AN ANALYSIS OF THE CULTURAL CONTENT OF ENGLISH TEXTBOOKS OF GRADE X, XI AND XII IN ACADEMIC YEAR 2018/2019

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ABSTRACT

This study is aimed at analysed the cultural content of English textbooks for grade X, XI and XII entitled "Bahasa Inggris Untuk SMA/MA/SMK/MAK" published by Education and Culture Minister in 2017. The data of the study were collected from reading passages, pictures, and cultural activities (tasks). This study is categorized as descriptive qualitative in which to obtain the data, analysing the cultural contents by reading the whole books and listing every reading passage, pictures and cultural activities. To reveal what cultures are represented in the textbook, the cultural contents are categorized into the source culture, the target culture, the international culture proposed by (Cortazzi& Jin, 1999) and the neutral culture proposed by Aliakbari (2004). While, How cultures are represented in the textbook, the cultural contents are categorized into the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense (Adaskou, Britten & Fahsi, 1990). The data found that the contents of the three textbooks showed imbalance frequency of culture. The source culture was found to be predominant culture with 9 total occurrence or 53 % in grade X. However, in the textbook for grade XI the target culture was found to be predominnat with 8 occurrences or 33 % than the other cultures. In contrast, it was apparent that the neutral culture of grade XII came up with 13 total occurrences or 52 % than the three cultures. Regarding how are cultures represented. Both source and target culture are well represented in the textbook for grade X, XI, and XII in sociological sense since this sense plays a prominent role in promoting language learners intercultural communicative competence.

Keywords : *Categories of culture, four senses of culture*

ABSTRAK

Penelitian ini bertujuan untuk menganalisa unsur budaya dalam buku Bahasa Inggris untuk kelas X, XI, dan XII yang berjudul "Buku Bahasa Inggris untuk SMA/MA/SMK/MAK" yang diterbitkan oleh Menteri Pendidikan dan Kebudayaan pada tahun 2017. Data dalam penelitian ini dikumpulkan dari teks bacaa, gambar, dan aktivitas budaya (tugas) dalam buku. Penelitian ini dikategorikan sebagai deskriptif kualitatif, dimana untuk memperoleh data, dengan menganalisa unsur budaya dengan membaca keseluruhan isi buku dan dengan mengkategorikan setiap teks bacaan, gambar dan aktivitas budaya. Untuk mengungkapkan budaya apa yang digambarkan dalam buku, konten budaya dikategorikan kepada budaya sumber (pembaca), budaya target, dan budaya internasional dengan teori dari Cortazzin dan Jin (1999), dan budaya netral yang diusulkan oleh Aliakbari (2004). Sementara itu, untuk mengungkapkan bagaimana budaya itu digambarkan, konten budaya tersebut dikategorikan kepada makna estetika, makna sosiologis, makna semantik, dan makna pragmatik (Adaskou Britten & Fahsi, 1990). Data ditemukan bahwa buku tersebut menunjukkan ketidakseimbangan frekuensi dalam hal budaya. Budaya sumber lebih sering ditemukan dengan 9 kali kemuculan atau 53 % dari budaya lainnya. Namun, buku yang digunakan oleh kelas XI lebih banyak menampilkan budaya target dengan 8 kali kemunculan atau 33 % dari total budaya lainnya. Sebaliknya, dengan jelas pada buku kelas XII budaya netral lebih banyak ditemukan dengan total kemunculan sebanyak 13 kali atau 52 %. Terkait dengan bagaimana caranya budaya ditampilkan, budaya sumber dan budaya target ditampilkan dengan sangat bagus untuk kelas X, XI dan XII dalam makna sosiologi sebab makna ini memainkan peran penting dalam mempromosikan kemampuan komunikasi antar pelajar bahasa.

Kata kunci: *Katageori budaya, empat makna dalam budaya*

1. Introduction

The textbook plays an important role in teaching and learning. It represents a useful resource for both teachers as a course designers and learners as persons who are acquiring the English language. It is nearly every textbook is used to modes communication, language as writing and image. Thus, the content of textbook is only in form of 'exercise books' and 'instructions books' which lacked of intention in raising the students' awareness and interest by providing cultural content (Kress, 2000). In contrast to Kress's opinion, McKay (2002) stated that it is important in providing cross-cultural encounter since it is needed for students to encourage and recognize the diversity within all cultures. Therefore, the function of textbook is not only as an exercise and instruction book, but also as a medium to introduce the cultures diversity.

