CULTURAL CONTENT ANALYSIS OF TWO ENGLISH TEXTBOOKS FOR SENIOR HIGH SCHOOL

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Abstract: The reason for this study was to figure out which sorts of societies were portrayed in the *"Buku Interaktif Bahasa Inggris untuk SMA/Mama Kelas X semester 1"* and *"Buku Interaktif Bahasa Inggris untuk SMA/Mama Kelas XI"* by Intan Pariwara. The enlightening quantitative technique was utilized in this review. The information gathered by noticing every reading material. The information that had been acquired from each section of the book was being dissected by utilizing the structure from Cortazzi and Jin (1999) and Adaskou, Britten, and Fahsi (1990). The consequences of this review were (1) as per the framework by Cortazzi and Jin, societies addressed in the course book for grade X were source, target and international culture with source culture was prevailing sort of culture addressed in the reading material. The culture represented in the reading material in light of the four senses of culture framework proposed by Adaskou, Britten, and Fahsi by utilizing four senses of culture — aesthetic, semantic, pragmatic, and sociological with the sociological sense has the most measure of representation. (2) as per the framework by Cortazzi and Jin, cultures addressed in the reading material in light of the four senses of culture system proposed by Adaskou, Britten, and Fahsi by utilizing four senses of culture – aesthetic, semantic, pragmatic and sociological sense with the sociological sense has the most measure of portrayal.

Keywords: source culture, target culture, international culture, senses of culture

INTRODUCTION

The global spread of English is just one of many different developments that fall in the category of globalization phenomena. Language and culture are now widely acknowledged to be interconnected, and intertwined aspects of global social life. The complexity of every culture in the world is reflected in some of the most accurate and thorough ways by languages.

As per Nurjanah and Umaemah (2019), culture is a significant lifestyle comprised of learned and shared ways of behaving, values, standards, and material items. The social items in the reading material are expected to assist understudies with grasping societies all over the world. As indicated by Cortazzi and Jin (1999), three categorizations' sources of social data initially is source culture which is the student's own way of life, the subsequent one is target culture, or any country where the language is communicated in as a first language. What's more, the last one is the international culture, which is characterized as having the objective language spoken as a second or unknown dialect.

The four elements of culture were proposed by Adaskou et al. (1990) in a course reading. The stylish sense starts things out, trailed by the sociological sense, the semantic sense, and the pragmatic sense. Literature, popular or classical music, movies, and other forms of media are all included under the dimension of aesthetic sense. The dimension of organization, material circumstances, labor and leisure, customs, and institution are used in a sociological sense. The third sense in the semantic sense is the conceptual system that is embedded into the language. It mostly refers to the concept of how language, how people view humans and how they think, how time and location relate, and how we feel. The final is the pragmatic sense, it

includes social skills, background information, and paralinguistic abilities. Since each of the four dimensions serves a different purpose, each one in textbooks symbolizes a specific cultural representation. Delaney (2017) defines culture as a broad term that incorporates various elements such as social practices and beliefs and even arts and knowledge.

As per Cortazzi and Jin (1999), a course reading might work as an educator, a guide, an asset, a coach, a power, and a philosophy in the EFL study hall. A textbook can give students information, guidance, a structured path, exercises, and activities to practice and better their language skills, and it can also reflect certain cultural, social, or political ideologies. Teachers must carefully select and evaluate textbooks to ensure that they correspond with the educational goals they set and promote a balanced and inclusive perspective. A textbook is a written instructional material that provides information on a specific subject or topic and is frequently used in formal education settings. It usually contains exercises, assignments, and assessments to help students learn. (Good, 1988). Matsuda (2003) stated that textbooks with cultural content can affect how students perceive the educational materials.

As stated by Cunningsworth (1995), a textbook serves as the source of materials for the presentation of spoken or written text, a device for interpersonal interaction and educational exercise, a student's handbook for grammar, vocabulary, and pronunciation, and a source of creativity and suggestions for language tasks in the classroom. It also serves as a source description where students reflect on already-determined learning objectives and a tool for self-study. In simple words, a textbook is helpful in encouraging teachers in executing the curriculum since it is based on curricular standards and offers students with support and opportunities to achieve. As a result, cultural components can be taught to students in a variety of methods.

