

## **CHAPTER LITERATURE REVIEW**

This section provides an overview of some theories to support this research. These theories related to cultural identity including concept of identity, concept of culture, culture categories, culture dimensions, concept of textbook, and cultural identity in the English textbook.

### **2.1. Theoretical Framework**

#### **2.1.1 Concept of Identity**

Identity is a concept that shapes how individuals view themselves and how they are viewed by others in social and cultural contexts. Understanding identity covers various aspects of life, from personal characteristics to social roles and cultural fusion. According to Buckingham (2008) stated that Individuals may make claims about their identities (by claiming identification with other members of a group, for examples), but those claims must be acknowledged by others. These processes work at both the social and individual levels. People try to maintain their sense of status or self-worth while simultaneously attempting to express their individuality and connect with others through the process of defining their identity. As in Fearon (1999), stated that in its current iteration, "identity" has two meanings. It alludes to social categories as well as the foundations of a person's dignity or sense of self-respect simultaneously. At least in everyday speech, the term "identity" can be used to describe personal traits or qualities that are difficult to describe in terms of a social category. In other situations, certain categories can be referred to as "identities" even though no one considers them to be essential to their own identity. However, "identity" in its current form suggests and reflects the notion that a person's self-respect is based on social categories. Because of this, the process of forming an identity frequently entails stereotyping or "cognitive

simplification," which enables people to positively describe themselves and their group and to discriminate between themselves and others with ease.

The idea of identity is complex and includes a person's sense of who they are, how they see themselves, and how they are positioned in society. An individual's sense of self is shaped by a complex interplay of psychological, social, cultural, and personal elements. According to Yang et al. (2021) also posits that cultural identity is a fluid and ongoing process, shaped by interactions and the socio-political context. This view acknowledges the complexities of identity in a globalized world, where individuals may navigate multiple cultural affiliations and negotiate their identities in various settings. Researchers have looked at how people classify or label others and themselves, how they identify as belonging to specific groups, how a sense of "community" or belonging is developed and maintained, how groups discriminate against outsiders, how groups relate to one another, how boundaries between groups function, and how institutions define and organize identities.

Identity is a key component of an individual's self that shapes how they see themselves and how they are seen by others. It covers various aspects of life, from personal characteristics and social roles to cultural values and group membership. Identity is a dynamic and continually evolving concept, influenced by social interactions, life experiences, and changes in the social environment. as explained in the book written by Burke & Stets (2022), they integrate the concepts of role identities, identity verification, commitment, and identity salience to explain how individuals navigate their social worlds. Their work provides a comprehensive framework for understanding the dynamic and multifaceted nature of identity, emphasizing the importance of social interactions and the feedback mechanisms in maintaining consistent self-conceptions.

Understanding the concept of identity is crucial for comprehending human behavior, relationships, and societal dynamics. It recognizes the

dynamic and evolving nature of individuals' self-perceptions within the broader context of social and cultural influences.

### **2.1.2 Concept of Culture**

There are multiple definitions for the term "culture." Depending on their points of view, numerous specialists have their own definitions. The American anthropologists Kroeber and Kluckhohn as stated in Oatey & Helen (2012) examined definitions and conceptions of culture rigorously in 1952 and came up with a list of 164 definitions. From those various definitions of culture, Moran (2001) describes culture as the changing way of life of a group of people, based on a shared set of worldviews, shared products, and particular social settings. This description aligns with the different definitions of culture that have been proposed. Furthermore, Matsumoto (2009) as stated in (Keith, 2019) defining culture as a distinct meaning and information system, shared by a group and transmitted across generations, that enables the group to meet basic needs of survival, by coordinating social behavior to achieve a viable existence, to transmit successful social behaviors, to pursue happiness and well-being, and to derive meaning from life. While according to Gill (2013) also defined culture as a shared system of information, customs, practices, attitudes, and artifacts among a group. Based on the definitions of culture given, it can be concluded that culture is a group's way of life that encompasses the characteristics of its members, communities, activities, and products that set it apart from other groups and are passed down through the generations. Based on all of those concepts, culture encompasses a wide range of life experiences. Because of this, culture should be valued and comprehended as a source of knowledge that can improve our daily lives.