Due to the status of English as international language, a main issue discussing whose culture should be integrated in English textbook materials. Some traditional scholars believed that the materials which students need to be exposed must focus on the native of the language. It means the culture of English speaking countries need to be the focus of integrating culture in English language teaching. On the other hand, some scholars also suggest that the textbook also should include more non-native speaker characters and source culture issues in the reading passages.

This study was designed to investigate the cultural contents of English textbook in terms of what cultures are represented by using the theory of Cortazzi and Jin (1999) and Aliakbari (2004), and how cutures are represented for grade X,XI, XII by using the theory of Adaskou Britten and Fahsi (1990) considers reading passages, cultural activities, and the layout are examined.

1.1 Research Questions

1. What types of the cultural contents represented in the textbook according to culture categorization proposed by Cortazzi and Jin (1999) and Aliakbari (2004).

2. How are the cultural contents represented in the textbook according to the four senses of culture proposed by Adaskou, Britten and Fahsi (1990).

1.2 Objectives of Study

1. To find out the types of cultural in the textbooks by using the checklists/ models of Cortazzi and Jin (1999). This covers the source culture, target culture, international culture and the neutral culture proposed by Aliakbari (2004).

2. To identify how are the cultural contents represented in the textbook by using the theory of Adaskou, Britten and Fahsi (1990). This emphasizes the four senses of culture; the aesthetic sense, sociological sense, semantic sense, and pragmatic sense.

2. Literature Review

The integration of culture in English language teaching and learning, especially ELT materials become a new interest among linguists and scholars nowadays. English textbooks play as one of the main sources of input which is expected to be the media exposing culture. Due to the status of English as an international language, a main issue discussing whose culture should be integrated in english textbook materials. It is believed by some traditional scholars some foreign language learners need to expose in materials which focus on the native's own language. It means the focus of integrating culture in English language is English speaking countries.

However, McKay (2012) suggests that the cultural content of English materials should not be limited to native English-speaking countries. Furthermore, the activities in English language teaching and learning suggested use the

textbook as the guidance which include more non native speakers characters and source culture issues in reading the passages (Matsuda, 2003; Xiao, 2010). These concepts create the belief that English materials should be ideally appropriate blend of the local and global cultures.

The materials in a textbook culturally are categorized by Corrtazzi and Jin (1999) into source culture, target culture, international culture. Aliakbari (2004) was also add a new culture; that is neutral culture that can be found in the textbook materials.

Culture in the textbook can also be categorized based on the four senses of culture framework proposed by Adaskou, Britten and Fahsi (1990). This framework covers the general categorization of culture which are totalist view and te mentalist view, and the big "C" culture and the small "c" culture. The culture within this framework is categorized into four senses; aesthetic sense, sociological sense, semantic sense, and the pragmatic sense.

3. Previous Studies

There were some considerations of this study from the prior studies which were related to this study. The first one is the study which was conducted by Ihsan Nur Iman Faris (2014) entitled "Cultural Content Analysis of an English Textbook for Senior High School Grade Three in Cianur, West Java.". The aims of this study was to reveal what culture were represented in the textbook and how the cultures were represented.

The data of his research were collected from reading passages by Using Cortazzi and Jin (1999) theories to reveal what cultures were represented and Adaskou, Britten and Fahsi (1990) to reveal how the cultures were represented. The research found that the target culture was predominant in the textbook. The investigation found that 77,05% cultural contents refer to the target culture, 13,11 % refer to the source culture, and 09,84 % cultural contents refer to the international culture. Regarding how cultures were represented in the textbook, the researcher found that 37,70 % represented by aesthetic sense, 31,15 %

sociological sense, 19,67 % the pragmatic sense, and the last is 11,48 % semantic sense.

