

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. The Use of English Language Teaching Textbooks in Indonesia

Textbook is one of the instructional materials that is commonly used by teachers to support the teaching and learning process. Based on Lala, the textbook represents a specific material which contains a selection of the objectives and the contents from the syllabus that has been adapted to the age and the intellectual level of the learners.<sup>1</sup> Karim stated that a good textbook must contain an interesting, useful and serve the learning goals of students.<sup>2</sup> On the other hand, it must facilitate, help, and promote the language materials and give the learners opportunity to learn what they do not know and practice more as much as they can. So, it is important to the teacher in choosing what material is used by the teacher, because it can help students to increase their ability from lower to higher through the material given by the teacher. In the other words, the quality of the materials has a crucial impact on the quality of teaching. The teacher, in the learning and teaching process can do everything in order to support the students in learning something more effectively and increase their skill from lower to higher. According to O' Neill, materials should be suitable for students' needs, although it is not specifically designed for them but textbooks make it feasible for learners to review and prepare their lesson.<sup>3</sup>

The use of textbooks in Indonesia itself has existed since the implementation of the curriculum before K-13,

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<sup>1</sup> Elena Lalau, 'Teachers', Pupils', and Parents' Opinions on Primary Textbooks: Their Selection, Quality and Use.', *Acta Didactica Napocensia*, 7.3 (2014), 59–71.

<sup>2</sup> Sayit Abdul Karim, 'Developing an Indonesian Textbook for Non-Native Learners of Indonesian at Elementary', *Indonesian Journal of English Language Teaching*, 10.2 (2015), 52–68  
<<http://ojs.atmajaya.ac.id/index.php/ijelt/article/view/663/522>>.

<sup>3</sup> Fitriah, 'Teaching Material', *ITQAN: Journal of Educational Sciences*, 6(2), p. 42-43

namely the Education Unit Level Curriculum (KTSP 2006) as stated in Law number 3 of 2017 Article 5 paragraph 5 concerning the Bookkeeping System which states that the main textbook must be used. units and/or programs for early childhood education, basic education, and secondary education in accordance with the applicable curriculum in learning. Based on the Law, The Government also published and distributed textbooks for students and teachers in all subjects to achieve the goal of curriculum, including English textbooks. And for Junior High School, to support the English teaching and learning process, the government published three series of student's English textbooks entitled 'When English Rings a Bell' for seventh, eight, and ninth grade students. Furthermore, because the government committed that all schools in Indonesia should apply Curriculum 2013 so it means that textbooks in Indonesia are extensively used by students and teachers and the MONEC designed the textbook appropriate with the newest curriculum with scientific approach and authentic assessment.<sup>4</sup>

According to Ayu, many Indonesian ELT teachers used textbooks as the only instructional material to support the learning and teaching process.<sup>5</sup> It means that teachers tread on the presence of the textbook itself. So based on this, the textbook should have good quality because it is used widely on a national scale and it would have a high impact on Indonesian student's English learning.<sup>6</sup> Generally textbooks have good materials and it depends on how the teacher uses and conveys it. Brown stated that teachers in the classroom can have conversations, role-plays, discussions, and anything else but all of these can be

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<sup>4</sup> Mutiara Ayu, 'Evaluation of Cultural Content on English Textbook Used by ELT Students in Indonesia', *Journal of English Teaching*, 6.3 (2020), 183–92 <<https://doi.org/10.33541/jet.v6i3.1925> on April 10, 2021>.

<sup>5</sup> Sri Handayani, Bambang Suwarno, and I Wayan Dharmayana, 'Evaluation of Indonesian English Textbook for the Ninth Graders of Junior High School "Think Globally Act Locally" From ELT Teachers' Perspectives', *JOALL (Journal of Applied Linguistics & Literature)*, 1.1 (2018), 11–32 <<https://doi.org/10.33369/joall.v3i2.6821>>.

