CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Semiotics

Semiotics is a large and diversified field that examines multiple sign types sent through various mediums, socially organized and evolving sign systems, and the circumstances of signification or semiosis (the process of giving signs meaning) (Prior, 2018). The term semiotics or semiology derives from the Greek' semeion,' which means sign. In other words, semiotics studies signs and symbols, mainly when they express spoken and unspeakable things (Andriani et al., 2021).

The Swiss linguist Ferdinand de Saussure (1857-1913) founded semiotics, which is a method of analysis that seeks to study and uncover the 'deep' structures behind visible phenomena or the hidden rules that govern anything from the way people interact in a given social context to the way stories are written or told. According to Saussure, the sign is the relationship between the signifier (conveying or making meaning) and the signified (meaning itself). American philosopher Charles Sanders Peirce (1839-1914) further explained this concept by stating that semiosis operates in three positions: the sign (which represents something else), the interpretant (also known as the meaning effect or interpretation of the sign), and the object (or referent, something to which the sign refers) (Curtin, 2009).

Another philosopher, Roland Barthes (1915-1980), was the first to apply semiotic theories acquired from linguistics to visual images. He intended to investigate how interpretations may be assigned to images that are not the 'natural' outcome of what can be seen. According to Barthes, the connotation, or second-order meaning we as humans give to an immediate visual experience, differs from the signified meaning, which is the first-order or basic meaning of the visual effect. According

to the linguists' definitions above, semiotics focuses on the sign, particularly as components of language or other systems of communication. Famous semioticians and semiotics founders include Ferdinand de Saussure and Charles Sanders Peirce. This research used the triadic theory of sign developed by Charles Sanders Peirce.

2.1.2 Charles Sanders Peirce's Triadic Sign Theory

Charles Sanders Peirce, a pragmatic philosopher and logician, developed a model of the sign of semeiotic and sign taxonomies. From a theoretical perspective, a sign means anything that conveys any definite notion of an object in every way to human minds. He offered a triadic model consisting of the following:

1. The Representamen

Some theories refer to representamen as the 'sign vehicle.' A sign or representamen serves as a representation of someone or something in some way. It addresses someone and creates an identical or more developed indication in their thinking.

2. Object

The object is a sign that symbolizes something else and belongs to one of three sign orders: icon, index, or symbol.

   a. An icon is a symbol that refers to the object it represents only by its appearance.

   b. An index is a symbol that relates to an object and indicates that the object impacts it.

   c. A symbol represents an object that the law identifies through a sign.

3. Interpretant

The interpretant is the definition of a sign that addresses something that creates an idea as an equivalent or more developed sign— the connection between a sign and the interpretant outcome yields between the three methods of sign interpretation.
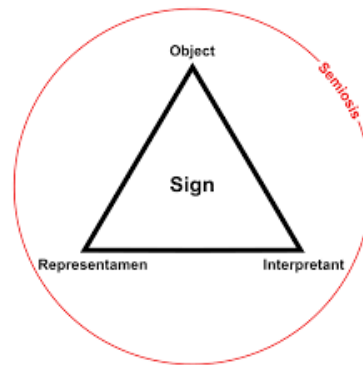
Figure 1. Triadic Theory

The representamen is a subject in a triadic relationship with the object, a second subject, and the interpretant, a third subject. For some interpretants, the representamen determines they will stand in the same triadic connection with a specific object (Peirce, 1978).

According to (Liszka, 1996), the ground and the interpretation must mediate the sign's capacity to represent, and each part of the sign must have a triadic aspect. This interaction between the sign (ground), object, and interpretant must be triadic, with actual affiliation through each component. Others judge each of the sign's first three formal criteria. A sign's capacity to represent also depends on its ability to be understood. It can only function if interpreted as representing an object somehow and can only be understood as representing an object if it is interpreted consequently. Thus, grounding, representation, and interpretation are interconnected and may be called its triadic condition.

