A CULTURAL CONTENT ANALYSIS OF ENGLISH TEXTBOOKS WRITTEN BY NATIVE AND NON-NATIVE SPEAKERS

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Abstract: Textbooks are an essential part of both teaching and learning. Regardless of the increasing number of resources for learning and technological advances, textbooks continue to be the most important source of assistance for teachers and students. Therefore, the study aimed to highlight the presentation of the cultural aspects of the target language in high school English textbooks. Qualitative data was employed in this study, and this study investigated two English textbooks for the tenth grade of senior high school by focusing on the cultural aspects and content based on the Cortazzi and Jin's (1999) three cultural types and Byram's (1994) cultural aspects criteria. This study used Cortazzi and Jin's (1999) checklist of cultural types and Byram's (1994) cultural aspects criteria, and the data source was gathered from two English textbooks for tenth-grade students written by different authors from native and non-native English speakers. The data showed that the Textbook 2, English in Mind for Grade X, presented more on Target Culture with 188 items, International culture 64 items, and Source culture 28 items. Therefore, textbook 1, Bahasa Inggris for Grade X, presented Source culture 74 times, Target culture 40 times as the second most common type, and International culture with only 21 items. Based on the cultural aspects criteria developed by Byram (1994), the Textbook 2, English in Mind for Grade X covered 50 items. While the Textbook 1, Bahasa Inggris for Grade X, covered 36 items. Furthermore, it could be conclude that the textbook 2, known as English in Mind for Grade X is contain more target cultural content.

Keywords: Cultural Aspects, Target Language, Textbook

INTRODUCTION

Textbooks are an essential part of both teaching and learning. Regardless of the increasing number of resources for learning and technological advances, textbooks continue to be the most important source of assistance for teachers and students. According to Cunningsworth (1995), textbooks are an effective tool for self-study, a collection of theories and activities, a source of knowledge for students, a syllabus which indicates post-learning objectives, as well as guidance for less experienced teachers expecting confidence. Although textbooks do not contain all of the information required for teaching and learning, their availability as a teaching resource is essential. They served as an effective teaching and learning tools and a reflection of a person's or nation's values and ideas (Hinkel, 2005).

Furthermore, according to Hidayat et al. (2020), not all online material is suitable and accessible to students. Some may be appropriate, simple, and free, while others may be difficult, expensive, and do not fulfil students' needs. Therefore, hard copies like textbooks or course materials as well as soft copies like videos and audio recordings tools, are used to represent the materials (Rajabi & Ketabi, 2012). These hard and soft materials contain content

that can be used as sources and references for teaching and learning EFL, which is applied to cultural materials throughout the process.

According to Prayatni et al. (2020), globalization and immigration have led to multi-ethnic and multi-complex societies in which people from various cultural backgrounds can engage in face-to-face or mediated communication. However, cultural differences have always made it difficult for people to understand each other, even when common languages are spoken. Therefore, Culture as part of learning a language must involve significant ideals that students require in order to achieve educational goals, such as preparing students to aware of society. Cultural values in language learning can be interpreted by students as more than just general knowledge, but also as a resource for students to interact in society. Moreover, according to Azmi et al. (2020), due to their non-native language, many EFL students often consider English as boring and unattractive. This can lead to decreased activity and motivation in English classes, resulting in low absorption and mastery of the subject matter.

Furthermore, according to Yusniawati & Lestari (2021), the students do not attend English classes unprepared. They bring their native languages, share stories, describe people and things, make food and other cultural products, express arguments, and put other cultural practices together. In addition, (Yusra et al., 2021) stated that students could embrace local language knowledge to study English. They could also use local culture to acquire English culture. Therefore, students should be able to recognize the importance of cultural identity for individuals and society, as culture influences English language learning. Cultural awareness is crucial for language acquisition and can be acquired through textbooks in school.

According to Cortazzi and Jin (1999), an effective textbook should include three cultural types: source culture, target culture, and international culture. It will be expected that by including these three cultural types, students will be able to develop their intercultural communication competence skills. Realistic cultural elements can be discovered through classroom instruction and from sources such as textbooks.

To sum up everything, the purpose of this research is to investigate what the cultural types contained in Senior High School English textbooks and how the cultural aspects of target language are represented in Senior High School English textbooks from non-native English speaker authors compared to native English speaker authors. The researcher interested in conducting a study with the title "A Cultural Content Analysis of English Textbooks Written by Native and Non-Native Speakers."

