

**VISUAL SEMIOTIC ANALYSIS OF CULTURAL IDENTITY
REPRESENTATION OF THAILAND AND INDONESIAN
ENGLISH TEXTBOOK FOR SENIOR HIGH SCHOOL**

THESIS



By:

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**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
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In Partial Fulfillment of the Requirements for Bachelor Degree of Education (S.Pd)
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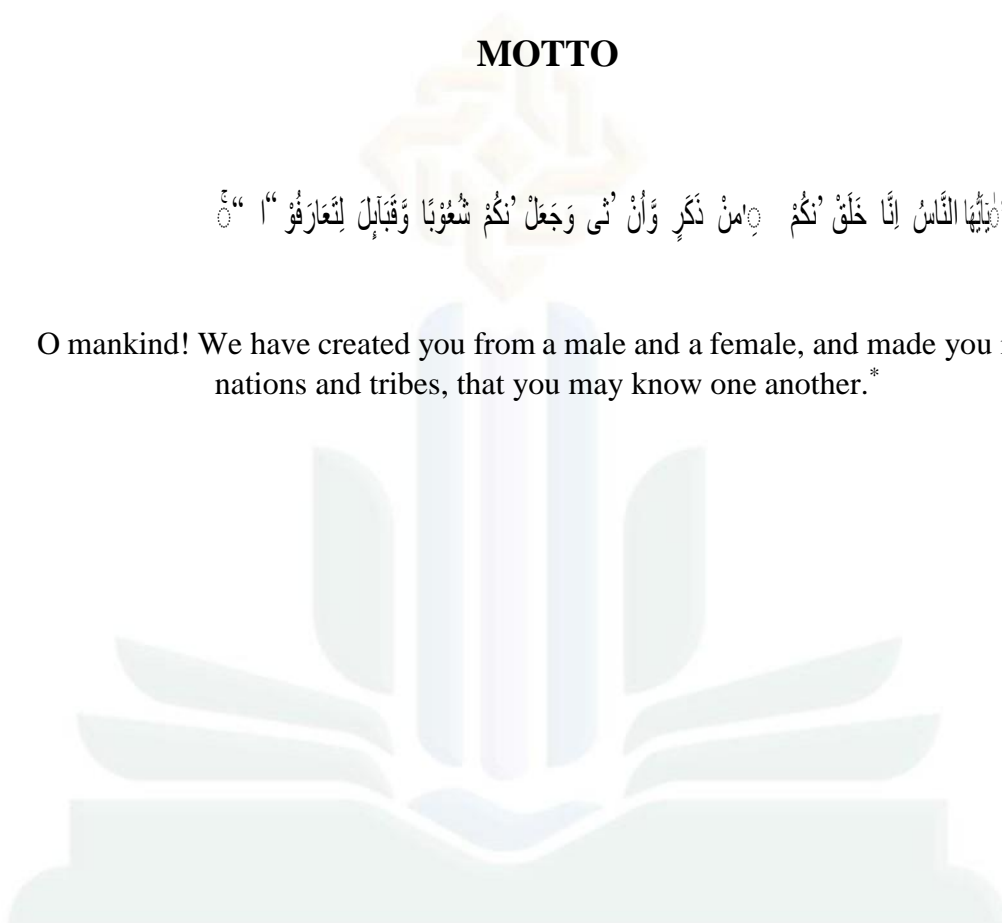


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MOTTO

يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ

O mankind! We have created you from a male and a female, and made you into nations and tribes, that you may know one another.*



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* The Noble Quran, Translation by Dr. Muhammad Taqi-ud-Din al-Hilali and Dr. Muhammad Muhsin Khan, Online version, Access from <https://noblequran.com/>, Surah Al-Hujurat, Verse 13 (Accessed on 11th May 2025)

DEDICATION

I respectfully dedicate this thesis for:

My beloved parents, my father Slamet Utoyo and my mother Rubama, who have consistently provided me with unwavering support throughout my thesis journey. To my mother, I express my deepest gratitude for her constant prayers, reminders to take care of myself, and providing comforting words of encouragement when I felt down while working on this thesis. To my father, I truly appreciate your inspiring words and constant prayers, which have greatly motivated me to complete this thesis. I have deep love and gratitude for both of you. Thank you for always being by my side.

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ACKNOWLEDGMENT

First of all, I would like to express my gratitude to Allah SWT., who has blessed me with good health and ability to accomplish this thesis as the final project. Secondly may peace and salutation to our prophet Muhammad SAW the last massager of God who has guided us from the darkness to brightness from jahiliyah to the islamiyah namely Islamic religion.

This thesis entitled “Visual Semiotic Analysis of Cultural Identity Representation of Thailand and Indonesian English Textbook for Senior High School” compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN Kiai Haji Achmad Siddiq Jember.

In addition I also would like to express my gratitude to the following individuals for their invaluable support and guidance throughout the completion of this thesis:

1. Prof. Dr. H. Hepni, S. Ag, M.M., as a Rector of State Islamic University of Kiai Haji Achmad Siddiq of Jember who has given opportunity for me to study in this university.
2. Dr. Abdul Mu'is, S.Ag, M.Si., as the Dean of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.
3. Dr. Nuruddin, M.Pd.I. as the Head of Islamic Studies and Language Education Department who had supported and facilitated me in every matters.

4. Dewi Nurul Qomariyah, S.S, M.Pd., as the Head of English Education Program who approved the title of this thesis.
5. Sandi Ferdiansyah, M.Pd, as my advisor who has guided, advised, and supported me in conducting the research and writing this thesis, and as my academic supervisor who has helped me in navigating my lectures.
6. All English Department lecture who gave me knowledge during my learning process.

I am truly indebted to all those who have contributed to the successful completion of this thesis. Thank you for your support, guidance, and belief in me. May Allah SWT reward all those who have supported in this journey with kindness.

Jember, 14 May 2025

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ABSTRACT

Irma Rafika Pebriana, 2025: Visual Semiotic Analysis of Cultural Identity Representation of Thailand and Indonesian English Textbook for Senior High School

Keywords: *English textbooks, cultural identity, visual semiotic analysis*

English textbooks play an important role in language education. They support language learning and shape students' views of global cultures. These textbooks often act as cultural mirrors, showing cultural knowledge through text and s, either intentionally or unintentionally. Previous research has mostly examined the language content or written cultural representations within English textbooks. There has been little focus on how visual elements help shape students' cultural identity, especially in English textbooks published in Southeast Asia.

This study aims to find out the cultural categories represented in the Thailand and Indonesia English textbooks. Beside that, to describe the ways how cultural representation was portrayed in Thailand and Indonesia English textbooks viewed from Pierce's triadic model of signs. These research objectives were taken from research questions, including: 1) What cultural representation are found in the Thailand and Indonesia English textbooks? ; 2) How is each cultural representation portrayed in the Thailand and Indonesia English Textbook?

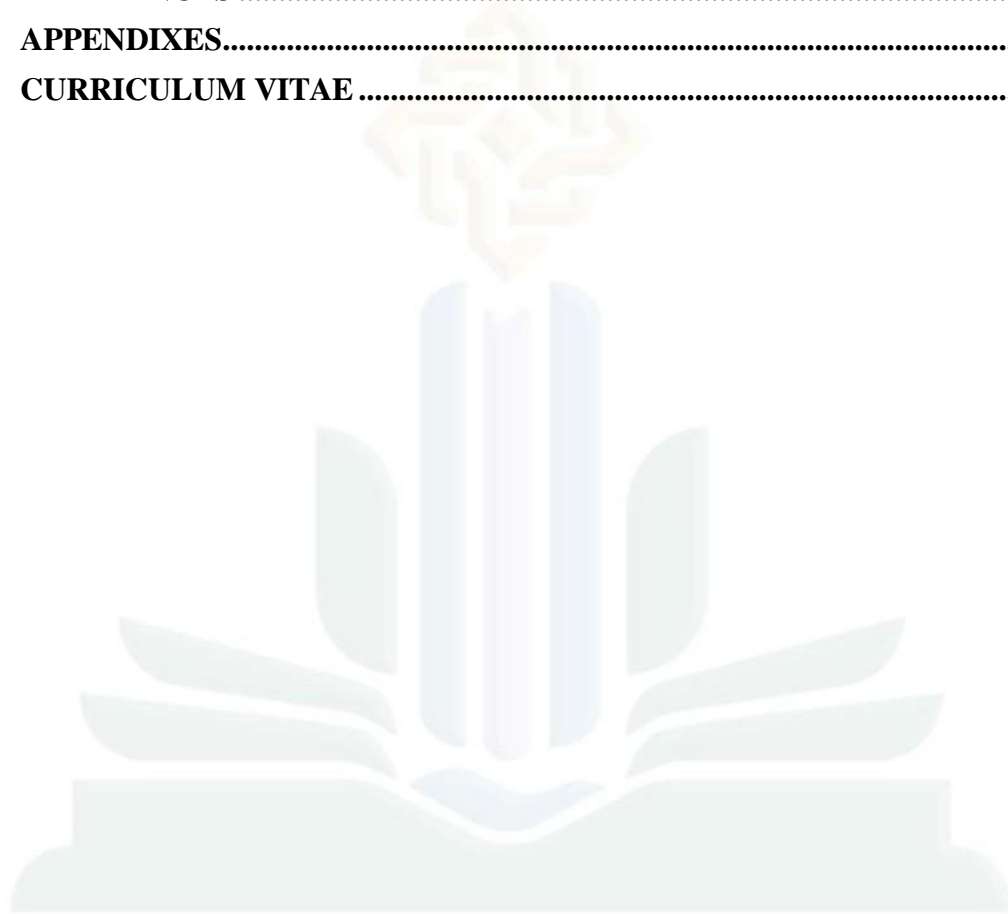
The study adopts a qualitative descriptive approach, employing visual semiotic analysis grounded in Charles Sanders Peirce's triadic model (representant, object, interpretant) and Cortazzi and Jin's cultural categories: source, target, and international cultures. The data consist of figures and symbols from selected chapters that reflect cultural themes. Each visual element was analyzed and classified into cultural categories, followed by a semiotic interpretation by Pierce to uncover deeper cultural meanings.

This study finds that English textbooks from Thailand and Indonesia mostly show their own culture through visual elements. The English textbooks focus on cultural landmarks, festivals, traditional food, and famous people from their countries, making the source culture very clear to learners. However, there is very little content about the target culture (English-speaking countries) and international cultures. This means students do not get enough chance to learn about different cultures outside their own. In conclusion, the results show a strong focus on students' own culture while the representation of other cultures is limited. Future English textbooks should present a balanced mix of cultural representations to foster students' intercultural communicative competence (ICC). This ensures students not only learn the language effectively but also gain insights into diverse cultural perspectives in a globalized context.

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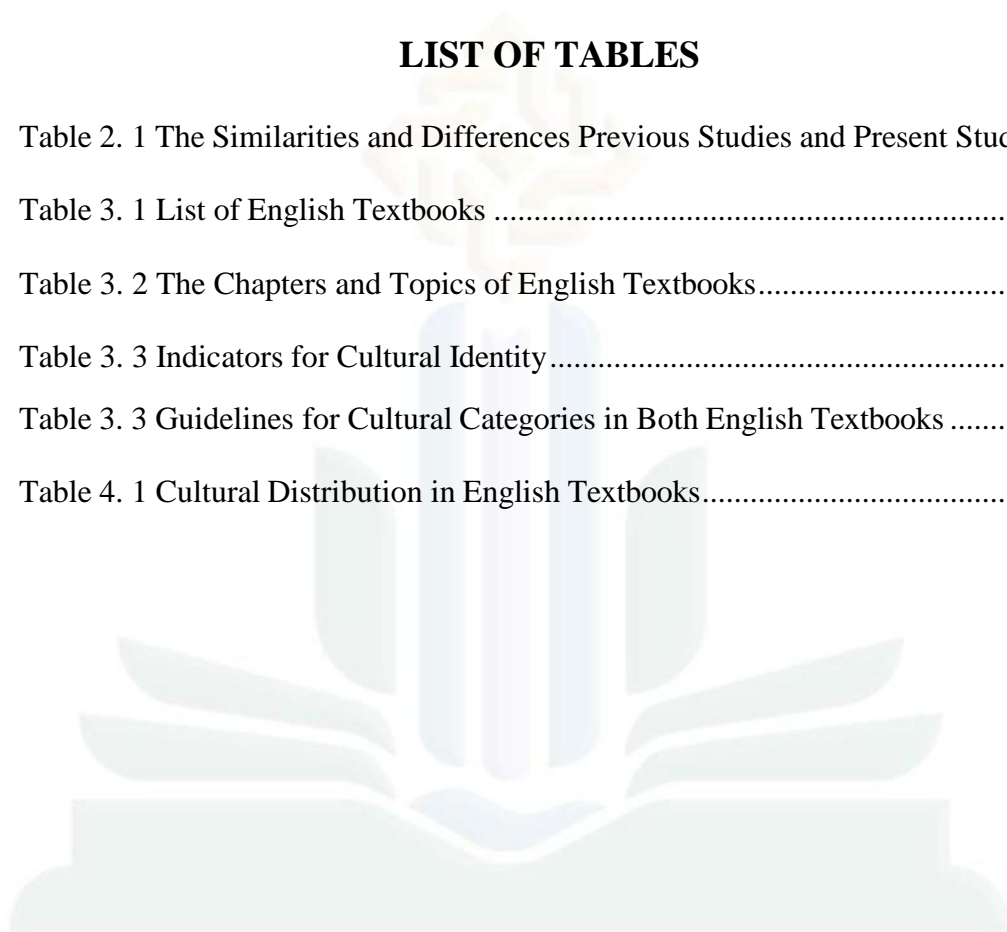
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CHAPTER I

INTRODUCTION

This chapter provides an introduction to the research study, including the research background, research question, research objective, research significance, and definition of key terms. The upcoming section provides a more detailed explanation of all the points that have been previously mentioned.

