

**THE REPRESENTATION OF NATIONAL IDENTITY
IN THE ENGLISH TEXTBOOK ENTITLED
“BAHASA INGGRIS TINGKAT LANJUT”
FOR THE ELEVEN GRADE OF SENIOR HIGH SCHOOL**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



2520025

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN**

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2025

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ENTITLED "BAHASA INGGRIS TINGKAT
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Wassalamu'alaikum Wr. Wb.

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ACKNOWLEDGEMENTS

Praise to be Allah, the Cherisher and Sustainer of the world. My thesis has become a reality and is getting many kinds of support from many individuals. Therefore, I sincerely thank all of them;

1. First, I would like to thank my family, especially my beloved parents for supporting me all this time.
2. Secondly, I would like to thank Mr. Dr. M. Ali Ghufron, M.pd. as my thesis supervisor for guiding me so that I could complete my thesis well.
3. To all my lecturers and staff who have inspired, guided, and helped me during my study in this department.
4. To my friends "Annyeong girls" Sriwi, Elvia, Hani, Nia, and Dinda, and my "Roomate" Sifa, Hima, Zul, and mba Fidi. Thank you for giving your support, kindness, and for giving color to my life during college.
5. To myself, thank you for never giving up and for sticking it out this far and thank you for finishing what you started. I am proud of myself!

MOTTO

“Never stop learning. Never stop growing.”

(Mel Robbins)

“The more that you read, the more things you will know. The more that you learn,
the more places you’ll go.”

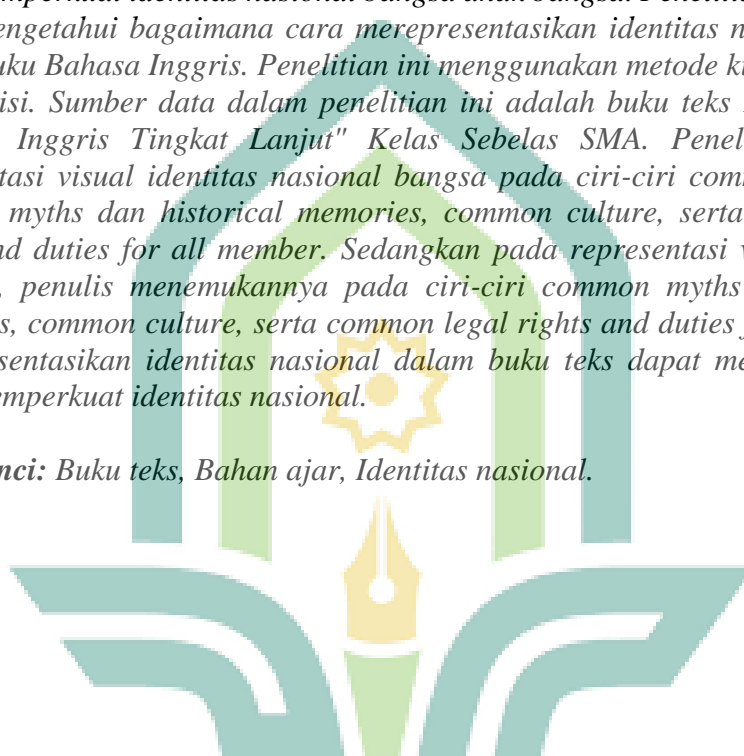
(Dr. Seuss)



ABSTRAK

Globalisasi dan Heterogenitas Sosial merupakan faktor yang dapat membahayakan dan mempengaruhi identitas nasional bangsa seseorang. Buku teks merupakan salah satu sumber belajar dan bahan ajar yang banyak digunakan dalam pembelajaran. Hal ini sangat penting bagi seorang guru dan siswa dalam melaksanakan kegiatan belajar mengajar. Identitas nasional bangsa dianggap sangat penting bagi suatu negara, oleh karena itu berbagai cara dilakukan untuk menjaga agar identitas nasional bangsa seseorang tetap terjaga. Memasukkan aspek identitas nasional bangsa dalam buku merupakan hal yang dapat dilakukan untuk memperkuat identitas nasional bangsa anak bangsa. Penelitian ini bertujuan untuk mengetahui bagaimana cara merepresentasikan identitas nasional bangsa dalam buku Bahasa Inggris. Penelitian ini menggunakan metode kualitatif dengan analisis isi. Sumber data dalam penelitian ini adalah buku teks Bahasa Inggris "Bahasa Inggris Tingkat Lanjut" Kelas Sebelas SMA. Peneliti menemukan representasi visual identitas nasional bangsa pada ciri-ciri common homeland, common myths dan historical memories, common culture, serta common legal rights and duties for all member. Sedangkan pada representasi verbal identitas nasional, penulis menemukannya pada ciri-ciri common myths dan historical memories, common culture, serta common legal rights and duties for all member. Merepresentasikan identitas nasional dalam buku teks dapat menjadi inspirasi untuk memperkuat identitas nasional.

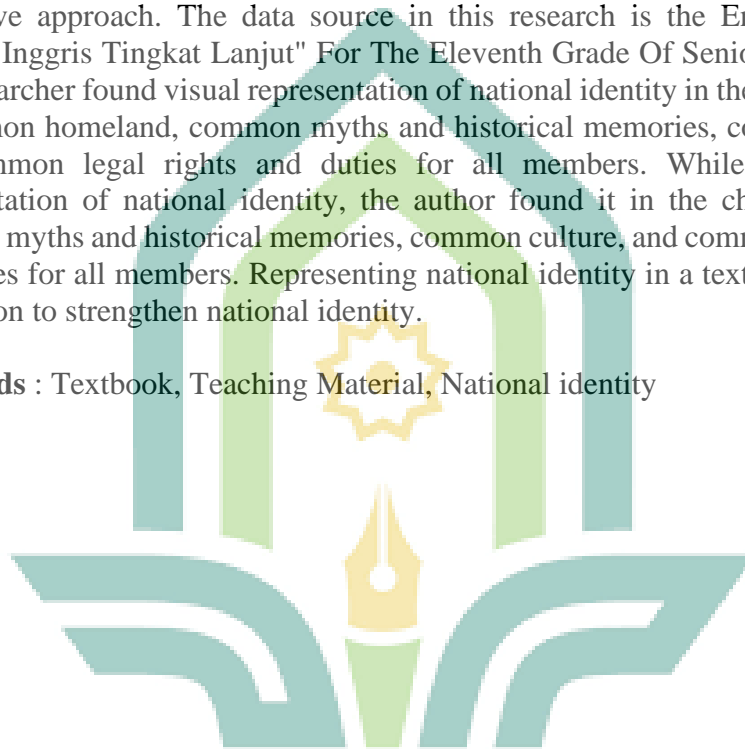
Kata Kunci: *Buku teks, Bahan ajar, Identitas nasional.*



ABSTRACT

Globalization and Social Heterogeneity are factors that can be dangerous and affect a person's national identity. Textbooks are one of the learning resources and teaching materials that are widely used in learning. This is very important for a teacher and students in carrying out teaching and learning activities. National identity is considered very important for a country, therefore various methods are used to ensure that a person's national identity remains. Including aspects of national identity in books is something that can be done to strengthen the national identity of children in a nation. This research aims to find out how to represent national identity in an English book. This study combines content analysis with a qualitative approach. The data source in this research is the English textbook "Bahasa Inggris Tingkat Lanjut" For The Eleventh Grade Of Senior High School. The researcher found visual representation of national identity in the characteristics of common homeland, common myths and historical memories, common culture, and common legal rights and duties for all members. While in the verbal representation of national identity, the author found it in the characteristics of common myths and historical memories, common culture, and common legal rights and duties for all members. Representing national identity in a textbook can be an inspiration to strengthen national identity.

Keywords : Textbook, Teaching Material, National identity



PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “The Representation of National Identity in the English Textbook Entitled *Bahasa Inggris Tingkat Lanjut* for the Eleven Grade of Senior High School” can be completed. It is submitted to the English Education Department to fulfill one of the requirements of Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This thesis was able to be completed due to a lot of support from several people. Therefore, in this occasion, I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag. as Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag. as Dean of FTIK K.H. Abdurrahman Wahid Pekalongan.
3. Mr. Ahmad Burhanuddin, M.A., as Head of Department of English Education and Teachers’ Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mr. Dr. M. Ali Ghufron, M.pd., as my supervisor who has given me suggestions, guidance and time in writing this research.
5. All lecturers and staff of the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan.
6. My beloved family has given me endless support, prayer, advice and encouragement in writing this research.
7. My dearest friends have fought the journey together since the beginning.

