



The Analysis of Cultural Content In Two EFL Textbooks Used at SMA IT IQRA' And SMKN 1 Bengkulu City

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Abstract

This research aimed to find out how cultural dimensions were displayed, what culture was the most dominant, and the percentage of local culture in textbooks used at SMA IT IQRA" (Pathway to English) and SMK N1 Grade X (Bahasa Inggris by KEMENDIKBUD) Bengkulu. This research applied a content analysis study with descriptive qualitative analysis. The procedures used in data collection were document review and observation. In analyzing the data, the concept by Mile and Huberman was applied. The study revealed that from the two textbooks, there was a difference in terms of dominance in cultural types and dimensions. In Pathway to English, there was 38 % items of aesthetic sense, 32% of pragmatic sense, and 26% of sociological sense. Semantic sense had the least representation which was only 4%. In cultural types, there was (50%) for target culture, 44% for local culture, and 6% for international culture. As for Bahasa Inggris by KEMENDIKBUD, there was 44% for aesthetic sense, 25% for sociological sense, 22% for aesthetic sense, and 8% for semantic sense. The local culture has most items to occur, which reached 47 percent, followed by the target culture, which was 41%. The last is international culture, with 11% of occurrence. It is highly recommendable that teachers apply books with more cultural dimensions and types to help students broaden their cultural knowledge and awareness.

Keywords: *textbooks, Culture dimensions, Cultural types.*

Introduction

Indonesia has a very long history of curriculum implementation at schools at all levels. From the very beginning of the era of independence, more precisely two years after the proclamation of Independence, in 1947, the government applied the curriculum for the first time. In this modern era, the curriculum that has been applied to schools is 'K-2013' or the 2013 Curriculum levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative,

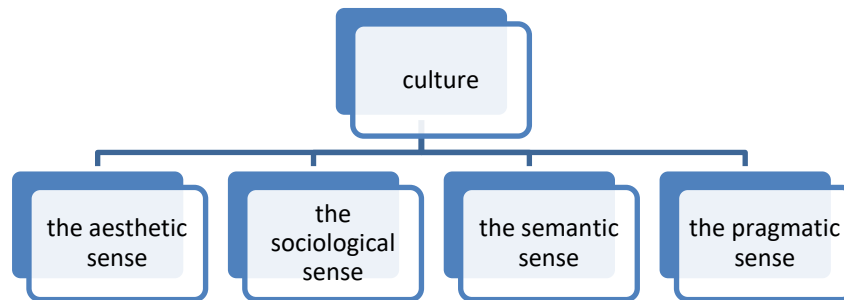
innovative, through empowerment attitude, skill, and knowledge in an integrative way (Sutrisno, 2013). It is well explained that K 13 is the form of enhancement of the previous curriculum to make fast development in the field of education.

Local genius/culture is a manifestation of society's characteristics that are reflected in orientation and show their way of life along with their value systems, which are implemented in their daily life and influence their life as a whole, in perception to look and respond to the outside world. (Sudartini, 2012). It means that people of a region or country always respect and obey the values that have long been descended by their ancestors. In Indonesia, the local cultures among regions are different but share the same characteristics of tolerance and national unity. There are some reasons why textbooks should support the local culture in English language teaching; they are (a) to make more relevant English learning, (b) to strengthen national identity, and (c) to avoid cultural misinterpretation and stereotyping.

Classified sources of culture information can be categorized into three types: 1. Source culture, i.e., learners' own culture, 2. Target culture, i.e., any country where the target language is spoken as the first language, and 3. International target culture, i.e., countries where the target language is used as a second or a foreign language. (Cortazzi and Jin, 1999).

In Indonesia, the source culture is customs, tradition, historical buildings, and natural objects or values that are derived from the various regions and societies of this nation from Sabang to Merauke. The target culture is everything that is directly related to English speaking countries, such as England, the USA or Australia. International culture refers to nations such as Brazil, Argentina, South Africa, or Iran.

There are four dimensions of culture in textbooks. The first dimension is called the aesthetic sense; the second is a sociological sense, the third is semantic sense, which refers to the conceptualized system that is incorporated in the language and the last is pragmatic sense. The last is sociolinguistic or pragmatic sense. It is covering skills in social situations, background knowledge, and paralinguistic skills (Tajeddin, 2017). All of four dimensions have different purposes and therefore each represents particular cultural representation in textbooks.



Graphic 1.1. Four senses of Culture by Adaskou, Britten, and Fahsi (1990)

The Aesthetic Sense / Culture refers to media, cinema, music with popular or traditional genres, and literature. The sociological sense/culture relates to the organization and nature of family, home life, interpersonal relations, material condition, work and leisure, customs, and finally, institutions. (Hermawan, 2012).

Since the 19th-century textbook has become a tool used by the state to promote the values characteristic of the given governing regime: nationalist, conservative, progressive, socialists, racist, etc. (Giordano). Textbooks play a pivotal role in language classrooms in all types of educational institutions - state schools, colleges, language schools – all over the world. (Akbar: 2016). Indonesia has abundant publishers of textbooks that each has unique characteristics but is still in the scope of the currently adopted curriculum.

There is no doubt that no textbook is perfect, and every single one suffers from some shortcomings. (Akbar, 2016). However, the benefits are always more significant than the drawbacks because most textbooks have been through evaluation to ensure its worth as the media inside the classrooms. A teacher wants the book to be a relevant source of and tool in teaching, featuring new, better-edited content, information rather than blunt statements, new sources rather than interpretations, specific topics as well as innovative original ideas as to how to organize a class. (Mustaeta: 2011). Hence the analysis of textbooks is highly demanded in the spirit of escalating the value of materials and effectivity of the published books.

