AN ANALYSIS ON THE REPRESENTATION OF CULTURAL CONTENTS IN THE NINTH GRADE ENGLISH TEXTBOOKS OF JUNIOR HIGH SCHOOL

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ABSTRACT

This thesis aims to analyze types of cultural contents in the English textbook focus on analyzing reading materials in long functional text. There were textbooks entitle “English in Focus” and “Think Globally Acts Locally”. In collecting the data, four kinds of instrument were used, those are from document (English textbook), observation, deep reading, and secondary resources (note). In analyzing the data, descriptive qualitative method were applied. In English in Focus, the dominant cultures is Source Culture (Indonesian Culture). Source culture mostly dominant (26 times / 43%), Target Culture (14 times/23%), and International culture (21 times/ 34%). In Think Globally Act Locally, Source Culture remains the most frequent appearance (10 times / 50 %) and more dominant exposed in Think Globally Act Locally in long functional text in the reading passages. In this textbook, Target culture is presented for 4 times (20%) and International Culture is presented for 5 times (25%). In conclusion, the results of this study showed source culture more dominant exposed in these English textbooks and most represented in the form of folktales from Indonesia (Sangkuriang, The Legend Mount Wayang, The Legend Lake Batur, etc.) and in the form of Indonesian names of place (Gianyar, Bali, West Java, Cirebon, etc.).

Keywords: Cultural Content, English Textbooks, International Culture, Source Culture, Target Culture.
MENGANALISA GAMBARAN NILAI BUDAYA DI BUKU BAHASA INGGRIS KELAS SEMBILAN SEKOLAH MENENGAH PERTAMA

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ABSTRACT


Kata kunci : nilai budaya, buku bahasa Inggris, budaya internasional, budaya lokal, budaya barat.
I. Background of the Study

In Indonesia, English as a foreign language is not only used for communication, but also as a compulsory subject learned at schools. Generally, learning English in Indonesia begins from junior high school to university. Every school in Indonesia usually used textbook to guide and help students when they learn English.

In this last five years, the government has to use two curriculum in teaching-learning process, the 2013 curriculum and the school based curriculum of 2006. Some schools used two curriculum because many schools who live outside city not ready to use the 2013 curriculum, they didn’t have any facilities such as: Computer, LCD, and internet connection to support the 2013 curriculum, it is important to know that the 2013 curriculum is an IT-based curriculum (Kementrian Pendidikan dan Kebudayaan: 2013). Right now, there are some schools from Elementary School (ES), Junior High School (JHS), to Senior High School (SHS) have been involved to use these curriculum and also textbooks have been developed according to these curriculums. Textbooks provide English for Foreign Language (EFL) teachers with guidelines concerning syllabi, teaching methodologies, and the materials to be taught, and most importantly, implementation of the curriculum published by the government provides the teacher with English textbooks for ninth grade junior high school with culture contents in text material such as in reading materials in long functional text section. In this study, the writer analysis English textbook published by government entitled “English in Focus” and “Think Globally Acts Locally”. These textbooks published by Indonesian government and arranged by Indonesian curriculum thus the materials in these textbooks suitable with students need in learning process. Secondly, the source of data was relatively easy to find and to wide publication in society.

For professional teacher is very important part to know how to use, adapt, and select culture content in textbook. Textbook contents meet with the basic comprehensive of the current curriculum made textbook has function as tools to reach student competency in the teaching - learning process. It is important to
know English textbooks not only introducing the students with the knowledge of related topic student learn in Junior High School but also awareness about culture understanding of textbook material. Textbook plays an important role to provide students with new information about culture content in the world, such as: culture content in International culture (Vietnam culture Thailand culture) and Target Culture (England and United States culture).

In the other thing, textbook consist of text and context. Text refers to linguistic domain and context refers to culture domain. Linguistic domain is the study of language that concerns itself with all aspects of how people use language and what they must know in order to do so. While culture domain the study of how people in a group think about lists of things that somehow go together. In this research will focus to analyze culture domain in English textbook. As we know, cultural domain is collective thinking that has effect the way of how people’ think and behave in their life.

