

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter presents the findings of the study based on the analysis of Indonesian cultural products in the English textbook *Train of Thoughts* for 12th-grade senior high school students published by the Ministry of Education and Culture. The analysis is conducted using Yuen's (2011) framework, focusing on the four dimensions. The identified cultural products include landmarks, traditional houses, textiles, geographical features, and other elements of Indonesian cultural heritage. These findings highlight how Indonesian culture is visually and textually represented throughout the textbook content.

##### 1. Types of Cultural Dimensions Presented in the Textbook

This section presents the results of the analysis of this study, which focuses on the representation of Indonesian culture in textbooks. This analysis is conducted with reference to Yuen's (2011) cultural dimensions. The ELT textbook that is the subject of the study is *Train of Thoughts* for grade 12 high school, which consists of several units with different learning topics. Each unit covers four main language skills, namely listening, speaking, reading, and writing. The book also presents

various written texts, including readings and exercises, supported by visual illustrations and images that clarify the cultural concepts conveyed.

Since this research focuses on analyzing the representation of Indonesian culture in the English textbook entitled “*Bahasa Inggris Train of Thoughts*” for 12th-grade senior high school students, published by the Ministry of Education and Culture, the study primarily examines Big C Culture. The elements analyzed in this study include landmarks, traditional artifacts, natural heritage, and tools. These cultural aspects fall under Big C Culture because they are tangible and historically or symbolically significant within Indonesian society. This classification helps to emphasize the visibility and prominence of traditional cultural elements within the textbook content.

#### **a. Summary of Cultural Dimensions**

The table below provides a summary of Indonesian cultural content identified in the *Train of Thoughts* textbook. It organizes the cultural items systematically for clarity and analysis. Each item is categorized according to its topic, the unit in which it appears, and the specific section. Additionally, the table includes a brief description and the corresponding page number for each cultural reference.

**Table 4. 1 Data Classification in Textbook based on Yuen (2011)**

No.	Topic	Page	Section	Cultural Aspect	Description
<b>1</b>	Unit 1: Digging the Hidden Gem of Borneo (Kalimantan)	5	Listening: exercise	Products	Kakaban Island as tourist destination
<b>2</b>	Unit 1: Digging the Hidden Gem of Borneo (Kalimantan)	9	Reading: narrative text	Products	Bubu as traditional fishing tool
<b>3</b>	Unit 1: Digging the Hidden Gem of Borneo (Kalimantan)	9	Reading: narrative text	Products	Bukit Kelam as tourist destination
<b>4</b>	Unit 1: Digging the Hidden Gem of Borneo (Kalimantan)	10	Reading: narrative text	Products	Melawi River as geographical feature
<b>5</b>	Unit 1: Digging the Hidden Gem of Borneo (Kalimantan)	11	Reading: narrative text	Products	Kumpang Mambu Tree as cultural symbol
<b>6</b>	Unit 1: Digging the Hidden Gem of Borneo (Kalimantan)	9-12	Reading: narrative text	Products	Traditional Dayak men's outfit as cultural identity representation
<b>7</b>	Unit 3: Get in Touch With Nature	93		Products	Rumah Adat Musalaki as traditional house
<b>8</b>	Unit 3: Get in Touch With Nature	99-100	Listening: exercise	Products	Banda Neira as tourist destination

No.	Topic	Page	Section	Cultural Aspect	Description
<b>9</b>	Unit 3: Get in Touch With Nature	103-105	Reading: descriptive text	Products	Nihiwatu as tourist destination
<b>10</b>	Unit 3: Get in Touch With Nature	103	Reading: descriptive text	Products	Komodo Island as tourist destination
<b>11</b>	Unit 3: Get in Touch With Nature	103	Reading: descriptive text	Products	Labuan Bajo as tourist destination
<b>12</b>	Unit 3: Get in Touch With Nature	103	Reading: descriptive text	Products	Kelimutu Lake as tourist destination
<b>13</b>	Unit 3: Get in Touch With Nature	108	Reading: exercise	Products	Lombok as tourist destination
<b>14</b>	Unit 3: Get in Touch With Nature	108	Reading: exercise	Products	Akban Beach, Sulawesi as tourist destination
<b>15</b>	Unit 3: Get in Touch With Nature	108	Reading: exercise	Products	Raja Ampat as tourist destination
<b>16</b>	Unit 3: Get in Touch With Nature	112-113	Reading: descriptive text	Products	Wakatobi as tourist destination
<b>17</b>	Unit 3: Get in Touch With Nature	123	Speaking: exercise	Products	Batik Parang as traditional textile pattern

