



Indonesian Cultural Representation In A Primary English Textbook: Critical Discourse Analysis

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Abstract

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Textbooks are one of the most important media in the English teaching-learning process. It plays a critical role for students and teachers in easing the teaching and learning processes. Using textbooks, teaching and learning processes are expected to run better, because teachers and students are facilitated in building an understanding of the ongoing material. Many subjects are presented in textbooks, such as small things done in daily life, food, movies, or culture from within and outside the country. This research aims to investigate Indonesian culture presented in the sixth-grade elementary English textbook entitled "Stairway: A Fun and Easy English Book." This study focuses on analyzing one aspect of culture: products represented in the form of images and texts. This study used critical discourse analysis as the research design. The data in this study were obtained by reading the textbook, and the results showed that the textbook provides several Indonesian cultural products. Thus, the textbook writer introduced products commonly produced by Indonesians. Various products are shown by the book provider/writer through images and texts that refer to or discuss particular cultural aspects. There were four visual images and one text, indicating that the image belonged to the cultural aspect of the product. The pictures and text revealed cultural aspects in the form of buildings, clothes (uniform), food, and sports (traditional martial arts).

Keywords: *English textbook, culture analysis, elementary school*

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INTRODUCTION

Textbooks play an important role in the learning process, whether for students or teachers in every subject. It plays a critical role for students and teachers in easing the teaching and learning processes. By using textbooks, teaching and learning processes would run better, because teachers and students are facilitated in building a similar understanding of the ongoing material. Textbooks play an important role in the implementation of new curricula (Setyono and Widodo 2019). Textbooks also provide many learning facilities for students to participate or engage in the learning process. As Ilieva (2018) suggests, textbooks are viewed as useful instruments for supporting language learning and as a source of language input. The learning process, facilitated by textbooks, also enhances the opportunity to explore things more widely. With textbooks, teachers will ease themselves in developing a learning material span because of their role as learning guidance. Students, on the other hand, easily accessed the teaching material. Therefore, teachers and students may use textbooks as a learning agreement in the teaching and learning processes.

Schools in Indonesia currently use textbooks as a primary teaching resource. Textbooks are considered media that help teachers and students guide their material teaching plots (Weninger 2018). Therefore, textbooks provide some materials in various modes, such as texts, picture/images, and even audio, which have many benefits in facilitating students' critical thinking (Han, 2019). They not only learn jisootamedia to deliver the targeted material but also as a stimulator for the learning process. The usage of textbooks is shaped by many aspects such as learners' age, proficiency level, and learning purpose (Tajeddin & Alemi, 2018). In addition, textbooks are considered media for changing students' attitudes, behaviors, and sociocultures. For teachers, textbooks can help in planning learning systematically and efficiently, because they provide the purpose for each lesson. They also play various roles in the English Language Teaching (ELT) curriculum and support the teaching and learning of languages (Ahmadi & Derakhsan, 2016). With textbooks, teachers can develop materials and prepare effective interactive learning methods.

The importance of textbooks in teaching and learning processes makes it important for teachers to sort out quality and appropriate textbooks for students to be taught, because many publishing companies publish various English textbooks. Textbooks are essential in language classrooms at all types of educational institutions around the world, including state schools, colleges, and language schools (Rahimpour & Hashemi, 2011). Nowadays, textbooks, especially those produced by global commercial publishers, often resemble magazines; the cover is glossy, full of images and other visuals, and combines popular cultural topics and genres, such as movies, blogs, and travel (Weninger, 2018). Therefore, teachers must be selective in choosing books to be used as teaching materials that are in accordance with the curriculum used by the school and do not violate school rules.

Many subjects are presented in the textbook, starting from small things that are always done in daily life, and introducing food, movies, or culture from inside and outside the country. Some textbooks published and widely circulated in Indonesia provide a few representative cultures, especially Indonesian culture. Facilitating Indonesian students from various cultures during the learning process would be beneficial. By showing Indonesian culture in textbooks, teachers can compare them, especially those for primary students. Books for primary students must provide information on local cultures. This is essential because they need to build pride in the local characteristics of the Indonesian people. In addition, providing different kinds of local culture may lead to the development of nationalism.

