

Multimodal Analysis on The Cultural Content of Indonesian High School English E-Textbooks

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ABSTRACT

The pedagogy of English-Language Teaching (ELT) has highlighted the close connection between language and culture. In the educational setting, teaching and learning materials are linked to the introduction of culture, which is represented through language, particularly in English language material. The findings of this paper provide Indonesian English teachers with new insights into the presence of cultural value in the English textbooks used. Unquestionably, the inclusion of various cultures in the textbook may help teachers and students become more aware of their own cultures as well as develop a better understanding of the existence of other cultures. The cultural content of High school Indonesian English e-textbooks was analyzed using multimodal analysis. The framework used in this project is based on Stec's work on categorizing as well as Cortazi and Jim's (1999) work. It is discovered that there is an imbalance between the source culture, the target culture, and the international culture as a result of the cultural content in Indonesian high school e-textbooks. Nevertheless, when compared to other cultures, the source culture is more dominant. Students are expected to be more aware of their culture after reading input texts that expose surface cultures. It could validate the idea that using relevant, culturally relevant content is crucial when teaching the target language.

Keywords: *Multimodality, cultural content, ebook*

1. INTRODUCTION

The inextricable relationship between language and culture has been accentuated in English-Language Teaching (ELT) pedagogy. It is well known that language is a part of culture and culture is encoded in the language itself. Both language and culture is intertwined so that one cannot separate the two without losing the significance of either language or culture. As Brown, (2007) stressed that language is part of culture and culture is a part of the language. It can be implied that learning a language means learning the target culture as well.

Considering that language is likely ingrained in the culture, therefore when we learn or teach a language, it is important that the culture where the language belongs is referenced. In relation to the educational setting that teaching and learning materials are connected to the introduction of culture which is represented through the language, especially in English language material.

In ELT, textbooks have an important role in the English teaching and learning process. Many scholars indicated that textbooks seem to be the main teaching resource in EFL classrooms. Teachers and students spend almost much of their time using a textbook as a resource in the teaching and learning processes. Although there are other media that can support the activities in the classroom, EFL textbooks are, indeed, a major necessity for most teachers, because the bulk of them feature an eclectic approach based on the current theories proposed by communicative trends. Furthermore, it can bring easiness in the classroom by providing teachers with guidelines comprised of syllabus, methodologies, as well as materials for teaching and learning.

Obviously, the book has certainly fulfilled one's country's objective in teaching and learning the English language. The content of textbooks significantly affects learners. Thus, textbooks have a curriculum of teaching material and it may be an expression of attitudes and values that do not clearly influence the content and image of teaching material. It is also implied that textbooks are instructional guide that helps learners engage with these value-laden texts in order to expect them to learn the appropriate ways of thinking, behaving, doing, valuing, and being in the world.

Besides, it is pivotal to develop English as a Foreign Language textbook evaluation so as to ensure English Foreign as Language textbooks can effectively facilitate the attainment of our teaching objectives, and at the same time, be economically viable to teachers and students. There might be a lot of various careful considerations which must be done. Moreover, the selection of the wrong content of textbooks would be likely to negatively affect both teaching and learning. Financial resources would also be wasted. Fortunately, the National Education Department of Indonesia has arranged English materials/course books for each level of education from elementary to high school which can be used directly for the teaching process.

In the context of teaching English as a foreign language, English is rarely used outside the classroom. In Indonesia, the objective of national education is set based on the cultural value and ideology of the nation and applied in all school subjects including English. Therefore, In Indonesian English textbooks contained contents that had been localized. The goal of teaching and learning is to gain the proficiency of the students in understanding the material in their daily activities. These contents, frequently, were about varieties of national cultures and values written in English.