According to Kramsch (1993), exposing students to multiple types of culture, such as source culture, target culture, international culture, and global culture, can help them understand not only their own culture but also other cultures. This can result in the development of intercultural competency, or the ability to compare and contrast other cultures. Raymond William (1983) categorized the idea of culture into three definitions. The first definition is ideal, meaning that culture is how people perfect themselves in terms of enduring principles. The second definition of culture is documentary, which refers to a body of clever and creative work, as well as to human thought and experience that has been captured in various ways. The third definition, which is social, says that culture is a way of life that conveys certain meanings and values through art, education, institutions, and everyday activity.

Yuen (2011) suggests a framework for understanding the interrelationship between language and culture, as well as particular strategies for incorporating culture into language learning materials. While the frameworks share common objectives, their approaches to incorporating cultural content into language learning materials vary. In this research, the specialist utilized two distinct systems from Adaskou et al. (1990) to sort out how are the way of life addressed in the two course readings in light of the four feelings of culture, while the structure from Cortazzi and Jin (1999) to sort out what societies are addressed in the course book and what is the most prevailing kind of culture.

The English course readings that the specialist endeavors to dissect in this study are named "*Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 1 by Intan Pariwara*" and "*Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1 by Intan Pariwara*". The researcher tries to figure out what cultural elements are mentioned in the textbook and how. The researcher also chose this book for a number of reasons.

There are three inquiries the specialist passed the response on to in this concentrate on which is planned as follows: 1) What sorts of societies are addressed in the reading material in view of the social order proposed by Cortazzi and Jin? 2) What is the most prevailing sort of culture addressed in the two-reading material in light of the social classification proposed by

Cortazzi and Jin? 3) How are the way of life addressed in the two course books in view of the four feelings of culture structure proposed by Adaskou, Britten, and Fahsi?

The results of the study can give teachers in-depth information on cultural aspects presented in English textbooks being employed in the teaching-learning process. As a result, teachers may be better able to assess the cultural features in textbooks that are suitable and improper, as well as better adjust the present textbook to increase students' cultural knowledge.

RESEARCH METHODS

The graphic quantitative technique is utilized in this review. The principal research issue is choosing the text, deciding the unit to be coded, creating content classes and examining the information. Then, at that point, the information was sorted in light of the systems by Cortazzi and Jin (1999) and Adaskou, Britten, and Fahsi (1990). The specialist gathered any social substance from every unit by choosing the understanding sections, exchanges, pictures and exercises introduced in every unit of the two-reading material "*Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 1 by Intan Pariwara*" and "*Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1 by Intan Pariwara*". Afterwards, the data is labeled to group it into different categories. Once it's grouped, the total amount of data is calculated for each chapter, category, and senses. Then, the data's percentage is figured out.

In breaking down what societies are addressed in the English course books; the specialist utilizes the structure from Cortazzi and Jin (1999) to examine. The instruments should be visible underneath.

Table 1. Instrument Checklist (Cortazzi and Jin 1999)

Items	Chapter						
	1	2	3	4	5	6	Etc.
Source Culture							
Target Culture							
International Culture							

In breaking down how the way of life are addressed in the English reading material, the scientist will utilize the structure from Adaskou, Britten, and Fahsi (1990). The instrument should be visible underneath.

Table 2. Instrument Checklist (Adaskou, Britten and Fahsi 1990)

Items	Chapter						
	1	2	3	4	5	6	etc.
The Aesthetic Sense							
The Sociological Sense							
The Semantic Sense							
The Pragmatic Sense							

After that, percentages representing the frequency of the data categories were used. In order to determine which culture occurred most frequently and how that culture was frequently portrayed in textbooks, the percentages were analyzed and studied. Tables and graphs were used to present the findings. The study's findings were discussed quantitatively.

FINDINGS AND DISCUSSION

The getting sorted out of the discoveries is introduced by a few following groupings. To start with, the consequences of the course reading investigation are introduced in view of the title of the course readings. Second, the outcomes are called attention to in light of the exploration question of this examination. Last, the conversation is introduced to examine and to close the exploration discoveries and to reach a determination of this examination. The discoveries are introduced underneath.

Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 1

This textbook is published by Intan Pariwara and it's written by Sonny Irawan Putra and Yuniarti Dwi Arini. This textbook consists of six chapters with different topics and themes in every chapter. Each chapter contains various numbers of activities, learning materials, dialogs, texts and assessments.

