

## CHAPTER I

### INTRODUCTION

This chapter provides an overview of the research by outlining the background, research questions, objectives, significance, and scope of the study. It also presented the conceptual framework and offers a review of relevant previous studies to contextualize the research focus.

#### **A. Background**

Textbooks are essential media for teachers to use as guidelines in the classroom. Richards (2019) stated that textbooks are essential in language education, serving as the key resource for language input and practice. In English as a Foreign Language (EFL) contexts, they are also the primary sources of cultural knowledge, offering structured and sequenced lessons that support learners in acquiring the target language (Sofiah et al., 2024). Moreover, textbooks play a crucial role in providing valuable insights and introducing students to cultural expressions and diversity (Lund, 2006). As stated by Saadat (2015), EFL textbooks should portray various aspects of culture while avoiding the imposition of competing beliefs on students.

Adaskou, Britten, and Fahsi (1990) further argue that effective English textbooks should balance four dimensions of culture, which are sociological, aesthetic, semantic, and pragmatic senses, to prevent bias and promote diversity. These dimensions provide a comprehensive view of culture by addressing visible aspects such as art and customs, underlying values, language use in context, and social relationships, which are essential for students to learning language contextually. Hence, it is necessary to analyze the cultural content presented in textbooks to ensure that the representation is balanced and aligns with the standards.

In Indonesia, where national education prioritizes local values and philosophies (Faris, 2018), the integration of culture in EFL materials takes particular importance. This emphasis is further reinforced by the Emancipated Curriculum (*Kurikulum Merdeka*), which explicitly highlights the need to strengthen cultural values in education. The Ministry of Education, Culture, Research, and Technology

(Kemendikbudristek) emphasizes that teaching materials should authentically reflect Indonesia's diverse cultural heritage (Milah et al., 2024). However, studies revealed that many textbooks still fail to represent cultural content adequately (Salsabila, 2022). This gap in cultural representation poses a significant challenge, as learners without proper exposure to cross-cultural understanding may develop misconceptions or stereotypes about other cultures.

For this reason, this study aims to analyze the representation of Indonesian cultural dimensions in the multimodal contents of the Bumi Aksara *English textbook for 10th grade*. According to Hall (1997), representation is a crucial aspect of the process by which meaning is created and transmitted among members of a culture. Moreover, multimodal analysis refers to how multiple modes of communication, such as text, images, sounds, gestures, and spatial elements, are combined to create meaning (Kress & Leeuwen, 2006)

Several scholars with various titles have conducted previous studies. "The Representation of Indonesian Cultural Diversity in Middle School English Textbooks" by Parlindungan et al., (2018) examined Indonesian middle school English textbooks to understand how they represent cultural diversity. The textbooks mainly focus on Indonesian culture, with limited representation of other cultures.

Then, "Representation of Culture in EFL Textbooks and Learners' Preference" by Alshenqeeti (2020) highlights the significance of culture in EFL textbooks and learners' preferences in English classrooms. The research analyzed cultural representation in source, target, and international cultures in Saudi Arabia across EFL textbooks used at public universities. Lastly, "Cultural Senses Represented in Textbook, 'Think Globally Act Locally' For Junior High School Grade IX", Conducted by Salsabila (2022), examines cultural representation using four senses of cultural dimension. The findings reveal that pragmatic sense is predominantly represented in Kemendikbud's English Textbook, entitled "Think Globally Act Locally," for Junior High School IX.

Previous studies have analyzed cultural representation in English textbooks across various educational levels, including middle school, high school, and primary school.

However, there is a lack of detailed investigation into visuals and textual representations of Indonesian culture within English textbooks, particularly for senior high school students under the Emancipated Curriculum (*Kurikulum Merdeka*).

This research addressed these gaps by explicitly analyzing a senior high school English textbook to evaluate how Indonesian culture is represented through a cultural dimension analysis. The framework of four cultural senses developed by Adaskou, Britten, and Fahsi (1990) was employed in this study to guide the cultural analysis. The following research questions were proposed to guide this study and address the objectives effectively.

## **B. Research Questions**

The research questions are outlined as follows:

1. How is Indonesian cultural dimensions represented in Bumi Aksara's English textbook?
2. What aspect of Indonesian cultural dimensions is most prominently represented in Bumi Aksara's English textbook?