A. Research Background

Worksheet, workbooks, and textbooks are the common basis instructional media used in language learning and teaching in the classroom.¹ In Indonesia and Thailand, English textbooks had been generally used at all levels of learning, including senior high school. In particular, English textbooks serve as major learning resources for EFL students, facilitating in language learning, enhancing communication skills², and developing multicultural respect.³ Considering the importance of English textbooks, it is important for both teachers and students to select textbooks that align with the objectives of the language teaching process.⁴ Also, English textbook should provide classroom instruction through explanations, activities, figures,

¹ Jack C. Richards, *Curriculum Development in Language Teaching* (Cambridge University Press, 2001)

² Herlina Usman et al., "Primary School English Teachers' Perceptions of the Teacher Educator-Created English Textbook: The Case of Indonesia," *The Journal of Asia TEFL* 17, no. 3 (2020): 1057, <https://doi.org/10.18823/asiatefl.2020.17.3.22.1057>

³ Budi Setyono and Handoyo Puji Widodo, "The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis," *Intercultural Education* 30, no. 2 (2019): 149–161, <https://doi.org/10.1080/14675986.2019.1548102>

⁴ Asmaa Nader Sharhan and Kamran Janfeshan, "The Perceptions of Iraqi EFL Preparatory School Teachers about Literature Spots in Iraqi English Textbooks," *Cogent Education* 11, no. 1 (2023), <https://doi.org/10.1080/2331186X.2023.2298610>

and so on. When textbooks are used in the teaching and learning process, both teachers and students get the advantages.⁵

English textbooks are published because they have a dual focus.⁶ One focus is on language and language learning, while the other emphasizes culture, society, and intercultural learning. English textbooks should not only support language acquisition but also foster intercultural understanding. They argue that textbooks should also support cultural translation and mediation through language. From an intercultural perspective, English textbooks as key components in integrating intercultural competence into language learning and highlight the importance of understanding diverse cultures within one or more countries where the target language is spoken.⁷ Many English textbooks are locally and globally published for integrating various international cultures.

In the field of English language education, many research on textbooks analysis are documented. One of those is a research by Alaei and Parsazadeh who underscore the importance of culture in English textbooks. Their research shows that international textbooks often focus on target cultures, such as American and British cultures, which may lead students to feel less connected to the materials if their own culture is less represented in the English

⁵ M Heri Gunawan et al., "Teachers' Perception of Using English Textbooks in Teaching English for Madrasah Ibtidaiyah Munawwaroh Jambi," *Langue: Journal of Language and Education* 1, no. 2 (2023), <https://doi.org/10.22437/langue.vli2.23193>

⁶ Hong Zhang, Xiaonan Li, and Wenzhe Chang. "Representation of Cultures in National English Textbooks in China: A Synchronic Content Analysis," *Journal of Multilingual and Multicultural Development* (2022), <https://doi.org/10.1080/01434632.2022.2099406>.

⁷ Nguyen Quang Tien, "A Critical Analysis of Vietnam-Produced English Textbooks for High School Students: Intercultural and Multicultural Perspectives," *Asian Englishes* (2023), <https://doi.org/10.1080/13488678.2023.2214771>

textbooks⁸. In contrast, English textbook that is published locally represented lower cultural diversity. In line with this issue, Tien suggest English textbook should be enhanced with authentic local materials, providing international materials so it can give the opportunities for cultural exchange, and also to emphasize the purpose of the textbook for discussion on culture and global citizenship.⁹

A well-developed textbooks can bridge misunderstandings between teachers and students regarding cultural representations conveyed in textbooks about the target culture.¹⁰ To address this challenges, it is essential to develop English textbooks that balance local and international cultural representation. As a result, curriculum designers and textbook writers must pay attention to relevant points before English textbooks are published locally or globally. The background of English as a lingua franca (ELF) must be considered so that the cultures of various countries must be represented in a balanced way.¹¹ Widodo et al. (2018) argue that by exploring the cultural content in ELT materials, teachers can facilitate students' preservation of their cultural identity, which is highly valued.¹² Additionally, including local and global cultures in EFL materials connects learners' local and global experiences with the target

⁸ Mahnaz Mostafaei Alaei and Hossein Parsazadeh, (2021) "The Emergence of a Purpose-Specific Model: Culture in English Language Textbooks," *Intercultural Education* 32, no. 5 (2021): 547–561, <https://doi.org/10.1080/14675986.2021.1878111>

⁹ Tien, "A Critical Analysis of Vietnam-Produced English Textbooks."

¹⁰ Yongliang Wang and Saengchan Hemchua, "Can we learn about culture by EFL textbooks figures? A semiotic approach perspective", *Language Related Research*, (2022), <https://doi.org/10.29252/LRR.13.3.18>

¹¹ Zhang, Li, and Chang. "Representation of Cultures in National English Textbooks in China"

¹² Widodo, H. P., Perfecto, M. R., Canh, L. V., & Buripakdi, A. (2018), "Incorporating Cultural and Moral Values into ELT Material in The Context of Southeast Asia (SEA)", In: H. P. Widodo, M. R. Perfecto, L. V. Cahn, & A. Buripakdi (Eds), *Situating moral and cultural values in ELT materials: The Southeast Asian context* (pp.1-14). Singapore: Springer.

culture, thereby enhancing their intercultural communicative skills.¹³ Since a key goal of language teaching is to develop students' intercultural communicative competence (ICC), Sagatova asserts that incorporating cultural elements into ELT materials and media is essential¹⁴. Therefore, it is important for curriculum developers, teachers, and textbook authors to adopt effective approaches that treat culture as an integral aspect of language learning.

English textbooks do not only focus on language but also contain more specific elements such as syntax, morphology, phonetics, etc. that are related to English language learning.¹⁵ Furthermore, related to this research, English textbooks also contain cultural information which is represented through visual figures and designs contained in the books which are used to educate students about cultural knowledge intentionally or unintentionally.¹⁶ Cortazzi and Jin determined the types of culture into three categories : a) Source culture refers to the learners' own culture the culture that students are familiar with due to their background; b) Target culture typically refers to the cultures of countries where English is spoken as a native language, such as the US, UK, and Australia; c) International culture involves representations from a range of countries where English is not the native tongue but is used as a lingua franca,

¹³ Cem Alptekin., "Towards Intercultural Communicative Competence in ELT", *ELT Journal*, (2022), Vol. 56

¹⁴ Muborak Sagatova, "The Relationship between a Language and Culture", *International Journal on Integrated Education*, (2022), Vol. 5

¹⁵ Nuriah Fadilah Husain et al., "Semiotic analysis to the cultural content in the EFL textbook", *IJRETAL*, (2020), Vol. 1, No.2

¹⁶ Fadhila Yonata et al., "Multicultural contents in Indonesian English textbooks: What should the material be?", *NELTAL*, (2017)

such as Japan and Korea.¹⁷ Rahikummahtum et al. conducted a study on the pedagogical use of visual figures in Indonesian English textbooks, revealing that visual figures serve multiple functions in teaching beyond decoration.¹⁸ This is reinforced by Romney who argues that representational figures make ideas more concrete.¹⁹ Charles Sanders Peirce's determine the model of the visual figures and designs in the English textbooks into three signs for its representmant (the form of the sign), object (the concept or entity referred to), and interpretant (the meaning derived by the reader).²⁰ Therefore, this research attempted to explore how cultural identity is represented through visual figures and designs in two English textbooks from different countries.

The assessment of cultural representation in English textbooks has been widely explored. For example, Lee and Li examine cultural representation in two series of primary English textbooks published in China and Hong Kong. Using Kachru's three-circle model and Moran's 4P framework (products, practices, perspectives, and persons), their findings indicate that Chinese textbooks primarily focus on English culture, often overlooking a variety of foreign cultures and deeper cultural perspectives.²¹ In

¹⁷ Cortazzi, M., & Jin, L. (1999), "Cultural mirrors: Materials and methods in the EFL classroom", In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 196-219), Cambridge University Press.

¹⁸ Kautsar Rahikummahtum et al., "The Pedagogical Potential of Visual Figures in Indonesian School English Textbooks: A Micro-Multimodal Analysis", *Al-Islah Jurnal Pendidikan*, (2022), Vol. 14, No. 4, <https://doi.org/10.35445/alishlah.v14i4.2171>

¹⁹ Cameron Romney., "Figures in ELT Textbooks: Are They Just Deccorations?", *JALT2011 Conference Proceidings*, (2012)

²⁰ Peirce, C. S. (1991), "Peirce on signs: Writings on semiotic by Charles Sanders Peirce", University of North Carolina Press

²¹ Jackie F. K. Lee and Xinghong Li, "Cultural representation in English language textbooks: a comparison of textbooks used in mailand China and Hong Kong", *Pedagogy, Culture, and Society*, (2019), <https://doi.org/10.1080/14681366.2019.1681495>

contrast, Hong Kong textbooks offer a more inclusive representation of diverse foreign cultures. Similarly, a content analysis study by Yonata et al. examines cultural aspects represented in English textbooks used in international-integrated high schools in Indonesia. The results reveal that these English textbooks provide teachers and students with a more in-depth understanding of foreign cultures or the culture of native English speakers compared to their own, where English is a foreign language.²² In other words, cultures outside the EFL students' and teachers' own are underrepresented. Although there is substantial research on the linguistic content of English textbooks, there remains a lack of in-depth studies on how visual elements in textbooks contribute to the construction and representation of cultural identity, especially in the context of Thailand and Indonesia. Therefore, this research aims to fill this gap by using visual semiotic analysis to explore cultural representation embedded in figures and design within English textbooks entitled “Real Life English,” published by Aimphan Press Co., Ltd., and “Work in Progress” published by the Ministry of Education and Culture as learning tools in senior high schools in both countries.

²² Fadhila Yonata et al., “Demystifying the cultural representations in international high school English textbooks: a social-semiotic approach and teachers’ views”, *Educational Research and Evaluation*, (2024), <https://doi.org/10.1080/13803611.2024.2358434>

B. Research Questions

Based on the research background, the researcher formulates the research question as follows:

1. What cultural representation are found in the Thailand and Indonesia English textbooks?
2. How is each cultural representation portrayed in the Thailand and Indonesia English Textbook?

C. Research Objectives

After drawing research questions and reviewing previous studies, this research has research objective as follows:

1. To find out the cultural categories represented in the Thailand and Indonesia English textbooks.
2. To describe the ways how cultural representation was portrayed in Thailand and Indonesia English textbooks viewed from Pierce's triadic model of signs.

D. Research Significances

The result of this research is expected to give significant contributions for the following parties:

1. Practical Significance
 - a. For English Teacher

This study has the potential to enhance the English teachers' understanding of the significance of cultural material in English language learning. By providing valuable insights into the importance

of cultural representation in English textbooks, the study can help English teachers in choosing English textbooks that contain appropriate content that reflects the required cultural material. Additionally, the research has the potential to assist English teachers in selecting the most suitable textbooks based on their cultural content, thereby improving the effectiveness of English language teaching and learning.

b. For Future Researcher

The results of the study are expected to serve as a valuable reference for future studies on the same topic, offering an understanding of how to efficiently examine cultural representations in English language textbooks. The research also offers an overview of how to use Cortazzi & Jin's cultural categories to analyze cultural representation and explain deeper how visual content meaning viewed from Pierce' semiotic principle. As a result, future researchers can benefit from the study by learning how to analyze cultural representation in English textbooks, thereby improving their understanding and knowledge of this important area of study.