To find what societies are addressed in the course book in view of the social arrangement proposed by Cortazzi and Jin, coming up next is the diagram of social classes is given in "*Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 1 by Intan Pariwara*":

Chart 1. chart of cultural representation in the textbook based on the cultural categorization proposed by Cortazzi and Jin
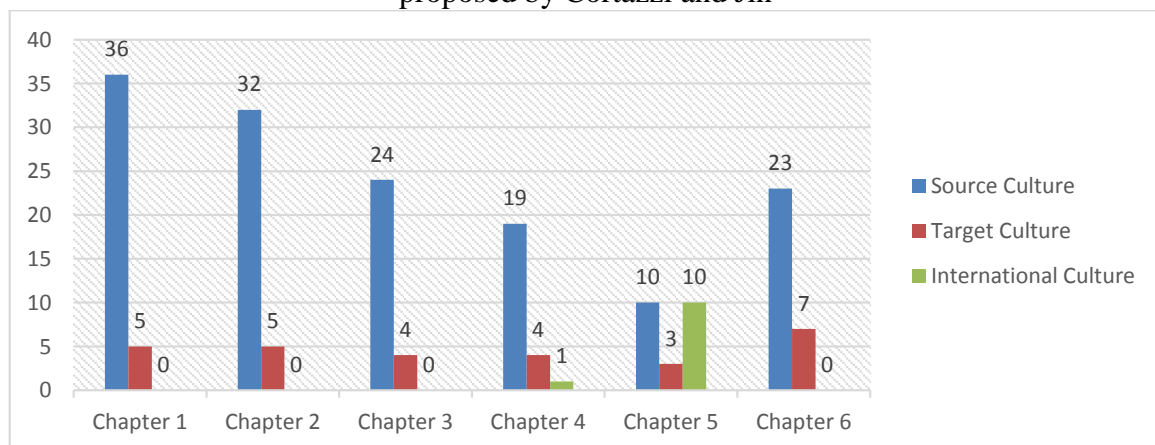
The chart above shows how unbalanced the cultural content in the textbook, with the source culture as the highest total followed by target culture and the least amount of culture is by international culture. For detailed explanation, here are graph of each categorization:

1. **Source culture (SC)**

Graph 1. Graph of source culture
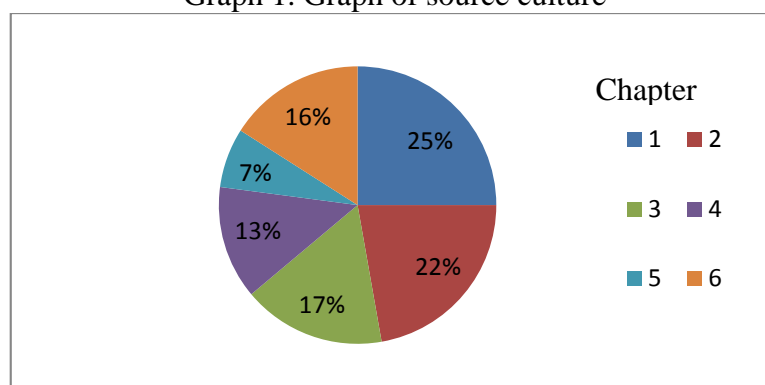
Source culture is the category that appears most frequently in textbooks. The highest mention of source culture is in chapter one, which is covered in 25% (36 times) of the textbook and the least is in chapter five, which is only 7% of textbook or only 10 times. It is spread in every chapter of the textbook even though the distribution is uneven.

2. Target culture (TC)

The *Bahasa Inggris* textbook for grade X had the least amount of material on this topic. Only two chapters—out of all the chapters—covered international culture. It was restricted to the reading sections only. With the most mentioned international culture in chapter five, that is only mentioned 10 times or equals 91% of the international culture.