This study is to explore and describe the cultural content found in English language textbooks in reading materials long functional text section mostly used by the teachers. This study also provide new ideas for students about the existence of cultural contented in the English textbook that they used. For the function of textbook is not only as an exercise and instruction to learners, but also as a medium to introduce the cultures diversity to students. The importance of different cultures in the textbook is to enrich teachers’ and the learners’ cultural awareness about their own culture as content and to have a better cultural understanding towards the existence of other cultures in a native English speaking country, such as United States, England and Australia (Cortazzi & Jin, 1999).

Based on the problems with the textbooks, the writer analyzed the representation of cultural content in ninth grade English textbook of Junior High School Students.

1.1 Statement of the Problems

In this study, there are two questions will be answered related to culture content in the textbook; the main problem is formulated into two problems as follows:
1. What types of culture are represented in the English reading texts recommended by the government?
2. How are the cultures represented in the English Textbooks recommended by the government?

1.2 Purpose of the Study

Related with the statement of the problems, the purpose of this study as follow:

1. To describe types of cultural content are represented in reading text of English textbooks recommended by Indonesian government
2. To describe how cultural content are presented in the English Textbooks recomended by Indonesian government for ninth grade Junior High School Students.

II. REVIEW OF RELATED LITERATURE

Textbook is very important in teaching – learning process. According to Richards (2014), textbook is the primary teaching resource for many of the world’s teachers. Textbooks provide English for Foreign Language (EFL) teachers with guidelines concerning syllabi, teaching methodologies, and the materials to be taught. Textbook is a manual of instruction in any subject of study used especially in schools. In Indonesia textbooks are produced according to government. Textbooks provide English for Foreign Language (EFL) teachers with guidelines concerning syllabi, teaching methodologies, and the materials to be taught, and most importantly, implementation of the curriculum published by the government provides the teacher with English textbooks for ninth grade junior high school with culture contents in text material such as in reading materials in long functional text section.

English textbook not only introduces the students with the knowledge of related topic student that learn in Junior High School but also awareness about culture understanding of textbook material. According to McGrath (2002) textbook carry culture content. Textbook plays an important role to provide students with information about culture content in the world. The learners will has knowledge about culture in other countries.
In this study, the writer will analyze the represented culture content in English textbook used by ninth grade Junior High School student. The culture content that the writer will analyze consist with type of culture content based on theory Cortazzi and Jin (1999) such as : Source culture, Target Culture, and International Culture. Target Culture refers to a country using English as the native language / first language, it consists of with country where English is coming from, like the United States, England, Canada, New Zealand, and Australia. International Culture refers to cultures that are neither target culture or source culture. It consists with country with culture of English and non-English speaking country around the world, such as Iran, Dubai, Turkey, Saudi Arabia, etc. The Source Culture refers to learner’s own culture. In this research refers Indonesian Culture as local culture.

III. RESEARCH METHOD

3.1 Research Method

In this study, the writer used qualitative descriptive method to describe types of cultural content in textbooks. To collect data, analyze, and make conclusion based on the data only, without taking general conclusion.

3.2 Research Object

The object of this study was English textbook used by ninth grade Junior High School students entitled “Think Globally Act Locally” written by Helena Indyah Ratna Agustien, Rd. Safrina Noorman, and Wawan Gunawan published by Kementerian Pendidikan dan Kebudayaan in 2015 based on 2013 curriculum and “English in focus” written by Artono Wardiman, Masduki B.Jahur, and M.Sukiman Dusma, published by Pusat Perbukuan Departemen Pendidikan Indonesia in 2008 based on 2006 curriculum.

3.3 Method of Data Collection

The data (types of cultural contents) collected in each unit long functional text in reading material in this English textbook. There are some techniques used in collecting data:

1. Document
Document is primary technique in this study. Through document (English textbook), the writer analyzed the English textbook to identify whether the reading material in long functional text have cultural content.

2. Observation
Observation by writer, which is used to gain the data by observing the reading material in long functional text to identify categorize types of cultural content in the textbooks.

3. Deep reading
Deep Reading is the active process of thoughtful and deliberate reading to focused read only in long functional text has cultural values in the texts.

