp 4	Comp 5	Comp 6	
Task																					
Text																					
Dialogue																					

Data Collection Procedure

The data collection procedure was conducted from March 2022 to August 2022. The data in this study consist of cultural content that including cultural content in text, task, and dialogue.



Data Analysis Procedure

After the data collected by the researcher, the researcher conducted several steps to analyse the collected data. First, the researcher identified the appearance of cultural content within each textbook (local and international EFL textbook) that contained Text, task, and dialogue. Next, the researcher calculating the overall appearance of cultural content in each textbook and categories the result to Consumerism, Material wealth, Fame and Celebrity and competitiveness. Then, the researcher discussed about the results of the findings cultural content in texts, tasks, and dialogues. Lastly, the researcher conducting the conclusions and suggestions from the findings.

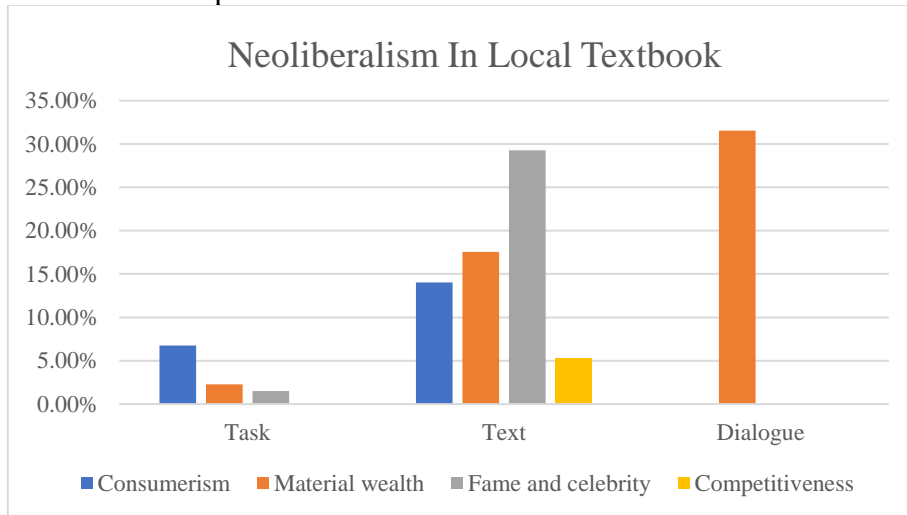
4. FINDINGAS AND DISCUSSION

4.1. Findings

Local textbook

The collected data based on Local EFL Textbook for senior high school grade 11th. Analysis tables were used to analysed data. The analysis of the book provided the percentage result of

the existence of neoliberalism values within task, text and dialogue in EFL local textbook. The table and the chart are presented below.



International Textbook

The collected data based on International EFL Textbook for senior high school grade 11th “English In Mind second Edition, Student’s book 4”. Analysis tables were used to analysed data. The analysis of the book provided the percentage result of the existence of neoliberalism values within task, text and dialogue in International EFL textbook. The table and the chart are presented below.

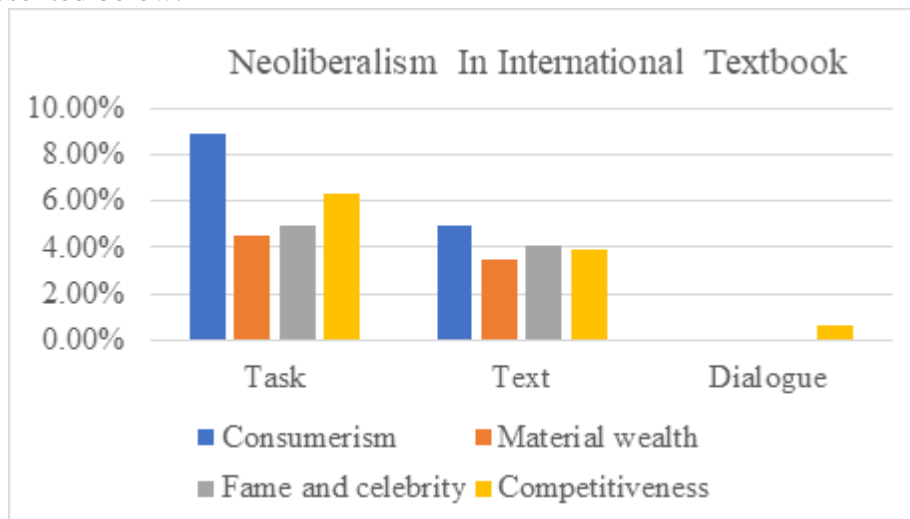


Figure 4. 1 neoliberalism In EFL International Textbook

4.2.Discussion

Based on the 2 English textbook that have analysed, the researcher identified 671 appearances as cultural content in the data. In overall calculation, there are 93 appearances which are considered showed consumerism value. Then, 56 appearances with material wealth value and 62 with Fame and celebrity value. And 45 aspects are consisting of Competitiveness value.