Pekalongan, 4 December 2024



Nala Alfina Fera

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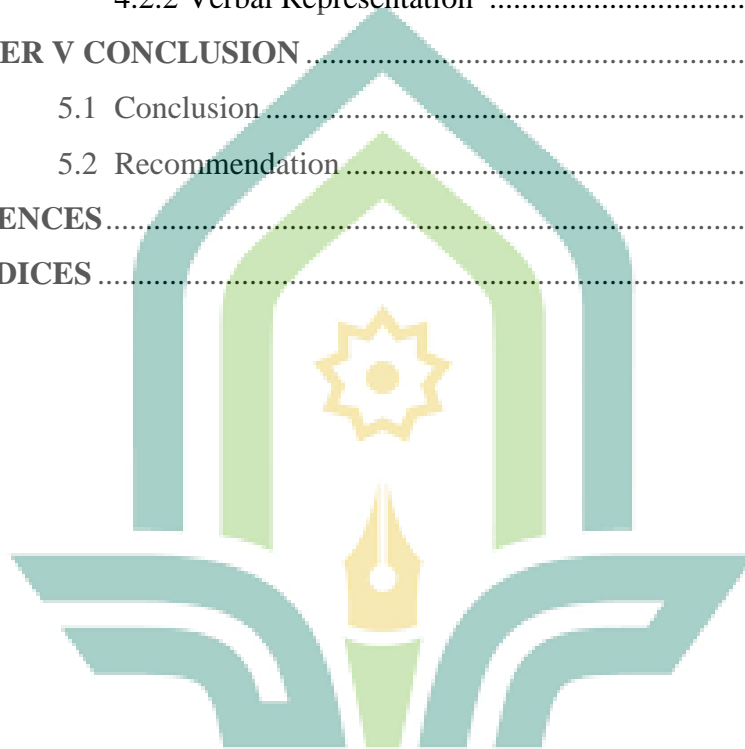
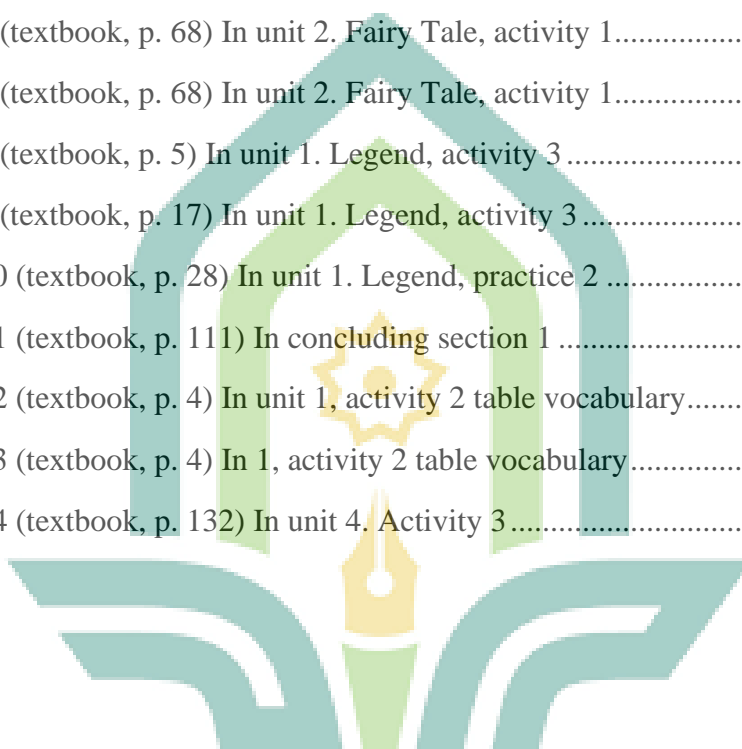


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CHAPTER 1

INTRODUCTION

1.1 Research Background

The diverse cultural values of the ethnic groups in each location form the basis of the Indonesia identity. These cultural values are then collected into one unit which ultimately forms the national identity of the Indonesia. The essence of the identity of the Indonesia is not only as a characteristic of a nation but also an identity that makes Indonesia a unitary state that has the authority and honor of the nation and state because it contains a civilized nation. A nation with a noble culture, and an ethical nation that must continue to be fostered and conserved for the country's successors' golden generation (Brata, 2016). For Indonesia, national identity is very important because it has a very strong foundation, in the form of Pancasila, UUD 1945, the Indonesian language, and the flag of Indonesia (Merah Putih).

Having a strong foundation alone is not enough to strengthen a person's national identity if it is not done. The era of globalization is one of the challenges for nations around the world from international powers, which can erode the value of a nation's identity, one of which is the Indonesian nation (Kuswanto, 2023). Beck (2008) defines globalization as a social condition in which national boundaries become irrelevant and global challenges such as climate change and environmental issues can affect life throughout the world. In social science studies, globalization is often used to explain the state of a borderless world, or the process of increasingly uniting the world's population

without being hindered by geographical boundaries. The era of globalization has triggered the rapid development of people's lifestyle patterns today so that there will be an influx of cultures or trends that can erode national identity. The rapid advancement of transportation and communication technology, as well as the emergence of the internet, has made the globalization process run faster. As a result of this process, the intertwining of production chains, global markets, cultural exchanges, and the widespread use of technology have become commonplace in almost all countries. This makes Indonesian society, especially the younger generation, lose their identity as Indonesian citizens. Traditional and local values that operate as identity and glue must be strengthened in order to combat and avoid the harmful effects of globalization (Syarifah and Ade, 2016).

Social heterogeneity is also a factor that has been taken into account since the inception of a country (Luthfia & Dewi, 2021), which can lead to the loss of a country's national identity. Social heterogeneity, which means the diversity of individuals or groups in a society, occurs around us. Too many differences or diversity can influence a person. Therefore, instilling national identity must be done from an early age or from childhood, especially early childhood because children do not yet have a strong sense of identity or bond of national identity.

Teaching languages involves presenting and learning a variety of cultural values in specific sociolinguistic, cultural, and ideological aspects. Foreign language textbooks are inherently ideological because they propagate

dominant culture and values (Wang, 2016). Therefore, one form of cultivating national identity can be done by putting aspects of national identity in the textbook used by students for learning. This can help students and teachers in understanding national identity.

Based on the problem, textbooks are one of the media that can be used to strengthen students' national identity, especially Indonesian students. Embedding aspects of national identity in textbooks is something that is very good to do for students. In the textbook it must contain all the elements or what must be taught to students, one of which is about the national identity of students. When it comes to teaching and learning activities, the textbook itself is a crucial instructional tool for both teachers and students. Textbooks are fundamental to the teaching and learning activities (Cunningsworth, 1995). As a supporting component in the learning process, textbooks have a positive influence on students in expanding their knowledge and insight. Therefore, this research was conducted to find out how aspects of national identity are represented in the textbook.

Research on national identity shows positive findings. Most research is done on books other than English, for example, very much done on history books. The purpose of these studies is to see how national identity is represented in English textbooks and also research on national identity representation is still rarely conducted. This study was conducted by the author to complement or multiply research on national identity in English books.

1.2 Formulation of the Problem

The problems discussed in this research are as follows.

1. How is national identity represented in the English Language Textbook Entitled “Bahasa Inggris Tingkat Lanjut” for the Eleventh Grade of Senior High School?

1.3 Operational Definition

In order to prevent misunderstandings regarding the terms used in this study, the researcher offers the following definitions:

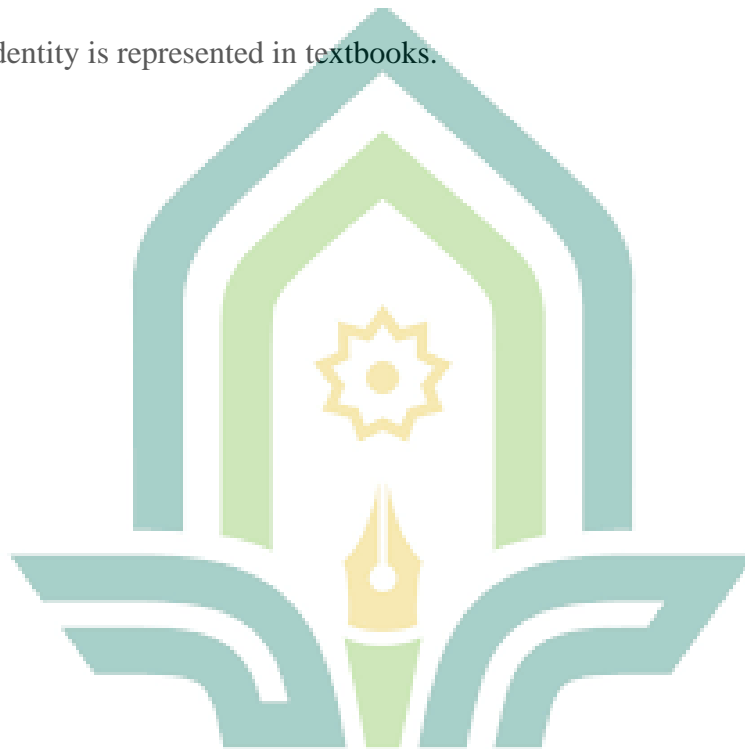
1. Textbook: A textbook provides essential content for a language-learning course, aiming to address the needs of both learners and instructors throughout the duration of the course (Tomlinson, 2011).
2. Teaching Material: All types of resources used to carry out instructional and learning activities are considered teaching materials (Majid, 2008).
3. National Identity: National Identity is "a manifestation of cultural values that grow and develop in aspects of the life of a nation with its own characteristics, which make it different from other nations in its life" (Koenta, 2005).

1.4 Aims of the Study

This study aims to find out what represents national identity in the English Language Textbook Entitled “Bahasa Inggris Tingkat Lanjut” for the Eleventh Grade of Senior High School.

1.5 Significances of the Research

1. Theoretical: This study will contribute to smith (1991) theory and provide greater insight for readers regarding information about national identity.
2. Empirical: This empirical data can be used to similar situations for more study and analysis.
3. Practical: This research provides knowledge for readers on how national identity is represented in textbooks.



CHAPTER II

LITERATUR REVIEW

2.1 Theoretical Description

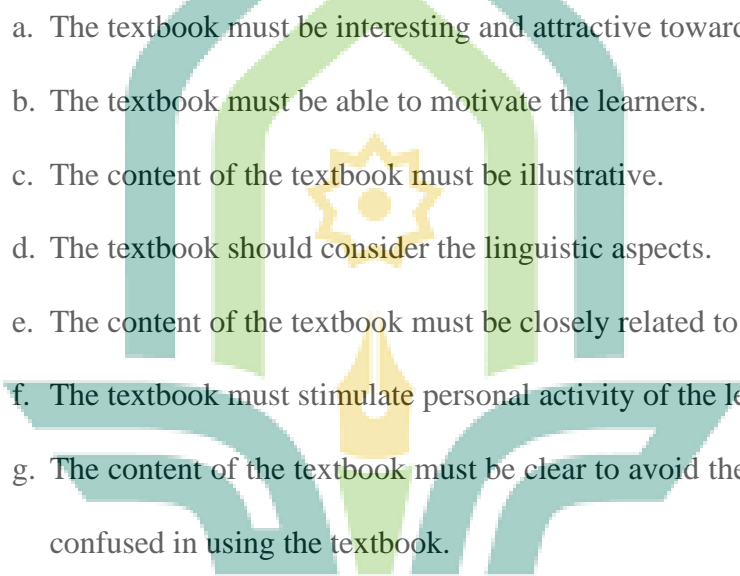
2.1.1 Textbook

Experts provide their own definitions of textbooks. Tarigan (1986) defines textbooks as books written for specific teaching purposes, accompanied by teaching aids, relevant to specific studies, compiled by experts in their respective fields, and intended for use by students at a specific level of education. Textbooks are essential to the instructing and learning preparation (Cunningsworth, 1995) and are most visibly seen as instruments for accomplishing the objectives and targets built up based on learners' needs. A language learning textbook is a book or logical collection of materials (such as a workbook and student book) intended to help students become more proficient communicators in the target language (Sheldon, 1988). Meanwhile, Rusyana (1984) defines textbooks as books which are learning guides used in schools, to present indirect experiences in large quantities and to support teaching programs. One interpretation is that students have no need to learn if they are not using a textbook. Without learning textbooks, students will believe they are incapable of learning anything. Teachers and students will become confused if students lack a clear focus due to the lack of textbooks. Textbooks can serve the needs of both teachers and students while they are engaged in teaching and learning activities. Not only teach core

material that students must understand, but also teach moral values which are also very important for students. Textbooks have very good quality as student teaching materials because they include everything students need. Therefore, textbooks are really needed by teachers and students to support the teaching and learning process.

A textbook must have criteria to show the quality of the textbook.

According to Greene and Tarigan (1986) there are 10 criteria that indicate that the book has good quality as a textbook for students, such as:

- 
- a. The textbook must be interesting and attractive toward the learners.
 - b. The textbook must be able to motivate the learners.
 - c. The content of the textbook must be illustrative.
 - d. The textbook should consider the linguistic aspects.
 - e. The content of the textbook must be closely related to other lessons,
 - f. The textbook must stimulate personal activity of the learners.
 - g. The content of the textbook must be clear to avoid the learners being confused in using the textbook.
 - h. The textbook must have a clear point of view.
 - i. The textbook must be able to provide the balance and it must emphasize values to the learners.
 - j. The textbook must be able to respect the differences of the individual.

Textbooks as learning tools have several benefits and it is also possible that the book does not match what should be in the textbook. Here are some advantages and disadvantages of using textbooks as

learning support tools. The advantages of textbooks according to Richards (2015) are eight, such as:

- a. The textbook gives a program framework and syllabus.
- b. The textbook aids in uniformizing education.
- c. The textbook upholds quality.
- d. Textbook can offer a range of educational resources.
- e. Textbook are productive.
- f. Textbook can offer useful language models and suggestions.
- g. Textbook can educate educators.
- h. The textbook appeals to the eye well.

Then below are the disadvantages of textbooks according to Richards (2015), such as:

- a. The Textbook might use language that is not their own.
- b. The textbook might alter the content.
- c. The textbook might not be relevant to students' needs.
- d. Teachers may retain their skills.
- e. The textbook can be pricey.

Content or material must cover everything needed by teachers and students to achieve learning objectives, one of which is in language teaching. To avoid the weaknesses of textbooks as teaching materials, there are several things that must be done by someone who wants to make a textbook. There are several roles of textbooks in language teaching, this can be found in Cunningsworth's (1995) summary, such as;

- a. A resource for presentation materials (spoken & written)
- b. A source of activities for learner practice and communication interaction.
- c. A reference source for learners on grammar, vocabulary, pronunciation, and etc.
- d. A source of stimulation and ideas for classroom activities.
- e. A syllabus .
- f. A support for less experienced teachers who have yet to gain in confidence.

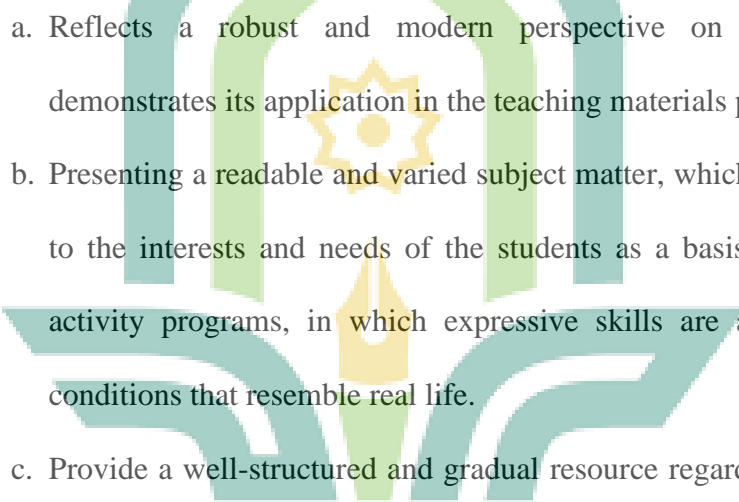
The use of rules to create textbooks can make textbooks suitable for use as learning media. In textbooks, not only the core material is in the textbook. In textbooks can be moral values, culture, national identity, reflecting religious moderation, and others.

2.1.2 Teaching Material

Teachers and students can use materials for teaching to speed up the learning process. All types of resources used to carry out instructional and learning activities are considered teaching materials (Majid, 2008). It is possible to use teaching materials as actors, methods, instruments, and vehicles to raise the standard of instruction. Everything that can offer the chance to gain a variety of information, knowledge, experience, and learning abilities is considered to be a teaching material. This is the reason why educational resources are crucial to learning.

To help teachers and students better grasp a variety of materials or specific topics that have been specified by the curriculum, the teaching materials include descriptions of materials concerning knowledge, experience, and ideas that are explicitly used by both parties. With teaching materials, teachers can focus more attention on efforts to arouse students' interest in learning. Therefore, the teaching and learning process can be used for more meaningful activities.

Greene and Tarigan (1986) state the function of teaching materials in the teaching and learning process, as follows.

- 
- a. Reflects a robust and modern perspective on teaching, and demonstrates its application in the teaching materials presented.
 - b. Presenting a readable and varied subject matter, which is appropriate to the interests and needs of the students as a basis for suggested activity programs, in which expressive skills are acquired under conditions that resemble real life.
 - c. Provide a well-structured and gradual resource regarding expressive skills that address the main issues in communication.
 - d. Presenting together with other sources of teaching materials to accompany teaching methods and tools to motivate students.
 - e. Provides the necessary initial fixation (deep feeling) and also serves as a support for practical exercises and tasks.
 - f. Present appropriate evaluation and remedial materials.

The functions of the teaching materials above show that teaching materials are very useful for both teachers and students. Teachers and students become focused in terms of teaching and learning by using teaching materials as their guide without having to look for the material themselves first. Teaching materials also have several important roles. The important role of teaching materials in learning according to Tian Belawati (2003) includes the role for teachers, students, individuals, and groups.

For teachers, teaching materials have the following roles:

- a. Saves teacher time in teaching. With the availability of teaching materials, students can be assigned to study the topic or material they will learn in advance, so that the teacher does not need to explain in detail again.
- b. Changing the role of teachers from a teacher to a facilitator. The presence of teaching materials in learning activities means that teachers act more as facilitators for students than as transmitters of teaching materials.
- c. Improve the learning process to be more effective and interactive. The existence of teaching materials makes learning more effective because teachers have a lot of time to guide their students in understanding a learning topic, and also the methods used are more varied and interactive because teachers do not tend to lecture.

On the other hand, teaching materials for student have the following roles:

- a. Students can learn without the presence/need for a teacher.
- b. Students can learn anytime and anywhere they want.
- c. Students can learn at their own pace.
- d. Students can learn in the order they choose themselves.
- e. Helping potential to become independent learners.

On the other hand, teaching materials for individual learning have the following roles:

- a. As the main media in the learning process.
- b. Tools used to organize and monitor the process of students obtaining information.
- c. Supporting other individual learning media.

And lastly, the role of teaching materials for group learning is as follows.

- a. As integrated material with the group learning process.
- b. As supporting material for the main learning material.

Several functions and roles of teaching materials show that teaching materials are very useful for both teachers and students. Textbook materials play a significant role in American university-level FL programs, especially at schools that provide several sections of classes at the intermediate levels. They have been referred to as "the bedrock of syllabus design and lesson planning" (Kramsch, 1988) and

"the fundament" upon which FL teaching and learning are founded (Roberts, 1996). The teaching materials in it can be materials about knowledge, skills, and attitudes that students must achieve related to certain basic competencies. The materials in the teaching materials are very useful for both students and teachers. The teaching materials in it are not only the main material, but the teaching materials also teach several cultures, moral values, idioms, nationalistic values, and other things that students should learn besides the main material and all of that is in the teaching materials.

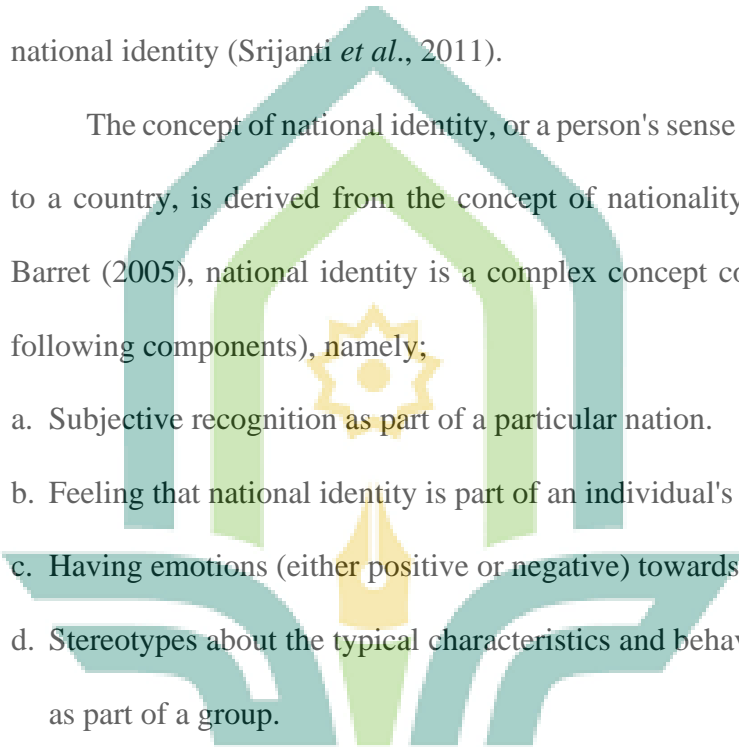
2.1.3 National Identity

The terms "national" and "identity" literally constitute "national identity". The word "national" comes from the word "nation" which can be interpreted as a group of people who live in a region and have a historical history about their region, have a written history, share the same culture, have the same ancestors, have symbols, traditions, and customs, and have a sense of awareness as a nation and have political status (Barret & Davis, 2008). Meanwhile, the word of "identity" derived from the Latin word "idem," which means "the same," the word "identity" has two main meanings: first, it describes an absolute likeness; second, it describes distinctions that require continuity and consistency Jenkins in (Heychles, 2012). Therefore, National Identity is "a manifestation of cultural values that grow and develop in aspects of the

life of a nation with its own characteristics, which make it different from other nations in its life” (Koenta, 2005).

Based on the understanding of national identity, every nation in the world will have its own identity according to the uniqueness, nature, characteristics and character of the nation. A nation's identity, or more commonly referred to as its personality, is inextricably linked to its national identity (Srijanti *et al.*, 2011).

The concept of national identity, or a person's sense of commitment to a country, is derived from the concept of nationality. According to Barret (2005), national identity is a complex concept consisting of the following components), namely;

- 
- a. Subjective recognition as part of a particular nation.
 - b. Feeling that national identity is part of an individual's identity.
 - c. Having emotions (either positive or negative) towards the country.
 - d. Stereotypes about the typical characteristics and behavior of a person as part of a group.
 - e. Subjective experiences that are similar between group members.
 - f. Subjective opinions are based on the goals and problems faced by the country.
 - g. Having knowledge and a desire to unite with the national culture, values, and behavioral rules that apply to a nation.

National identity has characteristics that can categorize it as an aspect of national identity. According to Smith (1991), there are five

main characteristics that indicate that it is a national identity. The main characteristics are as follows.

a. Common History or Homeland

This characteristic refers to where we live, work, pray, and struggle which is a memory and has a historical connection (Smith 1991). And also homeland is a place or geographical location in a country.

b. Common Myths and Historical memories

Popular tales that were once used to explain natural occurrences, uphold religious convictions, uphold social norms, or all three of these purposes are known as myths. According to Smith (1991), myths and traditions are important in forming a sense of national identity. People become part of the same community and therefore part of the same nation if they share common memories (Smith, 1991), while historical memory is the fluid process by which social groups create and subsequently connect with specific narratives about past periods or events, occasionally drawing from current affairs. Family memory, religious memory, and national memory are all components of historical memory. These memories can be included as archival memories recognized by the nation (Sarah: 2007).

c. Common culture

Smith (1991) defines the common culture as a political culture consisting of symbols, styles, values, beliefs, flags, anthems, stamps,

coins, and other items that distinguish this country from other countries. It also includes rituals, ceremonies, and public norms of conduct.

d. Common legal rights and Duties for all member

Every citizen in a country has the same legal rights and obligations and is protected. In this case, the function of the state is a government organization that regulates the lives of people in its territory (Smith, 1991). Every country has legal rules that must be obeyed by its citizens.

e. Common economy with territorial mobility for members

People have some economic mobility, which means that corporate operations are restricted to a country's borders. It can be viewed as a global economy that transcends national borders (Smith : in Wodka 2019).

National identity is very close to society. National identity can be found in the daily life of a group. This identity is reflected in social interactions, habits, routines, and knowledge practices (Edensor, 2002). Therefore, national identity cannot be viewed as an entity that is immediately owned, but rather something that is formed along the way. National identity is a social construct, however, national identity can change along with the prevailing psychosocial changes.

National identity is the identity of a nation and distinguishes it from other nations. In Indonesia, national identity refers to a collection of

values and cultures formed from various ethnic groups that are gathered in the national culture. The elements of national identity in Indonesia refer to a pluralistic nation that is a combination of elements that form fundamental identity, instrumental identity, and natural identity (Herdiawanto & Hamadayama, 2010). Fundamental identity includes Pancasila which is the nation's philosophy of life, the foundation of the state, and the state ideology. Meanwhile, instrumental identity includes the UUD 1945, the Indonesian language, the national flag, the state emblem, and the national anthem Indonesia Raya. Meanwhile, natural identity includes the identity of an archipelago and pluralism that is manifested in religion, culture, ethnicity, language, and beliefs.

Indonesia is renowned for having a diverse population of ethnic groups. Over 1,300 distinct ethnic groups make up the overall population of Indonesia. Not only do ethnic groups differ in kind within Indonesia, but so do their numbers or populations. With 40% of the population, Javanese people make up the largest ethnic group in Indonesia. Indonesia is recognized not only for having a diverse population of ethnic groupings but also for having a highly religious populace. The most generally practiced religions in Indonesia are, successively, Islam, Christianity, Catholicism, Hinduism, Buddhism, Confucianism and others (BPS, 2011). It is impossible to divorce Indonesia's national identity from the diversity of religions practiced by its people. Because people come from different religious origins, society's religious life is

diverse. The actions that members of the community carry out together to cooperate with one another demonstrate how tolerance is cultivated in Indonesian society. The government, which ensures that each individual has the freedom to practice their faith and adhere to their personal convictions, supports this environment.

By realizing a shared identity as a nation and state, Indonesia can bind its existence and provide vitality. As an independent nation and state, sovereign in international relations, it will be respected and equal to other nations and states. Shared identity is useful as a sign of identity and personality. A sense of social solidarity, togetherness as a group can support efforts to achieve independence. With that shared identity, it can also provide motivation to achieve the glory of the nation and state in the future.

2.2 Previous Study

The study conducted by Vasilijevi , et al. (2021) with the title “National Identity In The Textbooks Of English As A Foreign Language” is related to this study. This article discusses the role of English as a foreign language textbooks in fostering and strengthening the national identity of lower primary school pupils was investigated, beginning with the claim that foreign language instruction provides an appropriate setting for introducing national symbols of both the learners' own country and those of other nations. Eleven categories were used to operationalize the national identity according to various conceptualizations: religion, national sentiments, customs and traditions,

language, symbols and characteristics, unity and solidarity, cultural heritage, significant individuals, geographical terms, family, and general information. Both the content analysis and the theoretical analysis methods were used in the investigation. Therefore, this research is related to the research that will be carried out.

The next previous study is research conducted by Sarasati (2021) journal article entitled “*Membangun Identitas Nasional Melalui Teks: Review Singkat Terhadap Teks Sastra Dalam Buku Teks Bahasa Indonesia*”. This article examines the literary texts included in student textbooks and explores how these texts contribute to the construction and cultivation of national identity. This journal uses a qualitative content analysis method and is included in the type of library research. Therefore, this research is related to the research that will be carried out.

The study conducted by Varelaswi (2023) with title “*Implementasi Pendidikan Multikultural dalam Menguatkan Identitas Nasional Melalui P5 Di Era Globalisasi*” is related to this study. This study aims to show that the implementation of multicultural education is able to national identity through the Pancasila Student Profile Strengthening Project in the Era of Globalization for elementary school students. The difference lies in the research aspect, namely in this journal, this journal implements multicultural education to strengthen national identity. This journal uses a qualitative method with a literature review approach. Therefore, this research is related to the research that will be carried out.

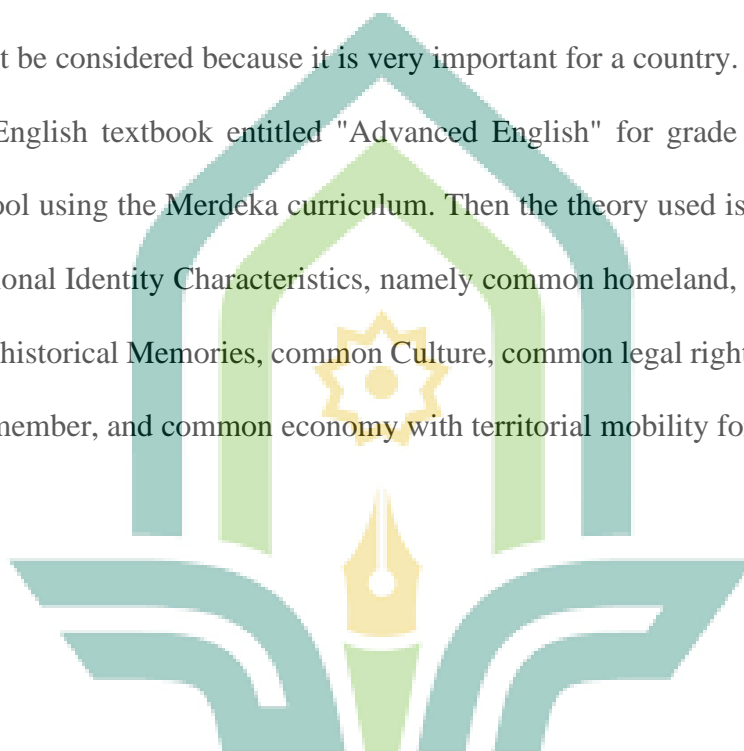
The last previous study is a thesis from Karimah (2022) entitled “Investigating Cultural Contents and National Identities in Efl Textbook For Junior High School”. This research aims to investigate cultural categories and dimensions, examine intercultural communication competence, and analyze how Cultural content and National identities are represented in textbooks. This thesis research that will be carried out has the aim of focusing on how Cultural content and National identity is represented in English textbooks. Therefore, this research is related to the research that will be carried out.

From the four previous studies above, there are differences and similarities in general from the previous studies with this study. The similarity lies in both examining national identity. The difference between this study and previous studies is that there is nothing specific or only researching how national identity is represented. Therefore this study was conducted to complement and add to research that does not yet exist or is still rarely conducted.

2.3 Conceptual Framework

National identity is crucial for people in a country. Globalization and social heterogeneity are things that can threaten and can cause a person to lose or reduce their knowledge of the national identity of their country. Aspects of national identity must be applied so that national identity in a person is lost. things that represent national identity, for example in a textbook, are a very good thing to do. A teacher's selection of textbooks that will be used as student learning media is something that must be considered. Textbooks must cover

all aspects, for example there is something that represents national identity and not only learning materials that must be in the textbook. Research on national identity in a book is still rarely done, even though research on national identity is also very important. Therefore, by examining how to represent national identity in a book, it is hoped that it can be an evaluation material for teachers, textbook makers, and other readers to be more aware of national identity that must be considered because it is very important for a country. This study uses an English textbook entitled "Advanced English" for grade eleven of high school using the Merdeka curriculum. Then the theory used is Smith's (1991) National Identity Characteristics, namely common homeland, common myths and historical Memories, common Culture, common legal rights and duties for all member, and common economy with territorial mobility for members.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research applies a qualitative method with content analysis. According to Weber (1983), a research technique called content analysis employs a series of steps to get reliable conclusions from text. Which can be interpreted that content analysis is peeling a text objectively with results that truly reflect the content or meaning of a text. In this section, the author conducts research by analyzing the contents of his English textbook through the text to examine the content or meaning of the text. The results of the study come from how texts are represented that contain national identity in textbooks by looking at the main characteristics or aspects that include national identity. The study's findings, according to the researcher, should help readers understand how national identity is represented in English textbooks.

3.2 Research Focus

This study focuses on how to represent national identity in an English learning book. The book that is the object of analysis is entitled "Bahasa Inggris Tingkat Lanjut" for Eleven grade of senior high school. This study uses the theory of national identity characteristics from Smith (1991). This theory assists researchers in analyzing content that can represent national identity.

3.3 Data Source

The data for this research is obtained from texts in English language textbook. Rida Afrilyasanti, M.Pd. is the author of this textbook. The textbook

"Bahasa Inggris Tingkat Lanjut," is intended for the eleventh-grade senior high school students, and This textbook uses the merdeka curriculum and also the contents in it represent the values of national identity. The distribution of the content of national identity values in this book is comprehensive in chapter 1 to the concluding section. This textbook presents content that contains national identity values with visual and verbal content. Therefore, this book is served as a source of data

3.4 Data Collection

In the process of collecting data, the researcher use document analysis. In most traditions of qualitative research, the term personal document is broadly used to refer to any first-person narrative created by an individual that describes their own actions, experiences, and beliefs. In order to clarify and expand on the research findings, those documents were examined. Which means that at this step the author carries out a document review with content analysis. Bowen (2009) defines document analysis as a methodical approach to examining or assessing both printed and electronic documents. Finding patterns, themes, biases, and meanings within the text is the act of analyzing the content. The procedure for collecting data is as follows; first, The researcher located English textbooks for analysis. Then the researcher used Eleventh Grade Of Senior High School English textbooks, which are entitled "Bahasa Inggris Tingkat lanjut," to collect data. Second, The author looks for text or images that represent national identity in the textbook. Third, The author collects everything that represents national identity in the book. Fourth, The

author explains how the data found represents national identity in the textbook entitled "Bahasa Inggris Tingkat lanjut," for Eleventh Grade Of Senior High School.

3.5 Data Analysis

In analyzing data using Miles, Huberman, and Saldana's theory for qualitative data. For the data analysis process, there are three activities : data condensation, data display, drawing and verifying (Miles, Huberman, and Saldanna 2014). This stage includes condensing data, organizing and presenting it meaningfully, as well as interpreting the results to reach final conclusions.

3.5.1 Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming information that appears in written field notes, transcriptions, or documents. In this section, the author selects texts or dialogues in textbooks that represent national identity as evidence.

3.5.2 Data Display

Data display involves organizing information in a structured manner that enables the drawing of conclusions and the formulation of actions (Miles Huberman, and Saldanna 2014). Data display is the main way of presenting data that will better achieve the goals of valid qualitative analysis. In the data display there are various types of matrices, graphics, networks, table charts, and etc. The main goal of data

displays is to simplify complex data and make relevant information easier to access and analyze. In this section, the author presents text evidence that represents the national identity in the textbook with a textual display.

3.5.3 Drawing and Verifying

Drawing and verifying data is the final stage in qualitative content analysis techniques which are carried out by looking at the results of data reduction while still referring to the objectives of the analysis to be achieved. This step seeks to interpret the information gathered by identifying connections, parallels, or discrepancies in order to derive conclusions that address present problems. In this process, the author concludes why part of the text is part of the aspect of national identity by looking at the evidence of part of the data reduction and data display. In this section, verification of the concluded results is also carried out so that there are no mistakes in the data conclusions.

3.6 Research steps

This research applies six important steps. First, the researcher determines the background of the problem to be studied. Second, the researcher determines what will be the focus and determines the formulation of the problem. Third, define what is the core of the problem to clarify the purpose of the research. Fourth, literature review containing theories or information that is relevant to the research and adding previous studies to add to the researcher's references. Fifth, the researcher uses qualitative content analysis as a research method.

Sixth, the researcher conducts an in-depth analysis to support the results and discussion.



CHAPTER IV

FINDINGS AND DISCUSSION

4.1 FINDINGS

This chapter presents the findings and discusses this research. National identity has characteristics that can categorize it as an aspect of national identity. According to Smith (1991), there are five main characteristics that indicate that it is a national identity. This chapter shows visual and verbal representations of Indonesian national identity in the English textbook entitled "Bahasa Inggris Tingkat Lanjut".

4.1.1 Visual Representation

a. Common Homeland

Based on a literature review, the researcher defines this characteristic refers to where we live, work, pray, and struggle which is a memory and has a historical connection and homeland is a place or geographical location in a country. Therefore, the researcher chose the images below to analyze because they are included in the visual representation of the common homeland national identity in the analyzed book.



Figure 1 (textbook, p. 2)
In unit 1. Legend, my initial understanding



Figure 2 (textbook, p. 5)
In unit 1. Legend, activity 3



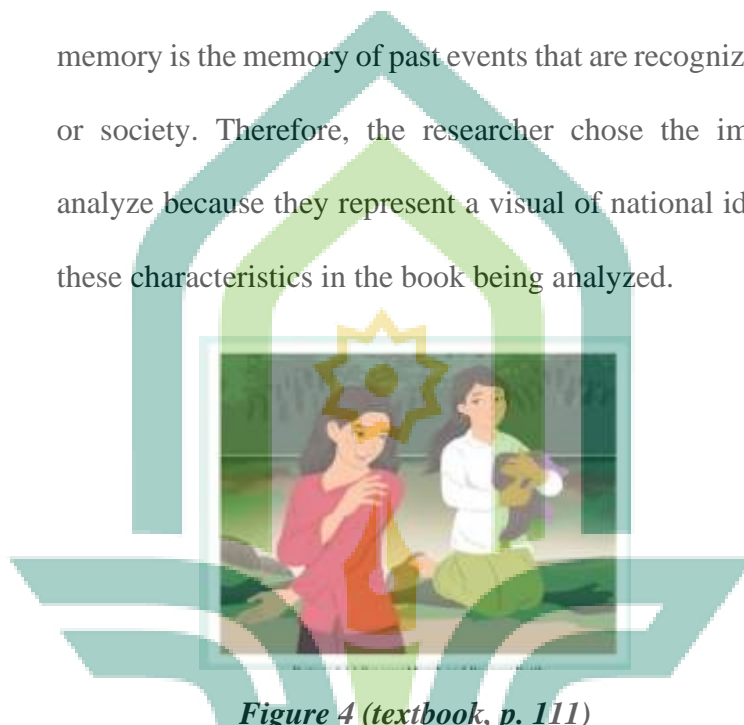
Figure 3 (textbook, p. 15)
In unit 1. Legend, activity 1

In Unit 1 of this book, there are three images that show visual representations of the Indonesian homeland, namely the first one shows a map of the Papua region, the second image shows a picture

of Mount Kamboi Rama from Papua, and the third image shows a map of Jambi Province.

b. Common myths and historical memories

Based on literature review, the researcher defines this characteristic as meaning that myth is interpreted as a story or legend that is believed by society or is inherent in society. While historical memory is the memory of past events that are recognized by the nation or society. Therefore, the researcher chose the images below to analyze because they represent a visual of national identity based on these characteristics in the book being analyzed.



*Figure 4 (textbook, p. 111)
In Concluding Section 1, formative test*

In the concluding section 1 formative test in the book, there is a picture that includes visual representations of common myths and historical memories. The picture shows two women wearing different clothes, the first person wearing red clothes and the second person wearing white clothes. One woman is named Bawang Merah and the second is named Bawang Putih. This picture is found in the legendary story entitled “Bawang Merah dan Bawang Putih”.

c. Common culture

Based on the literature review, the researcher defines these characteristics as public behavioral norms, symbols, rituals or beliefs that can differentiate one country from another. Therefore, the researcher chose the images below to analyze because they represent national identity based on these characteristics in the book being analyzed.



*Figure 5 (textbook, p. 28)
In unit 1. Legend, practice 2*



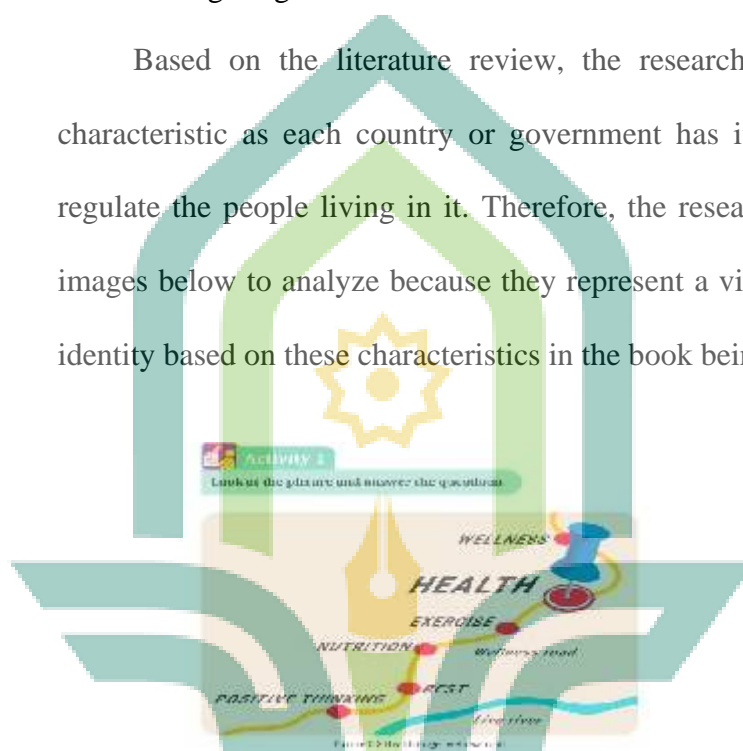
Picture 2.9 The Puppet Show

*Figure 6 (textbook, p. 68)
In unit 2. Fairy Tale, activity 1*

The picture above shows the visual representation of common culture. The first picture is in unit 1 practice 2 in the book. The picture shows two men wearing traditional regional clothes. The second picture is in unit 2 activity 1 in the book. The picture shows someone playing puppets.

d. Common legal rights and duties for all member

Based on the literature review, the researcher defines this characteristic as each country or government has its own laws to regulate the people living in it. Therefore, the researcher chose the images below to analyze because they represent a visual of national identity based on these characteristics in the book being analyzed.



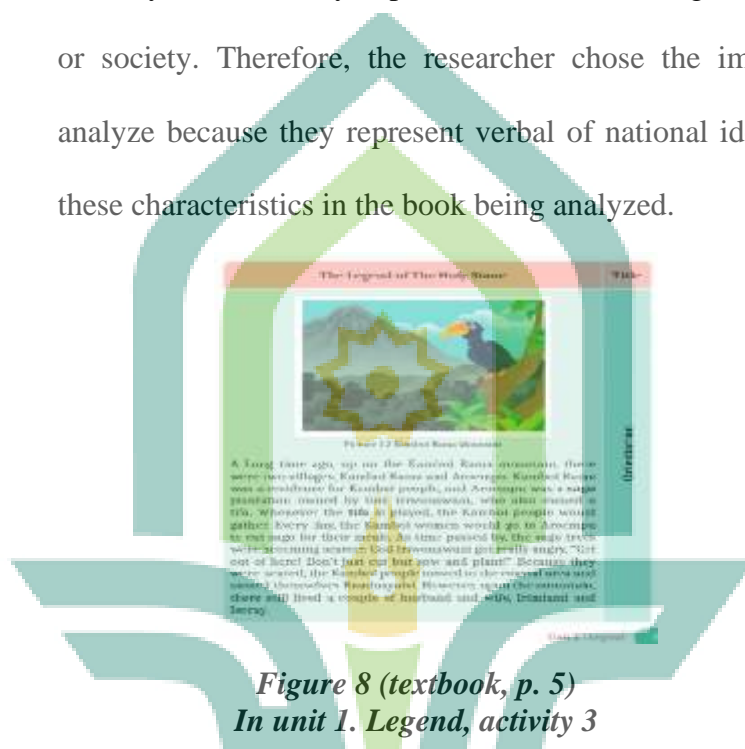
*Figure 7 (textbook, p. 68)
In unit 2. Fairy Tale, activity 1*

In unit 2 activity 1 in the book there is a visual representation of common legal rights and duties for all members. The picture shows a picture of the health target wellness road.

4.1.2 Verbal Representation

a. Common Myths and Historical Memories

Based on literature review, the researcher defines this characteristic as meaning that myth is interpreted as a story or legend that is believed by society or is inherent in society. While historical memory is the memory of past events that are recognized by the nation or society. Therefore, the researcher chose the images below to analyze because they represent verbal of national identity based on these characteristics in the book being analyzed.



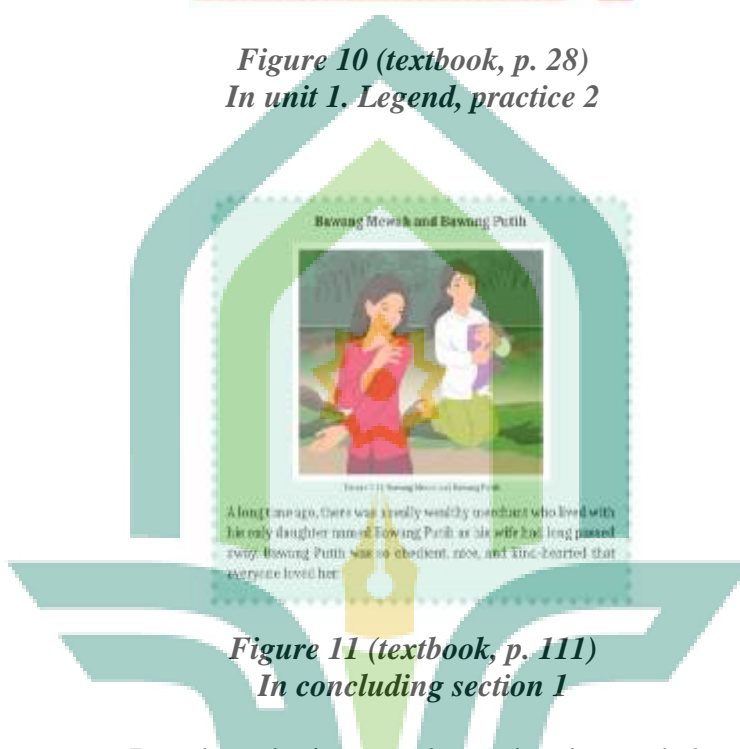
*Figure 8 (textbook, p. 5)
In unit 1. Legend, activity 3*



*Figure 9 (textbook, p. 17)
In unit 1. Legend, activity 3*



*Figure 10 (textbook, p. 28)
In unit 1. Legend, practice 2*



*Figure 11 (textbook, p. 111)
In concluding section 1*

Based on the images above showing verbal representations of common myths and historical memories. In figure 8, 9, and 10 are still in unit 1 which shows the legendary stories. The legendary stories are The Legend of The Holy Stone, The Legend of N'daung Snake, and The Legend of the Crying Stone. Then figure 10 is in the concluding section which shows the legendary story entitled Bawang Merah and Bawang Putih.

b. Common culture

Based on the literature review, the researcher defines these characteristics as public behavioral norms, symbols, rituals or beliefs that can differentiate one country from another. Therefore, the researcher chose the images below to analyze because they represent verbal of national identity based on these characteristics in the book being analyzed.

Sago = edible starch obtained from a particular tree growing in freshwater swamps in Southeast Asia.

*Figure 12 (textbook, p. 4)
In unit 1, activity 2 table vocabulary*

Tifa = a traditional wooden tubular-shaped musical instrument that is originated from Maluku and Papua.

*Figure 13 (textbook, p. 4)
In 1, activity 2 table vocabulary*

In unit 1, activity 2 of the vocabulary table in this book there are two writings that include verbal representations of common culture. In figure 12 there is a writing in the table that reads “*Sago = edible starch obtained from a particular tree growing in freshwater swamps in southeast Asia*”. Then figure 13 there is a writing in the table that reads “*Tifa = a traditional wooden tubular-shaped musical instrument that is originated from Maluku and Papua*”.

c. Common legal rights and duties for all member

Based on the literature review, the researcher defines this characteristic as each country or government has its own laws to regulate the people living in it. Therefore, the researcher chose the images below to analyze because they represent verbal of national identity based on these characteristics in the book being analyzed.



*Figure 14 (textbook, p. 132)
In unit 4. Activity 3*

Based on the pictures above, it shows the verbal representation of common legal rights and duties for all members. In figure 14 there is a text entitled "Reasons why a Healthy Environment should be a Human Right". The text explains why environmental health is a human right.

4.2 Discussion

National identity in the english textbook with the title " Bahasa Inggris Tingkat Lanjut" is based on the results, namely represented visual

representation and verbal representation. The images and text in this book are something that represents national identity.

4.2.1 Visual Representation

a. Common homeland

The researcher categorizes the image above as a visual representation of the national identity of Indonesia common homeland because there are two maps namely the map of the Papua region and the Jambi province, and also a picture of Kamboi Rama Mountain. Papua and Jambi themselves are one of the regions of Indonesia, and also mount Kamboi Rama is one part of Indonesia, which is located in the Papua region. Therefore why it can represent the national identity of Indonesia. This is supported by Smith's (1991) opinion which means that a common homeland is a place where we live, work, pray and struggle, such as rivers, beaches, lakes, mountains or all places in a country that are a memory and have historical connections. This can also be an inspiration on how to represent the national identity of the common homeland in a book or other sources. By showing pictures of maps and mountains in Indonesia, it can serve as inspiration to the author of a textbook or publishers in representing the national identity of common culture.

b. Common myths and historical memories

The researcher categorizes the picture above as a visual representation of common myths and historical memories. This is

because the picture shows two women whose names are Bawang and Bawang Putih. The legend of Bawang Merah Bawang Putih is one of the most famous legends in Indonesian society. This legend originates from the Riau region, which is one of the areas in Indonesia. This image is part of the legend of Bawang Merah Bawang Putih. This is supported by Smith's theory (1991), which categorizes legend stories as part of the representation of common myths and historical memories. This is also based on James Danandjaja (1984) that folklore, including legends, is part of inherited culture and reflects the identity of a nation. By showing illustrated images from the story, it can serve as inspiration to the author of a textbook or publishers in representing the national identity of common culture.

c. Common culture

The researcher categorizes the above images as visual representations of common culture. The images show traditional Indonesian clothing and puppet performances. The images depict traditional clothing from the Riau Archipelago called baju teluk belanga. Then in the picture, it shows a puppet image which is depicted in a modern version, representing that there is traditional leather puppet (Wayang) theater from Indonesia, specifically from the islands of Java and Bali. This is supported by Smith (1991) who defines common culture as anything such as symbols, styles, values, beliefs, flags, anthems, stamps, coins, and others that distinguish one

country from another. Representing common culture through visual representation by showcasing one of Indonesia's cultures can serve as an inspiration to the author of a textbook or publishers in representing national identity.

d. Common legal rights and duties for all member

The researcher categorizes the above image as a visual representation of common legal rights and duties for all members. The image shows the health target wellness road, which represents the right to a healthy living environment as regulated in UUD 1945 28H paragraph 1. This means that all Indonesian citizens have the same right to a healthy environment to live in. Having the same rights as citizens is a characteristic of national identity common legal rights and duties for all members. This is also supported by Smith's theory (1991) which states that having the same rights as citizens is one of the characteristics of national identity. Representing the health target wellness road image can serve as inspiration to the author of a textbook or publishers for a visual representation of the national identity, common legal rights and duties for all members.

4.2.2 Verbal Representation

a. Common myths and historical memories

The researcher categorizes the above legendary stories as part of the verbal representation of Indonesian national identity common Myths and Historical memories. The first legendary story is "The

Legend of The Holy Stone" which is one of the legendary stories from Indonesia. The Legend of The Holy Stone" tells about a married couple named Irimiami and Isoray who discover a sacred stone in the forest. The legend of the Holy Stone comes from Papua, which is one of the regions in Indonesia. Therefore, the image containing the narrative text that tells the story of the legend of the Holy Stone is a representation of common myths and historical memories.

The second folktale or legend is entitled "The Legend of N'daung Snake". The legend of N'daung Snake tells of a youngest child who managed to cure his seriously ill mother with the help of the N'Daung Snake. This story comes from Bengkulu, which is a region in Indonesia and is believed by the people to this day.

The third folktale or legend is entitled "The Legend of Crying Stone". The legend of Crying Stone tells of a daughter who is disobedient to her mother. This folktale comes from West Kalimantan which is one of the regions in Indonesia.

The fourth folktale or legend is entitled "Bawang Merah and Bawang Putih". The story of Bawang Merah and Bawang Putih tells about two beautiful sisters who have very different and contradictory natures and temperaments, and about a stepmother who is unfair and plays favorites. According to James Danandjaja (1984), the legend of Bawang Merah and Bawang Putih is a typical story originating from

Indonesia. This folktale comes from Riau which is one of the popular folktales. Riau is one of the regions in Indonesia.

Images containing legendary stories can be classified as verbal representations of common myths and historical memories. According to Smith (1991) myths and historical memories are a national identity. The four legendary stories above are stories that come from various regions in Indonesia such as Papua, Bengkulu, West Kalimantan, and Riau. This can also be an inspiration to the author of a textbook or publishers on how to represent the national identity of common myth and historical memories in a textbook.

b. Common culture

The researcher categorizes the writings from the table above as a verbal representation of common culture. These writings depict one of the cultures present in Indonesia. Sago is a plant that is usually found in Southeast Asia, and one of its locations is Indonesia, where sago is made a staple food in Eastern Indonesia. Then there is a definition written by Tifa in the vocabulary table. Tifa is a traditional musical instrument in the form of a wooden tube originating from Maluku and Papua which are parts of Indonesia, this can represent the national identity of Indonesia common culture. This is also based on the Indonesian Ministry of Education and Culture recording Tifa as one of Indonesia's intangible cultural heritages. This is supported by Smith (1991) who defines common culture as anything such as

symbols, styles, values, beliefs, flags, anthems, stamps, coins, and others that distinguish one country from another. Representing by presenting a traditional musical instrument from a region can be an inspiration to the author of a textbook or publishers on how to represent the national identity of common culture.

c. Common legal rights and duties for all members

The researcher classifies the results above as a verbal representation of the national identity of Indonesia common legal rights and duties for all members. The image containing the text, the title "Reasons Why a Healthy Environment should be a Human Right" which discusses the importance of a healthy environment and how it should be a human right in the world, and this is implemented in Indonesia. In Indonesia, a healthy living environment as regulated in the UUD 1945, Article 28H paragraph 1. This means that all Indonesian citizens have the same right to a healthy environment to live in. According to Smith (1991) having the same rights as citizens is a characteristic of national identity common legal rights and duties for all members. Showing texts about environmental health can be used as inspiration to the author of a textbook or publishers on how to represent Indonesia's national identity common legal rights and duties for all member.

CHAPTER V

CONCLUSION

5.1 Conclusion

After conducting this research, the researcher has found the answer from the representation of Indonesian national identity in the English textbook entitled "Bahasa Inggris Tingkat lanjut". The results are categorized into visual representation and verbal representation parameters. This research is supported by the theory of Smith (1991) for categorizing national identity in an English textbook entitled "Bahasa Inggris Tingkat Lanjut". In the textbook, visual representation is found in the characteristics of common homeland, common myths and historical memories, common culture, and common legal rights and duties for all members. While verbal representation is found in the characteristics of common myths and historical memories, common culture, and common legal rights and duties for all members. These findings answer the formulation of the research problems in this thesis.

The study "The Representation of National Identity in English Textbook Entitled "Bahasa Inggris Tingkat Lanjut" for the Eleven Grade of Senior High School has various benefits for the field of English language teaching. First, by assisting students in comprehending and appreciating national culture and values during their English language learning process, this research can strengthen national identity. Second, by motivating publishers and educators to provide instructional materials that more accurately represent local culture, this research helps to improve the quality of textbooks. Furthermore, this study

contributes to the development of teaching methods by assisting educators in teaching English in a way that upholds nationalistic principles. Improving intercultural understanding is another advantage, allowing pupils to comprehend cultural differences without losing their sense of national identity. Lastly, by offering suggestions for creating a curriculum that is more inclusive of national identity, this research helps to modify the curriculum. As a result, this research is crucial to developing English language instruction that is nevertheless relevant to the country's culture and identity.

5.2 Recommendation

The Researcher has a number of recommendations after doing this research and coming to these results. The author recommends that more research be conducted on the representation of aspects other than national identity in English language books to develop research in the realm of English language education. For teachers to be more selective in choosing books used for learning activities so that all learning objectives are achieved.

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