

## **CHAPTER 1 INTRODUCTION**

This chapter consists of introduction which is reflected in six sub-sections; Background of the Study, Research Question, Purpose of the Study, Significance of the Study, Scope and Limitation of the Study, and Definition of Key Terms.

### **A. Background of the Study**

It is generally accepted that English textbook uses variety of instruments such as texts, names, and images for learning purposes. Those elements have each function that contributes in proceeding and succeeding the purpose of the production of the English textbook for student's learning. The problem is, there is procedural process in proposing these elements, especially name-mentioning and visual-use, that represents cultural set. In interpreting cultural values in a textbook to reach its purest understanding, multimodal analysis is often being a principle consideration. Multimodality itself refers to a compound of modes with signs as basis to the meaning production (Kress, 2005). Therefore, this research initiates its basic elementary problem in this *multimodality* behind English textbook in Indonesia.

One of recommended English Textbooks in Indonesia is a textbook published by Indonesian Ministry of Education and Culture. This book has been being widely shared to many schools in Indonesia in accordance to nail the similar perception of understanding. According to Setyono & Widodo (2019), English textbook published by Indonesian Ministry of Education and Culture is immensely value laden, and it takes an important role in the implementation of curriculum that allows the teachers to manage teaching materials and utilize them in in-class and out-of-class activities with some kind of value perspective of Indonesian standard norms/values and avoid including pornographic content, radicalism, violence, ethnic-religious-racial sentiments and gender stereotypes.

With all due respect of this point, it is inevitably clarified that textbook and its implementation of cultural value and understanding are in inseparable kinship. Cultural value is implemented in the name-mentioning and visual-use that become the book's style in narrating the discourse. This expository style of narrating the

discourse has some functions: (1) decoration, (2) remuneration, (3) motivation, (4) reiteration, (5) representation, (6) organization, (7) interpretation, and (8) transformation (Levin, 1981). In the reasonable view, there is something vital to propose that legalization of this book publication implies those instruments, in this case, multimodality in name-mentioning and visual-use represents cultural set. Lee (2014: 39) asserts that manifestations of cultural, including gender, norms, and any other ideologies can be found in educational materials.

Some studies in the notion of multimodal analysis have been conducted to provide information that meaning can be shaped and communicated through several modes. Olowu & Akinkurolere (2015) explained that textual and visual are really meaningful to use in advertisement. It was reported that there are three advertisements are analyzed in the study. One of them portrayed a happy and healthy family. Beside them, there is a stopped sign encapsulates a mosquito that indicates malaria mainly caused by it. There are also some drugs namely Pamametre included in the advertisement. In this sense, it can be assumed that the family is healthy because they take those drugs to avoid malaria. In Indonesia, Dallyono & Sukyadi (2019) described that both textual and visual data are really crucial in spreading people's awareness towards environmental issues occur in Indonesia. The representation of the suggestion are delivered through text such as "would you care more if I am a panda?", while the visual are analyzed through social distance, vector, and size. These modes are united as one to convey a meaning.

Beside advertisements, multimodal analysis is also employed to analyze textbook particularly English textbook. Another study by Marefat & Marzban (2014) described that there is a gender inequality appears in Iranian English textbook that analyzed using multimodal analysis. It was found that the male characters are illustrated to be more active and dominant through both textual and visual representation. Meanwhile the female character is portrayed to be calm, subordinate, and even has no conversation. In Finland, Wu (2014) analyzed the relation between text and image through elaboration, extension, enhancement, and projection. All of the components complement each other as a meaning-making.

In cultural context of textbook, Fristiara (2017) reported in Indonesian EYL textbook, some activities portrayed in the textbook are influenced with Western culture. For instance, an image family is presented having a meal together in their dining room. All of the family members are illustrated wearing shoes which are not really common in Indonesia. The colors of the images are made really bright and cheerful to attract the young learner's attention and to make many vocabulary are easier to remember. Through the images, togetherness of the family is also illustrated. It may be possible that the book's creator and publisher want the young learners to understand that family is really important. In addition, Salbego *et al* (2015) explained that in Brazilian English Textbook, images and text are very important to help students' comprehension towards learning materials. The image and text presented in the textbook show who the participants are and what action they are involved in. The study emphasizes on how image really matters to increase students' understanding because images have meanings especially when they are combined with written text.