<sup>6</sup> Ayu.

reached easily depending on supporting material that is used by the teachers. And it is really important to teachers to evaluate the textbook before using it so teachers will know the most suitable and appropriate textbook. So it can be concluded that the use of textbooks, especially ELT textbooks in the learning and teaching process has a crucial impact both for student and teacher especially to support student language acquisition process.

## 2. Cultural Representation on the English Language Teaching Textbooks

Textbooks have a crucial role in improving children's mindsets, especially teenagers' views in understanding something like cultural understanding. Although environmental influences also have a strong influence on their thoughts. According to Riadini and Cahyono, cultural contents are information which is related to cultural values, such as symbols or signs, letters, and words, and figures or pictures.<sup>7</sup> Cortazzi and Jin divided the materials about culture in English textbooks into three categories: source culture, target culture, and international culture.<sup>8</sup> Target culture is related to the culture of English countries, such as the United State, The United Kingdom, and Australia. Most of the material is about life in the countries where English is the mother tongue. Furthermore, Kim and Paek stated that the aim of integrating target language into textbooks is to improve enthusiasm and behaviour for language learners. On the other hand, source culture is about the culture of the learners as the materials. In this case it is in Indonesia, particularly portraying Indonesian society and culture that the learners are familiar with. And the last is about western culture materials that reflect a

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<sup>7</sup> Ulya Safira Riadini and Bambang Yudi Cahyono, 'The Analysis of the Culture-Related Contents in an Indonesian English Textbook', *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5.2 (2021), 285–95 <<https://ijeltal.org/index.php/ijeltal/article/view/711/pdf>>. p. 287

<sup>8</sup> Faris I. N., 'Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java', *Journal of English and Education*, 2.2 (2014), 14–25. p. 16

variety of countries both English and non-English speaking countries.

Currently, many studies have been carried out by researchers regarding the hidden curriculum phenomenon related to culture that occurs in schools. This is because culture plays an important role in the teaching and learning process in the classroom, especially in mastering English as the target language. Hilliard states that, in the process of language acquisition, culture as a hidden curriculum is usually influenced by several elements such as ideology, gender, age, religion, national sexuality and others.<sup>9</sup> These elements are important issues related to the teaching and learning process of students in the classroom. We can find cultural elements in the teaching and learning process in the learning materials in the classroom<sup>10</sup>. Furthermore, Kamasak stated that in language teaching curricula, culture can be represented both implicitly and explicitly that are in the form of audio and visual materials in the textbooks such as figures, images, dialogues, accents, and symbolic value of ideas etc.<sup>11</sup>. In a study carried out by Ariawan, it mentioned that source culture in the textbook is in the form of social interaction, school, family environment, tourism, national history, and popular figures. For the target culture also portrayed through school, family and social interaction such as it talked about school uniform, classroom, group discussion. Meanwhile, international target culture deals with other countries' cultures outside of Indonesia and inner circle countries. And it found that international target culture was portrayed as visual elements in the textbook such as Taj Mahal from India, Messi as the popular footballer from Argentina, Japan with *issumboshi* illustration, and illustration of pizza party from Italia. It is

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<sup>9</sup> Amanda D. Hilliard, 'A Critical Examination of Representation and Culture in Four English Language Textbooks', *Language Education in Asia*, 5.2 (2015), 238–52 <<https://doi.org/10.5746/leia/14/v5/i2/a06/hilliard>>.

<sup>10</sup> Rifat Kamasak, Mustafa Ozbilgin, and Derin Atay, 'The Cultural Impact of Hidden Curriculum on Language Learners', January, 2019, 104–25 <<https://doi.org/10.4018/978-1-7998-1962-2.ch005>>.

<sup>11</sup> Kamasak, Ozbilgin, and Atay.

aimed to give learners a wider insight of cultural aspects from other countries as well<sup>12</sup>.

Furthermore, in mastering English as a second language, students not only learn about language but also learn about culture to support communication with others which can improve students' intercultural communication which is useful for understanding language problems in a different culture<sup>13</sup>. Based on Ali, cultural differences, unfamiliarity, and incompatibility among the individuals become the most challenging issues of intercultural communication in education fields.<sup>14</sup> So it is concluded that inserting various cultural values of source culture, target culture and international in the ELT textbook will help students to increase their multicultural awareness and develop their level of respect as well as tolerance for the culture of other countries.