RESEARCH METHODS

The researcher used a qualitative approach in this study to highlight the existence of cultural aspects of the target language in high school English textbooks. According to Creswell (2014), qualitative research is a technique for analyzing and understanding the relevance of individuals or groups involved in social or human problems. This means that the researcher expressed the message or content of the meaning and moral beliefs found in the textbooks used as the study's data source. The data was gathered from two different senior high school English textbooks for tenth grade students. The textbooks were written by a variety of authors who were both native and non-native English speakers. The first textbook, entitled "Bahasa Inggris," written by non-native English speakers, and the second textbook entitled "English in Mind Second Edition (Student's Book 3)" written by native English speakers. Two frameworks

from Cortazzi and Jin's cultural types and Byram's cultural aspects criteria were used as the research instruments in this study. The researcher used documentation as the data collection method Arikunto (2010). The procedure for data analysis was divided into two main steps. To begin, the reading sections, dialogues, images, and exercises in each unit will be divided into three categories: source culture, target culture, and international culture (Cortazzi & Jin, 1999). Next, in order to investigate the cultural aspects of the target language contained in Senior High School English textbooks, all aspects of the materials were categorized: Cultural knowledge, Cultural Awareness, Intercultural competence (Byram, 1994). Then, the categorized data were compared and analyzed to compare how non-native English authors and native English authors represented cultural aspects of the target language in Senior High School English textbooks. The findings were presented and qualitatively discussed.

FINDINGS AND DISCUSSION
Findings
The following sequences explain how the findings are presented. First, the analysis of the textbooks' titles is used to present the findings; this checklist examined all contents in textbooks to reveal if any presentation of cultural aspects of the target language is contained. Second, the findings are presented in accordance with the study's research questions. Lastly, the discussion is presented to discuss the research findings for this study. The results are as follows:

Bahasa Inggris for Grade X (Textbook 1)
According to the framework defined by Cortazzi and Jin (1999), there are three types of culture classification: source culture, target culture, and international culture. The following are the types of culture presented in Bahasa Inggris for Grade X:
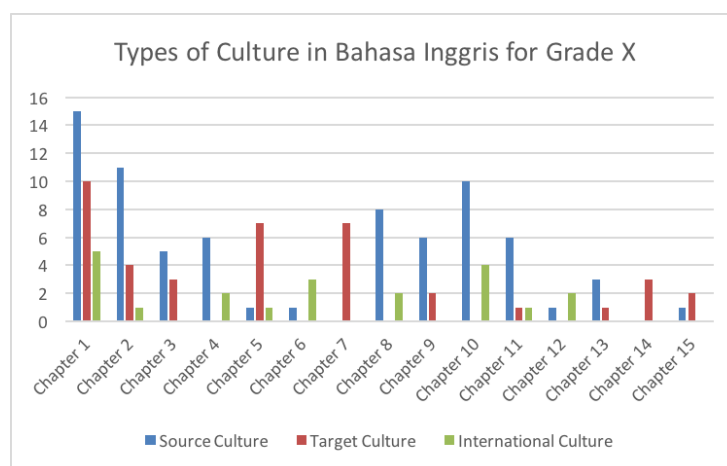

Chart 1. Types of Culture in Textbook Bahasa Inggris for Grade X

Based on the chart, *Source Culture*: The Chapter 1 had the highest frequency of source culture existence (15 items), while chapters 7 and 14 did not present any existence of source culture. *Target Culture*: The highest frequency of the target culture existence was in Chapter 1 (10 items), while Chapter 4, Chapter 6, Chapter 8, and Chapter 10 did not present the existence of the target culture. *International Culture*: Chapter 1 had the highest frequency of

international culture existence (5 items), while chapters 3, 7, 9, 13, 14, and 15 did not present international culture existence.

Cultural Knowledge: A picture of The Wright Brothers and their first Airplane (p.95), The dialogue of interview with Orville and Wilbur Wright (the Wright Brothers) in 1905 talking about their airplane prototypes "Kitty Hawk 1903" and "The Flyer II" (p.97). *Cultural Awareness*: The descriptive text about "Niagara Falls (Visiting Niagara Falls)" (p.72-73). *Intercultural Competence*: The speaking section about how to introduce self (p.17-18), The speaking section about how to create an expression of compliment (p.35), The speaking section tells about interesting places that have been visited (p.77).