Moreover, pictures and visuals were mostly the representatives of local people and local contexts. From the perspective of English as a global language, those local contexts and cultures may color the varieties of English used in expanding circles. Recently, with the development of technology and the ease of accessing the internet, the e-textbook program in Indonesia begins to designate its function. Virtually, e-textbook are intentionally made by the government to decrease the costs of education that parents should spend in purchasing textbooks for their children. At the same time, it is expected could lessen the problem in

distributing the book. Etextbook program (Program Buku Sekolah Elektronik) launched on August 28, 2008, in Indonesia (Antara news, 2008). The Ministry of Education supported by the Information Technology (IT) team has been working hard to redesign and relocate the backbone for delivering the e-textbooks. With support from many non-government organizations, compact disk (CD) containing the e-textbook of various lessons was distributed for free in locations that have limited access to the Internet. Using the national or state budget allocated for education, the government purchases the e-textbooks copyright and maintains the website used to store and distributed the e-textbooks.

Taking into account how the significance of textbooks in language and culture learning and also with the increasing use of multimedia technology in education and the growing importance of multimodal EFL (English as a Foreign Language) teaching and learning, it becomes necessary to explore the multimodality of the present EFL textbooks as a way to help design high-quality multimodal textbooks. Therefore, here on this paper tried to examine the cultural content of Indonesian English textbooks. This paper is mainly discussed a multimodal analysis of the cultural content of English e-textbook in Indonesia. Given the importance of ELT textbooks in language classrooms, the emergence of research on ELT textbook evaluation that focuses on how textbook content helps achieve language learning and teaching purposes, such as learners' academic literacy development, curriculum implementation, or test preparation comes as no surprise.

Moreover, the inseparable relationship between language and culture, more and more scholars and educators have emphasized the significant role of culture in language teaching and learning. It can be seen that numerous studies have been undertaken examining culture in English language textbooks whether locally produced or internationally. The integration of cultural components into language teaching can heighten the motivation of language classes. However, analyzing the cultural content of language teaching materials is not an easy task, and thus many different approaches have been done by some researchers. In addition, evaluating textbooks for cultural features has been a concerned field by EFL researchers in different learning contexts. The purpose of this multimodal analysis is to identify local cultures which are represented in English e-textbooks downloaded from the Indonesian eBook website. Multimodality itself has been a concern area for some researchers because it gives attention to various modes of communication other than language which can help learners in their meaning-making process (talk, visual communication, action, gesture, gaze, posture and movement). It becomes such a necessity to explore the multimodality of the present EFL textbooks as a way to help design high-quality multimodal textbooks.

To narrow this study, I decided to analyze the multimodality of High school Indonesian English e-textbooks which are published by the Ministry of Education and Culture Indonesia. The book is the official textbook of curriculum 2013 and the national book for English subjects. The findings of this paper might provide new insights for Indonesian English teachers about the existence of cultural value in the English textbook used. Decisively, the different cultures in the textbook is might enrich teachers' and students' cultural awareness about their own culture and to have a better cultural understanding of the existence of other cultures.

Several published studies that have been conducted in the same field (Stec, 2017; Surmiyati & The, 2017; Pauwels, 2012) showed that multimodal analysis claimed to be a comprehensive approach when it comes to analyzing in vary core modes of image, language, sound, and music in different degree. In other words, these analyses would beneficial for teachers and educators to see their effectiveness for the learners as I believe that textbook

is a crucial matter for EFL learners. Therefore, this project tried to analyze the cultural content of Indonesian high school English textbooks. Specifically, the textbook involved in this project is used under the new curriculum implemented in Indonesia, which is curriculum 2013. This is the gap that I want to investigate.

Subsequent paragraph text.

***) Integrate theoretical frameworks and previous studies related to your papers in the Introduction or Finding and Discussion Sections.**

2. METHODS

Dealing with the analysis of a textbook, this study was categorized as discourse analysis research. Since this study was categorized as discourse analysis, this study was on the umbrella of qualitative research design. A descriptive qualitative method of research attempts to investigate the quality of relationships, activities, situations, or materials (Fraenkel & Wallen, 2012). According to Denscombe (2010), Discourse analysis is an approach to the analysis of qualitative data that focuses on the implied meaning of the text or image rather than its explicit content. It is based on the premise that words and pictures are used not simply to depict reality; they are used instead as a way of creating and sustaining reality.