The second study was conducted by Kurnia Citra Dewi (2016) entitled "Cultural Content Analysis in English Textbook of Senior High School for Grade X". The research was aimed at investigating what cultures were dominantly presented in an English textbook. The data were collected from the analysis of the textbook, interview with one of the authors, and quistionaires distributed to four english teachers. Some underlying models proposed by Cortazzi and Jin (1999) and Yuen (2011) were used as the main framework.

The investigation revealed two main facts. Firstly, source, target and international cultures were represented in vivid imbalance proportion. Source culture in the forms of tangible product such as naming, places, clothes, and famous people is the dominant cultural contents presented in the textbook. Most of those cultural contents are represented through pictures and monologues/reading texts.

Similar to those two previous studies, this research was conducted to analyse the textbook in terms of cultural content. It was found that the two of the prior studies use the same checklists/ models proposed by Cortazzi and Jin (1999) as the framework to reveal what cultures are represented in the textbook. The differences are the object being studied, the amount of the textbook used, and this study added the neutral culture which is proposed by Aliakbari (2004) that haven't been discussed in some previous studies. It was analysed in this study the cultural content of textbook of grade X, XI, and XII in order to reveal what and how are the cultural contents represented in the textbook.

4. Method

The Approaches have been used in this study was a content analysis or document analysis technique. It was categorized into descriptive qualitative research. The focus on this research was analyzing the textbook in a systematic way used by grade X, XI, and XII entitled "BAHASA INGGRIS UNTUK

SMA/MA/SMK/MAK KELAS". This book is the third revision that was published by the Education and Culture Minister in 2017. The textbook for grade X consists of 224 pages with 15 chapters, and the textbook for grade XII consists of 256 pages with 16 chapters. Both textbook were written by Utami Widiati, Zuliati Rohmah, and Furaidah. In the other hand, the textbook for grade XI consists of 243 pages with 11 chapters and it was written by Makrukh Bashir.

Data analysis is a process by which data of research study is systematically arranged to help the researcher comprehend and present what they have obtained (Ary,et al., 2006). It involves reducing, organizing the data, synthesizing, searching for significant pattern, and discovering what is important in qualitative data analysis. In order to create explanation, develop theories, or pose new question The writer must organize what she/he has read and try to make sense of (Ary et al., 2010:481).The steps of data analysis was drawn bellow:

1. Reading the cultural activities, pictures and reading passages in the textbooks.
2. Categorizing the data into the four cultural content materials proposed by Cortazzi and Jin (1999); Source culture, target culture, international culture, and neutral culture.
3. Verifying the data into percentage to know the most frequent occurrence, the less frequent occurrence, and the least frequent occurrence.
4. Categorizing the culture dissemination that has been analyzed based on sense of culture they are belong to.
5. The datas that have been categorized was explained to reveal how each culture categorization are represented.

The findings will be explained in descriptive qualitative method and percentage.

5. Findings and Discussions

5.1 What type of culture are represented in the textbook

- **Culture dissemination in English textbooks for grade X**

Table 1

The frequency of cultural items with source culture (SC), targer culture (TC), international culture (IC), and neutral culture (NC) in reading passages, cultural activities, and illustrations/pictures in textbook for grade X.

No	Cultural Items				
	SC	TC	IC	NC	
Reading Passages	5	2	3	-	
Cultural Activities	2	-	-	-	
Illustrations	2	2	1	-	
Total	9 (53 %)	4 (23,5 %)	4 (23,5 %)	0 (0 %)	17

- **Culture dissemination in English textbook for grade XI**

Table 2

The frequency of cultural items with source culture (SC), targer culture (TC), international culture (IC), and neutral culture (NC) in reading passages, cultural activities, and illustrations/pictures in textbook for grade XI.

No	Cultural Items				
	SC	TC	IC	NC	
Reading Passages	3	8	5	2	
Cultural Activities	2	-	1	2	
Illustrations	3	1	-	-	
Total	8 (29,6 %)	9 (33,3%)	6 (22,2%)	4 (14,8 %)	27

- **Culture dissemination in English textbook for grade XII**

Table 10

The frequency of cultural items with source culture (SC), targer culture (TC), international culture (IC), and neutral culture (NC) in reading passages, cultural activities, and illustrations/pictures in grade XII.