### **3. Content Analysis Method as A Tool to Reveals Hidden Values on The Textbooks**

In this study, in order to reveal cultural content in the ELT textbooks, the writer involve a content analysis method which belong to descriptive qualitative methodology. According to Shahmohammadi, content analysis is one of the research tools which aims to reveal the attendance of certain words, concepts, themes, phrases, characters, or sentences in a text or sets of texts to measure this presence objectively which is focused on the actual content and internal feature of media. The text that was mentioned before can be widely defined as books, book chapters, essays, interview, newspaper headlines and article, etc.<sup>15</sup> Furthermore, content analysis can also be

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<sup>12</sup> Soni Ariawan, 'Cultural Aspects Representation in English Textbook', *Journal of Advanced English Studies*, 3.1 (2020), 7–15.

<sup>13</sup> Sheeraz Ali, Bahram Kazemian, and Israr Hussain Mahar, 'The Importance of Culture in Second and Western Language Learning', *Dinamika Ilmu*, 15.1 (2015), 1 <<https://doi.org/10.21093/di.v15i1.99>>.

<sup>14</sup> Ali, Kazemian, and Mahar.

<sup>15</sup> Nayereh Shahmohammadi, 'Content Analysis of Elementary Science Text Books Based on the Achievement Motivation Constructs', *Procedia - Social*

described as sort of scan to determine material specific features such as: text, book, document etc. In addition, content analysis is scientific approach which examines the social reality through classifying the message and conveying it in the form of oral, written and other materials.<sup>16</sup>

Research that is related to language and culture has been widely carried out by many researchers in the education field, some of them examine textbooks that are commonly used by students in the learning process. Many researchers mainly compared the cultural values between English countries and non-English countries in the textbooks. Some of these studies are conducted by Arik and Kezer<sup>17</sup>, Faris I<sup>18</sup>, Shahmohammadi<sup>19</sup>, Xiang and Yenika<sup>20</sup>, Ayu and Indrawati<sup>21</sup>, Mayangsari et al<sup>22</sup>, Ariawan<sup>23</sup>, Ayu<sup>24</sup>,

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and *Behavioral Sciences*, 84 (2013), 426–30  
<<https://doi.org/10.1016/j.sbspro.2013.06.579>>.

<sup>16</sup> Recep Serkan Arik and Fatih Kezer, ‘Content Analysis of the Principles Books in the Field of Measurement and Evaluation Published in Turkey and in the World’, *Procedia - Social and Behavioral Sciences*, 9 (2010), 1400–1406  
<<https://doi.org/10.1016/j.sbspro.2010.12.341>>.

<sup>17</sup> Arik and Kezer.

<sup>18</sup> Faris I. N., ‘Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianjur, West Java’, *Journal of English and Education*, 2.2 (2014), 14–25.

<sup>19</sup> Shahmohammadi.

<sup>20</sup> Rong Xiang and Vivian Yenika-Agbaw, ‘ELT Textbooks, Culture and Power: A Critical Content Analysis of ELT Textbooks for Ethnic Mongols in China’, *Journal of Multilingual and Multicultural Development*, 42.4 (2021), 327–41  
<<https://doi.org/10.1080/01434632.2019.1692024>>.

<sup>21</sup> Mutiara Ayu and Rita Indrawati, ‘ELT Textbook Evaluation: The Analysis of Tasks Presented in English Textbook’, *Teknosastik*, 16.1 (2019), 21  
<<https://doi.org/10.33365/ts.v16i1.87>>.

<sup>22</sup> Lusi Mayangsari, Joko Nurkamto, and Slamet Supriyadi, ‘Cultural Content: An Analysis of ELT Textbook in Indonesia’, *International Journal of Scientific and Research Publications (IJSRP)*, 8.11 (2018), 192–99  
<<https://doi.org/10.29322/ijsrp.8.11.2018.p8325>>.

