



CULTURAL CONTENTS IN THE TEXTBOOK “ENGLISH IN MIND” IN RELATION TO SASAK LOMBOK CULTURE

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Abstract: This study deals with analysis of cultural contents in the textbook and the relation with the Sasak Lombok Culture. The purpose of this study was to identify the cultural contents presented in the textbook. This study was qualitative descriptive study. The method of this study was content analysis. The data source for this research is the english textbook “English in Mind: Student’s Book 3” published by Cambridge University Press written by Herbert Puchta and Jeff Strank in 2010. The textbook analysis in this study considered 3 caharacteristic from Cortazzi and Jin, (1999) namely: 1) Source Culture; 2) Target Culture; 3) International Culture; and 4) Neutral Culture added by Aliakbari (2004). The results of the study show that the textbook fulfills 3 characteristics, there were Target Culture, International Culture and Neutral Culture. From the analysis, there are 23 reading passage in the textbook, 10 reading texts are categorized in the target culture, 6 reading texts are international culture and 3 reading texts are neutral culture that has a relation with the Sasak Lombok Culture

Keywords: textbook, cultural content

INTRODUCTION

According to Hutchinson and Torres (1994) textbook plays an important and beneficial role in teaching and learning. Textbook is an instrumen for teacher to teach the students in order to increase the student involvement in the classroom. According to Tomlinson (2005) textbooks offer the main material for a course, serving as the basis for language input learners receive and the language practice that occurs in the classroom. Therefore, Teachers use textbooks to plan and give the lessons and students depend on them for linguistic content and model. Because textbooks generally contain a variety of texts, class activities, and additional material to deepen students' understanding, they are used as a tool to achieve teaching and learning objectives.

Learning English should include not only learning language elements such as grammar, vocabulary, pronunciation, and language skills, but also learning and being introduced to international culture. According to Textbooks are the main source and media in learning to achieve learning objectives that are developed from competency formulation in the applicable curriculum (Zamzam, A., Sribagus., Djuhaeni, E., & Khotimah, K., 2020). By learning the cultural content in the textbook the students are not only able to master four skills as well, but also able to raise the cultural awareness in the term of flexibility, sensitivity, and tolerance among cultures in developing their intercultural communicative competence. Given the importance of cultural understanding in facilitating intercultural communication, cultural

learning in language learning is critical. English cultural knowledge will assist students in comprehending the situations they will encounter while reading or listening to an English textbook.

In the context of English language learning in Indonesia, textbooks play a vital role, as English proficiency is crucial for individuals to pursue higher education, advance in their careers, and improve their economic prospects (Amrullah, 2015). In Indonesia, the objective of national education is set based on cultural value and ideology of the nation and applied in a school subject including English. 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 to which students should be exposed should focus on the language's native speaker. It means that the culture of English-speaking countries must be the focal point of incorporating culture into English language teaching. Some scholars, on the other hand, argue that the textbook should include more non-native speaker characters and source culture issues in the reading passage.

As a result, including cultural values in English textbooks can increase awareness and interest in the culture covered. Textbooks must include cultural values because they require students to recognize and seek information about cultural adversity (McKay, 2002). Consequently, cultural values textbooks play an important role in teaching and learning activities because they allow students to be more creative while also increasing their knowledge of their own and other cultures. Based on Cortazzi & Jin (1999), a good English textbook should contain three categories of culture called as C1, C2 and C3, 4, 5. C1 refers to the source culture or the learner's own culture, C2 refers to the target culture or the culture of the countries which use English as the first language, and C3, C4, C5 refer to the international cultures which are the cultures of countries which use English as the international language. Including those three categorizes of culture in the EFL textbook can help learners to develop their intercultural communicative competence.

Based on those explanations, this study is conducting a study about cultural contents in the textbook in terms of what cultural contents are presented by using the theory of Cortazzi and Jin (1999) and Aliakbari (2004) and whether cultural contents in the textbook have relation with Sasak Lombok Culture. The textbook entitled "English In Mind: Students Book 3" as an object to conducting this study because it is one of the book that appropriate for the current curriculum.