Graph 2. Graph of target culture
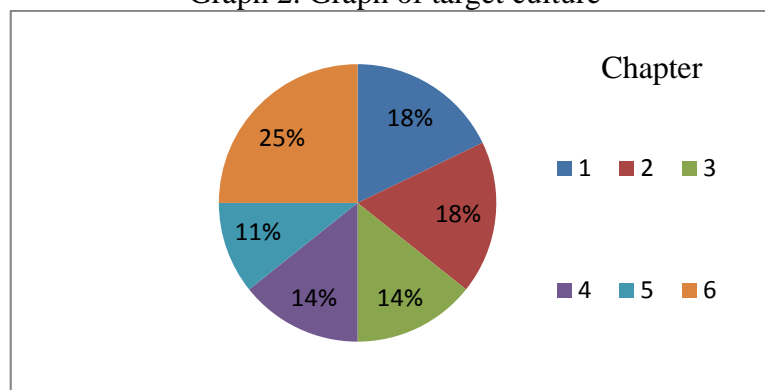
Despite the low frequency, the textbook's target culture is present in every chapter. According to the provided chart above, Target Culture outnumbered International Culture. Chapter six is the chapter that mentions the target culture the most with the total of 25% or seven times, while chapter five mentions target culture at least, with the total of 11% or three times.

3. International culture (IC)

Graph 3. International of target culture
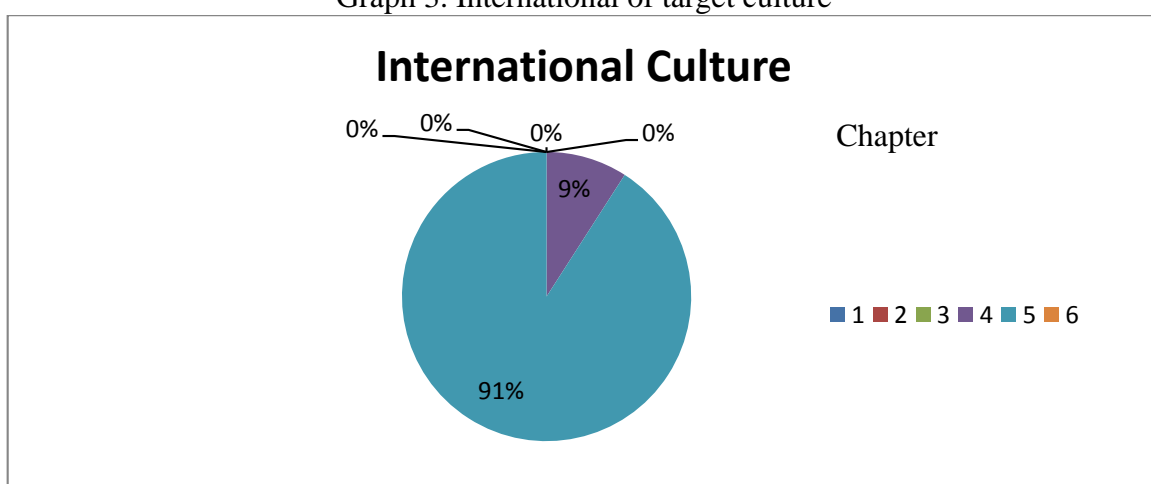
To sort out what is the most predominant kind of culture addressed in the reading material in view of the social arrangement proposed by Cortazzi and Jin, coming up next is the diagram of social classifications is given in "*Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 1 by Intan Pariwara*":

Graph 4. Graph of the most dominant type of culture represented in the textbook based on the cultural categorization proposed by Cortazzi and Jin