The table 4.1 shows that representations of Indonesian culture in the textbook are primarily concentrated in Unit 1 and Unit 3. These units contain the majority of cultural references found throughout the material. The cultural elements presented include Indonesian geographical landmarks, traditional artifacts, and natural heritage. This

concentration suggests a limited and uneven distribution of cultural content across the textbook.

#### **b. Overview of Cultural Dimensions**

The following section presents a detailed explanation of how Indonesian cultural aspects are represented in the *Train of Thoughts* textbook. It explores the ways in which cultural elements are embedded in the material. These representations are examined to better understand their function in the learning process. Through this analysis, the study emphasizes the textbook's role in fostering cultural awareness within English language education.

1. Kakaban Island (p. 5) – This island is known for its unique ecosystem, specifically its stingless jellyfish. The textbook includes a description of this destination to highlight Indonesia's rich marine biodiversity and promote environmental awareness among students.
2. Bubu (Traditional Fishing Tool) (p. 9) – This traditional fishing tool represents Indonesian indigenous knowledge in sustainable fishing practices. The textbook presents an illustration of bubu alongside a short passage explaining its use among coastal communities.
3. Bukit Kelam (p. 9) – This rock formation is significant due to its geological uniqueness and its connection to local folklore. The

textbook introduces this landmark as part of a reading exercise about Indonesia's natural heritage.

4. Melawi River (p. 10) – The textbook features a narrative where the Melawi River serves as a backdrop for cultural storytelling, emphasizing the importance of rivers in traditional Indonesian society.
5. Kumpang Mambu Tree (p. 11) – This tree is associated with local myths and spiritual beliefs. The textbook briefly mentions it in a cultural passage discussing the connection between nature and traditional beliefs in Indonesia.
6. Traditional Dayak Men's Outfit (p. 9-12) – An illustration of traditional Dayak attire accompanies a passage discussing indigenous fashion and its role in cultural identity.
7. Rumah Adat Musalaki (p. 93) – This traditional house is presented in a reading text focusing on Indonesian architectural heritage, highlighting the social structure embedded in its design.
8. Banda Neira (p. 99-100) – A passage in the textbook explains Banda Neira's historical significance in Indonesia's spice trade and colonial history.
9. Nihiwatu Beach (p. 103-105) – This beach is presented as one of Indonesia's top tourist destinations, with an accompanying visual to showcase its natural beauty.

10. Komodo Island (p. 103) – A brief passage describes Komodo Island's UNESCO heritage status and its role in wildlife conservation.
11. Labuan Bajo (p. 103) – This location is discussed as an entry point for Komodo Island tourism, emphasizing Indonesia's ecotourism potential.
12. Kelimutu Lake (p. 103) – The lake's changing colors and cultural significance are highlighted in a reading activity.
13. Lombok (p. 108) – Lombok is mentioned in a travel-related dialogue, promoting understanding of Indonesian tourist destinations.
14. Akban Beach, Sulawesi (p. 108) – This beach is included in a list of natural attractions in Indonesia.
15. Raja Ampat (p. 108) – The textbook features an image of Raja Ampat's marine biodiversity with a short caption explaining its ecological importance.
16. Wakatobi (p. 112-113) – A detailed passage on Wakatobi National Park emphasizes marine conservation efforts and biodiversity.
17. Batik Parang (p. 123) – The textbook includes an illustration of Batik Parang, accompanied by an explanation of its historical and philosophical meaning.

## 2. Presentation of Cultural Dimensions in the Textbook

The presentation of cultural dimensions in the textbook “*Bahasa Inggris: Train of Thoughts*” varies in form and function. Most cultural elements are embedded within narrative texts, especially descriptive and recount passages that introduce Indonesian cultural sites, traditional clothing, and geographic uniqueness. For example, in Unit 1, students read about Kakaban Island, Bukit Kelam, and the Melawi River through informative texts that highlight their cultural or ecological significance. These texts serve not only to develop language skills but also to promote awareness of local heritage.