No	Cultural Items				
	SC	TC	IC	NC	
Reading Passages	8	2	2	7	
Cultural Activities	-	-	-	2	
Illustrations	-	-	-	4	
Total	8 (32%)	2 (8%)	2 (8%)	13 (52%)	25

5.2 How culture are represented in the textbook

The findings supported the notion that almost all the culture distinctive occurrences were sociological in nature (Abdullah and Chandran: ibid). It means the predominant concept of culture as "the way of life" which mostly presents culture in surface level. Additionally, sociological sense covered various cultural items that a textbook can employ as an approach.

The sociological sense in the three textbooks were associated with tourism object destination, work and leisure, customs, name of city, name of street, institutions, etch. The sociological sense was also important to be included in the culture materials to differentiate the variety of difference written text as can be seen in the textbook for grade XII, the sociological culture in writing an application letter between the local culture and non local culture were different in terms of format address.

On the other hand, the aesthetic sense and the semantic sense were mostly found in the textbook for grade XII in the chapter 10 (Meaning through music). In this chapter students were given some songs and poems to analyze the meaning of figurative language used. This material can help learners learn some poems and songs in the target culture which exposed them to the target language cultural context. However, it seemed too hard to undersatnd since some words and sentences in poems were written in difficult words and rarely used in daily life. The textbook's author should consider students' need based on their level.

Moreover, the cultural activities of the textbook was related to the pragmatic sense that give students' opportunity to make a succesful communicaton and mastery the language code.

6. Conclusions

The textbooks have revealed two major points; the textbook for grade X, XI and XII showed different culture dominant frequency from one anothers. Nevertheless, the three textbooks was primarily disseminated through sociological sense. The cultural information presented in the textbooks was not in depth exploration of cultural promotion. The cultural discussion was mainly in surface level. This is presumably because of the surface level (sociological sense) was related to the interpersonal relation and the way of life.

The sociological sense was clearly transmitted to the reading passage and pictures in the textbook for grade X, XI, and XII. It was shown that the sociological sense can be found in source culture, target culture and the international culture. Nevertheless, the semantic sense was found too hard to understand in the textbook for grade XI since it use many figurative language which the poems were written by the famous writers from the target language or english native speakers.

On the other hand, the pragmatic sense was mostly represented in terms of cultural activities or a task. Compare to the textbook for grade X and XII, it was found that the textbook for grade XI was more difficult for students in terms of the materials and the task given, where some guidelines were provided in both textbook except the grade XI. It was presumably because the textbook for grade XI was written by different authors.

From the explanation above, it was concluded that the cultural elements should be considered in terms of English language and teaching. These cultures may raise students awareness in learning many aspects of different culture among society and different countries. Such as the folklore, the local and western travel destinantions, different customs, study the familiarity the main rethorical

conventions in different written genres e.g., different types of letters and messages, form-filling and advertisement and etc.

Regarding whose culture disseminate in the textbook. Since the textbooks were chosen from different three grade levels, target culture higher frequency is consistent with Benahnia (2012) diagram. According to him the beginner (the textbook for grade X) of EFL learners are exposed to their mother tongue culture., it gives them self-confidence and the ability to talk to others about their own culture. when learners move to the next level of foreign language teaching process (the textbook for grade XI), they should be exposed to a wider scope of target culture which in turn gives learners the change to become familiar with a wider range of the cultural elements in target language. The result of the findings showed that culture should must be appropriate to the learners' need according to their grade level.

7. Suggestions

1. The future researchers have to understand the content of the textbook properly before conducting the research so that it will be easier when doing the study as they have already known and understood all the cultural elements of the textbook.

2. The future researcher are suggested to interview some teachers about their perception of how cultures support the learning goals a well the appropriatne to the students need.

3. The future researchers are suggested to use the Checklist to analyse the appropriatness of culture to get more details because this research only categorized the culture and how they are represented in the textbook.

4. The future researchers also can implement another theory for the study so that they can create something new and can compare it to the previous studies.

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