Peirce created a complex system of sign classification that starts with a triadic classification of signs that divides representamen, object, and interpretant into three trichotomies (Nöth, 2020), specifically;

a. First Trichotomy

Peirce divided signs into three categories: qualisign, sinsign or tokens, and legisign or types. A qualisign is a sign that may function as a sign until it is integrated, at which time it

becomes a sinsign. On the other hand, legisign is denoted by the lack of its application, referred to as a duplicate or the sinsigns.

b. Second Trichotomy

The three categories of signs in this trichotomy are icon (firstness), index (secondness), and symbol (thirdness). In contrast to the index, Peirce claimed that the icon expresses a thing's nature, but the index depends on the object and symbol. In contrast to symbols and icons, he developed the index as a natural and ordinary category of signals. If a sign vehicle is truly impacted by its referential object, it is an index. On the other hand, an index directs the reader's attention to the item, suggests that the object is real and exists as a separate entity, and shows the object. A symbol is an arbitrary, everyday indication frequently connected to a broad concept.

c. Third Trichotomy

Based on the nature of the interpretant, a sign is a rheme, a dicent, or an argument. A rheme is a simple or substitutive symbol that indicates a particular type of thing. A dicent is a physical or informational indicator that does not declare existence. An argument is a logical indicator that the passage from all premises to the conclusion is a fact.

Trichotomy / Category	I. of the representamen	II. of relation to object	III. of relation to interpretant
Firstness	qualisign	icon	rheme
Secondness	sinsign	index	dicent
Thirdness	legisign	symbol	argument

Figure 2. Peirce's Three Trichotomies of Signs

2.1.3 Textbook for Teaching and Learning Purpose

The textbook is the primary teaching and learning material that enables students to acquire the necessary knowledge and develop critical, creative, and dialectical thinking and developmental skills (Mithans & Grmek, 2020). Following the textbook definition, EFL textbooks strive to equip students with the knowledge, language abilities, and information about English-speaking nations to engage with individuals from other countries and cultural backgrounds (Radić-Bojanić & Topalov, 2016).

Textbooks are course books that provide information on a specific subject from elementary school to university. Therefore, they play a crucial role in the educational process (Jannah & Raudhatul, 2019). To develop competent learners, the textbook is intended to serve as a resource for the learners to look up vital information. As a result, the curriculum for the textbooks used in schools must be designed by the intended learning outcomes. Most EFL or ESL classrooms significantly rely on assigned textbooks, including national and regional ones (Nur et al., 2022).

In ELT textbooks, "images" are often characterized as visual information that either supports verbal content or stands alone as a resource (Haiyan Kelly, 2018). Visual images are employed as stimuli in the EFL setting to aid students in interpreting and comprehending the visual images in the textbook. Visual components are helpful for test purposes because they encourage students to use their knowledge and experiences to express themselves through words by exposing them to and immersing them in the stimuli given to them (Canning-Wilson, 1999; Purwaningtyas, 2020).

Based on the description above, the information inside the textbook and the visual information in the form of images or symbols become essential to help students develop their insight, in this case, is the understanding of the cultural context of the textbook.

2.1.4 The Cultural Content in Textbook

Culture is the distinctive ways and customs that set one society apart and are passed down through language or other forms of communication (Gay, 2013; Septiyana et al., 2022). According to Tüm and Uğuz (2014) stated that Culture is a common knowledge system of shared values, beliefs, attitudes, and ideas of proper behavior, status, and role expectations. It is crucial to many concerns and the upkeep of social cohesion and is represented in all languages.

Textbooks are essential in classes when English is taught as a second language. It is the foundation for the classroom language instruction and practices students receive (Reynaldi, 2022). Based on (Moran, 2001), there are five dimensions of the cultural content in the textbook,

Table 2.1. Dimension of Culture Based On Moran (2001)

Dimensions	Description
Products	Art forms (music, painting, movies, clothes, dance), institutions (family, law, religion, politics), places (buildings, cities), and artifacts (food, language, money).
Practices	Actions (such as ritualized communication techniques or a timely representation, commitment to, maintenance, and adaptation to the community), operations (manipulation of cultural products in the form of action and interaction or verbal and non-verbal), scenarios (extended, communicative practice, such promote or educate), and lives (stories of the member of the culture).
Persons	Identity and life history (to describe the specific community and culture's individual)

Perspectives	Perceptions, beliefs, values, and attitudes guide people's behavior in cultural practice.
Communities	Nation, coexistence, and relationships.