2. Theoretical Significance

This research focuses on the English Language Studies discipline, with a particular emphasis on the visual semiotic analysis of cultural representation in English textbooks. The study offers a valuable contribution to the field by introducing Cortazzi & Jin's cultural categories

framework as a tool for analyzing cultural representation. As a result, the research has the potential to enhance the understanding of how to examine and analyze cultural representation in English textbooks, ultimately enriching the existing knowledge in this area.

E. Definition of Key Terms

1. Visual semiotic analysis

Visual semiotic analysis is a method for understanding how meaning is conveyed through visual figures, objects, and other forms of visual communication. It examines the relationships between the sign, the object it represents, and the interpretation of that meaning.

2. Cultural identity

Cultural identity refers to a person's sense of belonging to a particular culture or group. It includes shared language, traditions, beliefs, values, customs, and social behaviors that connect individuals to their cultural group. Cultural identity shapes how people see themselves and how they relate to others.

3. English textbook

English textbooks are not just for learning grammar and vocabulary. They also show ideas, values, and traditions from different cultures. The figures, dialogues, and stories in the textbooks help students learn about how people live and think in other parts of the world. English textbooks help shape students' understanding of cultural identity in both direct and indirect ways.

CHAPTER II

LITERATURE REVIEW

This chapter provides two important points, namely previous studies and theoretical framework. The discussion on previous studies provides insight about several previous studies relate to the present study. Meanwhile, the theoretical framework incorporates multiple theories to support the present study. The following sections provide a more detailed explanation of the mentioned points.

A. Previous Studies

Before this research, there have been several studies conducted on the visual semiotic analysis of cultural identity representation on English textbooks. Numerous previous studies have investigated the same topic. This study explored relevant previous studies to identify any gaps and addressed them in the research focus. These are the explanation of the related studies:

The first study was conducted by Filza Isnaini, Budi Setyono, and Sugeng Ariyanto, entitled “A visual semiotic analysis of multicultural values in an Indonesian English textbook” published in 2019. The focus of this study is to analyze the multicultural values in an EFL textbook used in vocational high school published by the Ministry of Education and Culture. In this study, the analyses of the multicultural values represented in figures were undertaken by using the visual semiotic theory of Barthes (1977). The visual figures containing multicultural values (i.e., respecting other people’s traditions, appreciating other people’s perspectives, appreciating other people’s cultural products, and appreciating women’s equal rights) were selected purposively to

answer the research questions. The findings reveal that the most represented multicultural value is that appreciating others' people cultural products. The present study indicate imbalanced representation representations of multicultural values in the textbook analyzed.²⁴

The second study was conducted by Nuriah Fadliah Husain, Muhammad Zuhri Dj, and Musrifah, entitled "*Semiotic Analysis to the Cultural Content in the Efl Textbook*" published in 2020. To determine the types of culture, the researcher uses categorization proposed by Cortazzi and Jin while to reveal the cultural meaning, the researcher uses Pierce's semiotic principal. The study employed qualitative method to gain the data. The researcher also conducted semiotic analysis using Chandler Peirce's principle as a method in analyzing a qualitative data to investigate the presented culture in the textbook and to examine the cultural potential in an EFL textbook. The researcher also mixed with content analysis that finds out the cultural types in the Textbook using cultural framework by Cortazzi and Jin. The result showed that EFL textbook for senior high school learners in Indonesia have a sufficient amount of cultural content. The study showed that the sign from the chosen examples, which is in the figure and the text, it gives an information about cultural knowledge even though the sign within the figure and the text cannot present explicitly a great deal of cultural knowledge.²⁵

²⁴ Filza Isnaini et al ., "A visual semiotic analysis ofw multicultural values in an Indonesian English textbook", *Indonesian Journal of Applied Linguistic*, (2019), 8, 545-553. <https://doi.org/17509/ijal.v8i3.15253a>

²⁵ Nuriah Fadilah Husain et al., "Semiotic analysis to the cultural content in the EFL textbook"

The third study was conducted by Tao Xiong and Yue Peng, entitled “Representing *culture in Chinese as a second language textbooks: a critical social semiotic approach*” published in 2022. This study present comparative analysis investigating how cultural content are represented in Chinese as a second language textbooks and the US respectively. To investigate the representation of culture, the researchers utilized critical semiotic approach. The researchers examined the figure-text as well as their cultural meaning in textbooks focus on cultural values around education. The research findings indicated that there are three types of figures-text semiotic relations: notational/pedagogic/linguistic relations, denotation/pedagogical relations, and denotation relations.²⁶

The fourth study was conducted by Parvin Safari and Mohammad Razagh Pourhashemi, entitled “*Semiotic analysis of cultural representation in Iranian English textbooks*” published in 2022. This study aims to analyze the cultural contents of the locally produced Iranian English textbooks for junior high school through semiotic approach and focus on the exploration of cultural meaning in tasks, figures, and texts as cultural potentials which students and teacher are dynamically engaged to generate cultural ideas. The findings revealed that cultural meaning-making in Iranian English textbooks for senior high school is primarily directed through guided semiotic. This approach impedes students’ ability to explore cultural meanings, engage in cultural reflection, and develop intercultural awareness. The research

²⁶ Tao Xiong and Yue Peng, “Representing Culture in Chinese as a Second Language Textbooks: a Critical Social Semiotic Approach”, *Language, Culture and Curriculum*, (2020), Vol. 34, No. 2, <https://doi.org/10.1080/07908318.2020.1797079>

highlights that the relationship between texts, figures, and activities in these textbooks often lacks the necessary depth to foster symbolic understanding, which is important for students to navigate global cultural context effectively.²⁷

The last study was conducted by Fadhila Yonata et al, entitled “*Demystifying the cultural representation in international high school English textbooks: a social-semiotic approach and teachers’ views*” published in 2024. This study examines cultural aspects represented in English textbooks used in international-integrated high schools in Indonesia. Grounded in social semiotic approach, the results reveal that these English textbooks provide teachers and students with a more in-depth understanding of foreign cultures or the culture of native English speakers compared to their own, where English is a foreign language. In other words, cultures outside the EFL students' and teachers' own are underrepresented.²⁸

Table 2. 1
The Similarities and Differences
Previous Studies and Present Study

No.	Research Title	Similarities	Differences
1.	An article journal by Filza Isnaini, Budi Setyono, and Sugeng Ariyanto (2019) “A visual semiotic analysis of multicultural values in an Indonesian English	<ul style="list-style-type: none"> Both studies utilize content analysis as a method Both studies uses visual semiotic analysis 	<ul style="list-style-type: none"> The previous study focus on multicultural values in English textbook, while the current study specifically concentrates on

²⁷ Safari, P., & Pourhashemi, M. R. (2022), “Semiotic Anlysis of Cultural Representation in Iranian English Textbooks”, Contemporary Educational Researchers Journal, Vol. 12, <https://doi.org/10.18844/cej.v12i4.8484>

²⁸ Fadhila Yonata et al., ”Demystifying the cultural representations in international high school English textbooks”

	textbook”		<p>cultural representation in English textbooks.</p> <ul style="list-style-type: none"> • The previous study used visual semiotic theory by Barthers, whereas the current study uses Pierce’s theory
2.	An article journal by Nuriah Fadliah Husain, Muhammad Zuhri Dj, and Musrifah (2020) “Semiotic Analysis To The Cultural Content In The Efl Textbook”	<ul style="list-style-type: none"> • Both studies utilize content analysis as a method • Both studies analyze the cultural representation of English textbooks • Both studies conduct semiotic analysis use Pierce’s principle and mix with cultural framework by Cortazzi and Jin 	<ul style="list-style-type: none"> • The materials of the previous study is an EFL textbook, while the materials of the current study are two English textbooks uses from different countries, Thailand and Indonesia
3.	An article journal by Tao Xiong and Yue Peng (2022) “Representing culture in Chinese as a second language textbooks: a critical social semiotic approach”	<ul style="list-style-type: none"> • Both studies utilize content analysis as a method • Both studies analyze the cultural representation of textbooks 	<ul style="list-style-type: none"> • The previous study used two series of Chinese textbooks published in China, whereas the materials of the current study are two English textbooks uses from different countries, Thailand and Indonesia
4.	An article journal by Parvin Safari and Mohammad Razagh Pourhashemi (2022) “Semiotic analysis of cultural representation in Iranian English	<ul style="list-style-type: none"> • Both studies utilize content analysis as a method • Both studies analyze the cultural 	<ul style="list-style-type: none"> • Research focus of previous study was to analyze cultural representations in English textbooks published in one country, whereas

	textbooks”	representation of English textbooks	<p>the current study focus on the cultural representation in English textbooks from two countries.</p> <ul style="list-style-type: none"> • The framework analysis the previous study used semiotic approach by Weninger and Kiss, while the current study uses triadic model by Pierce
5.	An article journal by Fadhila Yonata et al, (2024) “Demystifying the cultural representation in international high school English textbooks: a social-semiotic approach and teachers’ views”	<ul style="list-style-type: none"> • Both studies utilize content analysis as a method • Both studies analyze the cultural representation of English textbooks 	<ul style="list-style-type: none"> • Research focus the previous study analyzed the cultural representation of inner, outer, expanding circle by Kachru, while the current study analyzes cultural representation of source, local, and international cultural categories by Cortazzi and Jin • The materials of the previous study are three English textbooks used for Indonesian, while the materials of the current study are two English textbooks uses from different countries, Thailand and Indonesia

Based on the previous research, it can be seen from several previous studies that analyzed cultural representations in textbooks in terms of semiotic analysis, some of which used English language textbooks. The previous researchers have analyzed different types of English textbooks. The studies showed that most of researchers analyzed the cultural categories first and then they have their own semiotic analysis principle. While the studies were conducted to examine the representation of cultural identity in two English textbooks from different countries, only a few studies have examined how the cultural representation of cultural categories proposed by Cortazzi and Jin and viewed with visual semiotic analysis by Charles Sanders Peirce. Two English textbooks for senior high school published locally in Thailand and Indonesia entitled “Real Life English” by Aimphan Press Co., LTD and “Work In Progress” by The Ministry of Education and Culture of the Republic of Indonesia were selected to figure out cultural identity representation viewed from semiotic analysis.

B. Theoretical Framework

1. English Textbook in English Language Teaching (ELT)

a. Definition of English Textbook

English textbooks have been widely researched across the globe. English textbooks are among the resources that help teachers deliver English language learning effectively. They provide a reliable framework for educators, offering structure, harmony, and clarity for

students.²⁹ English textbooks also as a standard information tools for formal education and as essential instruments for language teaching and learning.³⁰ In the educational process, English textbooks remain a central resource that offers a variety of materials to enrich teaching and learning in language classes.

The consistent use of English textbooks in language teaching highlights their popularity as a key learning tool. Richards reinforces this, arguing that textbooks are a core component of most language programs, especially in English.³¹ They simplify teaching by clearly organizing topics, helping teachers track progress, and ensuring coverage of essential material. English textbooks also offer engaging content for students and enable administrators to align course sequences effectively.³² Similarly, Gholampour and Mehrabi argue that English textbooks are valuable because they carefully select and organize content, incorporate well-designed visuals, and use appropriate linguistic structures.³³ This highlights the role of textbooks in effectively organizing and presenting educational content for learning purposes. The importance of English textbooks that adopt an

²⁹ Dragana M. Gak, "Textbook-An Important Element in The Teaching Process", *Hatchaba Journal*, (2011), Vol. 19, No. 2

³⁰ Kathleen Graves, "Designing Language Courses: A Guide for Teachers", *Heinle & Heinle Publisher*, (2000)

³¹ Jack C Richards, "Materials Design in Language Teacher Education: An Example From Southeast Asia", In: Farrel, T. S. C. (Eds) *International Perspective on English Language Teacher Education*, (2015), https://doi.org/10.1057/9781137440068_6

³² Stefan Rathert & Neşe Cabaroğlu, "Theorising Textbook Adaptation in English Language Teaching", *C.E.P.S Journal*, (2022), <https://doi.org/10.26529/cepsj.1287>

³³ Samaneh Gholampour & Donya Mehrabi, "Literature Review of ELT Textbook Evaluation", *MEXTESOL Journal*, (2023), Vol. 47, No. 2.