RESEARCH METHODS

The purpose of this research is to find out the cultural content materials presented in the textbook and relation with the Sasak Lombok culture. The descriptive method will be used to achieve this objective. The data were collected through documentation technique. The researcher utilized content analysis technique. The data source for this research is the English textbook "English in Mind: Student's Book 3" published by Cambridge University Press written by Herbert Puchta and Jeff Strank. The textbook consists of 128 pages as a sample for this study. To collect the data, the distributed researcher characteristic from Cortazzi & Jin (1999) and Aliakbari (2004). This researcher analyzed the data by using several types which

divided the analysis activities into several parts namely: identifying, categorizing, converting, and conclusions.

FINDINGS AND DISCUSSION

This chapter consisted of findings of the data and discussions in order to answer the research questions in the first chapter. It started from the findings then followed by the discussions. In this research, the author found that there were three cultural contents in this textbook based on the categories of culture proposed by Cortazzi and Jin (1999) and Aliakbari (2004).

1. Source Culture Material

In the first category, the source culture material was not found in the textbook English in Mind: Student's Book 3. This is interesting because it can be used as material for another researcher to review or study for writers who are researching in the same field. Moreover, since this textbook came from United Kingdom there is no characteristics were found which indicated that the textbook 'English in Mind'. Reading text can be categorized as a source culture if it is used on the teacher's and learner's culture. Source culture defines as cultural content in the textbook that contain language learner own culture. In this context, source culture is Indonesian culture. The material which presents language learners' own culture.

2. Target Culture Material

a. Target culture: Western Pets

Whilst dogs were historically kept for various practical purposes, including guarding and hunting, privately owned dogs across Western societies today are largely considered to be pets. Despite the sustained popularity of dogs in the United Kingdom, to date, little research into owners' reasons and motivations for acquiring dogs has been conducted in this country (Kartina H, 2022). In the reading text "The faithful dog", it is found there is a target culture category where the reading text tells the history of England which focuses on only one culture. As stated by Cortazzi and Jin's that the target culture usually only focuses on one or two cultures.

b. Target Culture: Western Music

Western music is a type of country music written by and about people who settled and worked in the Western United States and Western Canada. Western music honors the cowboy lifestyle on the open ranges, Rocky Mountains, and prairies of Western North America. Musically related to old English, Irish, Scottish, and folk ballads. The music industry of the mid-twentieth century combined the two genres under the banner of country and western music, which was later merged into the modern name, country music. In the reading text "Did You Know", there are cultural material about short article tells about successful band in United States of America in 1993.

c. Target Culture: Western Folklore

Folklore is the collection of stories that people tell, including folk stories, fairy tales, "tall tales," and even urban legends. Folklore is typically passed down orally rather than in writing (though collections of folklore are sometimes written down to preserve the stories of a particular community). The key point here is that folklore has no author; it emerges from culture and is passed down through retelling. In the reading text "The Legend of Sleepy

Hollow", there are cultural elements that tell the popular a ghost story that was popular in 1799 in a village where village people like to tell stories about ghosts. This popular ghost story begins with the society's assumption of a headless horseman. This popular ghost story shows elements of target culture where there is one story focus.

d. Target Culture: Western Attractions Sites

Attractions are an important part of tourism. They are frequently referred to as "tourist attractions" because they attract tourists. Attractions are the places, people, events, and things that comprise tourist objects and draw visitors to destinations. Natural and cultural sites, historical sites, monuments, zoos and game reserves, aquaria, museums and art galleries, gardens, architectural structures, theme parks, sports facilities, festivals and events, wildlife, and people are all common examples. The intended attraction sites in this case are in Western. In the reading text "Mysterious Stones", there are cultural elements that tell the popular history of a mysterious stone story, namely Stonehenge, England, which tells of a stone that stood about 5000 years ago. Experts thought there were 30 stones but only 17 remained standing. The most mysterious thing about this historical story is why it was put there and we also do not know how it was built.