The most dominant type of culture based on Cortazzi and Jin

- ■ SC   Source Culture
- ■ TC   Target Culture
- ■ IC   International Culture

9% / 12% / 79%
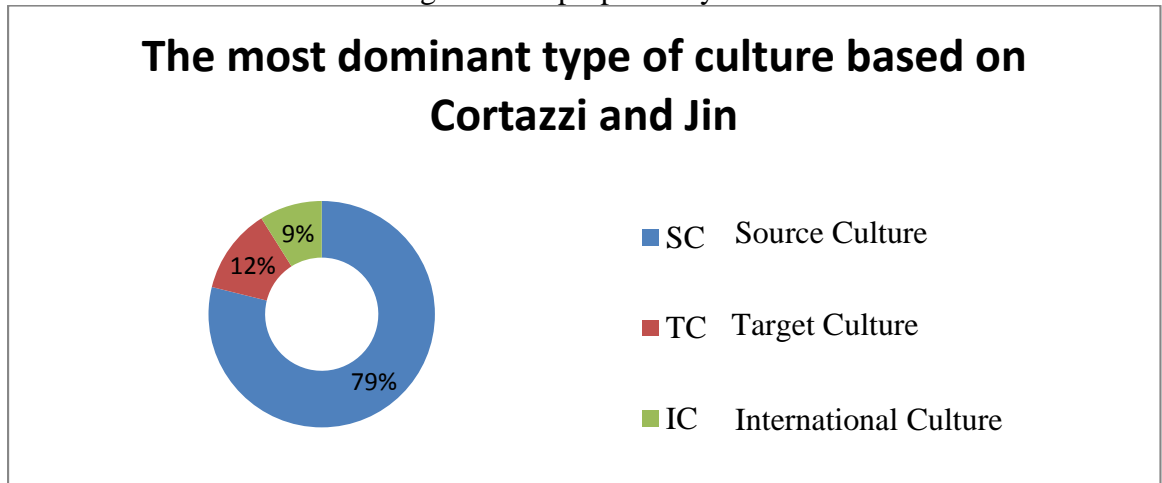
The most prevailing society in the course reading in view of Cortazzi and Jin classification is source culture making up 79% of the course reading, trailed by target culture with 12% and the least culture seeming is global culture with just 9%.

To find how the way of life addressed in the course book in view of the four feelings of culture system proposed by Adaskou, Britten and Fahsi, the table underneath gives a more exhaustive clarification

Table 2. Table of four senses of culture percentage

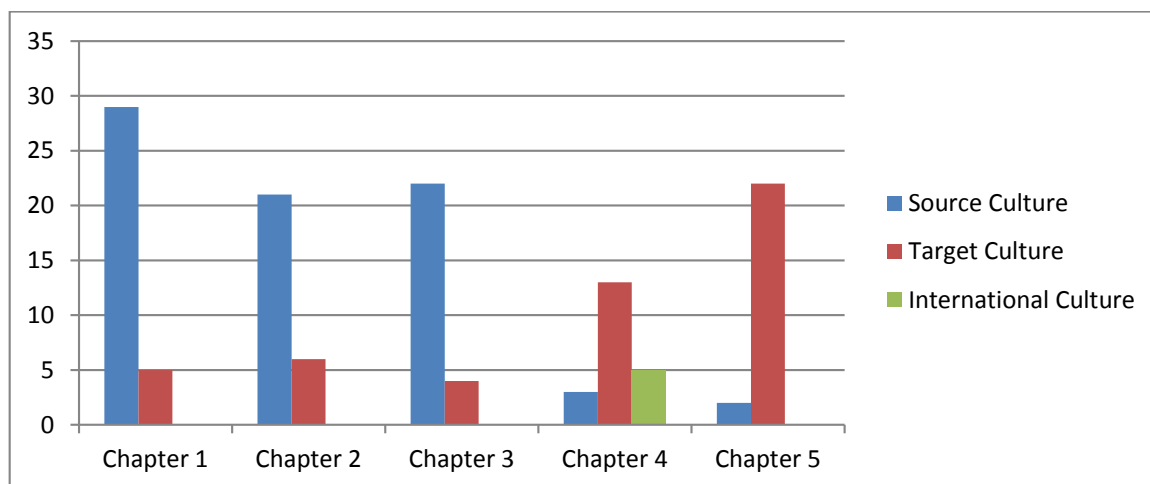|	Source culture	Target culture	International culture	Total
Aesthetic sense	6	0	2	8 (4%)
Sociological sense	58	1	10	69(38%)
Semantic sense	8	0	0	8 (4%)
Pragmatic sense	68	27	0	96 (53%)
total	150 (79%)	29 (15%)	12 (6%)	100 %

It can be seen that the pragmatic sense has the most amount of representation compared to the other four senses, with the total of 97 times or equals to 50% of the entire textbook. Followed by that is the sociological sense, which covered 39% of the textbook. After that is the semantic sense which appeared 18 times or 9%. And the least amount of the four senses mentioned is the aesthetic sense that only appeared 9 times (5%) in the textbook.

Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1

This textbook is published by Intan Pariwara and it's written by Cicik Kurniawati and Prasetya Adhi Wardhana. This textbook consists of five chapters with different topics and themes in every chapter.