English as an International Language (EIL) approach to better prepare students for global communication.³⁴ However, if materials in English textbooks do not match students' linguistic levels or lack opportunities for authentic practice, they may fall short in supporting effective learning.

b. Standards for English Textbook Quality

English textbook is one of the crucial media for language teaching and learning activities, so it must have a standard qualities. An inappropriate English textbook made the learning process less interesting, which may result in the failure to achieve learning objectives.³⁵ Therefore, selecting materials that suit the needs of language learners should be a priority. In preparing textbooks as a source of language learning, teachers play a key role. They are the most capable of identifying students' needs and interests, and thus hold the main responsibility in the selection and adaptation of materials. Teachers also have a vital role in implementing curriculum changes and ensuring that textbooks are used effectively in the classroom.³⁶

To know how a textbook is categorized in a good quality, the researcher provides some criteria from the experts. First as Greene and

³⁴ Thi Thuy Minh Nguyen et al., "How weel do ELT textbooks prepare students to use English in global contexts? An evaluation of the Vietnamese English textbooks from an English as an international language (EIL) perspective", *Asian Englishes*, (2020), <https://doi.org/10.10.80/13488678.2020.1717794>

³⁵ Enni Akhmad et al., "The Criteria of Good English Textbook for Students: A Senior English Textbook Analysis", *Journal of Foreign Language*, (2022), Vol. 1, No. 3, <https://doi.org/10.58194/eloquence.v1i2.454>

³⁶ Münir Şahin, "Course Materials and Textbook Selection Criteria of English Language Teachers", *Journal of Social Sciences of Mus Alparslan University*, (2021), <http://dx.doi.org/10.18506/anemon.960575>

Petty in Tarigan have made the way to arrange the textbook with nine criteria. A good textbook has certain qualities, they are;

- 1) The textbook must be interesting and attractive toward the learners. So, they're interested in using textbooks.
- 2) The textbook must be able to encourage the learners
- 3) The contents of the textbook must be illustrative
- 4) The textbook should consider the linguistic aspect. So, it is suitable with the learners' ability; the textbook's contents must be regarding the opposite branch of science.
- 5) The textbook must stimulate the personal activity of the learners
- 6) The contents of textbook must be clear in written to avoid the learners to be confused in using textbook
- 7) The textbook must have the clear point of view because it is the learners point of view
- 8) The textbook must be able to give the balance and emphasis on the value of the learners
- 9) The textbook must be able to respect the differences of the individual.³⁷

The researcher also provides the criteria of textbook based on Cunningsworth as follows;

³⁷ Akhmad et al., *Criteria of Good English Textbook*, 129.

- 1) Textbook should correspond to learner`s needs. They should match the aims and objectives of the language learning program.
- 2) Textbook should contain (present or future) which learners make of the language. Select textbook which help to equip learners to use language effectively for their purposes.
- 3) Textbook help learners to learn in a number of ways. Textbook should have a clear role as a support for learning like teachers; they mediate between the target language and the learner.³⁸

In addition to the role of teachers and students in language teaching and learning activities, textbook authors also have an important responsibility. The author must have a good understanding of what is needed and the limitations by analyzing the learning background and objectives, interesting and appropriate learning styles, and the right content for foreign language learners.³⁹

c. Revising Learning Contents In English Textbooks

Learning materials plays an important role in the process of language teaching and learning. Among these materials, English textbook provide a foundation for students develop their knowledge and improve their language skills. However, the content within English textbook often requires revision to better suit students' needs and

³⁸ Alan Cunningsworth, *Choosing your Coursebook*, (New York: Macmillan Heinemann, 1995), 7.

³⁹ Münir Şahin. (2021), "Course Materials and Textbook"

learning contexts.⁴⁰ This is because textbooks are generally designed for a broad audience and may not always align with the unique characteristics of a particular group of learners. Although teachers typically use selected and provided textbooks, they still need to adapt the materials to the needs, characteristics of students, and learning contexts.⁴¹ Through adaptation, teachers can ensure that the materials are relevant, engaging, and effective in supporting learning goals.

Teachers are not just users of materials. However, teachers are also instructors in the classroom who must be able to develop, assess, and adjust the learning content in the textbooks to be right on target. Revising textbook content, such as adapting assignments, updating examples, and incorporating cultural elements, is essential to create meaningful learning experiences. Therefore, it is necessary to hold teacher training in developing language teaching materials.⁴² This needs to be held to encourage teachers to think more critically and creatively. By implementing this program, it is hoped that the class do not become a monotonous class, which only rely on materials from language textbooks. In teacher training, the process of developing materials becomes an effective tool to improve effective and innovative language classes.

⁴⁰ Nanik Setyowati et al., "Improving critical thinking skills of students through the development of teaching materials", *Advances in Social Science, Education and Humanities Research*, (2018), Vol. 226.

⁴¹ Christophe Canniveng and Mertxe Martinez, "Materials Development and Teacher Training," in *Developing Materials for Language Teaching*, ed. Brian Tomlinson (London: Bloomsbury Academic, 2014), 479–489.

⁴² Canniveng and Martinez, "Materials Development and Teacher Training," 479.

2. Culture in Language Learning

a. Definition of Culture

Culture is a broad concept with various definitions, covering all aspects of social life, including traditions, norms, language and behavior in a society. Geertz describes culture as a symbol and shared meaning that shapes human experience and interaction.⁴³ Culture as thoughts that differentiate members of one group from other groups, taking into account values, practices and social structures.⁴⁴

In short, culture can be understood as things that continues to develop in human life, including values, beliefs and behavioral patterns. In addition, culture has a fundamental role in shaping the cultural identity of each individual, which influences thought processes and social interactions. Culture differs significantly between societies, because it serves as a characteristic that differentiates one group from another.

b. Culture in English Language Teaching

Learning a language is more than just grammar and vocabulary, it involves understanding values, traditions, and social norms of the people who speak that language.⁴⁵ Language and culture are deeply interconnected, and recognizing this relationship is essential for

⁴³ Geertz. C, *The Interpretation of Cultures* (New York, Basic Books, Inc., Publishers 1973)

⁴⁴ Sondergaards, M. (2001) *Geert Hofstede, Culture's Consequences: Comparing Values, Behaviours, Institutions, and Organizations Across Nations*, International Journal of Cross Cultural Management.

⁴⁵ Claire Kramsch, "Language and Culture," **AILA Review** 27 (2014): 31, <https://doi.org/10.1075/aila.27.02kra>.

effective communication. Therefore, understanding and interpreting the interaction of cultural differences in language learning can serve as a foundation for meaningful and respectful learning within the classroom. To support this, integrating cultural diversity into learning materials and instructional media can be an effective way to foster students' Intercultural Communicative Competence (ICC).⁴⁶ In this way, learning a language becomes a journey of cultural exploration, which gives learners not only the tools to speak but also the understanding to communicate effectively in a variety of situations.⁴⁷

English language learning and culture are intertwined. Culture is inseparable and must be present in every aspect of language learning. Culture is not an additional skill, but something that is always present from the first day of language learning.⁴⁸ Which means, ignoring culture means missing out on the important meanings inherent in language. Cultural-related materials do not have to be displayed openly in textbooks. They can be inserted through visual figures or certain symbols. Which later can train students' critical thinking by guessing what culture is contained and exploring hidden ideologies.

⁴⁶ Bahare Omrani et al., "Comparative representation of intercultural communicative competence in textbooks: are Spanish and Iranian EFL/ESL textbooks preparing learners for a globalized world?", *Journal for Multicultural Education*, (2025), <http://dx.doi.org/10.1108/JME-01-2025-0033>

⁴⁷ Kazi Imran Hossain, "Reviewing the role of culture in English language learning: Challenges and Opportunities for educators", *Social Sciences & Humanities Open*, (2023), <https://doi.org/10.1016/j.ssaho.2023.100781>

⁴⁸ Alan Pulverness, "Materials for Cultural Awareness," in *Developing Materials for Language Teaching*, ed. Brian Tomlinson (London: Bloomsbury Academic, 2014), 426–438.

To better understand how cultural elements are represented in English textbooks, Cortazzi & Jin classify the cultural information contained in a textbook into three categories. These categories encompass source culture, target culture, and international culture. This categorization enables a comprehensive examination and exploration of cultural content within the English classroom environment.

1) Source Culture

Source culture refers to the culture of the learners themselves. In this case, the source culture referred to in this study is Indonesian and Thailand culture that represented in both English textbooks. Source culture can also be called local culture. Local culture in Indonesia is divided into many ethnicities, such as Javanese, Balinese, Sumatran, Papuan and many other. Including source culture into English textbook helps students understand the language better and easier because the content is familiar to them.⁴⁹ Furthermore, students will simultaneously learn about cultural identity and form their nationalistic nature.

2) Target Culture

The target culture refers to the culture of countries where English is native or of English native speakers. These countries are the United Kingdom, the United States, Canada, Australia, and

⁴⁹ Tahan H.J Sihombing and Mai Xuan Nhat Chi Nguyen, "Cultural content of an English textbook in Indonesia: text analysis and teachers' attitudes." *Asian Englishes*. (2022) pp. 1-23. ISSN 1348-8678 <https://doi.org/10.1080/13488678.2022.2132131>

New Zealand. Exposure to the culture of native English speaking countries broadens students' perspectives by equipping learners to interact successfully in diverse cultural settings.⁵⁰ Overall, integrating target culture supports the development of global citizenship and enriches students' educational experience.

3) International Culture

International culture refers to cultures that are distinct from both the source culture and the target culture. International culture includes the culture of countries that use English as an international language. Of the many countries that are included in international culture, including China, Korea, Vietnam, and other countries.

3. Visual Semiotic

a. Introduction to Visual Semiotic Analysis

Visual semiotics is the study of signs and symbols in visual communication, analyzing how meaning is created and interpreted through figures. It focuses on how visual elements such as color, layout, gestures, and objects function as signs within specific cultural and social contexts.⁵¹ These visual signs do not exist in isolation, they are deeply embedded in cultural norms, values, and shared understandings, which influence how they are interpreted by viewers. In educational settings,

⁵⁰ He, C & Liu, L. (2024), "Cultural Content in High School English Textbooks in China: Analysis of Types, Themes, and Students' Attitudes" in *Proceedings of International Conference on the Frontiers of Social Sciences, Education, and the Development of Humanities Arts (EDHA2024)*

⁵¹ Daniel Chandler, *The Basics Semiotics* (Routledge. Second Edition 2007)

especially in foreign language learning, the integration of visual semiotics becomes particularly valuable. One of a teacher's primary roles is to enhance existing teaching methods by integrating visual figures with written text, an effective approach in foreign language learning classes. Birdsell claims that visual components support learning by directing attention to topics and motivating learners, making language easier to process and understand.⁵² By making abstract or unfamiliar language concepts more concrete, visuals help reduce cognitive load and facilitate deeper comprehension. For example, a textbook figure of people greeting each other in different cultures can instantly communicate nuances in social interaction that would take paragraphs to explain verbally. In this way, visual semiotics is not only about aesthetics but plays a functional role in the acquisition of language, cultural awareness, and critical thinking.

b. Visual Semiotic According to Charles Sanders Peirce

Visual semiotics is a field of study that analyzes how figures, symbols, and signs communicate meaning. One of the most influential figures in semiotic theory is Charles Sanders Peirce, who developed a triadic model of the sign. His framework is widely used in the analysis of visual media, art,

⁵² Birdsell, B. J. (2017), "The Role of Figures in ELT (English Language Teaching) Textbooks: A Case for Visual Metaphors" *Journal of Liberal Arts Developments and Practices*, Vol. 01

advertising, and other forms of visual communication, as it offers a comprehensive way to understand how meaning is constructed and interpreted. Peirce's theory is based on a triadic relationship between three components:

1) Representmant (Sign)

This refers to the physical or perceptible form of the sign the part that we can see, hear, or touch. In visual media, this might be a figure, a logo, a gesture, or even a color. It is the medium through which meaning is conveyed. For example, a red octagonal sign at an intersection functions as a visual sign that most people recognize as a command to stop. The representmant does not carry meaning on its own but acts as a vehicle to signify something else.

2) Object

The object is the actual thing or concept that the sign refers to or represents in the real world. It is the referent that the sign points to. In the stop sign example, the object is the act or idea of stopping a vehicle. This relationship may be direct or abstract, depending on the nature of the sign. In visual semiotics, objects can be concrete (e.g., a cat, a tree) or abstract (e.g., freedom, danger).

3) Interpretant

The interpretant is the meaning that the viewer or interpreter derives from the sign. It is not the viewer themselves,

but the mental concept or understanding that is formed in response to the sign. This is what completes the semiotic process. The interpretant can vary based on the viewer's background, culture, experience, and context. For instance, a white dove might generate the interpretant of "peace" for many viewers, although this may differ across cultures. The interpretant is what links the representmant of the object in a meaningful way.

In conclusion, Charles Sanders Peirce's triadic model helps explain how people understand meaning through visual signs. The model shows that a sign is made up of three parts: the representmant (the form of the sign), the object (what the sign refers to), and the interpretant (the meaning formed by the viewer). This process shows that meaning is not fixed but depends on how the viewer interprets the sign in a certain context. Peirce's theory is useful for studying visual communication in areas such as education, media, and culture. It helps us understand how figures and symbols are understood in different ways by different people.

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CHAPTER III

RESEARCH METHOD

This chapter discusses the research methodology used in this study. This chapter provides an overview of research design, data sources, data collection, data analysis, and validity of data. The detailed explanation of each point is presented below.