In addition to narrative texts, visual illustrations are used extensively to present cultural content. In Unit 3, for instance, pictures of Batik Parang, Komodo Island, and Rumah Adat Musalaki accompany reading materials and exercises. These images support students in visualizing the cultural products discussed in the text and help to reinforce cultural awareness through visual learning. They also enhance student engagement by making the learning experience more concrete and relatable.

Cultural elements also appear in dialogues, albeit less frequently. In some parts of the book, conversations between characters reference local customs or destinations, contributing subtle representations of cultural practices. While these inclusions are helpful, they tend to be brief



and not deeply elaborated, offering limited insight into the context or meaning of the cultural practices. Therefore, their role in conveying cultural depth is relatively minor compared to other forms of content in the textbook.

Furthermore, several tasks and writing assignments require students to reflect on and describe cultural elements from their own surroundings. For example, students are prompted to create posters or reports about a cultural site or tradition in Indonesia. These activities help develop student engagement with cultural content and foster personal connections with their own heritage. However, such tasks are not consistently distributed across all units, and the products dimension still dominates compared to practices, perspectives, or persons.

The presentation of these cultural elements varies in form, with the majority embedded in narrative and descriptive texts, such as recounts and informational passages. For instance, in Unit 1, students are introduced to Kakaban Island, Bukit Kelam, and the Melawi River, which are described in detail to highlight their ecological and cultural significance. Visual elements, such as illustrations of Batik Parang, Komodo Island, and Rumah Adat Musalaki, further support the textual content, enhancing students' understanding through visual reinforcement. Meanwhile, dialogues occasionally reference cultural sites or customs, though these instances are brief and lack deeper elaboration. Activities

that develop speaking or listening skills related to cultural topics are minimal or absent, suggesting a missed opportunity to integrate culture more interactively into language practice.

### Example 1: Exercise

1. *What is the conversation mostly about?*
2. *What does the speaker imply about Kalimantan?*
3. *What special things can you find on **Kakaban island**?*
4. *Where is the exact location of **Kakaban Island**?*
5. *What does the speaker imply about *Stingless jellyfish*?*
6. *Retell the story about Kalimantan based on the conversation that you just heard!*

(Bahasa Inggris: Train of Thoughts, Unit 1, Page 5)

The exercise in Unit 1 (Digging the Hidden Gem of Borneo) of the textbook *English: Train of Thoughts* presents information about Kakaban Island, a well-known natural site located in East Kalimantan, Indonesia. Based on Yuen's (2011) cultural dimensions, Kakaban Island falls under the products aspect, as it represents a physical and tangible element of Indonesian cultural geography. Although the island is not shown through an illustration, it is integrated into a reading-based activity that encourages students to engage with the text while learning about Indonesian natural heritage. It can increase understanding of biodiversity and the importance of environmental conservation, as well as foster a sense of love for Indonesia's nature. This inclusion not only develops reading skills but also

introduces students to local cultural knowledge through content-based learning (Pranoto, 2024).

### Example 2: Reading Text

*...Tumenggung Marubai sourced his fish Rimpang **Melawi River**, where fish could be found in abundance...*

*...Tumenggung Marubai used a big trap called **bubu** to catch fish...*

*...Bujang Beji planned to reach the land of heaven by using the **kumpang mambu tree**, which is a kind of giant wooden tree whose end rises to the sky...*

*...Nowadays, the peak of Nanga Silat Hill is well known as **Bukit Kelam**...*

(Bahasa Inggris: Train of Thoughts, Unit 1, Pages 9-12)

The text of the folktale The Story of Bujang Beji and Bukit Kelam in Unit 1 of the book English: Train of Thoughts. This text contains four elements of Indonesian culture, namely the Melawi River, traditional fishing gear bubu, Kumpang mambu tree, and Bukit Kelam. Based on Yuen's (2011) cultural dimension, the four elements are categorized as products because they are physical manifestations of local culture. This text includes written materials in the reading section.