<sup>23</sup> Soni Ariawan, ‘Cultural Aspects Representation in English Textbook’, *Journal of Advanced English Studies*, 3.1 (2020), 7–15.

<sup>24</sup> Mutiara Ayu, ‘Evaluation of Cultural Content on English Textbook Used by ELT Students in Indonesia’, *Journal of English Teaching*, 6.3 (2020), 183–92  
<<https://doi.org/10.33541/jet.v6i3.1925> on April 10, 2021>.

Yuen<sup>25</sup>, and etc. These studies that have been mentioned before were using content analysis method in order to reveals the representation of culture in English textbook. It can be done through analyzing a certain document and text which refer to conversation, reading passage, and visual images from the ELT textbooks<sup>26</sup>. So, in this research, the most suitable method for the goal of this research which analyzing cultural content of the ELT textbooks is content analysis method.

## B. Previous Research

Most previous studies showed that the most dominant culture which is represented in English textbooks is the culture of inner circle countries or English countries such as USA and UK cultures then followed by the culture of outer circle countries (non-English countries) that infrequently portrayed in English textbooks.

### 1. The Analysis of the Cultural-Related Contents in an Indonesian English Textbook<sup>27</sup>

This study was conducted by Ulya Safira Riadini and Bambang Yudi Cahyono, the objective of this study is to analyse the representation of cultural-related contents of the tenth-grade senior high school English Textbook. The method of this study is a qualitative content analysis under the perspective of textbook evaluation. And to identify the cultural information, the writers used content analysis based on three sources of cultural information by Cortazzi & Jin, and coded under the eight categories by Bryam. The result of this study is that the ELT textbook not only portrays the target cultures, but also source cultures and international cultures. The materials present that the most frequently depicted cultures are source cultures, and the least frequently depicted cultures are the international cultures.

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<sup>25</sup> Ka Ming Yuen, 'The Representation of Western Cultures in English Textbooks', *ELT Journal*, 65.4 (2011), 458–66 <<https://doi.org/10.1093/elt/ccq089>>.

<sup>26</sup> Ariawan.

<sup>27</sup> Riadini and Cahyono.

## 2. The representation of multicultural values in the Indonesian Ministry of Education and Culture-Endorsed ELT Textbook: a critical discourse analysis<sup>28</sup>

This study was carried out by Budi Setyono and Handoyo Puji Widodo that aimed to investigate multicultural values represented in the ELT textbook for Senior High School. In this study, critical discourse analysis used by the writers found that there are four themes of multicultural values that appear from the textbooks, such as respecting numbers of ethnic and religions, respecting indigenous culture, conflict related to life and nature, and appreciation of cultural products.

## 3. Cultural Content of Three ELT Textbooks: Teachers' and Learners' Culture Preferences and Culture Themes of Textbooks<sup>29</sup>

This study was conducted by Karim Sadeghi and Zhila Sepahi that aimed to investigate the representation of big “C” and small “c” cultural aspects in three common ELT textbooks, those are Top Notch, Summit, and passages. Based on this study, the writers found that in the Top Notch series, cultural aspects of small “c” are related to food, daily life, and norms. Meanwhile geography being the most frequent of big “C” culture aspects. Then, in Summit and Passages, values and beliefs become the most frequent small “c” culture aspects.

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<sup>28</sup> Budi Setyono and Handoyo Puji Widodo, ‘The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-Endorsed ELT Textbook : A Critical Discourse Analysis’, *Intercultural Education*, 00.00 (2019), 1–15 <<https://doi.org/10.1080/14675986.2019.1548102>>.

<sup>29</sup> Karim Sadeghi and Zhila Sepahi, ‘Cultural Content of Three ELT Textbooks: Teachers’ and Learners’ Cultural Preferences and Cultural Themes of Textbooks’, *Pedagogies*, 13.3 (2018), 222–45 <<https://doi.org/10.1080/1554480X.2017.1417128>>.