4. Secondary resources
Secondary resources are method to seek data from note, book, etc.

3.4 Method of Data Analysis
Data analysis is done based on the following steps according to statement of the problem.

In order to answer the first question about the types of cultural content represented in English Textbook. Data analysis is done into three steps as follows:

1) Identifying Types of Cultural Contents
First, to reveal what cultural content are represented in this English textbooks, the writer get the data from document (English textbook). The data of the study mainly were in the form of reading passages from the English textbook in long functional text. The writer find and read all long functional text in reading material that found in this textbook and writer put them in some categories types of culture content according to framework Cortazzi and Jin (1999) source culture, target culture, and international culture. Same as explanation in the previous chapter, source culture refers to Indonesia culture, target culture refers to native speaker culture, such as : England and USA, and international culture refers to to
culture that are neither target culture or source culture, such as Iran, Dubai, Turkey, Saudi Arabia, etc.

After the writer organized the culture categories, the writer continue with counting the total number of text in long functional texts based on framework Cortazzi and Jin (1999) and write the total number into percentage (%). To Count the total number of cultural content in the textbooks into percentages this study used the following formula:

\[
\text{Type of Culture} = \frac{\text{number of cultural content}}{\text{total number of cultural content}} \times 100
\]

And then, write the result of total number into percentage (%) in the table below.

**Table 3.1** types of cultural contents

<table>
<thead>
<tr>
<th>Type of Culture</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Cultures</td>
<td>.... %</td>
</tr>
<tr>
<td>Target Cultures</td>
<td>.... %</td>
</tr>
<tr>
<td>International Cultures</td>
<td>.... %</td>
</tr>
</tbody>
</table>

After the writer put all data into percentages, the writer made charts as the data display:

**Chart 3.1** percentages types of cultural contents

Where:

- Category 1 = Source Culture
Category 2 = Target Cultures  
Category 3 = International Culture

2) Reporting

The results from analysis data is then report and interpret in the next chapter (chapter 4) in the section finding and discussion. To find out how are cultural content represented in this English textbooks. Data analysis is done into three steps as follows:

1) Analyzing the data in the reading passages

The writer categorized the cultural content were found in reading passages focused in long functional text on the textbook based on type of culture content according by framework Cortazzi and Jin (1999).

2) Descriptive Types of Cultural Contents

After categorizing the cultural contents in reading passages focused in long functional text then the writer described types of culture content already found in these textbook and put the data into table below:

<table>
<thead>
<tr>
<th>Types of Cultural Contents</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Culture</td>
<td></td>
</tr>
<tr>
<td>Target Culture</td>
<td></td>
</tr>
<tr>
<td>International Culture</td>
<td></td>
</tr>
</tbody>
</table>

3) Reporting

The results from analysis data report and interpret in the next chapter (chapter 4) in the section finding and discussion.

IV. FINDINGS AND DISCUSSION

4.1 FINDINGS

*English in focus* for ninth grade Junior High School students written by Artono Wardiman, Masduki B.Jahir, and M.Sukiman Djasima, published by *Pusat Perbukuan Departemen Pendidikan Indonesia* in 2008 based on the 2006 curriculum. This English textbook consists of five chapters. There are
five reading texts in long functional text which are categorized into different kinds of text. They are procedure, report, and narrative texts.

**Chart 4.2** types of culture in *English in Focus*

<table>
<thead>
<tr>
<th>Types Of Cultural Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source Culture</td>
</tr>
<tr>
<td>Target Culture</td>
</tr>
<tr>
<td>International Culture</td>
</tr>
</tbody>
</table>

The source culture that occurs in long functional text is presented most frequently in this textbook by appear 26 times (43%) are represented in the form of Narrative text of nature Indonesian Culture (The legend of mount wayang folktales from Java, The legend of lake Batur story from Bali, and Puppets (wayang) story from Java), Indonesian form name of place (Gianyar, Bali, Central Java, Cirebon, Blambangan, etc), Indonesian form name of stories (Ramayana stories, Wayang kulit, wayang golek,wayang klitik), Indonesian form of names (Teja Nirmala, Raden Begawan, Sasha, and Oky), Indonesian form of traditional dance (Lilin dance from West Sumatra and Topeng Dance from Betawi).