A. Research Design

The present study adopts qualitative research methods, utilizing visual semiotic analysis to examine how cultural identities are represented in English textbooks. This research is guided by Charles Sanders Peirce's theory, which focuses on the triadic nature of signs: representmant, object, and interpretant. By analyzing visual elements such as figures, symbols, and illustrations, this study aims to identify visual figures, symbols, or signs that convey cultural meanings embedded within educational materials. Cortazzi and Jin's cultural categories are incorporated to assess how cultural identity is depicted in textbooks, particularly concerning source culture, target culture, and international culture.⁵³ This combined theoretical approach allows for a deeper understanding of the semiotic processes involved in the meanings of educational materials.

⁵³ Cortazzi, M., & Jin, L. (1999), "Cultural mirrors: Materials and methods in the EFL classroom", *In E. Hinkel (Ed.), Culture in second language teaching and learning* (pp. 196-219), Cambridge University Press.

B. Data Source

English textbooks from Thailand and Indonesia have been selected for this study. The Thai English textbook with the titled “Real Life English” published by Aimphan Press Co., Ltd., has been producing educational materials in Bangkok, Thailand, for over 33 years. The “Real Life English” textbook consists of 120 pages and contains 10 chapters. The primary reason for selecting the Thai English textbook because the textbook was one of teaching materials used when the researcher conducted teaching practicum in TESOL (Teaching English to Speakers of Other Languages) in Thailand from May until July 2024. In contrast, the Indonesian English textbook titled “Work in Progress” was released in 2022 and is designed for Indonesian senior high school students in grade 10. It is published by the Ministry of Education and Culture and was chosen because it is used nationally in Indonesia. The Indonesian English textbook consists of 182 pages and contains 6 chapters. To differentiate between English textbooks from Thailand and Indonesia, the researcher created additional codes, the code Textbook A to the English textbook entitled “Real Life English” from Thailand and Textbook B to the English textbook entitled “Work in Progress” from Indonesia. The first four chapters focus on a sports theme, while the last two chapters emphasize an arts theme. The assignments in the Thailand and Indonesian English textbook aim to train students to think critically, featuring activities such as providing several figures for discussion or answering questions related to the figures.

Table 3. 1
List of English Textbooks

Tittles	Codes	Authors	Year of Publication	Publisher
Real Life English	Textbook A	Sripratak	2019	Aimphan Press Co., LTD
Work In Progress	Textbook B	Hermawan, et al.	2022	Ministry of Education and Culture

Table 3. 2
The Chapters and Topics of English Textbooks

Textbook	Chapter	Topic
Real Life English (Thailand English Textbooks)	1	The Whole Family
	2	What are Your hobbies?
	3	What do You study?
	4	Stay in Good Shape!
	5	Weekend Getaways & Festivals
	6	Give Me Directions!
	7	Communication at Work
	8	What does it say?
	9	Check your e-mail!
	10	Form-Filling
Work in Progress (Indonesian English Textbooks)	1	Great Athletes
	2	Sports Events
	3	Sports and Health
	4	Healthy Foods
	5	Graffiti
	6	Fractured Stories

C. Data Collection

Data collection focuses on gathering visual materials (e.g., illustrations, figures, and symbols) that may represent cultural identity. The specific sections analyzed include chapters that highlight themes of culture, traditions, and international contexts, ensuring that various forms of cultural representation are

addressed. To refine the data, the researchers concentrated on visual figures, symbols, and signs in the textbooks. In selecting data, the researchers relied on Peirce's triadic model (1991), examining each sign for its representant (the form of the sign), object (the concept or entity referred to), and interpretant (the meaning derived by the reader). Additionally, for cultural resource analysis, visual figures were categorized into source culture, target culture, and international culture, based on the framework developed by Cortazzi and Jin. Source culture refers to the learners' own culture, the culture that students are familiar with due to their background. Target culture typically refers to the cultures of countries where English is spoken as a native language, such as the US, UK, and Australia. In contrast, international culture involves representations from a range of countries where English is not the native tongue but is used as a lingua franca, such as Japan and Korea.

D. Data Analysis

English textbooks are viewed as ideological cultural artifacts, containing specific meanings about the world that students encounter while learning English.⁵⁴ They are also considered multimodal texts that combine visual semiotic resources, such as characters, illustrations, photographs, colors, and a variety of font styles, which represent and produce culturally and socially constructed meanings. Using a semiotic approach allows analysts to explore the cultural meanings generated by tasks, texts, and figures, without suggesting

⁵⁴ Gyewon Jang et al., "Conflicting Understanding of Multicultural Society, Global World, and English: Multimodal Content Analysis of 5 Korean Elementary EFL Textbooks", *Critical Inquiry in Language Studies*, (2023), pp 153-176, <https://doi.org/10.1080/15427587.2023.2198130>

that these meanings are always fixed or promoting a single interpretation.⁵⁵ They claimed that this approach serves as a valuable analytical tool in various EFL contexts.

The researcher adapted Cortazzi and Jin's framework for categorizing cultural elements in English textbooks, which proved useful for analyzing how culture influences students' cultural identity within an educational context. Based on Cortazzi and Jin, the indicators of cultural identity in English textbooks or language education materials can be inferred through of cultural content as follows (see Table 3.3) :

Table 3.3
Indicators for Cultural Identity

No.	Cultural Identity	Indicators
1.	Source Culture	<ul style="list-style-type: none"> - Local customs and traditions - Historical figures and event from the students' country (Thailand and Indonesia) - Local myths, legends, and literature - Local cuisine, music, and arts
2.	Target Culture	<ul style="list-style-type: none"> - References to British and American holidays - Famous landmarks in English-speaking countries - Western habit, style, and social settings
3.	International Culture	<ul style="list-style-type: none"> - Topics on global issues (e.g., technology, climate change) - Characters from multiple nationalities interacting - Emphasis on intercultural understanding

The initial step was to record and code visual elements that aligned with cultural categories in the two English textbooks. Visual elements were

⁵⁵ Weninger, C., & Kiss, T. (2013), "Culture in English as a Foreign Language (EFL) Textbooks: A Semiotic Approach, *Tesol Quarterly*, <https://doi.org/10.1002/tesq.87>

excluded if they did not contain cultural content. In total, textbook A includes 21 visual element data, while textbook B contains 34 visual element data that convey cultural identity. For example, a figure in B2 showing Acehnese noodles is categorized as a source culture element, as it features "Aceh," symbolizing one of Indonesia's provinces and reflecting local pride and identity unique to Indonesia. Each visual element's semiotic meaning is analyzed using Peirce's triadic model of signs.⁵⁶ For instance, the Acehnese noodles figure, categorized as source culture, is analyzed semiotically as follows:



Figure 3. 1
Aceh Noodles
(Textbook B ; Page 81)

The following is sample of analysis and interpretation of the data using semiotic parameters. The representmant depicts flavor noodles with vegetables and seasonings on a white plate. The noodles served are yellow in color and have a unique shape which is thick and flat. The brown color produced from the appearance of Aceh noodles comes from the original Indonesian spices and sweet soy sauce, which makes the taste more savory and rich in flavor on the

⁵⁶ Charles Sanders Pierce, "Peirce on signs: Writings on semiotic by Charles Sanders Peirce", (1991), *University of North Carolina Press*

tongue of the connoisseur. There is a side dish next to a plate of Acehnese noodles, namely *Emping*, a type of Indonesian cracker. *Emping* is a side dish for Acehnese noodles when consumers eat them; the object refers to the Acehnese noodle dish and *Emping* itself; and the interpretant associates the figure with a delicious and exotic traditional meal from the region, especially from Aceh, Indonesia. Finally, this study revealed the frequency of each cultural element in both English textbooks based on the analysis.

Table 3. 3
Guidelines for Cultural Categories in Both English Textbooks

Cultural Categories	Descriptions	Example of Visual Elements (Thailand English Textbook)	Example of Visual Elements (Indonesian English Textbook)
Source Culture	Learners' own culture, Indonesian culture	<i>Chiang Mai</i> , <i>Nang Yai</i> puppet, <i>Ratchaburi</i> dragon jar, <i>Wat Arun</i> Temple, Big Mountain Music Festival, etc.	Aceh noodles, <i>Rujak</i> , <i>Anthoni Sinisuka Ginting</i> , <i>Malin Kundang</i> , etc.
Target Culture	The cultures of countries where English apply as the first language, such as US, UK, Australia	London Routemaster Bus, common habits in USA and UK, etc.	Typical sports (Hockey and Rowing), folktales, etc
International Culture	The culture of countries where English is not the native tongue but it is used as a lingua franca	Collins Cobuild Online Dictionary, Cambridge Online Dictionary, etc.	International social media (Twitter and Facebook)

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter presents the findings and discussion of the study. This chapter aims to provide a detailed analysis and interpretation of the data collected through the research methodology described in chapter 3.

A. Findings

In this section, the researcher discusses about the findings of the analyzed data. In this analysis, the researcher focuses on how cultural identity represented in two English textbook entitled “Real Life English” published by Aimphan Press Co., Ltd., and ”Work In Progress” by Ministry of Education and Culture of the Republic of Indonesia for senior high school. Following Cortazzi and Jin’s cultural categories, there are source culture, target culture, and international culture and analysis of visual semiotic analysis of cultural identity representation of Thailand and Indonesian English textbook for senior high school.

A close analysis of the two English textbooks reveals an imbalance in the representation of source culture, target culture, and international culture. As shown in Table 4.1, the Indonesian English textbooks contain more visual elements that convey cultural identity compared to the Thai English textbooks.

Table 4. 1
Cultural Distribution in English Textbooks

No.	Cultural Categories	Textbook A		Textbook B	
		Frequency	Percentage	Frequency	Percentage
1.	Source Culture	12	57.14 %	24	70.59%
2.	Target Culture	4	19.05%	6	17.65%
3.	International Culture	5	23.81%	4	11.76%
Total		21	100%	34	100%

The total number of categories for each culture in both English textbooks (Textbook A and B) was counted for each occurrence. All of the data is the total of all data, both figure data and symbol data found in both English textbooks and symbol data was only found in the amount of two in textbook A which includes the source culture category. As shown in Table 4.1, there is an imbalance in the distribution of visual elements which reflects three cultural categories in the English textbooks from the two countries. English textbook B contains more visual elements that represent cultural categories compared to English textbook A, which has a frequency of only 21. The source culture has a higher percentage in both textbooks, with textbook A at 57.14% and textbook B at 70.59%, the latter being the highest percentage among the categories. Among the three cultural categories, both English textbooks predominantly feature source culture, with each book showing a proportion of more than 50%. In contrast, international culture is less represented in both textbooks; however, it appears more frequently in textbook A than in textbook B, with a difference of only 12.05%. Meanwhile,

the target culture in both English textbooks is nearly balanced, with a proportion of no more than 20%.

This analysis examines visual elements that reflect cultural categories based on Cortazzi and Jin's framework. The visual elements selected below were chosen randomly and are intended to represent several themes in the textbook, with the aim of enhancing students' intercultural communicative competence (ICC) skills. The findings are written explicitly in both points. The following are the findings of cultural categories for each English textbooks:

1. Predominance of Source Culture in Cultural Representation

Cultural identity is built mainly through source culture elements. Both English textbooks published locally in Thailand and Indonesia as teaching and learning materials for high school students prioritize the source culture. This helps students become familiar with the cultural identity of their own country. The representation of the source culture is represented through visual elements such as visual figures and symbols. In both textbooks, figures are more heavily dominated by representations of the source culture. For instance, in the textbook A (Thailand), visual elements include cultural landmarks and tourist destinations such as Wat Arun, Wat Phra Kaew, Wat Pho, the Grand Palace in Bangkok, and the Giant Swing (Sao Chingcha), along with regional names like Bangkok, Ayutthaya, Chiang Mai, Chiang Rai, Songkhla, and Hat Yai. Typical Thai art is also represented, including Nang Yai puppets and Ratchaburi dragon jars. In contrast, Textbook B (Indonesia) features prominent figures such

as Anthony Sinisuka Ginting, Greysia Poli, and Boaz Solossa, traditional sports like Pencak Silat, Indonesian cuisine such as Aceh Noodles, Gado-Gado, Rujak, Tinutuan, and Pempek, as well as desserts like Cendol and Es Pisang Ijo, and folktales such as Malin Kundang.

In addition to figures, cultural representation is also conveyed through symbolic data. However, such symbols are sparsely presented in both textbooks. In Textbook A, only two symbols representing the source culture were identified: the national pharmacy logo and the symbol of a Thai music festival (Big Mountain Music Festival). No symbols of source culture were found in Textbook B. Overall, a total of 36 visual elements were identified from both textbooks: 10 figures and 2 symbols in the Thai textbook, and 24 figures with no symbolic data in the Indonesian textbook. The source culture elements encompass cultural landmarks, cuisine, art, and others. After identifying these visual and symbolic representations, the researcher interpreted their meanings using Peirce's semiotic analysis. The following section explains how these elements reflect source culture.