Discourse analysis involves a 'deconstruction' of the data in order to expose the ways in which text or visual images do the work of creating or sustaining particular aspects of social life. This approach is familiar within the fields of social psychology, sociology, and linguistics and is used in relation to a wide range of social research areas including, for example, cultural studies, marketing (especially advertising), education and feminist studies. This project intends to explore the cultural content of high school Indonesian English textbooks. Hence, this project involved selecting text, determining the unit to be coded, developing content categories, and analyzing data using multimodality approach. Textbook analysis can be carried out in two directions: the analysis of selected textbooks in order to determine whether they are suitable or not for classroom usage for instance predictive analysis, and the analysis of textbooks that are already in use such as retrospective analysis (Skopinskaja, 2003). Hence, content analysis is applicable to various studies including language studies, which concern with analyzing content of certain matter through classification, tabulation, and evaluation (Pamungkas, 2010).

The study's theoretical foundation is mainly derived from Halliday's framework (1994) and Kress and Leeuwen's (2006) reading images model were applied to verbal and visual discourse, respectively. Halliday's main focus was on verbal language. The use of social semiotics in reading images has also been proposed by Kress and van Leeuwen (2006). The texts are analyzed to show the representation of cultural content through multimodal criteria based on Stec (2017) related to the core modes of image, language, sound, and music depicting cultural content in ELT course books and Cortazzi & Jin, (1999).

3. RESULTS AND DISCUSSION

3.1. *General layout of high school Indonesian English e-textbook*

This section mainly describes the external evaluation regarding the organization of the textbook. The evaluation which involves an overall presentation and analysis of the textbook related to its design, table of contents, the total pages, and the distributions of units, lessons as well as activities included and sections in the book.

The first e-textbook examined is a high school Indonesian English textbook for tenth-grade students. It is published in 2017. The book has 223 pages consisting of 15 chapters organized in themes. In the beginning, the textbook presented content mapping for one-year teaching and learning process comprised of the syllabus and the objectives of the lesson of each chapter. Hence, on the first page of every unit presented the aims of the unit to the students. It is found that 4 out of 15 chapters are related to Indonesian context and culture. As a whole, the book has 162 activities which are divided among each lesson. At the end of the textbook, there are five references inserted including the list of vocabulary, index, and profile of the writer, researcher and editor of the textbook.

The second textbook examined is Bahasa Inggris for grade XI. The textbook is also published in 2017. The textbook has 177 pages comprises of 8 chapters and 7 chapters' enrichment input. As well as the first textbook, at the beginning of chapter, there must be the objective of the lesson, however, the objective of the lesson could be expanded by the teacher. Hence, on the first page of every unit presented the aims of the unit to the students (see Figure 4.2). It is found from chapter 1 until chapter 8 that there is no illustration placed on the title of the chapter like in the first textbook, nevertheless the author put some illustrations in the enrichment part. Only 1 out of 15 chapters is related to Indonesian context and culture. As a whole, the book has 82 activities which are divided among each lesson and mostly involved in reading activities. At the end of the textbook, there are five references inserted including the list of vocabulary, index, and profile of writer, researcher and editor of the textbook.

The last textbook examined is Bahasa Inggris for grade XII. In contrast with the two e-textbooks discussed before, this textbook is published in 2015. The textbook has 256 pages and comprises 16 chapters. As well as the first textbook, at the beginning of chapter, there must be the objective of the lesson. Hence, on the first page of every unit presented the aims of the unit to the students. It is also found all chapters did not include any illustrations. As a whole, the book has 164 activities which are divided among each lesson and mostly involved in reading activities and vocabulary exercises. At the end of the textbook, the author put a glossary of words and also the references of the textbook.

It also seemed to be following a pattern in its organization of the lessons, as can be seen clearly that every chapter integrates the four skills which are reading, speaking, listening, and writing. Apart from sections dedicated to skills, the textbook also contained sections for grammar and vocabulary exercises. The first page of every unit presented the aims of the unit to the students; the first lesson started with either vocabulary building or brainstorming.