e. Target Culture: Western Names Of Character

A person's name identifies and distinguishes him or her from other members of certain group (typically a family or clan) who share a common surname. The term given name refers to a name that is usually bestowed at or near the time of birth, usually by the newborn's parents. In this case, the textbook contains the names commonly used in Westerns. In the reading text "Who Wants To Live Forever", there are cultural material about Ray Kurzweil and his opinion about how humans will soon be able to live much longer than the average 78 years. He says there are gene technology that soon be able to 'turn off' genes that cause aging and disease so people could live longer and stay young. The mention of name Ray Kurzweil makes the reading text above categorized into target culture material.

f. Target Culture: Western Setting Place

In the reading text "Ever Fancied Being on TV?", there are cultural material about a Reality Show on TV in the United States: *The Amazing Race* that provides a variety of activities such as sports, cooking, singing or dancing that can be followed by all participants such as married couples, dating couples, best friends and family members . The mention of location United States and the reality show *The Amazing Race* makes the reading text above categorized into cultural material targets.

3. International Culture Material

a. International Culture: Setting place

In reading the text of "The Book of Thoughts", there are cultural elements that show elements of international culture. In the reading text tell about someone who doesn't know who to trust in their workplace. The background of the place in the reading text is one of the biggest company in Singapore. According to Wikipedia, English is a second language in Singapore. Therefore, the reading text is included in the elements of international culture.

b. International Culture: Names Of Character

In the reading text "What Are You Afraid of", there are cultural elements that show international culture. In the reading text is an article about some of the phobias that some artists or actors have in various countries. One of them is the phobia that Tobey Maguire from America has, which is fear of heights. Then the phobia by Rupert Grint from the United Kingdom is the fear of big spiders. And actor Nicole Kidman is afraid of butterflies. Various kinds of artists and actors from various countries make the reading text have elements of international culture.

4. Neutral Culture Material

a. Neutral Culture: Cultural Indirect Communication

People usually use indirect communication style to really understand the meaning implied in someone's speech. To achieve this, we must understand the context of speech and interpret tone, expression, and non-verbal gestures. In the reading text "Talking Without Speaking", there is a neutral culture category. In the reading text tell about a story about twins who have an emotional connection. So, at certain times and events they can communicate using sign language, or gestures. This is often done by twins and siblings. Therefore, this action is an all human nature which makes reading the text included in a neutral culture.

b. Neutral Culture: Family

In the reading text "What Friends are for", there are cultural elements that show neutral culture. In the reading text is a conversation about two friends named Amy and Laura who are making a decision between going to an idol band event or Amy's mother's birthday party. In this conversation Amy prefers to go to her mother's birthday party rather than going to an idol band event. This action shows elements of neutral culture because it is all human nature.

c. Neutral Culture: School Yearbook

In the reading text "Social Networks", there are cultural elements that show neutral culture. In the reading text is an article about the Yearbook which is a tradition of High School in the United States. Yearbook is a culture that is not only in the United States but Yearbook already exists in most countries for example in Indonesia, Malaysia, Thailand etc. This is what makes the tradition of a yearbook included in the neutral culture.

d. Neutral Culture: Giving Sympathy

In the reading text "It's Not Really A Choice", there are cultural elements that show neutral culture. The reading text is conversations about collage students who help homeless people by giving some money. And then the collage students sympathized with the homeless people by asking several questions about why he became a homeless. After they heard the answer from the homeless people, the collage students wanted to help him to get a job so he would stop being a homeless. Therefore, the sympathy shown by the two students in reading the text can be categorized as a neutral culture.

e. Neutral Culture: Respect Privacy

In reading the text "What do They do in There?", there are cultural elements that show neutral culture. The reading text is a conversation about a collage student who wants to meet his lecturer. Then, he was knocking on the door before he gets in the room. Knocking the door is a polite act and it's of all human nature. Therefore, the action is categorized as neutral culture.

f. Neutral Culture: Wise Decision

In reading the text "A Tough Decision", there are elements of neutral culture. The reading text is a conversation about lecturer and collage students discussing about who will be the next radio producer. Students give opinions or suggestions about this matter, then the lecturer respects the opinions of these students and makes wise decisions. The act of respecting one's opinion and making wise decisions is all human nature. Therefore, the reading text is categorized as a neutral culture.