In this case, the figure on page 54 of Textbook A is used for a sample of illustration which depicts elements of Thai culture for students in Thailand (see Figure 4.1). The figure combines visual elements and travel information that reflect the cultural richness of Thailand. It features landmarks such as Wat Arun, Buddha statues, golden pagodas, and elephants. These are not just tourist attractions but powerful symbols of Thailand's national identity. Wat Arun represents the beauty of traditional Thai architecture and the influence of Buddhism in everyday life. The Buddha statues highlight the importance of

spiritual values, while the elephants symbolize strength, good fortune, and a connection to the monarchy.

The itinerary table shows a six-day journey from Bangkok to Chiang Rai, including stops in culturally important provinces such as Ayutthaya and Chiang Mai. This journey highlights how Thai culture is spread across different regions, not only centered in the capital. It suggests that each location contributes to the overall story of Thailand's heritage.

By presenting these cultural icons alongside a travel plan, the figure helps students become more aware of their own culture. They can learn to value religious beliefs and historical places, building a deeper appreciation for their country. This kind of exposure encourages students to take pride in their heritage and to see the importance of preserving their cultural identity.



Date	Day	Province	Arrive/Depart
April 27	Saturday	Bangkok	8 a.m. / 3 p.m.
April 28	Sunday	Ayutthaya	9 a.m. / 10 p.m.
April 29	Monday	Chiang Mai	8 a.m. /
April 30	Tuesday		/ 10 p.m.
May 1	Wednesday	Chiang Rai	1 a.m. /
May 2	Thursday		/ 6 p.m.

Figure 4. 1
Cultural landmarks in Thailand
(Textbook A; Page 54)

The representmant of the figures of cultural landmarks in Thailand, which displays travel schedules to various regions in Thailand within a

certain time. Several Thai tourist icons such as Wat arun, What Phra Kaew, and large Buddha statues are seen, visual elements about iconic places in Thailand are placed parallel even though they are actually scattered in different locations. This creates a symbolic figure, making students see the existing source culture at the same time making students familiar with the cultural identity they have. The placement of the figure of a blue bird with big eyes next to the cultural content is displayed to attract students' attention, as a supporting visual element so that students consciously see tourism information from their own culture. The choice of a background featuring green natural scenery and blue skies reflects the interesting tourist trips that can be taken on a sunny day. The sign object is Thai cultural tourism, while the interpretation reflects Thailand as a culturally rich and interesting tourist destination. The presentation of symbolic visual figures with several cultural tourist attractions makes the language learning material a tool to provide students with an overview of Thailand which is rich in culture and open to tourists.

Furthermore, (it can be seen in Figure 4.1) the figure on page 81 of Textbook B is used as an example of an illustration that portrays elements of Indonesian typical dessert which depicts Cendol. Cendol is a traditional Indonesian dessert drink made from green rice flour jelly, coconut milk, and palm sugar syrup. The green jelly is colored and flavored with pandan leaves, giving it a unique aroma. Served with ice, cendol is a popular refreshment in hot weather and reflects the use of natural, local ingredients in Indonesian cuisine.

Including a figure of cendol in textbooks is important for local students because it helps them recognize and value their own cultural heritage. Visual representation of traditional food fosters national pride, strengthens cultural identity, and encourages students to appreciate and preserve their local traditions.



Figure 4. 2
Authentic Indonesian dessert
(Textbook B; Page 81)

In the case of the figure of Cendol, the representant is the visual representation of the Cendol drink, characterized by its colors and shape. It can be seen visually in the figure that a glass of Cendol contains green flour drops, the green color is produced from natural dyes from plants or can also be from artificial dyes. Served with liquid palm sugar and coconut milk which makes the Cendol taste sweet and savory. Ice cubes are seen as a complement, making cendol fresher when drunk on a sunny day. The object that the representant refers to is the actual Cendol drink. In this context, the interpretant conveys the cultural meaning of Cendol as a

popular dessert in Indonesia, associated with hot weather and the desire for refreshing treats. The two figures of beverages and culinary delights from Indonesia can inspire thoughts about the regional ingredients used and the specific occasions when Cendol are commonly consumed.

Moreover, it can be seen in (Figure 4.3) Tinutuan, also known as *Bubur Manado*, is a traditional Indonesian porridge that comes from Manado, the capital city of North Sulawesi. It is a famous dish in the region and is often eaten for breakfast. Tinutuan is made from a mix of rice, pumpkin, corn, sweet potato, and cassava, which are all cooked together to form a soft, thick porridge. After that, green vegetables such as spinach, water spinach (*kangkung*), or basil leaves (*kemangi*) are added. The result is a healthy and colorful dish that is rich in vitamins and fiber.

Tinutuan is usually served with various side dishes or toppings. These can include salted fish, fried tofu or tempeh, sambal (spicy chili sauce), spring onions, or fried shallots. In some places, people also add lemon basil or lime juice to give it a fresh taste. Because it is made without meat, Tinutuan is popular among vegetarians, although it can also be combined with fish or eggs depending on personal preference. The dish is both affordable and nutritious, which is why it is widely enjoyed by people of all ages.

Besides its nutritional value, Tinutuan is also important culturally. It is a symbol of local identity in North Sulawesi and is often served

during traditional events and ceremonies. In Manado, there is even a special area called “*Kawasan Tinutuan*”, where visitors can enjoy different versions of this dish. Tinutuan is not just food it represents the diversity of local ingredients and the spirit of community sharing. As more people learn about Indonesian cuisine, Tinutuan is becoming more popular across the country and even internationally.

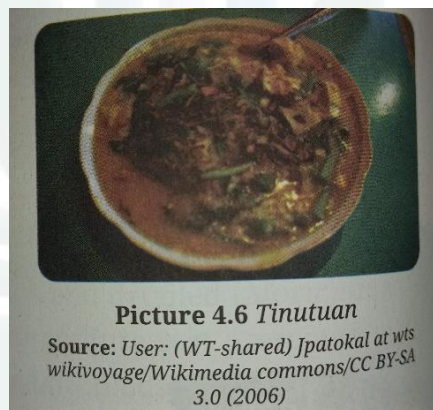


Figure 4. 3

**Authentic Indonesian Culinary
 (Textbook B; Page 82)**

The Representmant in this figure is the photograph of a bowl of Tinutuan. It is a visual sign that shows the dish with its thick porridge texture, green vegetables, and a spoon inside the bowl. The figure also includes a caption with the name "Tinutuan" and the source. The Object is the real-world dish of Tinutuan, a traditional food from Manado, Indonesia. It refers to an actual cultural food that is made from rice, vegetables, and sometimes corn or sweet potato. The Interpretant is the meaning that viewers make when seeing the figure. For someone familiar with Indonesian culture, the figure may evoke feelings of comfort, health,

tradition, and regional pride. For others, it may signify a healthy, plant-based meal. Academically, it may also signify how food reflects cultural values, identity, and biodiversity. In this case, the figure communicates that Tinutuan is more than just food it is a representation of local culture, community life, and traditional practices.

In the selected English textbooks, cultural representation can be from symbol data. The researcher found two symbol data that originated from the category of source culture, with 2 data only from the first English textbook entitled “Real Life English”. The source culture category found in the English textbooks includes national pharmacy logo and symbol of Thailand’s music festival. After finding two symbol data that represent the source culture in both English textbook, the researcher translated the meaning of each figure data using semiotic analysis by Pierce. The following is the explanation of how the symbol data represents source culture.

The figure on page 42 of Textbook A functions as an illustrative example highlighting elements of Thai culture intended for Thai learners (as shown in Figure 4.3). The first symbol below is the logo from The Government Pharmaceutical Organization (GPO), Thailand. The GPO is an organization that produces and distributes medicines to help people in the country. The logo has a medical symbol combined with Thai art, showing both healthcare and Thai’s culture. It represents an important part of the country’s healthcare system and uses traditional Thai design.

Including this symbol in an English textbook, can teaches students about Thai culture and important national organizations while they are learning English. Students also get more insight and become more confident when talking about their own culture, which is useful when communicating with people from different countries.



Figure 4. 4
National Pharmacy Logo in Thailand
(Textbook A; Page 42)

Moreover, the second symbol below shows the symbol of the Big Mountain Music Festival, one of Thailand's most famous music events, which is illustrates in (Figure 4.4). The symbol is creatively designed inside of a cow, with colorful words spelling "Big Mountain Music Festival". The cow shape is important because the festival usually held in the country side, Khao Yai area, which is knows for farms and nature. The logo uses fun colors and shapes to express the lively and free spirit of music and nature. Showing this symbol in an English textbook builds cultural pride and helps students understand and also compare how music festivals are celebrated in different countries. It can improve their cross-cultural understanding.



Figure 4. 5

**Thailand's Music Festival
(Textbook A ; Page 57)**

Using Pierce's semiotic analysis, the figures of medical symbol (staff and serpent) combined with Thai traditional art style, and the letters "GPO" with Thai writing underneath is the representmant. While the object is national healthcare organization itself. Viewers recognize it as a symbol for public service and healthcare. Furthermore, a colorful cow shaped design with capitals words inside it serve as representmant. The object is a famous outdoor music festival in Thailand. The meaning that viewers create is the cow shape suggests a natural and outdoor setting. While the colorful letters suggest fun, freedom, and youth culture. Viewers understand this is not just about music, but also about energetic experience connected to Thailand lifestyle.

2. Limited and Imbalanced Exposure to Target and International Cultures

Exposure to cultures beyond students' own is a crucial aspect of English language learning. However, both Thai and Indonesian English textbooks show a noticeable lack of visual elements representing the target culture and international cultures. In terms of the target culture, the visual elements found in both textbooks are limited to basic aspects such as common habits in the USA and UK, public transportation, and the names of countries where English is a native language. Unfortunately, these depictions are minimal and rarely explored in depth. In total, only ten visual elements representing the target culture were identified four in Thai textbooks (Textbook A and Textbook B) and six in Indonesian textbooks.

Moreover, the representation of international culture is similarly underrepresented. Across both textbooks, only nine visual elements related to international culture were observed. Specifically, four were found in Textbook A and five in Textbook B. In the case of Textbook A, international culture is represented through scenes such as how people in Argentina and France greet each other, as well as global festivals. Meanwhile, Textbook B includes visual elements that reflect international social media platforms.

On page 51, Textbook A includes a figure that illustrates English speaking country which represent target culture (see Figure 4.5). The iconic red double-decker bus, usually called the London Routemaster Bus,

is known as a symbol of the city of London. This figure on English Textbook A page 51 represents the target culture by showing a form of public transportation that is identical to London, where English is the main language. Beyond serving as a mode of transport, the Routemaster is a cultural symbol closely associated with London.

The bus is stopping at a clearly marked area where people are waiting. Signs and shelters are visible, showing that this is a **bus stop**, not a bus station. The figure captures a typical city scene in the United Kingdom. The text next to the figure helps students learn the difference between a bus station and a bus stop. A bus stop is a small location on the street where buses briefly stop to pick up or drop off passengers. In contrast, a bus station is a large terminal where many buses arrive and depart. The figure is a helpful tool to make this distinction clearer.

Using this figure in an English textbook is useful for students. It supports vocabulary learning and also introduces students to international cultures. This makes learning English more meaningful and connected to the real world.



Figure 4. 6
Iconic public transportation
(Textbook A ; Page 51)

The representmant here is the visual depiction of a red double-decker bus and its surrounding environment. It can be seen that many passengers are already waiting at the bus stop located in the middle of the city. The double-decker bus has a contrasting red color and makes it easier for passengers to see it even though the bus is still far away. The object is public transportation in the city of London, with the red double-decker bus serving as a recognizable symbol of London. The interpretant of this figure suggests that, for viewers familiar with it, the red double-decker bus symbolizes the London transportation system. For those unfamiliar with this context, the figure might simply represent public transportation, a bus commonly associated with many passengers at a bus stop.

The figure on page 135 of textbook B (see Figure 4.6) shows a woman wearing a red hood with the shadow of a wolf behind her, referencing the story of *Red Riding Hood*, a European folk tale and an example of target culture. In Western culture, the wolf's shadow symbolizes danger, reflecting how certain animals are given symbolic meaning in folk tales to convey moral lessons or depict specific character traits. *Red Riding Hood* is a famous folktale from Europe that has been told for many generations. The story is about a young girl who wears a red hood and visits her sick grandmother. The tale teaches important lessons about being careful, not trusting strangers, and listening to parents. Over time, people have also used this story to talk about growing up, safety, and gender roles. Although it is a children's story, *Red Riding Hood* has deep

meanings and is still popular in books, movies, and education today. This cultural depiction helps learners understand how stories communicate moral values and cultural beliefs, enriching language learning by integrating elements of the culture in which the language is used.