3.2. *Cultural content representation in Indonesian English e-textbook*

In order to reveal what cultures are represented in the textbook, the contents in the reading passages were analyzed whether they are source culture, target culture or international culture (Cortazzi & Jin, 1999). The frequency of the data categorized was converted into percentages. The percentage was compared and analyzed to investigate what culture occurred most frequently in each textbook. The findings then were discussed qualitatively.

Table 1 *The Frequency of Cultural Contents Occurrences in the Textbook*

Textbook	Source Culture	Target Culture	International Culture	Total
<i>Bahasa Inggris</i> grade X	10 (50%)	5 (25%)	5 (25%)	20
<i>Bahasa Inggris</i> grade XI	3 (15.7%)	11 (58%)	5 (26.3%)	19
<i>Bahasa Inggris</i> grade XII	8 (36.4%)	3 (13.6%)	11 (50%)	22
Total	21	19	21	61

From the table above (Table 1) it can be seen that the source culture, the target culture and the international culture varied in each textbook. The first book, which is *Bahasa Inggris* grade X showed that there are 20 reading passages in total for the whole textbook comprising the source culture, target culture, and international culture. Moreover, it can be seen that the source culture is significantly ahead compared to the target culture and International culture. The finding showed that 50% or 10 out of 20 reading passages involved in the textbook were mostly dominated by the source culture. Meanwhile, the target culture and the international culture prominently share the same proportion of 25%. This finding is in line with Dat (2008) and Nur (2013) stated that the representation of the source culture content in local textbooks is one of the strengths of local textbooks due to the practicality and familiarity for the learners.

As seen in the table, the percentage of source culture, target culture, and international culture integration shows variation in each book. The results show that from the three e-textbooks examined, each textbook promotes more or dominance on one culture over the other culture. In *Bahasa Inggris* grade X, the source cultures is more salient, it are presented not only through reading passage but also through pictures embedded on the textbook. Meanwhile, in *Bahasa Inggris* grade XI is more salient in promoting the target culture. Lastly, in *Bahasa Inggris* grade XII predominantly promotes both source and international culture which is presented through the reading passages embedded in the textbook. However, overall the source culture is often embedded in each textbook, even though there is an imbalance percentage among the three components of cultural context. This result supports Mckay (2003) study that using the local cultures will make the process of learning English and exploring the cultures happen at the same time. This means that the process of learning English occur in a reciprocal condition that students will use English to promote their culture and at the same time, they practice their English by talking about their culture.

3.3. *The cultural component in e-textbook*

To answer the main research question of this project I explored single page of every unit of the textbook to determine which culture is incorporated in it. I include verbal texts and

story recounts in the main texts, all the reading passages in reading sections, model dialogues in speaking sections, and information notes throughout the three e-textbooks. Other written texts in exercises are excluded because they are often decontextualized sentences or manipulated substitution drills aiming to repeat target linguistics items covered in the previous main texts, model dialogues, or reading passages. The cultural contents were classified based on four following subgroups (Peres & Gonzales, 2014):

- a) Core mode of the image itself relates to the visual presentation of the cultural content in ELT materials (static pictures, illustrations, drawings, maps) and their meanings.
- b) Core mode of language relates to the verbal presentation of the cultural content in ELT materials (speech and static writing: new phrases and sentences).
- c) Core mode of sound relates to the verbal presentation of the cultural content in ELT materials (soundtracks, recordings of readings, and dialogues).
- d) Core mode of music relates to the verbal and musical presentation of the cultural content in the materials (performed songs and chants).

As far as the visual methodology is concerned the interpretation of visual content in terms of the meanings is restricted here to the site of the image itself. These features are explained in detail in the analysis of each textbook starting with the first grade followed by the second and third grade. Further, multimodal analysis was employed. Three modes of representation are accounted for: image, layout, and the modal relations that occur between image and writing. The results indicate that English e-textbook used by Indonesian high school students form specific multimodal artifacts. The cultural content is listed under the topics according to the source culture and the target culture.