To find what cultures are represented in the textbook based on the cultural categorization proposed by Cortazzi and Jin, The following is the chart of cultural categories is provided in "*Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1 by Intan Pariwara*":
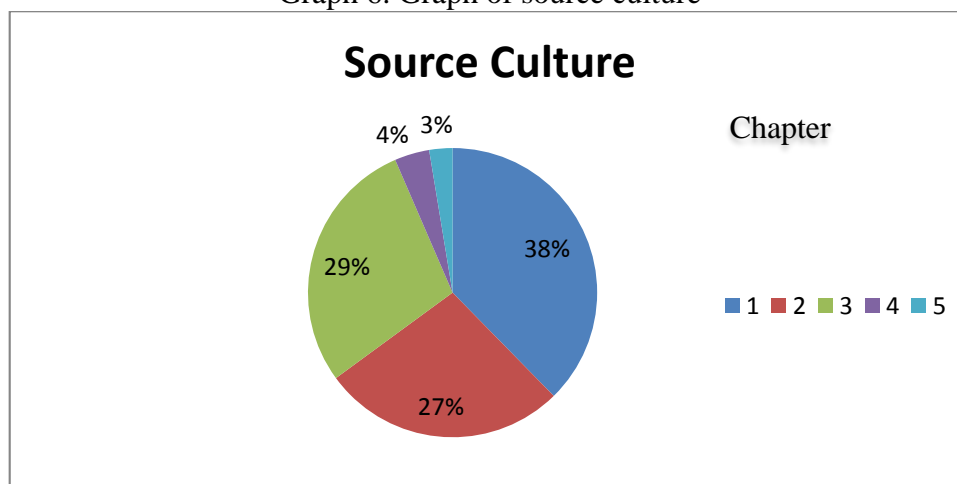
Graph 5. Graph of cultural representation in the textbook based on the cultural categorization proposed by Cortazzi and Jin

We can see that the data is very uneven. The three categories are not evenly distributed in each chapter, especially for the international culture category, it is only mentioned in chapter 4.

1. Source culture

Graph 6. Graph of source culture

The highest frequency is in chapter 1, with a total of 29 times or the equivalent of 38%. Meanwhile chapter V at least mentions source culture, where there are only 2, or equivalent to 3%. Most of it is covered in the dialogs, reading text, name of Indonesian people and city, and visual illustrations.

2. Target culture

Graph 7. Percentage of target culture

Target Culture

10%	
44%	12%
	8%
	26%
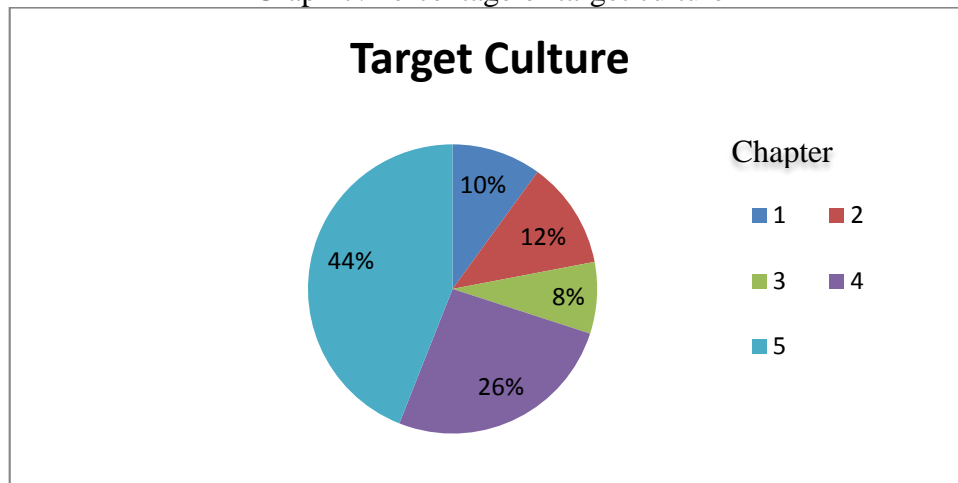
Chapter
- 1
- 2
- 3
- 4
- 5

The highest percentage of target culture is in chapter I with the 44% and the lowest is in chapter III with only 8%. Most of the target culture consists of learning materials, in the form of grammar and speech acts, vocabulary in each chapter, as well as readings which are descriptive texts.