Figure 4. 7

(Textbook B; Page 135)

In this figure, the representant is the visual depiction of a woman wearing a red hood with a black silhouette of a wolf behind her. The object here is the well-known folk tale, *Red Riding Hood*. The interpretant may involve multiple layers: viewers may interpret the woman's calm and innocent expression as a symbol of purity, while the black silhouette of the wolf with sharp fangs suggests cruelty and danger. This creates a visual contrast between innocence and threat, emphasizing the story's central themes.

The international culture category found in the English textbooks includes celebration or tradition in several countries, social media platforms, and others. The two figures below can be categorized as

examples of international culture. This is evident from the visual depictions of decorations for celebrations and the variety of food (see Figure 4.7), which represent common elements of festivities across countries. For EFL students, these figures can enhance cultural awareness by depicting significant celebrations or thanksgiving events from around the world, encouraging them to explore diverse cultural practices both globally and locally. More broadly, these figures illustrate how celebrations and expressions of gratitude carry universal meanings, such as family gatherings and sharing meals elements often found across cultures worldwide. These shared values underscore the concept of international culture.

The figure also shows a warm and happy feeling. The food is arranged neatly, and the dishes are clean and beautiful. This means that the people preparing the meal worked hard and cared about the celebration. In many cultures, food is not just for eating it is also a way to show love and respect. This figure shows how Thanksgiving is about more than just eating. It is also about family, tradition, and being thankful. The meal brings people together and helps them enjoy special moments with one another.



Figure 4. 8
Celebration, Thanksgiving, and tradition of several countries
(Textbook A; Page 59)

The representmant is the visual of traditional culinary dishes displayed on a table, including roasted turkey, potatoes, vegetables, and pie. All the food is served in a fancy plate and bowl. Food and drinks are served in large quantities indicating a big event meal. In the middle of the table, there is a large roasted turkey. There are other common dishes like roasted potatoes, sweet potatoes, vegetables, stuffing, cranberry sauce, and a pumpkin pie. All of the food is placed in beautiful dishes, showing that this is an important and formal event. The figure represents Thanksgiving as a time to be thankful and to share food with family and friends. The object here is the array of foods commonly associated with cultural events such as Thanksgiving or other festive gatherings. The arrangement of these foods conveys abundance and richness, symbolizing a special event or celebration intended for a large number of people.

Moreover, the figure below is from a Twitter post (see Figure 4.8). Social media platforms like Twitter have a global audience and facilitate international communication, allowing users worldwide to share ideas,

expressions, and content accessible to all. This particular figure reflects international culture by addressing universal emotional experiences such as sadness and exhaustion that resonate across cultures. Including social media figures in textbooks can help students develop digital literacy, including understanding how to communicate online and use social media responsibly. Platforms like Twitter are commonly used to share personal experiences, ideas, or emotions and often incorporate varied language styles, such as slang or abbreviations, which can expose students to a broader range of language use.

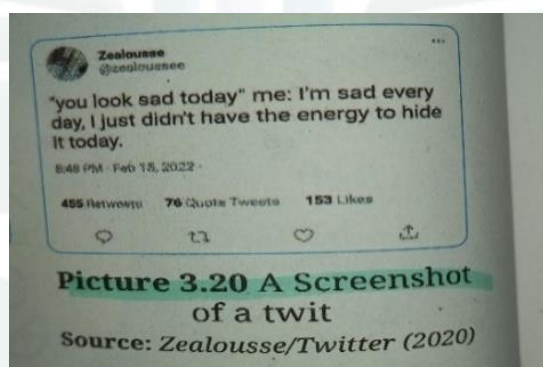


Figure 4. 9
International Social Media
(Textbook B; Page 68)

The representmant is the tweet, a digital message from the user Zealousse. The object in this case is the emotional state and mental health experience conveyed through the tweet, specifically addressing the common struggle of expressing sadness. When other users read this tweet, they may recognize it as more than just a casual remark; it is a relatable expression of emotional exhaustion and the challenge of dealing with sadness. This tweet encourages readers to recognize that many people find

it hard to hide their feelings, thus making the message meaningful to a broad audience. It connects people through the shared experience of managing difficult emotions.

B. Discussion

Research on representation in textbooks is important because it influences how students understand the language, society, and culture being taught. Representation can shape students' thinking, helping them form ideas and beliefs, or even challenging certain stereotypes and prejudices.⁵⁷ The main focus of this study is to examine of cultural content contained in the visual elements, such as figures and symbols in two English textbooks entitled “Real Life English” published in Thailand and “Work In Progress” locally published in Indonesia using Cortazzi and Jin’s cultural categories: source culture, target culture, and international culture. After distinguishing several visual elements that are categorized into the three cultural categories, the researcher analyzed the meaning of the visual elements from both figure data and symbol data using Pierce’s semiotic analysis. However, figures data has a higher frequency than symbols data.

The findings of the study indicate that both English textbooks prioritize the cultures of the EFL students' countries, Thailand and Indonesia. Both English textbooks present more visual elements representing the source culture, with textbook A presenting more cultural landmarks, Thailand’s music festival, typical art, and cultural tourism destinations in Thailand.

⁵⁷ Germán Canale, “The Language Textbook: Representation, Interaction and Learning”, *Language, Culture, and Curriculum*, (2021) Vol. 34, No. 2, <https://doi.org/10.1080/07908318.2020.1797080>

Whereas, in textbook B it present more visual figures in the form of authentic Indonesian traditional culinary and famous people. In line with these findings, Labtic and Teo demonstrates that incorporating source culture into English textbooks allows students to learn English while reflecting on their own cultural background and using it as a foundation for cross-cultural understanding.⁵⁸ This focus offers students a deeper understanding of their cultural identity through visual figures that represent their cultures. Culture impacts communication on multiple levels, enabling students and educators from both countries to become more active communicators of their native culture and more aware of their cultural identity.⁵⁹ This aligns with research by Qi and Derakhshan, which states that the representation of source culture can help students understand and communicate their own culture, thereby strengthening their cultural identity while learning a foreign language.⁶⁰

The first finding, which shows a strong focus on source culture in both textbooks, highlights the importance of using familiar cultural elements in EFL learning. Including local cultural content such as Indonesian traditional food and Thai festivals helps students relate more closely to the material, strengthens their cultural identity, and increases motivation to learn. This approach supports learning by connecting language to students' everyday

⁵⁸ Ian Glenn C Labtic and Teo Adisa, "The Presentation of Sources of Culture in English Textbooks in Thai Context", *English Language Teaching*, (2020), Vol. 13, No. 5, <https://doi.org/10.5539/elt.v13n5p15>

⁵⁹ Anthony J. Liddicatt, "Communication as Culturally Contexted Practice: A View from Intercultural Communiation", *Australian Journal of Linguistic*, (2009), <https://doi.org/10.1080/07268600802516400>

⁶⁰ Shasa Qi & Ali Derakhshan, "English Foreign Language Learners' Perceptions of Cultural Elements in Chinese EFL Textbooks", *Portalinguarium*, (2024), <https://doi.org/10.30827/portalin.vi42.28407>

experiences. However, too much emphasis on source culture may limit students' exposure to other cultures, reducing their chances to develop the skills needed to use English in broader, global contexts.

Nevertheless, in both English textbooks, the representation of target culture and international culture was found to be limited and unbalanced. This limited depiction of both target and international cultures reduces the role of English from a means of intercultural communication to merely a classroom subject. As a result, students are rarely exposed to how people from other countries live and communicate, making it challenging for them to develop an understanding of cultural diversity in real-life contexts. This may hinder students' understanding of foreign cultures, potentially fostering intolerance and leading them to compare their own culture with local and global experiences.⁶¹ Ultimately, this imbalance in cultural representation can hinder the development of students' intercultural communicative competence (ICC). In other words, students may feel marginalized from the international community, resulting in less engaging language and cultural learning experiences. In simple terms, achieving a balance among cultural categories presented in English textbooks can foster a better understanding of English as an international language and enhance learners' intercultural communicative competence (ICC) skills.⁶²

⁶¹ Hajar Abdul Rahim & Ali Jalalian Daghigh, "Locally Developed Versus Global Textbooks: An Evaluation of Cultural Content in Textbooks Used in English Language Teaching in Malaysia", *Asian Englishes*, (2019), <https://doi.org/10.1080/13488678.2019.1669301>

⁶² Ufuk Keles & Bedrettin Yazan, "Representations of Cultures and Communities in a Global ELT Textbooks: A Diachronic Content Analysis", *Language Teaching Research*, (2020), <https://doi.org/10.1177/1362168820976922>

The second finding, which shows the limited and unequal inclusion of target and international cultures, has effects for developing students' intercultural communicative competence (ICC). When students do not see how English is used in different cultural settings, they may find it harder to understand or interact with people from other countries. This could limit their ability to use English as a tool for global communication. To address this, textbooks should include a wider range of cultural content to help students build cross-cultural awareness. Teachers and curriculum designers can also enrich lessons by adding authentic materials that reflect cultural diversity and support students in becoming more open and skilled intercultural communicators.

As important tools in language education, English textbooks need to be further reviewed and improved in terms of their cultural content. In practice, both teachers and textbook writers should ensure that learning materials reflect a variety of cultures. Teachers can add extra resources such as articles, videos, or stories from different culture to give students a more balanced view of cultural diversity. This helps address the lack of international or target culture content in the textbooks. Likewise, textbook writers should aim to include more examples and stories from different cultural backgrounds, so that source, target, and international cultures are more equally represented. This approach can broaden students' cultural understanding and support a more inclusive learning environment.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two points. It presents the conclusion of the conducted research and provides suggestions for the related parties. The detailed explanation of each point is presented below.

A. Conclusion

This study analyzed how cultural identity is shown in two English textbooks: "Real Life English" from Thailand and "Work in Progress" from Indonesia. The analysis used Cortazzi and Jin's framework, which includes three types of culture: source culture (students' own culture), target culture (English-speaking countries), and international culture (other cultures around the world). Peirce's semiotic theory was also used to help explain the meaning of visual elements such as figures and symbols.

The findings show that both textbooks focus more on the source culture than on target or international cultures. In both books, many figures show students' local culture such as temples, famous people, local foods, traditional sports, and cultural festivals. For example, the Thai textbook includes landmarks like Wat Arun and Thai art like puppets and dragon jars. The Indonesian textbook includes traditional food like *Cendol*, *Pempek*, and *Gado-Gado*, as well as national athletes and folktales like *Malin Kundang*. These cultural figures help students feel more connected to their own identity and can make English learning more meaningful. However, the use of symbols to represent culture is very limited. Only two symbols were found

and both appeared in the Thai textbook: one from Thailand's national pharmacy and another from a popular music festival. The Indonesian textbook had no symbols at all. This shows that there is still room to improve the depth and variety of cultural representation.

In contrast, target culture and international culture are shown much less often in both books. Target culture is usually presented in a basic way, like figures of a red double-decker bus in London or a folktales. These figures are not explained in detail and do not give students a strong understanding of life in English-speaking countries. International culture is also underrepresented, with only a few examples such as a Thanksgiving meal or a tweet from social media. These figures show that the textbooks include some global themes, but they are not enough to build strong intercultural skills. Because of this imbalance, students may not get enough exposure to other cultures. This could make it harder for them to understand cultural differences or to use English as a tool for global communication. It also limits their ability to develop intercultural communicative competence (ICC), which is an important goal in language education.

In summary, both textbooks help students understand their own culture, which is useful for building cultural identity. However, the lack of clear and rich examples of target and international cultures makes it harder for students to connect with people from other cultures. To improve this, future English textbooks should include more balanced content from all three cultural categories. This helps students not only learn English but also become

more open-minded, respectful, and confident when communicating with people from different backgrounds.

B. Suggestion

At the end of the study, the researcher offers several suggestions to the related parties regarding the cultural content in English textbooks.

1. For Future English Textbook Authors

Textbook authors should aim to create more balanced content by including not only students' own culture (source culture) but also cultures from English-speaking countries (target culture) and other cultures around the world (international culture). Collaboration with education experts in each country or region, particularly those specialized in material development, is necessary to improve the depiction of diverse cultures in textbooks.

2. For Future Researcher

Future researchers are encouraged to explore cultural representation in English textbooks from other countries or different educational levels to gain a broader understanding of how culture is integrated into language learning materials. Further research is needed to examine the cultural content of language textbooks across all school levels (elementary and junior high school), focusing not only on visual elements but also on all components of the textbooks, including covers and tasks.