Research has investigated either content-based or discourse cultures in ELT textbooks. There have been some studies on cultural representations in English textbooks. Previous researchers have focused on various aspects, such as the percentage of each form of culture (Riadini & Cahyono, 2021), understanding different cultural sources (Elshadelin & Yumarmanto, 2020), and the representation of multicultural values in EFL textbooks (Setyono & Widodo, 2019). Another study also focused on the representation of culture-related content manifested in the Indonesian middle school English Electronic Textbook 2013 curriculum (Qodriyani & Kardiansyah, 2018). The last is research that focuses on

Indonesian cultural diversity, whose cultures are represented in middle school English textbooks (Parlindungan et al., 2018).

Although several studies have focused on culture in textbooks, there is still a slight focus on the representation of elementary ELT textbooks. This study fills this empirical gap. This research makes important contributions to the teaching and learning process, book writers, and curriculum developers, especially in the context of English for Young Learners (EYL). Investigating the representation of Indonesian culture in primary English textbooks is also crucial because Indonesian culture plays an important role in shaping nationalism. Therefore, the researcher is interested in researching the representation of Indonesian culture in a textbook published for 6th grade in elementary school, entitled "Stairway: A Fun and Easy English Book."

METHODS

This study used a qualitative research design and, more precisely, critical discourse analysis. This method is used to discuss in depth the content of the written or printed information in the book. Descriptive data were used to analyze, interpret, and convey the data provided in the textbooks. Because of the depth of the analysis, the researcher took only the 8th chapter of the eleven chapters in the book, which is related to the title of this study. The instrument used in this study was a researcher's instrument. From several sources, one is Paredaryenko and Krauss (2013), who are the main instruments of a qualitative study. Therefore, the researcher conducted the research by stepping on it herself.

The researcher collected data from the *Stairway: A Fun and Easy English Book* for Grade VI of Elementary School. The data were obtained by identifying and providing references, discussing, and identifying textbooks or journals about themes related to the research title before conducting the research (Creswell, 2018). The researcher read the book many times to obtain data for the research. The researcher then understood each word, sentence, picture, and image to find the best data relevant to the research. After that, the researcher identified the best data to be the research data to be analyzed.

RESULTS & DISCUSSION

The representation of Indonesian culture in this book includes places, food, artifacts, life and traditional sports. The term "culture" refers to the systems of knowledge shared by a group of people, including a group's values, beliefs, and attitudes, notions of appropriate behavior, statuses, role expectations, and worldview (notions of time, space, and cosmology) Rajabi & Ketabi (2012). The first product that the researcher found was an artifact showing a picture of the Borobudur Temple. Second, the researcher discovered a traditional sport, Pencak Silat. Pluralistic ideology, which emphasizes the existence of cultural distinctions among people from various ethnic, religious, socioeconomic, and geographic backgrounds, is the source of multicultural ideals (Setyono and Widodo 2018). The representation of Indonesian culture in the textbook also explains how Indonesians interact with older people, teachers, and religions.

Four aspects are used as the framework for data analysis: products, practices, perspectives, and people (Yuen, 2014). From the results, we selected

only one aspect of the product. Products related to entertainment are the most frequent (Yuen, 2014), such as food (Gado-gado), travel places (Borobudur Temple), and institutions (Indonesian School Uniform).

The pattern of Indonesian culture in the textbook presents images and text learning, and has a cultural aspect. According to Yuen (2014), products are related to entertainment such as television programs or movies, food, merchandise, print, and travel. From the results, the researcher identified the culture related to the product. They define text that includes cultural values in textbooks. Such a text about *gado-gado*, a famous food in Indonesia, and Borobudur Temple, a famous temple in Indonesia, is located in Magelang, Central Java, Indonesia. (Tables 1)

1. Visual Representation of Product Culture

Some findings have been analyzed based on one aspect of culture in the textbook, which has been explained in the findings. In this study, the textbook represents visual representations of aspect cultures, which are products. culture can be defined in terms of the product (Moran, 2011; Lee & Li, 2019). As in Yuen, products can be adopted by members of culture: plants, animals, clothing, religions, buildings, music, etc. Culture is the product of civilization (Lee and Li, 2019). Visual presentations of the products were obtained by the researcher.