English in Mind for Grade X (Textbook 2)

According to Cortazzi and Jin (1999), there are three types of culture classification: source culture, target culture, and international culture. The following are the types of culture presented in English in Mind for Grade X:
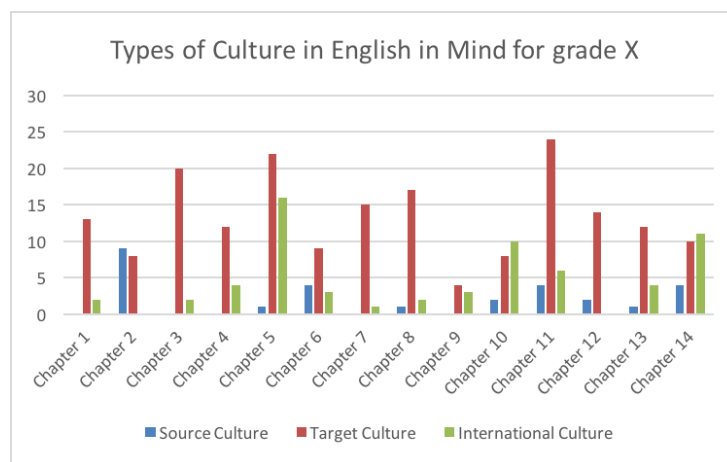

Chart 2. Types of Culture in Textbook English in Mind for Grade X

Based on the chart, *Source Culture*: The highest frequency of source culture existence was in chapter 2 (9 items), while chapters 1, 3, 4, 7, and 9 did not have any source culture existence. *Target Culture*: The Chapter 11 had the highest frequency of target culture existence (24 items), while Chapter 9 had the lowest frequency (4 items). *International Culture*: The highest frequency of international culture's existence was in Chapter 5 (16 items), chapter 14 (11 items), and Chapter 10 (10 items).

Cultural Knowledge: The descriptive text about American TV Show entitled "The Amazing Race" (p.37), The argumentative text about eating fast food (p.56). *Cultural Awareness*: The secret methods of communication between twins (p.9), The descriptive text of Stonehenge, England (p.71), and the American Story entitled "The Legend of Sleepy Hollow" (p. 97). *Intercultural Competence*: The use of Body Language in communication (p.11), An email from Sophie Lake to the HR Department of e-Style for job recruitment (p.28).

Discussion

According to the findings, based on the cultural types developed by Cortazzi and Jin (1999), the second textbook English in Mind for Grade X contained more on Target Culture

188 items, International culture 64 items, and Source culture 28 items. Therefore, compared to the first textbook, Bahasa Inggris for Grade X, presented Source culture 74 items, Target culture 40 items, and International culture with only 21 items.

The first textbook, Bahasa Inggris for Grade X, contained more Source cultural type. However, compared to the second textbook, English in Mind for Grade X, this textbook contained more Target cultural type.

Furthermore, according to Cortazzi & Jin (1999), there are EFL textbooks produced at the national level for specific countries that reflect the source culture rather than the target culture. The implication is that students are expected to communicate with visitors who visit their country while learning English. However, they are not expected to visit the target countries or become familiar with the target cultures.

Additionally, there are several reasons why such textbooks emphasize the source culture so prominently. First, there is a need for learners to communicate with visitors about their culture. Second, a more fundamental reason is that such materials are typically intended to assist students in becoming aware of their own cultural identity.

The findings also revealed that both textbooks contained the criteria developed by Byram (1994) in the aspects of Cultural Knowledge, Cultural Awareness, and Intercultural Competence. The researcher decided to use three of the nine cultural aspects criteria developed by Byram (1994). The results of data analysis from the two textbooks show that one culture item contains several aspects that make the data results invalid and overlapping. The presentation of target cultural contents in Textbook 1 covered 36 items which consisted of Cultural knowledge 14 items, Cultural awareness 2 items, and Intercultural Competence 20 items. While the presentation of target cultural contents in Textbook 2 covered 50 items which consisted of Cultural knowledge 30 items, Cultural awareness 7 items, and Intercultural Competence 13 items.

Moreover, Textbook 2, English in Mind for Grade X, contained more content related to the target culture and the Byram (1994) cultural aspects criteria. In addition, according to the information in the author's biography, the author team for this textbook consisted of native speakers. As a result, the most ideal and appropriate cultural content is represented in Textbook 2, also known as "English in Mind for Grade X."

CONCLUSION

Through the explanation of the research finding in chapter four, the results of the data revealed that the textbook 2, English in Mind for Grade X contained a higher number of cultural types and cultural aspects than textbook 1, Bahasa Inggris for Grade X.

It could be conclude that the first textbook, Bahasa Inggris for Grade X, is more likely to encourage students to learn English by applying local cultural values as an Indonesian identity. Compared to the second textbook, English in Mind for Grade X, this textbook encourages students to learn English by focusing on the target culture.

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