## **C. Research Purposes**

The research purposes are outlined as follows:

1. To examine how Bumi Aksara's English textbook represents Indonesian cultural dimension
2. To identify which most prominently represented aspects of Indonesian cultural dimension in Bumi Aksara's English textbook.

## **D. Research Significances**

This section presents the practical and theoretical significances of the study.

### **1. Practical Significances**

This research can help teachers become more aware of the extent to which cultural diversity is represented in their textbooks. Understanding this allows teachers to identify and address any gaps or biases in the material and incorporate additional content or activities that promote cultural diversity. Teachers can use the findings to design lessons that foster a deeper understanding of Indonesia's rich

cultural heritage, ensuring all students feel represented and valued in the classroom. Furthermore, by highlighting the cultural elements within the textbook, this study encourages students to engage critically with the material, helping them better understand and appreciate Indonesia's rich cultural landscape.

## 2. Theoretical Significances

This research was expected to give insights into how educators develop strategies for promoting equity in education by identifying areas where cultural representation may be biased or lacking. Moreover, it encourages the creation of more inclusive and balanced learning materials related to cultural diversity. Additionally, it was expected to benefit readers and future researchers, providing them with a deep understanding of this study area.

### **E. Research Scope**

This research focused on a content analysis of Indonesian cultural dimensions in *English textbooks for 10th-grade students* published by Bumi Aksara. The study employed Adaskou, Britten, and Fahsi (1990) four senses of cultural dimensions. Therefore, the analysis centers on the representation of Indonesian culture in five selected chapters aligned with cultural analysis criteria.

### **F. Conceptual Framework**

The conceptual framework of this study was grounded in the theory of cultural dimensions proposed by Adaskou, Britten, and Fahsi (1990), which categorizes culture into four senses: aesthetic sense, sociological sense, semantic sense, and pragmatic sense. These dimensions offer a comprehensive framework for understanding how culture is represented in educational materials. The aesthetic sense focuses on artistic expressions, including literature, music, and the visual arts. The sociological sense examines social institutions, daily interactions, and community practices. The semantic sense explores the underlying meanings and values conveyed through language and symbols, whereas the pragmatic sense emphasizes the functional use of language in real-life communication contexts. Additionally, these dimensions provide a comprehensive framework for analyzing cultural representations.

Furthermore, this study applied the four cultural dimensions to analyze the English textbook for 10th-grade students published by Bumi Aksara, which is designed under the Emancipated Curriculum (*Kurikulum Merdeka*). By utilizing these dimensions, the research aims to investigate how multimodal elements, such as text and images, contribute to the representation of cultural dimensions within the textbook. The framework enables a systematic examination of how the textbook balances local content, aiming to foster cultural understanding and inclusivity in language education. The following figure is the conceptual framework structure of this research. The framework allows for a systematic exploration of how the textbook balances local content, intending to promote cultural understanding and inclusivity in language education. The following figure is the conceptual framework structure of this research.

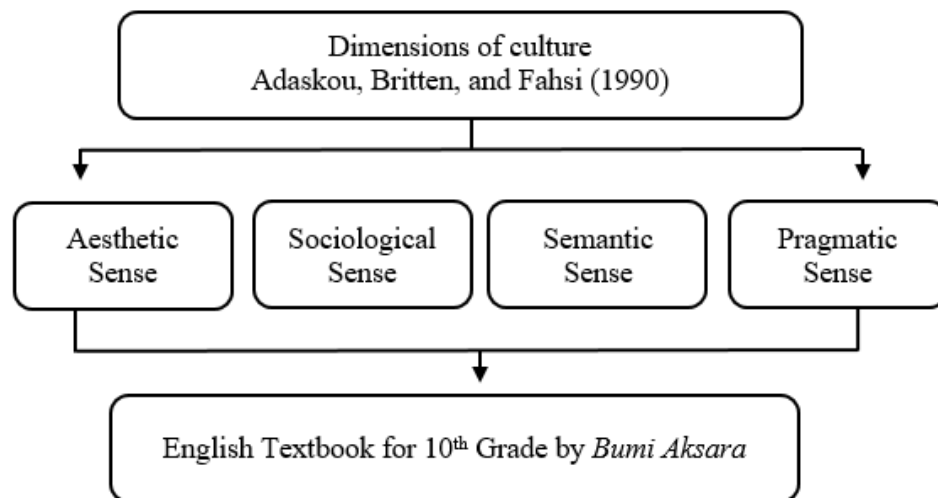


Figure 1.1 Conceptual Framework

## G. Previous Studies

To provide a comprehensive understanding of the topic, it is essential to examine previous studies that have explored cultural representation and its implications in education, particularly in EFL contexts. There are several previous studies related to this research. The first is "The representation of Indonesian cultural diversity in middle