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APPENDIXES

Appendix 1 Matrix of Research

MATRIX OF RESEARCH

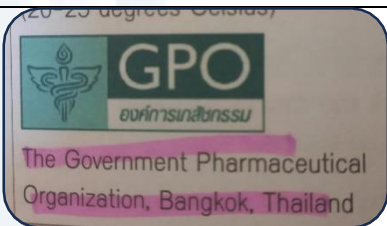


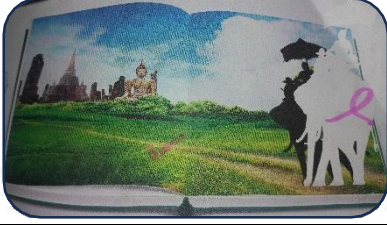
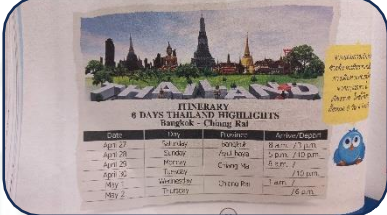
Title	Variables	Indicators	Data Resources	Research Method	RQ
Visual Semiotic Analysis of Cultural Identity Representation of Thailand and Indonesian English Textbook For Senior High School	A. English Textbook	<ol style="list-style-type: none"> 1. <i>English Textbook in ELT</i> 2. <i>Standards for English Textbook Quality</i> 3. <i>Revising Learning Contents in English Textbook</i> 	Visual figures and symbols in: English Textbook entitled “Real Life English” from Thailand	<ol style="list-style-type: none"> 1. Research Approach : Qualitative 2. Research Design : Content Analysis 3. Data Collection : Document Analysis 4. Data Analysis : Cultural classification (Cortazzi & Jin) • Interpretation (Peirce’s triadic model) 	<ol style="list-style-type: none"> 1. What Cultural Representation are found in the Thailand’s English Textbook and Indonesia’s English Textbook? 2. How is each Cultural Representation portrayed in the Thailand’s English Textbook and Indonesia’s English Textbook?
	B. Culture Categories	<ol style="list-style-type: none"> 1. <i>Target Culture</i> 2. <i>Source Culture</i> 3. <i>International Culture</i> 	and English Textbook entitled “Work in Progress” from Indonesia used for		
	C. Visual Semiotic	<ol style="list-style-type: none"> 1. <i>Representant</i> 2. <i>Object</i> 3. <i>Interpretant</i> 	Senior High School		





Appendix 2 Table Sheet of Visual Element

TABLE SHEET OF VISUAL ELEMENT

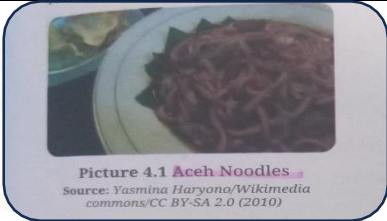


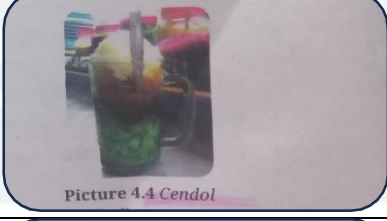
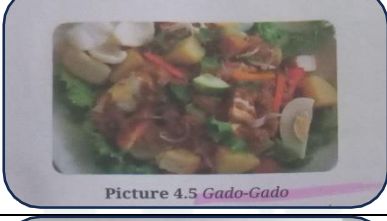
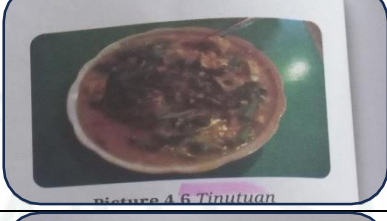

(Data taken from English textbook entitled “Real Life English” and ‘Work in Progress’)

A. Visual Representation of Source Culture

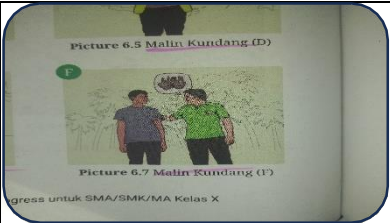
NO	TEXTBOOK/UNIT	VISUAL ELEMENT	DESCRIPTION
1	A/4		The Government Pharmaceutical Organization, Bangkok, Thailand
2	A/5		Dragon Ratchaburi
3	A/5		Nang Yai Puppets
4	A/5		Cultural Landmarks
5	A/5		Cultural Landmarks

6	A/5		Symbol of Thailand's Music Festival
7	A/5		Thailand's Festival (Songkran)
8	A/6		Cultural Landmarks
9	A/8		Local Advertisement
10	A/8		Local Advertisement
11	A/8		Local Advertisement
12	A/8		Local Advertisement

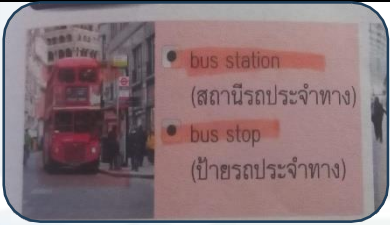
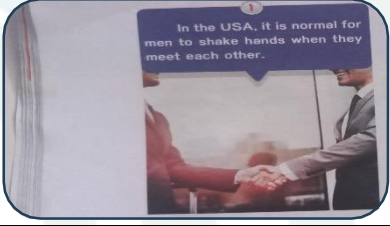



13	B/1	 Picture 1.3 Aries Susanti Rahayu	Famous Figure in Indonesia (Aries Susanti Rahayu)
14	B/1	 Picture 1.2 Anthony Sinisuka Ginting	Famous Figure in Indonesia (Anthony Sinisuka Ginting)
15	B/1	 Picture 1.10 Leani Oktilla Ratri, one of the	Famous Figure in Indonesia (Leani Oktilla Ratri)
16	B/1	 Women's Doubles team	Famous Figure in Indonesia (Greysia Polli)
17	B/1		Famous Figure in Indonesia (Windy Cantika Aisah)
18	B/1	 Picture 1.5 Boaz Solossa Source: Garry Andrew Lotulung/Kompas	Famous Figure in Indonesia (Boaz Solossa)
19	B/1	 Picture 2.4 Pencak silat	Pencak Silat

20	B/2	 <p>Picture 4.1 Aceh Noodles Source: Yasmina Haryono/Wikimedia commons/CC BY-SA 2.0 (2010)</p>	Aceh Noodles
21	B/4	 <p>Picture 4.3 Es Pisang Ijo</p>	Es Pisang Ijo
22	B/4	 <p>Picture 4.2 Crispy Deep-fried Prawn Ulakan</p>	Crispy Deep-fried
23	B/4	 <p>Picture 4.4 Cendol</p>	Cendol
24	B/4	 <p>Picture 4.5 Gado-Gado</p>	Gado-gado
25	B/4	 <p>Picture 4.6 Tinutuan</p>	Tinutuan
26	B/4	 <p>Picture 4.7 Rujak</p>	Rujak

27	B/4	 Picture 4.8 Pempek	Pempek
28	B/5	 Picture 5.12 Gritty Graffiti Indonesia	Gritty Graffiti Indonesia
29	B/6	 Picture 6.4 Malin Kundang (C)	Malin Kundang
30	B/6	 Picture 6.2 Malin Kundang (A)	Malin Kundang
31	B/6	 Picture 6.3 Malin Kundang (B)	Malin Kundang
32	B/6	 Picture 6.5 Malin Kundang (D)	Malin Kundang
33	B/6	 Picture 6.4 Malin Kundang (C) Picture 6.5 Malin Kundang (D) Picture 6.6 Malin Kundang (E) Picture 6.7 Malin Kundang (F)	Malin Kundang

34	B/6		Malin Kundang
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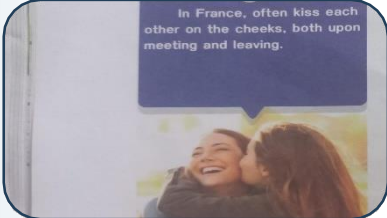


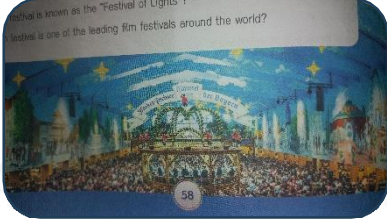
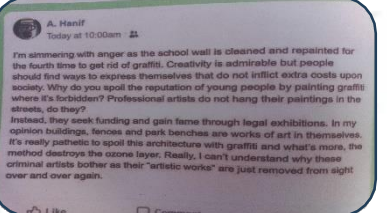
B. Visual Representation of Target Culture

NO	TEXTBOOK/UNIT	VISUAL ELEMENT	DESCRIPTION
1	A/5		Public transportation in London
2	A/1		Common habits in USA
3	A/1		Common habits in UK
4	A/3		England common habit
5	B/1		Famous Football Players

6	B/1	 <p>Picture 1.7 CR 7 is showing his skill.</p>	Famous Football Players
7	B/2	 <p>Picture 2.1 Watching live sports event</p>	Watching live sports
8	B/2	 <p>Picture 2.14 Hockey</p>	Hockey
9	B/5	 <p>Picture 2.9 Wolf Riding Hood</p>	Western folktales
10	B/2	 <p>Picture 2.5 Rowing</p>	Rowing

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C. Visual Representation of International Culture

NO	TEXTBOOK/UNIT	VISUAL ELEMENT	DESCRIPTION
1	A/1		Common habits in Argentina
2	A/1		Common habits in France
3	A/5		Tradition of Several Countries
4	A/5		Thanksgiving
5	A/5		Oktoberfest beer in Germany
6	B/3		International Social Media (Facebook)

7	B/3	 <p>There is no accounting for taste. Society is full of communication and advertising. Company logos, shop names. Large intrusive posters on the streets. Are they acceptable? Yes, mostly. Is graffiti acceptable? Some people say yes, some no. Who pays the price for graffiti? Who is ultimately paying the price for advertisements? Correct. The consumer. Have the people who put up billboards asked your permission? No. Should graffiti painters do so then? Isn't it all just a question of communication -- your own name, the names of gangs, and large works of art in the street? Think about the striped and checkered clothes that appeared in the stores a few years ago. And ski wear. The patterns and colors were stolen directly from the flowery concrete walls. It's quite amusing that these patterns and colors are accepted and admired but that graffiti in the same style is considered dreadful. Times are hard for the arts.</p> <p>Like Comment Share</p>	International Social Media (Facebook)
8	B/3	 <p>"you look sad today" me: i'm sad every day, i just didn't have the energy to hide it today.</p> <p>6:48 PM · Feb 19, 2022</p> <p>455 Retweets 76 Quote Tweets 188 Likes</p> <p>Picture 3.20 A Screenshot</p>	International Social Media (Twitter)
9	B/3	 <p>went to sleep exhausted, woke up still exhausted</p> <p>1:48 PM · 17th Feb 2022</p> <p>Picture 3.19 A Screenshot of a tweet Source: ZiaZivania/Twitter (2022)</p>	International Social Media (Twitter)

Appendix 3 Research Journal

RESEARCH JOURNAL

No.	Activity	Time	Notes
1.	Diving the data	20th of February 2025	Choosing the visual elements in the selected English textbooks that would be analyzed based on Cortazzi and Jin framework of cultural categories <ul style="list-style-type: none"> • Focus on figure and symbol data depict cultural content of the English textbooks
2.	Mapping the data	18th of March 2025	Distinguish the visual elements found into each cultural category
3.	Counting the data	18th of March 2025	Counting the total of data. <ul style="list-style-type: none"> • In total, there are 55 figure or symbol data in the selected English textbooks
4.	Analyzing the data	9th of April 2025	Analyze the meaning of several visual elements that represent each cultural category using semiotic analysis by Pierce
5.	Concluding the research	13th of May 2025	Concluding the data based on findings and discussion

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DECLARATION OF AUTHORSHIP

The undersign below:

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Program : English Education

State that thesis entitled **“Visual Semiotic Analysis of Cultural Identity Representation on Thailand and Indonesian English Textbooks for Senior High School”** is truly my own work. It does not include any writings or publications that have already been authored or published by another individual, except for those cited in the quotation and bibliography. I am the only person who will be responsible, if anyone objected.

Jember, 18 May 2025


Author



Irma Rafika Pebriana

SRN. 214101060028

Appendix 5 Statement Letter of Plagiarism Check Completion

 <p>UIN KH ACHMAD SIDDIQ JEMBER</p>	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id Website: www.uinkhas.ac.id</p>
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SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Irma Rafika Pebriana

NIM : 214101060028

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Visual Semiotic Analysis of Cultural Identity Representation of Thailand
and Indonesian English Textbook For Senior High School

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(Ulfa Dina Novienda S. Sos. I. M. Pd.)
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Appendix 6 Figure of English Textbook



Appendix 7 Curriculum Vitae

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