Based on the EFL local and International English textbook grade 11th that have analyzed, the researcher identified 671 appearance of cultural content in the samples data. Which are consist of 25 Dialogues, 522 tasks, 124 text.

Within The cultural content in textbook, researcher found that Text showed as ideal content to deliver the neoliberalism values in both Local and International EFL textbook. Where neoliberalism values consisted of text more stable than the appearance of neoliberalism value within other cultural content in both textbooks. Conferring to the result above, it can be concluded that consumerism become the most neoliberalism value in the EFL Textbook.

The example of text delivered stable neoliberalism value presented below.

THE ENCHANTED FISH

There once was a fisherman who lived with his wife in a small hut close by the seaside. The fisherman used to go fishing every day. One day, as he sat in his boat with his rod, looking at the sparkling waves and watching his line, all of a sudden his float was dragged away deep into the water. He quickly started to reel in his line and managed to pull out a huge fish. "Wow! This will feed us for days." Much to his surprise, the fish started to talk and said, "Pray, let me live! I am not a real fish; I am an enchanted prince. Put me in the water again, and let me go! Have mercy o' kind fisherman." The astonished fisherman quickly threw him back, exclaiming, "I don't want to hurt a talking fish! Go on! Go where you came from."

When the fisherman went home to his wife, he told her everything that had happened and how, on hearing it speak, he had let it go again. "Didn't you ask it for anything?" said the wife. "No, I didn't, what should I have asked for?" replied the fisherman.

"I am surprised you don't realize what you should have asked for. We live very wretchedly here, in this nasty and dirty hut. We are poor and I am so miserable. You should have asked for a nice cozy cottage. Now go back and ask the fish that we want a snug little cottage", said his wife.

The fisherman wasn't sure about this but he still went to the seashore, sat in his boat, went to the middle of the sea and said:

*"O enchanted beautiful fish!
Hear my plea!
My wife wants not what I want,
and she won't give up till she has her own will,
so come forth and help me!"*

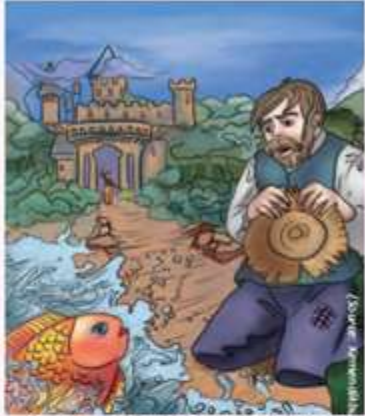


Figure E.1 The fisherman talking to the fish

Figure 4. 2 Text Consist Of Neoliberalism Value (Buku Bahasa Inggris Kelas 11)



Lionel Messi is ...
an internationally famous footballer.

What he does:
Messi supports access to education and health care for vulnerable children.

What he says:
'I feel grateful to UNICEF for this chance to give support to children. I hope that in my role as a global Goodwill Ambassador for UNICEF I will be able to support children who need our help.'

Figure 4. 3 Text Consist of Neoliberalism Value (English In Mind 4th edition)

To enhance, the researcher found 617 appearances of cultural content in both textbooks with overall calculating, 13.65% appearance of consumerism, 10.03% appearance of fame and celebrity, 9.06% appearance of material wealth, and 7.28% appearance of competitiveness.

5. CONCLUSION

Based on the findings and discussion about the Neoliberalism values in both EFL English textbook grade 11th senior high school, the researcher concluded that the appearance of neoliberalism values delivered steadily by the text in the textbook. However, the neoliberalism values that showed the most in both EFL Local and International textbook would be Consumerism with 13.65% appearance in 617 cultural contents stated in Local and International EFL textbook.

In view of the result of the research, it should be better that the portion of cultural content in textbook allocates more to find neoliberalism values in the textbook. Besides, the different EFL English textbooks are suggested to be used to in further study, to get wider understanding regarding the existence of neoliberalism values in EFL textbook.

Furthermore, EFL English textbook locally developed need to add more the appearance of cultural content. The less appearance of cultural content in EFL English textbook locally developed compared to the international EFL English textbook, will affect the students understanding regarding the real life contextual of the materials given. As the result, the students will be understanding the use of the materials given in actual situation and anticipate the misinterpretation

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