Wong (2009) presented an evaluation checklist that can help ensure the examination of textbooks from several angles. The list of books focused on linguistic content, cultural and real-world content, support for teachers, clear guidance for students, and practical concerns that play a role in textbook evaluation and selection. However, in this paper, the research is focused explicitly on cultural content materials.

Research Methodology

The design of research applied in this study of EFL textbooks is content analysis, which is put into use to determine the specific words or concepts that present within texts. As in this research, cultural information is selected according to its classification of source, target, or international cultures.

The subjects of the research are EFL textbooks used at senior high schools. The first textbook is applied at SMA IT IQRA' Bengkulu, entitled "English Pathway" for grade x published by *Erlangga* and the other one is "*Buku Bahasa Inggris untuk SMA/SMK/MA kelas x produced by Kemendikbud RI*". Both of the textbooks apply the K13 Curriculum.

There are numbers of data collection methods/procedures; they are interviews, focus groups, observation, collection of documented material such as letters, diaries, photographs, a compilation of narrative, and open-ended questions. Hancock and Ockleford (2009). In this research, there are two ways used in collecting the data, which are document review and literature review.

The researcher acts as the research instrument because this study is classified as a content analysis research. In qualitative research, there is no other option than taking the human role as the main instrument in the experiment/research. (Sugiono: 2014). So, the researcher in this study has a very pivotal role in the whole process because the center of the instrument is the researcher himself.

The steps in analyzing the data are adapted from the scheme of the interactive model from Huberman and Sladana (2004). The steps are collecting the data, data reduction, display of data, and concluding to overall data.

In ensuring that the research is credible and dependable, the researcher used the method of consensus. Qualitative research should utilize an agreement to make sure that it is reliable. The deal in this research is conducted through a peer

debriefing technique. It is put into action by collaborative working between the researcher and also his supervisor. It is serving as the reviewer is the supervisor who checked the data and made a recommendation on the parts in need of improvement. In doing so, the information from the books was provided to the supervisor.

Result and Discussion

Result

Here are two tables that present the data about the types of cultural content and the four senses of culture in the two EFL textbooks used at SMA IT Iqra' and SMK N 1 Bengkulu:

Table1.1. Types of Cultural Content and Four Senses of Culture in 'Pathway to English' used at SMA IT IQRA' Grade x

Types of Cultural Content	Local Culture 22 items (44%)	Target Culture 25 items (50%)	International Culture 3 items (6%)	Total of 50 items
Aesthetic Sense 19 items (38%)	9	8	2	19
Sociological Sense 13 items (26%)	6	7	0	13
Semantic Sense 2 items (4%)	1	1	0	2
Pragmatic Sense 16 items (32%)	6	9	1	16

Table1.1. Types of Cultural Content and Four Senses of Culture in "Bahasa Inggris" KEMDENDIKBUD used at SMK N 1 Grade X

Types of Cultural Content	Local Culture 17 items (47%)	Target Culture 15 items (41%)	International Culture 4 items (11%)	Total of 36 items
Aesthetic Sense 8 items (22%)	3	3	2	8
Sociological Sense 9 items (25%)	6	2	1	9
Semantic Sense 3 items (8%)	0	3	0	3
Pragmatic Sense 16 items (44%)	8	7	1	16

Discussion

There are two major points to highlight the main focus of this study. The first one, the culture dimensions, which include aesthetic, sociological, semantic, and pragmatic sense, as the theoretical framework by Adaskou, Britten, and Fahsi. The

other is culture types, which are divided into three classifications (based on the theory from Cortazzi and Jin): local/source culture, target culture, and international culture.

A. Culture Dimensions in *Pathway to English* used at SMA IT IQRA' Bengkulu

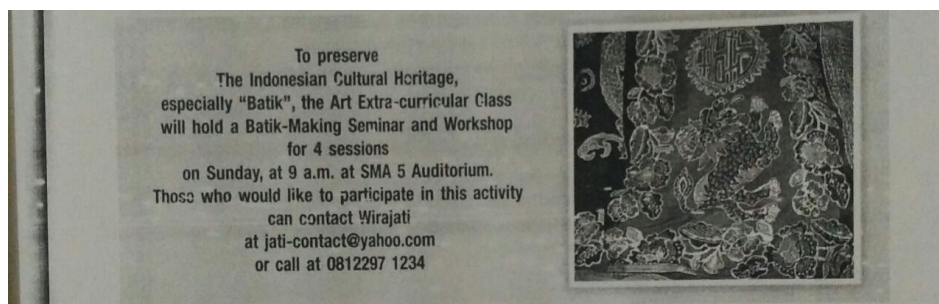
a. The Aesthetic Sense

As has been explained in chapter two, aesthetic sense refers to the music, cinema, media, and literature, which have functioned as the source of information on culture in the second sense. The data collected show that research comes first with the most occurrence (68%) compared to other aesthetic sense, such as media (5%), and music (26%), while cinema has no representation at all.

From the perspective of aesthetic sense, below is a part of media containing cultural dimension, which is batik, as an art and craft heritage from Indonesia. Batik is a media that is included in textbook contents and materials to ensure that students are familiar with the cultural aspects, in this case, batik. