

**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  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **“THE REPRESENTATION OF NATIONAL IDENTITY IN THE ENGLISH TEXTBOOK ENTITLED “BAHASA INGGRIS TINGKAT LANJUT” FOR THE ELEVEN GRADE OF SENIOR HIGH SCHOOL**” ini merupakan hasil karya sendiri, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika keilmuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan. Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

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*Assalamu'alaikum, Wr. Wb.*

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ENTITLED "BAHASA INGGRIS TINGKAT  
LANJUT" FOR THE ELEVEN GRADE OF  
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

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TITLE : **The Representation of National Identity in the English Textbook Entitled “Bahasa Inggris Tingkat Lanjut” for the Eleven Grade of Senior High School**

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## **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.”

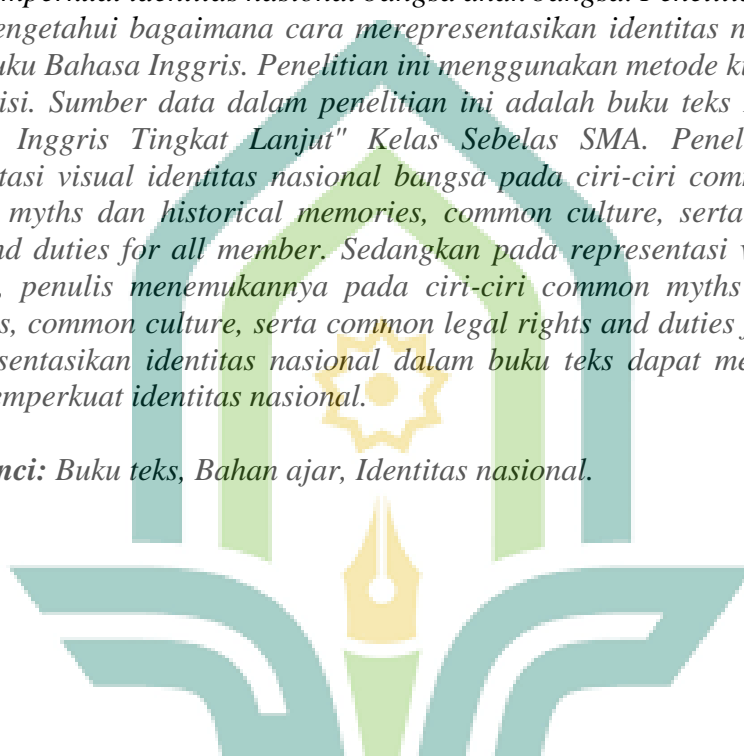
**(Dr. Seuss)**



## 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.*

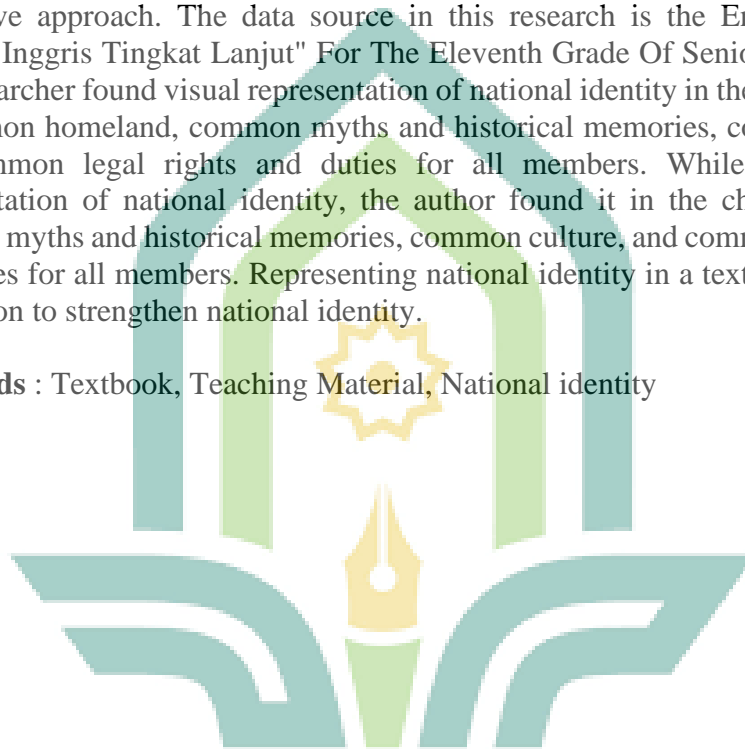




## ABSTRACT

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



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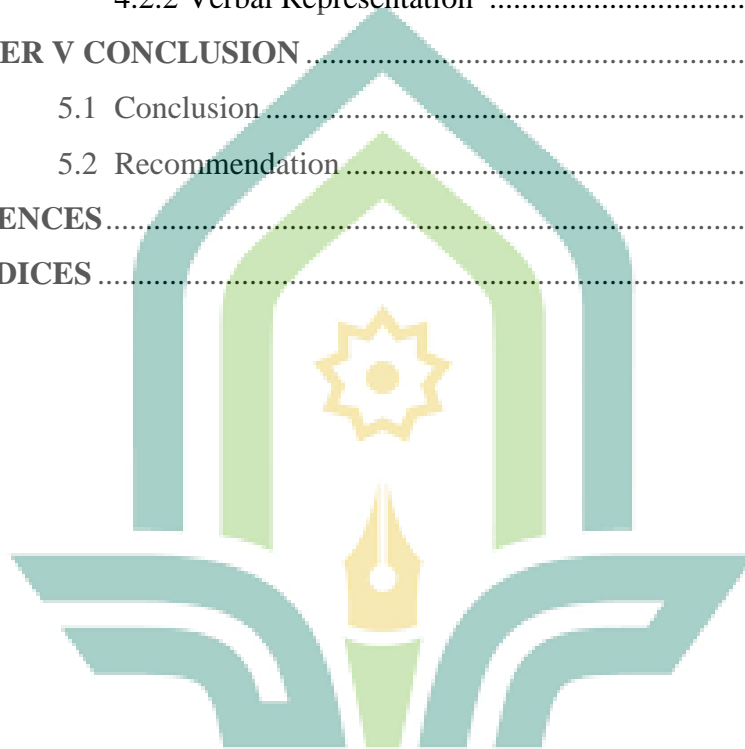


Nala Alfina Fera

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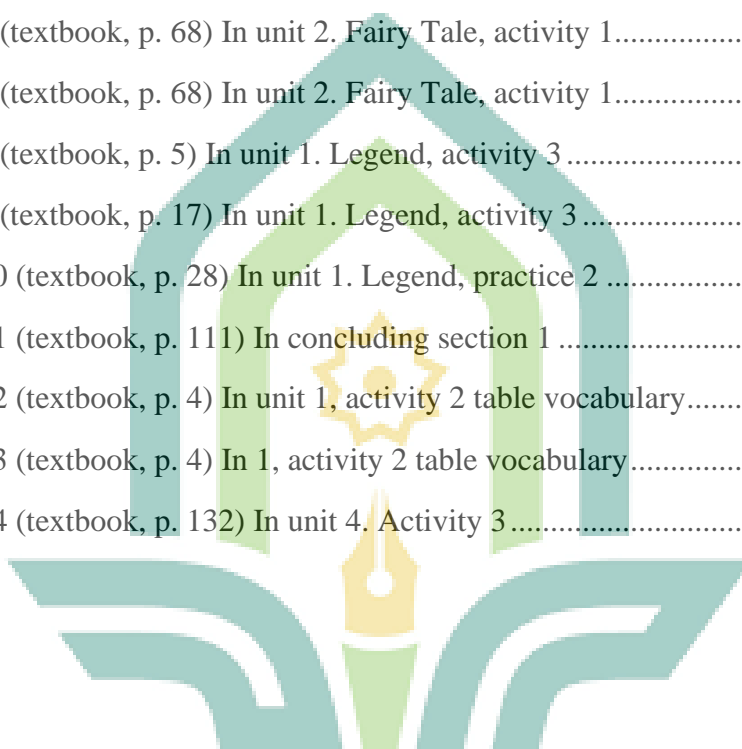
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# CHAPTER 1

## 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:

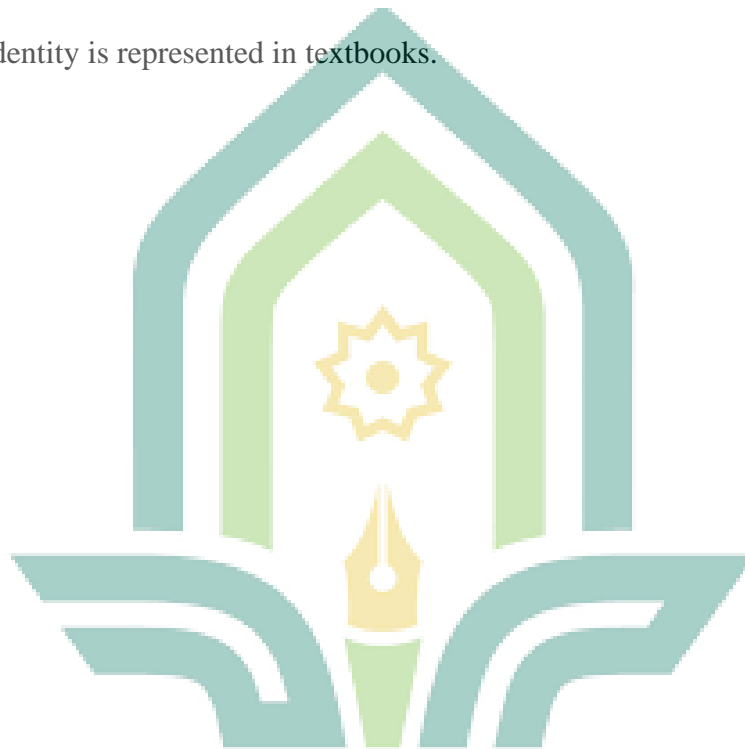
1. Textbook: A textbook provides essential content for a language-learning course, aiming to address the needs of both learners and instructors throughout the duration of the course (Tomlinson, 2011).
2. Teaching Material: All types of resources used to carry out instructional and learning activities 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 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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