#### **4. ELT Textbooks, Culture and Power: A Critical Content Analysis of ELT Textbooks for Ethnic Mongols in China<sup>30</sup>**

This study was conducted by Rong Xiang and Vivian Yenika-Agbaw that examined the cultural contents in a set of textbooks which is used as an ELT textbook among ethnic Mongol Junior High School, China. This study aimed to find out the representation of multiculturalism and underlying power relations that emerge in the textbooks. This study uses critical content analysis that contains Kachru and Nelson's model of English spread. The writers found that there is still an unbalanced representation of cultures of three circle countries and multicultural variables. Furthermore, there is tension that is related to power relations among different countries, race/ethnicity, social classes, and gender/sexuality.

#### **5. Cultural Content: An Analysis of ELT Textbook in Indonesia<sup>31</sup>**

This study was employed by Lusi Mayangsari, Joko Nurkamto and Slamet Supriyadi. The aim of this study was to investigate how cultures are represented in the English textbook. And content analysis was used by the writer to analyse the textbook. The writer found that the textbook has already represented the cultural dimension and explored culture in various ways well although it is paying less attention to the target culture.

#### **6. A Critical Discourse Analysis of The Value of Multicultural Awareness Represented in an ELT Textbook<sup>32</sup>**

This study was conducted by Ali Alsaawi which aimed to examine the representation of cultural content in an ELT

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<sup>30</sup> Rong Xiang and Vivian Yenika-Agbaw, 'ELT Textbooks, Culture and Power: A Critical Content Analysis of ELT Textbooks for Ethnic Mongols in China', *Journal of Multilingual and Multicultural Development*, 42.4 (2021), 327–41 <<https://doi.org/10.1080/01434632.2019.1692024>>.

<sup>31</sup> Lusi Mayangsari, Joko Nurkamto, and Slamet Supriyadi, 'Cultural Content: An Analysis of ELT Textbook in Indonesia', *International Journal of Scientific and Research Publications (IJSRP)*, 8.11 (2018), 192–99 <<https://doi.org/10.29322/ijsrp.8.11.2018.p8325>>.

<sup>32</sup> Alsaawi.

textbook taught at International Primary School o Saudi Arabia. This study adopted critical discourse analysis as the method in analysing the textbook. It focused on multicultural values and identified a number of values. He found that there is still a lack of depiction of the cultural values of some outer circle countries such as Africa, the Middle East, and the Far East.

## 7. Deconstruction of Cultural Dominance in Korean ELT Textbooks<sup>33</sup>

The article conducted by Hee jin Song examines the patterns of cultural values embedded in Korean ELT textbooks using content analysis to investigate the cultural differences that are reflected in textbooks and the presence of cultural biases. The writer analysed four textbooks and found that the textbooks portray various cultural interactions. Furthermore, there are social inequalities regarding race, nationality, and gender that primarily mention white American male representation than others.

The studies that discussed above indicate that the representation of English countries/target culture were still the primary portrayed in the textbooks, and the source/local cultures were limited. In addition, the international cultures from non-English countries are less portrayed than the target and source cultures.

### C. Theoretical Framework

The representation of cultural value in the English textbook has crucial roles in order to increase student's cultural awareness and interest in the learning process. With increasing cultural awareness, the instructional materials should portray cultural values whether it is from source culture, target culture or international culture in the learners' textbooks.

It is very important for teachers to insert cultural values in the teaching and learning process because in addition to increasing students' interest in language learning, it can also be a place to introduce existing cultures, especially their own

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<sup>33</sup> Heejin Song, 'Deconstruction of Cultural Dominance in Korean ELT Textbooks', September, 2013, 37-41  
<<https://doi.org/10.1080/14675986.2013.809248>>.

culture and other cultures to improve learner’s cultural awareness. In investigating the cultural content of the textbooks, the writer will be used a framework from Yuen which divides cultural elements into four elements, those are *product, practice, person, and perspective* to reveal the representation of Indonesia and western culture in the ELT textbooks.