school English textbooks” by Parlindungan et al. (2018). The study examines the representation of Indonesian local cultures in English textbooks for junior high school students, specifically focusing on grades 7 and 8. It employs a semiotic approach to analyze characters, images, and texts, revealing both strengths and limitations in how these textbooks reflect Indonesia's cultural diversity. The finding indicates that while the textbooks feature diverse characters and emphasize traditional values, they also risk reinforcing stereotypes and marginalizing minority cultures.

The second is “Representation of Culture in EFL Textbooks and Learners’ Preference” by Alshenqeeti (2019). The study investigates cultural representation in the "Total English" EFL textbook used in Saudi Arabian universities, revealing that only about 2% of the content is dedicated to cultural representation, with a predominant focus on target culture and international culture, while source culture is largely neglected. The research emphasizes the need for a balanced cultural representation in EFL curricula to foster intercultural competence.

The third was conducted by Salsabila, F. A., and Susanto, (2022) entitled “Cultural Senses Represented in Textbook, “Think Globally Act Locally” For Junior Highschool Grade IX.”. This study aimed to examine how cultural content is represented in the English textbook "Think Globally Act Locally" for Junior High School Grade IX, published by Kemendikbud. Using Adaskou, Britten, and Fahsi (1990) four senses of culture framework—aesthetic, sociological, semantic, and pragmatic—the study employed a descriptive qualitative approach with content analysis techniques. Findings revealed that pragmatic sense was the most dominant (46%), followed by semantic sense (31%), sociological sense (14%), and aesthetic sense (9%). The study recommends incorporating a greater balance of cultural senses, particularly sociological sense, better to equip learners with communication skills and deeper cultural understanding.

The fourth is “Investigating Cultural Dimensions in EFL Textbook by Using Byram Checklist” by Ariawan (2020). The study examined 11 conversations, 17 reading texts, and 83 visual elements using Byram’s checklist to analyze cultural dimensions. The



findings revealed that stereotypes and national identity were the most dominant cultural dimensions, accounting for 28.05%, followed by social interaction and socialization (15.9%) and national geography (12.2%). Other cultural aspects, such as social identity, beliefs and behaviors, national history, and social and political institutions, were represented at a lower percentage (less than 10%). The study emphasized that the strong presence of national identity aligns with the curriculum's goal of fostering students' character, behavior, and national pride. However, the study also highlighted the need for a more balanced representation of cultural dimensions, particularly incorporating aspects of target and international cultures to enhance students' cultural competence, respect, and tolerance for global diversity.

The fifth was conducted by Zahara et al. (2022), which conducted a qualitative content analysis to examine how Indonesian cultural diversity is represented in English textbooks used in high schools and how teachers perceive this representation. The study analyzed three textbooks published by the Ministry of Education and Culture of Indonesia, using Yuen's (2011) framework, which categorizes cultural content into Product, Person, Practice, and Perspective. The findings revealed that in the 10th-grade textbook, Product was the dominant category (50% or 78 occurrences), while in the 11th-grade textbook, Person appeared most frequently (58% or 25 occurrences). Similarly, in the 12th-grade textbook, Person remained the most represented category (57% or 54 occurrences). Teachers acknowledged that while the textbooks include aspects of Indonesian cultural diversity, they still do not fully represent all Indonesian cultures. However, they believed that the existing cultural content was adequate for student learning.