Table 2 *Multimodality of the cultural content of Indonesian high school English e-textbooks*

Textbook	Cultural Content Total	Core Modes				
		Image	Language		Sound	Music
		Static Pictures	Speech	State Writing	Soundtracks	Songs
Bahasa Inggris grade X	Source culture	27	-	8	1	-
	Target culture	17	8	7	1	1
Bahasa Inggris grade XI	Source culture	7	1	4	1	-
	Target culture	9	2	8	4	3
Bahasa Inggris grade XII	Source culture	3	5	5	-	-
	Target culture	6	5	9	-	1

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4. CONCLUSIONS

As the results show, ELT materials designed for Indonesian high school student include a selection of the cultural topics mainly limited to geographical and historical sites, such as tourist places, famous folklore and famous people. They are presented in English course books with diverse manifestation and representation. Each section of the cultural content includes the core modes of image, language, sound, and music in different degree. The multimodal investigations of Indonesian high school English e-textbooks has revealed that the source culture is predominantly presented on the textbook, and mostly comes in the form of picture and state writing, followed by speech, reading dialogues and the last is song. Since the students and teachers of English come from the same cultural background with the same language too. It enables them to communicate and develop their ideas about the local culture they are familiar with than talk about the target culture which is new for them. However, a sensible approach is also advocated in terms of implementing and developing various semantic resource and modes included in the cultural sections. Thus also can be considered as an effort form the Indonesian government for upgrading the national identity or character by promoting National Character Building through the curriculum, and this effort is supported by the textbook industry. As stated on the 2003 Act of the Republic of Indonesia on the National Education System suggests the teachers' responsibility for maintaining the Indonesian national culture, rooted on the values of religion and local wisdoms.

To some extent, the government's effort in inserting National Character Building through the 2013 curriculum resembles the objective of learning source culture materials proposed by Cortazzi and Jin as well as McKay. Source culture which is derived from learners' own culture (Cortazzi & Jin, 1999; McKay, 2000, 2002) can be utilized to represent the learners'

local culture. Moreover, by inserting national character into the cultural content of EFL textbook might be effective for the students. As supported by McKay (2000, 2002), this type of material, as promoted by the government, which contains the representations of National Character Building, is very significant for learners to learn their own culture as well as identity. However, it was also found there is imbalance number between the source culture, the target culture and the international culture represented on all three e-textbooks.

On the first textbook the source culture is predominant among the others culture, while on the second textbook analyzed it is found the source culture is predominant compare to the others, and the last textbook analyzed showed that the international culture and the source culture is dominated the textbook. According to Madjzadeh (2002) English textbook need to be localized, but should also include the target culture and the global culture to facilitate learner's multicultural competence. Thus, it can be implied that in order for the students to be able to be exposed with local, target, and international cultural components, it is teacher responsibility to use complementary teaching materials beside the textbook. This finding also support that most of English textbook used in EFL context placed more local culture in English textbook (McKay, 2003).

Primarily, based on the goal of Indonesian English curriculum, learning English is to enhance students' skills to communicate and acquire information in English. Therefore, in order to reach this goal, the textbook has been designed to show students that Indonesians are proficient enough to communicate with other users of English. However, the texts seem to suggest that Indonesian use English to communicate to other Indonesian rather with people from a great variety of countries. Pictures, photographs, and texts in these two textbooks majorities have been localized. However, besides the localized contents, the authors cannot afford to use other contents that oriented to another culture, including the native English culture, such as American or UK. The downside of this localization is students are not exposed with enough information about the target cultures that necessary needed when they take the TOEFL or IELTS.

To sum up, all of these analyses reveal that the local culture contents predominant compare to the other cultural content (target culture and international culture) for all the three e-textbooks. The local culture presented on the textbook 65 purposively embedded for ideological purpose, to strengthen national identity and foster nationalism on students. In addition, national identity is constructed from the crystallization of a distinctive character embedded in many individuals of a nation that signifies one nation from another (Puskurbuk, 2010). These findings have important implications for syllabus designers to incorporate national, international and target cultural context to augment students' cultural familiarity for effective communications. In addition, teachers can get benefit from the findings to focus more on some missed elements, and include some supplementary tasks and assignments to make students familiar with different contexts both in local and global setting.

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