3. International culture

Graph 8. Graph of international culture

International Culture

Chapter

1 2 3 4 5
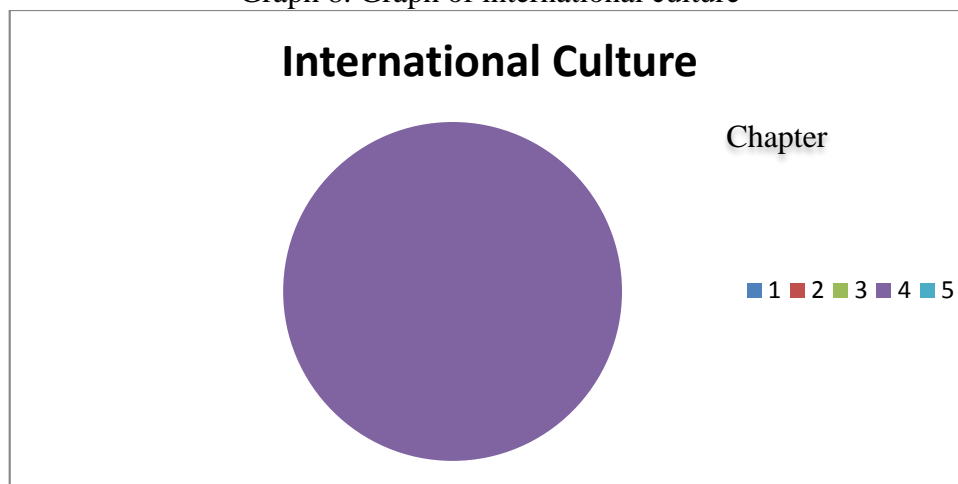
This part comprises of two sub-areas: Finding and Conversation. The finding and conversation ought to be something like 60% of the whole original copy.

To sort out what is the most prevailing kind of culture addressed in the course book in light of the social classification proposed by Cortazzi and Jin, coming up next is the diagram of social classifications is given in "*Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1 by Intan Pariwara*":

Graph 9. Graph of the most dominant type of culture represented in the textbook based on the cultural categorization proposed by Cortazzi and Jin

The Most Dominant

- SC 58%
- TC 38%
- IC 4%
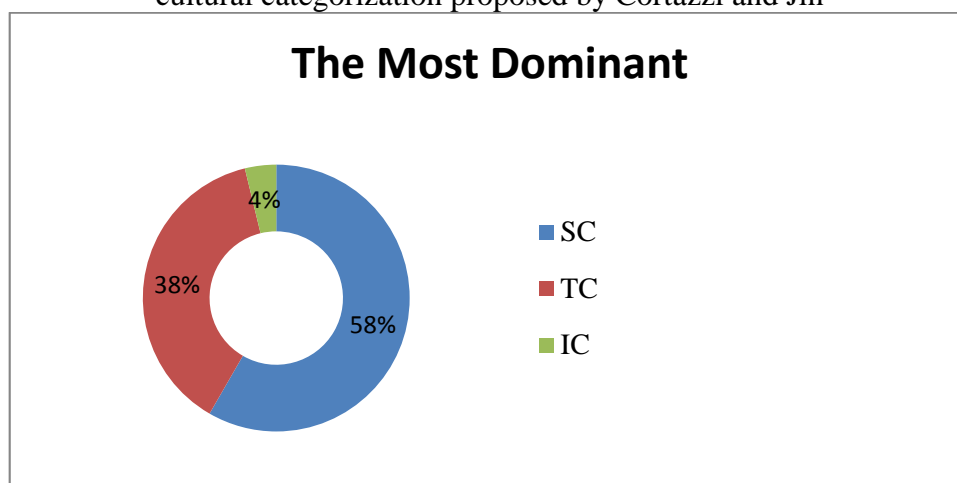
The most prevailing society in the course reading in light of Cortazzi and Jin order is source culture making up 58% of the course reading, trailed by target culture with 38% and the least culture seeming is worldwide culture with just 4%.