In Indonesia, there are many studies conducted to investigate cultural context in English textbook, Fitriyah (2015) reports that through descriptive-qualitative, English textbook for grade eight published by Indonesian Ministry of Education and Culture emphasizes Indonesian culture and habits on the reading text. Furthermore, Gunantar (2017) reveals that three different Indonesian ELT textbooks analyzed using descriptive-qualitative focus on local culture and localized culture which is a combination of two or more ethnic culture in Indonesia. Additionally, Nurjanah & Umaemah (2019) with descriptive-qualitative method explains that Indonesian ELT textbook published by Erlangga shows that target (native) culture is more exposed compared to local and international culture.

Involving cultural aspects in teaching language is a necessary to make students to improve their intercultural competence and develop their understanding about local and target culture when learning target language (Mayangsai *et al*, 2018). The model of integrating culture in learning can enrich the local (ethnic) culture which in turn can also develop and strengthen the national culture which is the culmination of a local culture and a developing ethnic culture. In culture-based learning, it is integrated as a tool for the

learning process to motivate students to apply knowledge, work cooperatively, and perceive relationships between various subjects.

Cultural analysis on English textbook with the use of discourse analysis, semiotic, and descriptive are quite common, however, it is rare to find multimodal employed to analyze cultural value of English textbook particularly in terms of name-mentioning and visual use. Hence, this study is aimed at investigating representations behind names and images of each character in the English textbook published by Indonesian Ministry of Education and Culture for grade seven of junior high school. Therefore, multimodal analysis is employed to investigate name-mentioning and visual-use of each character in prescribed Indonesian junior high school English textbook.

### **B. Scope and Limitation of the Study**

The scope of this study is on cultural-pedagogical. Any discussion of visual-use and name-mentioning of the characters in English textbook for grade VII of junior high school student is relevant with cultural values. In this point, the limitation of the discussion of the analysis in this study is on multimodal analysis.

### **C. Question of the Study**

Based on the issue stated in the background of the study before, this study proposed two research questions as follows:

1. What name-mentioning and visual-use are represented in Indonesian junior high school textbook?
2. How name-mentioning and visual-use are represented in Indonesian junior high school textbook?

### **D. Purpose of the Study**

Based on the background of the study and research questions which have been explained and exposed above, this study is aimed at explaining what and how name-mentioning and visual-use are represented through each character in prescribed Indonesian junior high school textbook.

### **E. Significance of the Study**

This study is emphasized to benefit the educational fields, which are represented as follows:

1. For teacher, this study hopefully can donate culture understanding and how it is taught to the students. Teacher can be more aware of this diversity issues and give equal opportunities and rights for students to participate in class and take part on making decision regardless of identity;
2. For students, this study is expected to open students' critical perspective towards cultural things they read in which Indonesia has various religious, ethnicity, skin colors, and many other things which can be indicated as their identity;
3. For further research, hopefully, this study can enlighten and become a source for further researchers who will conduct a study about name-mentioning and visual-use in English textbook;
4. For pedagogy implication, hopefully, this study can provide useful information about analysis of English textbook and cultural issues in pedagogical field with the employment of multimodal analysis.

### **F. Definition of Key Terms**

The definitions of the following variables as mentioned above according to experts are:

#### **1. Textbook**

Textbook is a one of the most important elements used as guidance and source in teaching and learning process for both student and teacher. Deuri (2012) considers textbook is one of the major tools in the hand of foreign language teacher because it is properly planned and utilized to use by both teacher and student. In this point, textbook is needed by teacher to help him/her in delivering the teaching material more structurally and systematically especially during language learning and teaching. Through textbook, students are able to gain more information and increase their comprehension.

#### **2. Textbook Analysis**

As textbook is one of beneficial sources used in teaching and learning process, the users need to check and analyze whether or not the textbook is good to utilize. Textbook should include some

important component accordance with the values taught in society. Therefore Ebert *al.* (2011) asserts that textbook should be grounded by student diversity and curriculum so that the assessment and classroom management will be meaningful ideologies formed in curriculum of education.

### 3. Multimodality

Multimodality is the use various modes in which later all the modes are complete each other to create meaning(s) and value(s). Multimodal can be used to analyze image, text, sound, gesture, video and any other things with the use of semiotic. All signs are multimodal and each modality leads to the opportunity in expressing and shaping meanings (Kress *et al.*, 2005:21).

### 4. Name-Mentioning

Name-mentioning especially in textbook used to distinguish the existence of the characters. Name is a part of language used to labeled every kind of things or nouns in this word which can be animals, plants, humans, and any other thing that can be mentioned in this world (Johnson, 2003)

### 5. Visual-Use

Visual which can be known as picture, image, or illustration is presented to illustrate something. It used in media such as advertisement, newspaper, textbook, and many more. Levin (1981) asserts that one of roles of image in textbook is as representation.