

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The research of cultural content in English textbooks has been a new area of investigation. The textbook helps students acquire content applied in any institutional setting. It reflects linguistic and cultural knowledge of English, possibly incorporating various belief systems from the nations where English is spoken. To represent cultures in the textbook, it is usually designed along with the text in illustration form. The cultural content illustrated in images intends to showcase cultural skills and awareness while assisting students in understanding and classifying potential social situations (Riadini & Cahyono, 2021). Moreover, the visual illustrations with attractive color displays create an impression and have an impact on a positive attitude in student's eye and more efficient at communicating information and also has a high value that stimulates the student's interest in the book (Tahririan & Sadri, 2013; Zulia et al., 2022). To sum up, the research on cultural content in English textbooks has revealed that visual illustrations can play a significant role in representing different cultures and helping students perceive social contexts. Furthermore, using illustrations with appealing colors can have a powerful impact on students' attitudes and interest in the material.

Numerous studies have been conducted in analyzing textbooks. Mushtaq et al. (2022) used a systemic functional grammar model to investigate the role of visual image in facilitating learning in Pakistan's newly designed English textbooks. The study found that the textbooks had a positive and neutral presentation regarding gender and religious bases. Worku (2019) examined the place of some gender issues in curriculum materials of Ethiopia Grade Eight English Textbooks using the content analysis model by Frankel and Wallen (2006), which revealed in all the evaluation criteria that the textbook was gender-biased, favoring the male gender. Another study by Fristiara (2017) aimed to find the value inside the image of an English textbook based on the characteristic of young learners through a multimodal discourse perspective related to systemic functional linguistics revealed

that the textbook developer should design the appropriate image in transferring Indonesian culture. Based on the preceding description, analyzing the textbook mainly focuses on visual images, especially in qualitative research methodologies, because visual images encompass a variety of artifacts that can be used as data.

According to the previous study above, it is reasonable to assume that most of the study focuses on multimodality analysis. As a result, this study focuses on the cultural content based on Cortazzi and Jin (1999) in English textbooks and analyzes semiotic theory, specifically Charles Sanders Peirce's triadic sign theory. Data or information that includes cultural values, such as symbols or signs, letters, phrases, numbers, or images, is referred to as cultural content (Riadini & Cahyono, 2021). Triadic sign theory focuses on the signs that Peirce believes appear around us and are always connected to human logic to justify their existence. A sign is something visible, denotes, presents, substitutes, or symbolizes something and has a relationship with the recipient, which is representational and enables the interpretation of an object (Ambarini & Umaya, 2012; Patriansyah, 2014; Zulia et al., 2022). For its depth or complexity and for reflecting the significance of interpretation to signification, Peirce's theory is regarded as unusual and innovative.

Examining the cultural content based on Cortazzi and Jin (1999) in English textbooks viewed by triadic sign theory by Charles Sanders Peirce can add a new branch of investigation of cultural content in the textbook. Besides, the result of previous researchers is rarely using this method to examine an English textbook. Analyzing the cultural material in textbooks is important because it can help students gain an expanded knowledge of various cultures, histories, and perspectives. Also, it can promote cultural awareness and critical thinking about the world. According to Faris (2016), the spread of a particular language in textbooks can affect linguistic attitudes, and then when picking an English textbook, the cultural content should be considered. If English is not controlled and filtered in its spread, it can undermine local culture. Any misunderstandings, misinterpretations, or omissions can be found and fixed by critically analyzing how different cultures are represented. It guarantees that instructional materials portray several diverse cultures in a more realistic and balanced manner, supporting the development of a

more knowledgeable and receptive generation of learners. Therefore, to fill the gap, the present research will analyze the cultural contents in tenth-grade senior high school English textbooks based on the cultural categories by Cortazzi and Jin (1999) and viewed from the triadic sign theory by Charles Sanders Peirce.

1.2 Formulation of the Problems

This research will focus on answering two questions,

1. What cultural content types are presented in the English textbook?
2. How is the cultural content represented in the tenth-grade English textbook viewed from triadic sign theory?

1.3 Operational Definitions

1.3.1 Triadic Sign : It is the branch of semiotics theory by Charles Sanders Peirce to analyze the sign model. In this study, the sign model is the visual images along with text in the textbook.

1.3.2 Textbook : The textbook is the main object of the study. It is the tenth-grade English textbook used for teaching materials in the classroom and published by the Ministry of Education.

1.3.3 Cultural Content : It refers to the symbolic context, aesthetic element, and cultural values originating from or expressing cultural identities through visual images or text.

1.4 Aims of the Research

This research will use the framework of Cortazzi and Jin (1999) and Charles Sanders Peirce's Triadic signs theory to identify the cultural content illustration in the tenth-grade senior high school English textbook.

1.5 Significances of the Study

1.5.1 Practical Contributions

Researching cultural content in textbooks for English can take on an innovative approach if it is based on Cortazzi and Jin's (1999)

cultural categories and seen via Charles Sanders Peirce's triadic sign theory. Furthermore, the results of earlier studies rarely look at English textbooks using this technique. Hence, this study will use the triadic sign theory to the cultural content of tenth-grade high school English textbooks, based on Charles Sanders Peirce's semiotic principle and Cortazzi and Jin's cultural categories (1999).

1.5.2 Theoretical Contributions

This study will complement the previous study focusing on the semiotic analysis of the textbook, in this case, the sign representing the cultural content in the English textbook.