### Example 3: Reading Text

*The Hidden Gem of East Nusa Tenggara : **Nihiwatu***

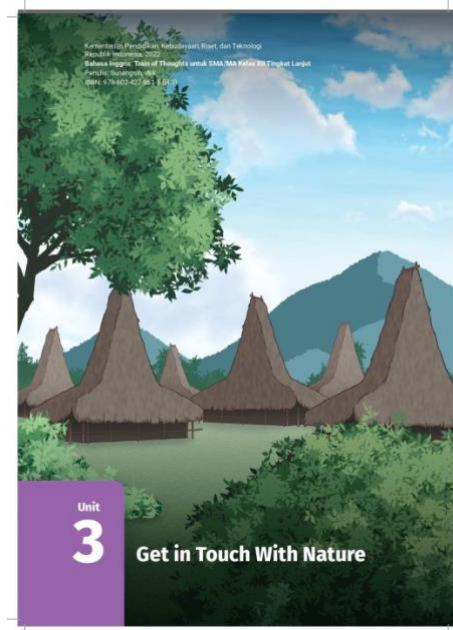
*Nusa Tenggara Timur is located in the eastern part of the Lesser Sunda Islands, including West Timor. If you love traveling, you will find that Nusa Tenggara Timur is a fascinating place to visit as it has several interesting places to visit, such as **Komodo island, Labuan Bajo, and Kelimutu Lake**. Recently, travelers put their attention on **Nihiwatu** as a*

*travel destination as one of the hotels was acclaimed as the best hotel in the 'world's best awards' by the prestigious magazine, Travel Leisure in 2016.....*

(Bahasa Inggris: Train of Thoughts, Unit 3, Page 103)

The text of the Hidden Gem of East Nusa Tenggara : Nihiwatu in Unit 3 of the book English: Train of Thoughts. The inclusion of Indonesian cultural and natural heritage sites such as Nihiwatu, Komodo Island, Labuan Bajo, and Kelimutu Lake in the textbooks can have a significant educational and cultural impact. By presenting these destinations, textbooks not only enrich students' knowledge of geography and tourism but also foster a sense of national pride and cultural awareness. This approach aligns with the goals of culturally responsive teaching, which promotes learning that is relevant and connected to students' own cultural contexts (Gay, 2010).

### Example 4: Illustration



**Figure 4. 1 Musalaki Traditional House**

The picture is an illustration of the Musalaki traditional house from East Nusa Tenggara, Indonesia. Based on the cultural dimensions proposed by Yuen (2011), the Musalaki traditional house is included in the products aspect, which is a physical and tangible cultural element. This illustration is found in Unit 3 (Get in Touch With Nature) in the book English: Train of Thoughts. Although this illustration is not directly included in one of the language skills such as listening, reading, speaking, or writing, it is part of the visual material that enriches the cultural context in learning.

### Example 5: Illustration

#### 5. Activity B.5

Interviewing : have you ever...?

Interview your parents/friends/ teacher with some questions below.

Questions	Answers
Have you ever gone on vacation to the east part of Indonesia such as <i>Lombok, Akban Beach of Sulawesi, or Raja Ampat</i> .	
What places in Eastern Indonesia have you ever visited for vacation ?	
What do you think about the places?	



**Figure 4. 2 Exercise**

The integration of prominent Indonesian tourist destinations such as Lombok, Akban Beach in Sulawesi, and Raja Ampat into textbook exercises contributes meaningfully to students' cultural and environmental literacy. Including such locations in educational materials allows students to engage with real-world cultural and ecological contexts, thereby enhancing their understanding of Indonesia's geographic diversity and environmental richness. When students encounter these places in classroom activities, it fosters awareness of ecological preservation and introduces them to the importance of protecting natural resources.

### Example 6: Illustration

#### 4. Activity C. 4



In this activity you need to re-read the text from reading 1 and reading 2. After reading, you have to decide which place you want to visit. Then, you need to tell the reason why you chose the place. To help you explain your answer you can use the following speaking hints.