The sixth was conducted by Permatasari (2024), which explored the integration of cultural content in Indonesian high school English e-textbooks using a multimodal analysis approach. The study highlighted the close connection between language and culture in English Language Teaching (ELT), emphasizing how cultural values are embedded in learning materials. The analysis was conducted using Stec's work on categorization and Cortazzi and Jin's (1999) framework for cultural representation. The

findings revealed a dominance of source culture over target and international cultures, indicating an imbalance in cultural representation. However, exposure to various cultures in the textbooks allowed students to become more aware of their own culture and develop a better understanding of others. The study underlined the importance of including culturally relevant content in ELT materials to foster cultural awareness and engagement among students.

The seventh was conducted by Sofiah et. al (2024) entitled “Cultural categories and Dimensions in Kurikulum Merdeka English Textbooks for Junior High School: A Textbook Analysis”. The researchers conducted a content analysis to examine the cultural categories and dimensions represented in the Kurikulum Merdeka English textbook Work in Progress for senior high school students. The study focused on analyzing six chapters through 79 pictures using Chao's (2011) cultural categories and Moran's (2001) cultural dimension theory. The study concluded that the textbook tended to be more ethnocentric, lacking a balanced cultural representation that could enhance students' cultural awareness. The researchers emphasized the need for greater attention to cultural content within the Work in Progress English textbook to ensure a more inclusive and effective intercultural learning experience.

The eighth was conducted by Irawati et al. (2024) entitled “A Cultural Content Analysis of The 2018 Indonesian Ministry of Education and Culture-Published English Textbook "Bahasa Inggris" for 12th-Grade Students”. The researchers conducted a qualitative content analysis to examine the cultural representation in the “*Bahasa Inggris*” textbook for 12th-grade students, published by the Indonesian Ministry of Education and Culture in 2018. The study employed cultural categories from Cortazzi and Jin (1999) and cultural dimensions from Moran (2001) to analyze the textbook. Data were gathered from reading materials, student interviews, and focus group discussions with teachers. The findings indicated that the textbook effectively incorporates various cultural perspectives, covering Source Culture, Target Culture, and International Culture, as well as cultural dimensions such as Products, Practices, Perspectives, Communities, and Persons. The study concluded that the textbook serves



as a valuable tool for enhancing students' cultural awareness and comprehension of everyday life. However, it also emphasized the need for substantial improvements to address weaknesses in cultural representation and ensure a more balanced intercultural learning experience.

The ninth was conducted by Masturah et al. (2021), a descriptive content analysis to examine the representation of cultural content in the English textbook English on Target for SMA/MA Grade X. The study utilized models proposed by Moran (2001) and Cortazzi & Jin (1999) as the framework for analyzing the textbook. Data were collected from reading exercises, and the findings revealed two major aspects. First, the dimension of product was the most dominant cultural representation in the textbook, followed by practices, persons, perspectives, and communities. Second, the textbook included various cultural types, with source culture being the most prominent, followed by target culture, culture-free content, and international culture. The study concluded that while the textbook incorporates elements of cultural content, the representation of Indonesian culture remains more dominant, highlighting the need for a more balanced cultural perspective in EFL materials.

The last was conducted by Mahmud (2019) "The Representation of Local Culture in Indonesian EFL Textbooks: Rationales and Implications". The researcher conducted a content analysis of local cultural elements in Indonesian EFL junior-high textbooks used under the 2013 curriculum. The research findings reveal that local culture, including regional traditions, folklore, and daily rituals, is primarily incorporated to create a sense of familiarity for learners and to reinforce national identity. The study concludes that while these cultural inclusions are beneficial, their impact depends heavily on teachers' ability to deliver them effectively, suggesting the need for teacher training and more diverse cultural representation in materials.

Cultural representation in English textbooks across various educational levels, including middle school, high school, and elementary school, has been the focus of previous research. However, there remains a significant gap in the literature regarding the portrayal of Indonesian culture specifically through visual and textual forms in

English textbooks, particularly for senior high school students under the Emancipated Curriculum (*Kurikulum Merdeka*).

This study aimed to fill this gap by conducting a detailed analysis of a senior high school English textbook published by Bumi Aksara. Through the application of the cultural dimension analysis framework developed by Adaskou, Britten, and Fahsi (1990), this research has assessed both textual and visual representations of Indonesian Culture, providing a comprehensive understanding of how these elements are represented in the textbooks. Moreover, this study seeks to contribute to the field of educational research by highlighting the importance of culturally relevant materials in language education and offering insights into the effective representation of Indonesian culture in English textbooks.