First, four examples of Visual Presentation #1 (figure 5.1.) #2 (figure 5.2). #3 (figure 5.3.) and 4, respectively (figure 5.4). are visual representations of Indonesian product culture. Figure 5.1. is about Indonesian elementary, uniformly colored red and white. This clearly shows that the six students wore their elementary uniforms. Usually, the color of the school uniform indicates the level of the school. If someone wears a red-white uniform, it can be an elementary student; if someone wears a white blue uniform, it can be a junior high school; and if someone wears a white-grey uniform, it may be a senior high school. Figure 5.2. shows a famous building in Indonesia, the Prambanan Temple. This temple is usually a destination for both local and foreign tourists. Figure 5.3. Despicting two boys with long black shirts, pants, and colored belts. The belt usually indicates the level of traditional martial art. The next is Figure 5.4., which shows the National Monument (Monas). As shown in the figure, there are men and women who communicate through their phones. The background for the girl wearing cloth blue was Monas. The building is very tall and has golden shoots at its top.

Uniform is a mandatory attribute for students. This has become a provision for the schools. Each school has a different uniform depending on the school. Some schools require students to wear hijabs, especially integrated Islamic schools. This school is usually only for Muslim students, and school staff will give an obligation to their students to wear hijabs, long skirts, long shirts for girls, and long pants for boys.

The next analysis focuses on figure 5.2. and figure 5.4. depicting famous buildings that have become local or foreign tourist destinations. There are many destinations in Indonesia, but in the textbook, the researcher found only two pictures: Prambanan Temple and National Monument (Monas). As is well known, the Prambanan is the largest Hindu temple in Indonesia. It is not only a local tourist, but also a tourist destination for foreigners. This is a unique building that attracts tourists. People believe that women build Prambanan at night. In addition

to one building, but also 1000 buildings were built overnight. The legenda is believed by locals, and they called it The Legenda of Roro Jonggrang. The second is the National Monument, which is located in Jakarta. This building is iconic of Jakarta. The National Monument has Indonesian history relief, independence rooms, etc. At the top of Monas, there is a cup that has a 50 kilogram gold, and there is a tongue of fire or torch as a symbol of the spirit of struggle of the Indonesian people when they won independence.

The subsequent analysis is shown in Fig. 5.3. shows traditional Indonesian martial arts. From the picture, there are two boys who wear long black pants and shirts with different belt colors, indicating the level of traditional martial arts. This traditional martial arts is an Indonesian culture that is similar to Karate, Taekwondo, Judo, and other martial arts. Black long shirts and pants are characteristic of pencak silats. Pencak Silat is widely known in Brunei Darussalam, South Vietnam, South Thailand, Malaysia, and Singapore in accordance with the spread of various Indonesian ethnic groups.

Previous studies have shown that samples frequently consist of product-related content, with food, travel, and entertainment being the three main categories. This finding is consistent with that of previous research by Yuen (2014). Yuen found that cultural products could also include historical places, sports, television programs, and tourist places or destinations. Products related to entertainment are the most frequent, for example, hollywood movies and television programs (Spider Man and Survivors). Food (such as "fish and chips" and "tom yum soup"), commerce (such as Barbie and "sari"), printing (e.g., Harry Potter and Time), and travel (destinations such as Lotte World and the Colosseum) are examples of other types of products (Yuen, 2014).




2. Verbal Materials in the Textbook

The researcher found five cultures in products from textbooks and other types of products, including food (Yuen, 2014). This finding is in the form of text about *gado-gado*. The text tells us about Indonesian foods that are similar to salads. Most Indonesians are familiar with this type of food. People usually eat this food in the morning and make breakfast menus. The text tells readers how to make *gado-gado*. The 'I' gave the readers step by step of it, from beginning until finish, and what the material should be in. The 'I' said he helping his mom a very delicious food named *gado-gado*. From the first step, he peeled the potatoes, insert carrots, cabbage, potatoes, bean sprouts, eggs, etc., then he prepared other ingredients, and until he finished his *gado-gado*, the 'I' explained it clearly. The texts have a positive impact on people who want to make *gado-gado*, but they still confuse how to start it, because from the text, the researcher knows that the writer makes it detailed.

There are foods that are similar to *gado-gado*, but they have different names and ingredients. These three foods have the same appearance as peanut sauce, but differ in terms of vegetation. In *gado-gado*, carrots, cabbage, bean sprouts, potatoes, tempes, and tofu. All the ingredients in *gado-gado* are not boiled, except for potatoes and eggs, but for some people, they sometimes boil the ingredients first until cooking. Some ingredients of *pecel* include cassava leaf, cucumber, spinach, string beans, bean sprouts, *kangkung*, and peanut sauce. The text about Indonesian food and its positive impact on students' knowledge and

curiosity about Indonesia's various cultures.