Secondly, the target culture that occurs for 14 times (23%) are represented in the forms American names and famous singer from United States (Elvis Presley, Bill Haley, Collin, Sylvia), United states form name of place (Tennesse, US) in the form of the stories, such as British Bedtime stories (What Hideous Creatures, Cinderella, Two Farmers) and United States bedtime stories (Collin Thinks Big), United States form of things (Disk Jockey, Rock & Rolls, Western Music, Orchestra). Lastly, the International Culture occurs for 21 times (34%) are represented in the form of name nature (Chinese culture, Indian culture), in the form of stories, such as : Nigerian Folktales (Why the sun and the moon live in the sky), Indian Stories (Mahabarata), Vietnam Folktales (Two Brothers), in the form name of place, such as : Malaysian place (Penang, Malaca, Langkawi),
Singapore place (Singapore), Thailand place (Thailand), China place (China), Irian jaya place, Turkey place, and New Guinea.

*Think Globally Acts Locally* written by Helena Indyah Ratna, Agustien, Rd. Safrina Noorman, and Wawan Gunawan published by *Kementerian Pendidikan dan Kebudayaan* in 2015 based on the 2013 curriculum. This textbook consists of fourteen chapters but just 4 chapter reading passages in the textbook is long functional text.

**Chart 4.3** types of culture in *English in Focus*

Source Culture remains the most frequent appearance (10 times / 50%) and more dominant exposed in *Think Globally Act Locally*. The Source culture are represented in the form of Indonesian form of stories (Sangkuriang), Indonesian form of names (Sangkuriang, Dayang Sumbi, Tumang), Indonesian form of traditional language (Javanese language: Kelom geulis, rencong, tatah), Indonesian form of places (Mount Tangkuban perahu, Aceh, Java). The target Culture is presented 4 times (20%) are represented in the form of food (Western food: Cocktail, novel apple pudding), in the form of place (Australia). At last, Internatiobal culture occurs for 5 times (25%), are represented in the form of places (Africa and Asia), and in term of stories (Vietnam Folktales: The Golden Star-fruit tree).
4.2 DISCUSSIONS

The most Indonesian culture (source culture) appears in these textbook (English in Focus and Think Globally Acts Locally) helps the students to activated their own cultures knowledge, and also it can make the students can raise their own cultural awareness while learning foreign language. It reveals that teaching English is more localized by more dominant Source culture than the other cultures.

The presentation source culture (Indonesian culture) in these textbooks also can help students more interesting, familiar and more understand by topic that they learn in learning process in reading materials long functional texts because students already knew about topic of texts consist with Indonesia culture and the students will enable to know more deeper meaning of English because the student can associated the cultural contents meaning that they familiar with.

For example, based on the writer experience in teaching learning practice (PPL), when she teach reading passages in the classroom with theme about target culture stories, such as Cinderella and Beauty and the Beast, the students did not pay attention and have difficulty understand about stories from target culture, on the other hand, when she teach reading passages with local stories (Indonesian Stories) such as: Malin Kundang and Sangkuriang, the student more interesting and the student easy to understand the plot of the stories.

The presented International Culture and Target Culture in the textbooks also can add information and comparison of various cultural contents to the students and it can make the students avoided the misunderstanding communication but from the result on the charts in page 38-41 International Culture and Target Culture is not much appears in long functional text in these textbooks.

Lack of International culture and Target culture in these textbooks make the students misunderstanding about cultural awareness and cultural knowledge in other country. It can much better if the distribution between this three types of cultural appears balanced in these textbook.

It can be concluded that these English textbook (English in Focus and Think Globally Acts Locally) lack of more reading passage long functional texts
contains with cultures of English speaking countries (Target Culture). On the other hand, Indonesian Cultures (source culture) is more deeply described in these textbooks.

In *English in Focus* for ninth grade Junior High School students based on the 2006 curriculum is focuses more in source culture (43%). In this textbook, Target culture is presented for 14 times (23%) and International Culture is presented for 21 times (34%).