To find how the way of life addressed in the course book in view of the four feelings of culture system proposed by Adaskou, Britten and Fahsi, the table beneath gives a more careful clarification

Table 10. percentage of the cultures represented in the textbooks based on the four senses of culture framework proposed by Adaskou, Britten and Fahsi

	Source culture	Target culture	International culture	Total
Aesthetic sense	0	3	0	3 (2%)
Sociological sense	64	0	0	64 (50%)
Semantic sense	4	2	1	7 (5%)
Pragmatic sense	5	50	4	55 (43%)
Total	73 (55%)	55 (41%)	5 (4%)	129 (100%)

DISCUSSION

Based on research findings, the researcher discovered that the two chosen textbooks presented cultural frameworks from Cortazzi and Jins' framework in different ways. Additionally, the cultures in those textbooks represented culture based on four senses from the framework of Adaskou, Britten, and Fahsi differently.

The consequence of what societies are addressed in the course book in light of the social order proposed by Cortazzi and Jin In the "Buku Interaktif Bahasa Inggris untuk SMA/Mama Kelas X semester 1 by Intan Pariwara" it very well may be found that inside the system by Cortazzi and Jin, source culture is the most noteworthy in number with a sum of 79% contrasted with the objective culture which is 12% and the least is worldwide culture with just 9. The subsequent course reading, which is "Buku Interaktif Bahasa Inggris untuk SMA/Mama Kelas XI semester 1 by Intan Pariwara" likewise has a similar outcome where the source culture outclassing objective culture and global culture. Indeed, even the global has a minuscule measure of appearance in the course book with just 4% of the whole reading material. It shows that the dissemination of the order by Cortazzi and Jin is completely unequal where there are huge holes between every classification

The consequence of what is the most prevailing kind of culture addressed in the course reading in light of the social order proposed by Cortazzi and Jin shows that in the "Buku

Interaktif Bahasa Inggris untuk SMA/Mama Kelas X semester 1 by Intan Pariwara" is that the source culture is the most predominant sort of culture represented, followed by that is the target culture where it is slightly higher than the international culture which is the least represented in the textbook. While the second textbook, which is *"Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1 by Intan Pariwara"*, the result is just the same as the first book, the difference is only on the percentages where the least mentioned culture, the international culture, only has 4% appearance in the textbook.

The answer to the last research question on how the culture is represented in the *"Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 1 by Intan Pariwara"* shows that the pragmatic sense has the most representation compared to the other four senses. Following that is the sociological sense with the total of 39%. After that, the semantic sense showed 9%. The aesthetic sense received the least attention of the four senses listed, receiving only 5% in the textbook

Meanwhile, the *"Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1 by Intan Pariwara"* the sociological sense dominate the four senses with the total percentage of 50%, followed by the pragmatic sense (43%) and then the semantic sense (5%) and the least sense showed is the aesthetic sense (2%). The very uneven distribution can be seen from the data that has been collected.

CONCLUSION

The researcher revealed that cultural content in textbook excels in several key aspects which serve as foundational resources that guide students through challenging subjects and provide instructors with valuable teaching materials. These two frameworks analysis has unveiled findings and valuable perspectives to cultural education.

According to the *"Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 1 by Intan Pariwara"* within the framework developed by Cortazzi and Jinn, source culture makes up the majority, 79% of the total, Meanwhile, within the framework of Adaskou, Britten and Fahsi, the pragmatic sense is the one that is most frequently used in comparison to the other four senses.

However, in the second book, *"Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1 by Intan pariwara"* the source culture outranks the target culture and international culture. Meanwhile, with a total percentage of 50%, the sociological sense dominates the four senses.

In conclusion, the researcher have analyzed two different level of textbooks *"Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 1 by Intan Pariwara"* and *"Buku Interaktif Bahasa Inggris untuk SMA/MA Kelas XI semester 1 by Intan pariwara"*. This study has allowed the researcher to assess the textbooks' effectiveness in facilitating cultural understanding and its potential impact on both educators and learners, it is essential to recognize that cultural education is an evolving field. These textbooks represent valuable contributions to this evolving landscape.

The unbalanced spread of cultural content in the two textbooks has come to the researcher's concerns that all the cultural aspects should be distributed equally. It is recommended to include more international culture so the students are aware about the cultures around the world since English is used as an international language and may introduce their own culture to the world.

The textbook should also add more aesthetic sense for the art purpose so the student can also be entertained during the learning process. Finally, the present study's findings can be used as the foundation for future research on the same topic. Other studies with varying amounts, levels, and publishers of English textbooks are possible.

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