Previous research shows that textbooks' coverage of foreign cultures is stereotypical and fragmented. By adding Indonesian culture, language textbooks can serve Indonesian culture in various ways. In addition, conversations with cultural topics can increase students' knowledge, especially in Indonesian culture. Understanding a language generally means knowing a lot of the culture in which it is used, as well as occasionally how other cultures are represented in that specific culture, as language represents both its own and other cultures (Yuen, 2014).

Unit	Theme	Description	Pages	Indonesian Culture
Chapter 1	It Is Cloudy Today	Product 1 that found by the Researcher is the uniform for elementary school. As seen from the picture, there are six students wearing the elementary uniform. The one who wear white veil and long red skirt is usually weared by moslem student	19	Indonesian elementary school uniform 
Chapter 1	It's Cloudy Today	Product 2 is Indonesian temple named Prambanan Temple is placed in Sleman, Special Regions of Yogyakarta. Prambanan Temple is one of the largest Hindu temple complexes in Indonesia. So many local or foreign tourist that visit this temple.	21	Indonesian Famous Temple 
Chapter 1	It's Cloudy Today	There are a man and woman that talking through their smartphone. In the background of the girl who wearing blue shirt, it showed Monas (National Monument). Indonesian iconic building and symbolizing the fight for Indonesia that placed in Gambir, Central Jakarta, Jakarta.	24	Indonesian Iconic Building 


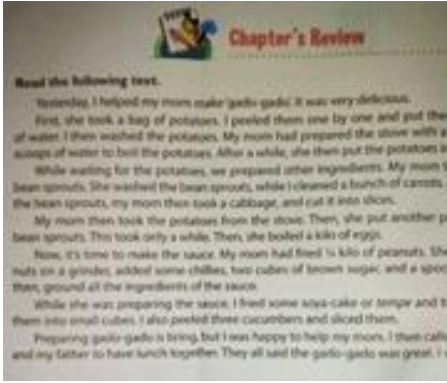
<p>Chapter 2</p>	<p>Do You Like Playing Tennis?</p>	<p>From the picture, there are two boys wearing long black shirts and long pants with red and blue belts. Colors indicate the level of this sport, named Pencak Silat. Pencak Silat is one of traditional martial arts that derived from Indonesia. Usually, it is a full-body fighting form that incorporates strikes, grappling, and throwing, in addition to weaponry.</p>	<p>38</p>	<p>Indonesian traditional martial arts (Pencak Silat)</p>	
<p>Chapter 4</p>	<p>Could You Give Me</p>	<p>Showed the text of procedure text about how to make gado-gado. The 'I' told that 'I' helped his mom for making a delicious gado-gado. As already known, gado-gado is an Indonesian salad of raw, slightly boiled, blanched or steamed vegetables and hard-boiled eggs, boiled potato, fried tofu and tempeh, and lontong, served with a peanut sauce dressing.</p>	<p>86</p>	<p>Indonesian Food</p>	

Table 1. The representation of Indonesian culture in the Indonesian EFL textbook, Starway: A Fun and Easy English Book for grade VI Elementary School

CONCLUSION

The explanation of the findings and discussion as a result of the analysis related to the representation of Indonesian culture in a textbook entitled "Stairway: A Fun and Easy English Book" for Grade 6 elementary school. Indonesian culture was discovered through visual images and textbooks. From many aspects, such as products, perspectives, practices, and people (Yuen, 2014), the researcher found cultural products in textbooks. Cultural aspects are represented in the form of places/buildings (National Monument and Prambanan Temple), clothing/uniforms (Indonesian elementary school uniform, red, and white), religion (hijab) (Moran, 2011) and traditional martial arts (Pencak Silat).

From the results found by the researcher, the representation of local culture in the form of products in textbooks suggests that teachers realize that there are some aspects of local culture in textbooks and consider these aspects as presented to students. However, this study analyzed one aspect of culture in the form of a product from one English textbook. Therefore, the researcher hopes that future research can examine all aspects of the culture in textbooks. Analyzing aspects of local culture from an English textbook can reveal what is shown about the cultures represented.

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