### **2.1.3 Cultural Identity**

Cultural identity is a critical aspect of a person's self-conception and self-perception, and it is related to nationality, ethnicity, religion, social class,

generation, locality, or any social group that has its own distinct culture. Hauser (2009) stated that cultural norms are not explicitly stated; instead, they are learned subliminally through socialization. The exceptions are etiquette, ethical standards, and legal norms, some of which can be developed or even documented (etiquette and ethical standards, legal norms). As stated in Hauser (2009) culture is frequently described as an orientation or standardization of values or modes of behavior (i.e. as being standardized). Thus, cultural standardizations are normative communal standards that depending on how thoroughly they have been developed, have varying restrictive implications (norms of habit, value, ethical and legal norms).

Cultural identity refers to the shared characteristics, beliefs, norms, behaviors, and values that define a particular group of people. People develop their cultural identities through the unconscious interpretation and incorporation of cues from their environment in order to identify with and feel a part of a specific group or community. Additionally, it is related to people, communities, and society, enabling people to connect with one another through shared cultural experiences (Howarth, 2011). Cultural identity is a complex and multifaceted concept that is essential to understanding how individuals perceive themselves and their place in the world.

Therefore, cultural identity refers to the sense of belonging and identification with a particular culture or group. It encompasses the shared values, traditions, customs, language, and overall way of life that define a community or a group of people. Cultural identity is shaped by various factors, including ethnicity, nationality, religion, language, and historical experiences.

#### **2.1.4 Culture Categories**

Categories are embedded within broader systems of meaning and classification. Categorization can be creative because of, rather than in spite of, the structurally and culturally embedded characteristics of categories, despite the fact that the embeddedness term is frequently linked to limitation. When

an organization's collective resources and skills are expanded by categorization, it might lead to the creation of new identities, avenues for action, or genuine and valuable membership categories., as stated in (Glynn & Navis, 2013). It is important to note that within these broad categories, there is immense diversity and variation. People within the same cultural category can have distinct regional, linguistic, or individual differences. Additionally, cultures are dynamic and evolve over time, influenced by various factors such as migration, technology, and globalization.

In this study, the researcher analyzed the chosen English textbook by using the categorizations of culture by Cortazzi & Jin (1999). According to Cortazzi & Jin (1999), a good English textbook should contain three different kinds of culture, they are source culture, target culture, and international culture.

First, the source culture or local culture reflects to the learners' own culture, in this case Indonesian culture. As stated in Cortazzi & Jin (1999) Some EFL textbooks are created nationally for specific nations, reflecting the cultures of the sources rather than the targets, making the source and target cultures exact replicas. The source culture is heavily featured in these textbooks for a number of reasons. According to Cortazzi & Jin (1999) a deeper reason is that "such materials are usually designed to help student become aware of their own cultural identity." As one of the goals of education is to help students become more conscious of their own culture, the source cultural materials have a significant role in the classroom (Byram et al., 2002), cited in (Böcü & Razi, 2016). The target culture refers to the culture where the target culture, English, is used as the first language, for instance, Australia, UK, USA, New Zealand, Canada, and Ireland. According to García (2005), as stated in Rahmawati (2019) there are five benefits to acquainting language learners with the culture of the target language: (1) it broadens their understanding of the world and foreign societies; (2) it exposes them to notable behavioral patterns of the target community; (3) it cultivates a respectful and tolerant attitude toward one

another; (4) it advances the learners' perception of their own culture to others; and (5) it highlights the role of cultural assumption or improves the learners' intercultural communication competence.

Next, the international culture refers to the culture where English is used as the international language, for example, in Korea, China, countries in Africa, and others. It includes cultures of all countries in the world except those that categorize source and target cultures. Alptekin stated in (Böcü & Razi, 2016) that international culture content ought to be included in the lesson since it draws attention to global diversity and fosters the development of intercultural communicative competence abilities in the students, such as exhibiting tolerant attitudes toward individuals from different backgrounds. In summary, the integration of these three cultural categories is intended to improve learners' English communication skills, intercultural communicative competence, and awareness and respect for others from diverse cultural backgrounds.

### 2.1.5 Culture Dimensions

Cultural dimensions refer to a framework used to understand the differences in culture across countries and their impact on various aspects of society. There are so many cultural Dimensions theory as a framework that identifies several key dimensions to distinguish between different national cultures. This research use Moran's theory to analysis the textbook. Moran (2001) mentions that there are five dimensions of culture, namely products, practices, person, perspectives, and communities.

**Table 2. 1**

*Dimensions 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.