5. General Knowledge Presented in The Textbook English in Mind

In broader terms, general knowledge is used to refer to information captured by readers as correct information, such as information that is already widely known by members of a community. To decide whether information is considered public knowledge or not, one can first ask who the audience is, whether it can be assumed that they are familiar with a particular topic, or even question the validity of the information. There are reading text which shows general knowledge about a certain object which is systematically arranged objectively rationally, it shown 4 of 23 reading passages. General knowledge is knowledge that is known by everyone or most people, usually associated with a community, place, or the term is commonly used. General knowledge is not limited to certain fields, such as science or history, but can also cover a wide variety of fields and even knowledge about the world of entertainment.

Knowledge in this case is ordinary knowledge which is referred to as common sense, namely knowledge on the basis of conscious activity (common sense) both in absorbing and understanding an object, as well as concluding or deciding directly or an object that is known. Common sense is knowledge that is obtained without having to require deep thought because it can be accepted that its existence and truth only use common sense directly, and at the same time it can be accepted by everyone.

6. The Relation Between The cultural Contents in the Textbook and The Sasak Lombok Culture

The textbook is published by Cambridge University Press which is based in United Kingdom, an English native country. Based on the content of its reading passages, this textbook exposes student to the culture of English native speakers' country, such as United Kingdom, United States, Australia, Canada, and News Zealand. This can be seen through four things; the name of the characters, mention of Western Artist, mention of local band, and mention of places. The name of the characters in the reading passages use typical western name which commonly used in English speaking country. The example of these names that

can be found in the reading passages are Amy, Duncan, Nick, Tom, and Mr. Ford. Some of the reading passages also mention the name of famous Western artist or local band that come from English native speakers' country, such as Adele (UK), J.K. Rowling (UK), Tobey Maguire (US), RapMan (AUS), and Oprah Winfrey (US). The reading passages also mention or set-in English-speaking countries or cities, such as New York, London, United States, United Kingdom, and Canada.

Moreover, since this textbook only presented in conveying target culture materials, there's no reading passages containing source culture that can be found. Therefore, there's no relation between the source culture materials in this textbook with the Sasak Lombok culture.

However, the neutral culture, which is shown in 6 of 23 the reading passages has a relation with the Sasak culture. There are four reading passages that contain neutral culture materials, and two of them are related to the Sasak culture. In a reading passage entitled "What Friends Are For" the character said that she could not come to an interview with an artist because she had to go for dinner with her family because it was her mother's birthday. This can be related to the Sasak culture or Indonesia culture in general where we put family matters first to show respect to our family, especially our parents. The other reading passage, entitled "What do they do in There?" showed a gesture of knocking door before the character entered his teacher's room. It is related to Sasak culture in a way where we always respect the norm of decency. Entering someone's room mean that we are invading their safe space, thus, before entering we have to ask for permission first by knocking the door.

CONCLUSION

Based on the findings, it can be concluded that reading passages in a textbook entitled "English in Mind" contain three kinds of culture materials, which are target culture, international culture, and neutral culture. Target culture materials are the materials from the English native speaker countries, such as United Kingdom, United States, Canada, and New Zealand. The target culture materials in this textbook are found in 10 of 23 the reading passages. Neutral culture material refers to the all human culture materials. The neutral culture can be seen in 6 of 23 reading passages in this textbook. There is no direct relation between the culture found in this textbook with Sasak culture due to the textbook mostly exposing the English native speakers' culture (target culture). However, the relation between the culture materials found in the textbook with the Sasak culture can be seen through the portrayal of the neutral culture because the neutral culture materials refer to all human culture.

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