The source culture that occurs in long functional text is presented most frequently in this textbook by appear 26 times (43%) are represented in the form of Narrative text of landmark and nature Indonesian Culture (The legend of mount wayang folktales from Java, The legend of lake Batur story from Bali, and Puppets (wayang) story from Java), Indonesian form name of place (Gianyar, Bali, Central Java, Cirebon, Blambangan, etc), Indonesian form name of things/stories (Ramayana stories, Wayang kulit, wayang golek, wayang klitik), Indonesian form of names (Teja Nirmala, Raden Begawan, Sasha, and Oky), Indonesian form of traditional dance (Lilin dance from West Sumatra and Topeng Dance from Betawi). Secondly, the target culture that occurs are represented in the forms American names and famous singers (Elvis Presley, Bill Haley, Collin, Sylvia), United states form name of place (Tennesse, US, Greenland), in the form of the stories, such as British Bedtime stories (What Hideous Creatures, Cinderella, Two Farmers) and United States bedtime stories (Collin Thinks Big), United States form of things (Disk Jockey, Rock & Rolls, Western Music, Orchestra). And the last is International Culture are represented in the form of name landmark and nature (Chinese culture, Indian culture), in the form of stories, such as : Nigerian Folktales (Why the sun and the moon live in the sky), Indian Stories (Mahabarata), Vietnam Folktales (Two Brothers), in the form name of place, such as : Malaysian place (Penang, Malaca, Langkawi), Singapore place (Singapore), Thailand place (Thailand), China place (China), Irian jaya place, Turkey place, and New Guinea.

Meanwhile, in *Think Globally Acts Locally*, the English textbook published by Indonesian government on the 2013 curriculum, the Source culture are
represented in the form of Indonesian form of stories (Sangkuriang), Indonesian form of names (Sangkuriang, Dayang Sumbi, Tumang), Indonesian form of traditional language (Javanese language: Kelom gaulis, rencong, tatah), Indonesian form of places (Mount Tangkuban perahu, Aceh, Java). Secondly, the target Culture are represented in the form of food (Western food : Cocktail, novel apple pudding), in the form of place (Australia). Lastly, International culture occurs are represented in the form of places (Africa and Asia), and in term of stories (Vietnam Folktales: The Golden Star-fruit tree).

Based on description above, It can be concluded that Source Culture is most dominant exposed in these textbooks (English in Focus and Think Globally Acts Locally). In reading passages long functional text, source culture more appears in Indonesian folktales and Indonesian term of place, such as: Aceh, Java, Bali, etc. While the target culture most exposed in American term of Name, Such as Elvis, Bill, Sylvia, etc. And lastly, International Culture is presented in Asian Folktales, such as : Vietnam folktales and Indian folktales.

V. CONCLUSIONS

It can be concluded that the English Textbooks publised by the government in Indonesian are aimed to focusing more on Source culture while introducing the students to the Target culture and International Culture. It has beneficial to raises the Source culture (Indonesian Culture) awareness while learning Target and International culture. Learning Target and International Culture also needed to comparison and information to students for avoided misunderstanding in communication. From explanation above also we can know that function of English textbooks is not only as an exercise and instruction to the students but also as a medium to introduce the cultures content diversity to the students.

In English in Focus based on the 2006 curriculum and Think Globally Acts Locally based on the 2013 curriculum in each reading passages in long functional text, Cultural Content is mostly introduced by Indonesian form in place (Gianyar,Aceh,Cirebon, etc.) and Indonesian form names (Oky, Dayang Sumbi, sangkuriang, etc.) and also these textbooks has many Indonesian folktales (Sangkuriang, The Legend of Lake Batur, etc.). The target culture in these
textbooks is introduced by bedtime stories from England and United States, such as: Collin Think Big, Cinderella and United States term, such as: Disk Jockey. The International Culture in these textbooks mostly mentioned with term of place, such as: China, Turkey, Malaysian, Singapore, etc. And also introduced bedtime story from Vietnam (Two Brothers).

However, these types of information suggest that Cultural Content in Reading passages (Long Functional Text) in the textbooks is mostly taught as Stories, names of place, names of people, popular people, and names of products (Lilin dance, Ballerina).

These Cultural information do not enough introduce culture contents in explicit way. Therefore, the students might miss the cultural information as it is not clear enough to introduction in these textbooks. Students would not notice about the source culture, target culture, and international culture expect for popular products and students also not being awareness of intercultural knowledge and cultural content around the worlds.

VI. REFERENCES