The theory provides a valuable framework for understanding cultural differences in the textbook.

### 2.1.6 Concept of Textbook

A textbook is a book containing a comprehensive compilation of content in a branch of study with the intention of explaining it. Textbooks are primarily educational and academic in nature, used in classroom settings and to aid formal education. They are designed to meet the needs of educators and students, providing detailed information about a subject for people who are studying that subject. Ayu (2020) argues that textbooks serve as a useful tool for students' self-directed learning, effective presentational material, ideas and activities, reference, and a syllabus that reflects pre-established learning objectives. They also provide support for less experienced teachers who have not yet gained confidence, as stated in (Ayu & Indrawati, 2019). Textbooks are essential for both students and teachers, providing a structured outline of lessons and topics to facilitate learning and teaching. They are a primary source

of information within the context of formal education, and they form the basis for students' learning and teachers' lesson planning.

### **2.1.7 Cultural Identity in English Textbook**

Numerous studies find some factual evidence to support the theory that language and culture are linked. Clouet asserts in Amara (2017) the beliefs and practices of a given culture are reflected in the language used. Consequently, learning a language teaches one about the culture that goes along with it. Put simply, knowledge of the local culture is necessary for language acquisition. As a result, the integration of cultural components into language teaching materials has emerged as a noteworthy and captivating area of study.

Some argue that including cultural components into English textbook is beneficial. It can encourage students and spark their interest in learning a language. Kilickaya in Mithan (2020) asserts that English teaching materials ought to provide more than only grammar principles. If grammatical components are overemphasized in course texts, students will become disengaged and less eager to learn the language. It is suggested that language education be made more exciting and varied in order to grab students' interest Kirkgoz & Aggam in (Pratiwi, 2020). Including culture in the English textbook is one of the variations. A student's enthusiasm and interest in language learning can be increased by providing cultural information.

In conclusion, including cultural identity in textbooks is important for promoting diversity, fostering cultural awareness, and enhancing the overall learning experience for students. It can also contribute to the development of critical thinking skills and social competency, which are valuable in today's interconnected world.



## 2.2 Study of the Relevant Research

Recent years have seen an increase in interest in the study of culture in textbook as a subject of research, such as the research by (Alshenqeeti, 2020). This study analyzed the cultural representation in three types of culture (source, target, and international) in EFL textbooks and learners' preferences at public universities in Saudi Arabia. This study used content analysis method. for the analyses of the study data, researcher used a survey taken by EFL learners. The findings of the current study suggest the need for thoroughness in developing rigorous frameworks for EFL textbooks' cultural integration, and for future experimental trials focusing on culture and foreign language research.

In addition, Prihatiningsih et al. (2021) have conducted a study on the same issue, this study investigated the types of cultures represented in EFL textbooks for seventh graders. The research applied a qualitative content analysis as method and Kress and van Leeuwen's multimodal social semiotic approach as the technique of analyzing data. The result reveals that imbalances in the representation of cultural types exist. Source culture is represented more dominantly compared to target and international culture.

Another study by Aoumeur & Ziani (2022), this study explored the representation of culture in My Book of English, a second-generation English-language book for the first-year middle school in Algeria. The aim of this study is to demonstrate the cultural significance of some representational choices. The researcher used content and a linguistic analysis method. The notion of ideology was exploited in this study to examine the part that language takes in perpetuating ideas about culture, multiculturalism, diversity, nationalism, and identity. According to the findings, cultural and social representations capture both the tendencies of cultural heritage preservation and the promotion of innovation and change.

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. Five steps made up the research procedure for this study: reading the

textbook, using Cortazzi and Jin (1999) to identify cultural content, coding the data, and analyzing the data. The results showed that the cultural elements in the book were made up of people, objects, and activities. Studying the ELT textbook English on Sky is a good way for secondary school students to improve their language skills and get an understanding of different cultures.

Based on the studies above, the researcher will identify cultural representations in different textbook. This research will focus on what are cultural identity content conveyed by the authors of English textbooks at schools, especially English language textbooks for grade 7 *Kurikulum Merdeka* entitled 'English for Nusantara'. Recognizing the significant influence in English textbooks on learners' cultural awareness and intercultural knowledge. The researcher examines the representation of textbook materials from the two perspectives on cultural elements: the perspectives on cultural dimensions (Moran, 2001), and on cultural categories (Cortazzi & Jin, 1999).