Whereas according to Cortazzi and Jin (1999), the materials in English textbooks are divided into four categories concerning the cultural context:

1. The target culture is the one that is prevalent in nations where English is taught in schools. Materials frequently aim to inform readers about the target language's cultural setting.

2. A source culture has the student's culture as its point of reference. The goal of this culture is to strengthen both local and national identity. For example, stories about Indonesian legends, images of Indonesian people, or other things can be presented.

3. International culture is the diverse collection of cultures organized in nations where English is neither the first nor second official language but is spoken worldwide. International culture materials aim to develop intercultural awareness by educating people about various sociocultural contexts.

4. Neutral culture or unidentified cultural material does not show specific culture.

In conclusion, cultural dimensions encompass various aspects that contribute to understanding a society's identity and values. When considering the cultural context in English textbooks, Cortazzi and Jin's categorization provides a framework for including various cultural perspectives. Source culture emphasizes the students' culture to foster a sense of identity, while target culture educates users about the cultural contexts of English-speaking countries. International culture expands the scope to include diverse sociocultural contexts, promoting intercultural awareness. Neutral culture, conversely, encompasses materials that do not explicitly represent any specific culture. These categorizations enrich

the learning experience and promote a comprehensive understanding of cultural diversity.

Because most of the information in Indonesian textbooks focuses on Indonesian society and culture, students are more likely to be familiar with and understand it. On the other hand, international cultural products come from both English- and non-English-speaking nations and represent a range of civilizations (Riadini & Cahyono, 2021). It can be concluded that cultural content in textbooks is very relevant for teaching second languages because learning English as a foreign language requires not only knowledge competence on the part of students or teachers but also awareness of the existence of native or non-native speakers' cultures.

2.2 Study of the Relevant Research

Numerous research have looked into the cultural content of English textbooks. A study by Husain et al. (2021) examined an EFL textbook that employed Peirce's semiotic principles and Cortazzi and Jin's classification of cultural types to identify the cultural meanings represented through words and images. This study used semiotic analysis to look at the intricacy of cultural symbols. The study found an imbalanced mix of four cultural types: source, target, international, and neutral.

In a different study, Normalela and Kardena (2022) used Byram's cultural content theory to assess English textbooks for Indonesia's junior high schools in ninth grade regarding cultural viewpoints. The findings demonstrated that the examined textbooks addressed seven of Bryan's theory's nine criteria. The study suggests that the textbooks must be revised to enhance their contribution to Indonesian education.

A further study by Septiyana et al. (2022) conducted a second study to locate and examine cultural materials in the English on Sky ELT textbook for high school students. The research process for this study included five steps: reading the textbook, detecting cultural material using Cortazzi and Jin (1999), coding the data, and evaluating the data. The findings demonstrated that the cultural components

described in the book comprised people, things, and activities. It is advised and helpful for secondary school pupils to study the ELT textbook English on Sky to develop their language proficiency and cultural awareness.

In conclusion, these investigations examined how various English textbooks used in Indonesian classrooms dealt with cultural elements. These studies identified cultural material in textbooks using a variety of categorization and analytic techniques. It is revealed that there are imbalances and inadequacies in the cultural context of some textbooks. The research also suggested the need for revisions to improve the contribution of textbooks to Indonesian education. On the other hand, one of the studies recommended a particular ELT textbook for enhancing students' language skills and cultural knowledge. These studies highlight the importance of cultural content in language textbooks to enhance language learning and promote intercultural understanding.

Although there has been an increase in studies regarding the cultural content in textbooks, most studies have studied the proportion of each cultural category in the textbook and how cultural content is portrayed in textbooks. Moreover, only some studies have included other theories from different fields, such as semiotics. Hence, to fill this void, this study focused on finding cultural types in the textbook and how the cultural content represented viewed from the triadic sign theory by Charles Sanders Peirce.