1. Tell the place that you want to visit.
2. Explain why you want to visit the place.
3. List five activities that you want to do in the place, and explain why you want to do the activities.
4. List five activities that you do not want or cannot do in the place and explain why?
5. When you visit the place, do you prefer traveling solo or using a travel agent? Explain your reason by comparing the advantages and disadvantages of traveling solo and traveling using a travel agent.

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**Figure 4. 3 Batik Parang**

The illustration in the exercise of Unit 3 (Get in Touch With Nature) shows a person wearing Batik Parang, one of Indonesia's traditional batik motifs originating from Java. According to Yuen's (2011) cultural dimensions, Batik Parang is categorized under the products aspect, as it represents a tangible cultural artifact and a form of traditional textile art. The inclusion of this batik motif in a visual context helps students connect with Indonesian cultural heritage through clothing. Although it appears as part of an exercise and not a main skill focus, it enhances the cultural atmosphere of the lesson by visually introducing a significant cultural product.

## B. Discussion

Based on the analysis results, it can be concluded that among the four cultural dimensions introduced by Yuen (2011) products, practices, perspectives, and persons only the products aspect was found in the analyzed English textbook “*Bahasa Inggris: Train of Thoughts*”, designed for Grade XII students and published by the Ministry of Education and Culture (Kemendikbud). For instance, in Units 1 and 3, only cultural products are featured, while the other dimensions are not evident in the texts, tasks, or illustrations. Moreover, Units 2, 4, and 5 do not include any identifiable cultural content at all, further highlighting the uneven distribution of cultural representation across the textbook. Although the textbook incorporates several cultural elements, these are largely limited to tangible representations of culture, such as natural landmarks, historical sites, traditional crafts, and local textiles. These elements help foster students’ recognition of Indonesia’s cultural richness; however, the lack of broader cultural dimensions results in an incomplete portrayal of cultural identity.

Furthermore, as indicated in the table, the product aspect emerges as the most prominent and indeed the only cultural dimension represented in the textbook, with a total of seventeen occurrences. According to Yuen (2011), the product aspect refers to tangible cultural elements such as food, places (including tourist destinations and historical sites), merchandise, and literary works. The findings from this analysis reveal a strong alignment between the



content of the textbook and Yuen's conceptualization of the product dimension. Specifically, Indonesian cultural elements presented in the textbook predominantly take the form of historical landmarks and tourist attractions, followed by references to literature, traditional food, and local goods. Among these, historical sites and tourist destinations are the most frequently featured cultural products throughout the textbook.

In terms of form and presentation, the textbook integrates cultural content mostly through reading passages and supporting visuals. Most of the cultural elements are embedded in descriptive and recount texts, with some appearing in short dialogues that briefly mention local customs or destinations. While these inclusions provide a starting point for cultural learning, they are often superficial and lack depth. According to Yuen (2011), meaningful cultural learning should include insights into values (perspectives), social norms (practices), and influential cultural figures (persons), all of which are essential to foster intercultural competence. As Tién (2023) highlights, textbooks should not only present students' own culture (source culture) but also balance it with target and international cultures to prepare learners for global communication.

The limited representation found in the analyzed textbook indicates a gap in the cultural content needed to develop students' comprehensive cultural awareness. Although the presentation of cultural products helps promote national identity, without deeper exploration into beliefs, customs, and social

roles, students may not develop the intercultural sensitivity needed for today's globalized world. This supports Banaruee et al.'s (2023) argument that inclusive and diverse representation is key to promoting respect and empathy across cultures. Therefore, to achieve the goal of English textbooks as cultural mediators as proposed by Lu et al. (2022) it is necessary for textbook developers and educators to enrich the materials with additional content that covers all cultural dimensions meaningfully.

Although the textbook provides exposure to various Indonesian cultural elements, most of the content is presented descriptively without encouraging critical reflection or comparison with other cultures. As a result, students may gain knowledge of cultural facts, but their intercultural competence such as the ability to reflect on cultural values, engage in dialogue across cultures, or develop tolerance is not explicitly supported. According to Byram (1997), meaningful intercultural learning requires engagement with perspectives, practices, and the ability to compare cultures critically. This indicates a need for materials that go beyond products and integrate reflective, dialogic tasks that foster intercultural understanding.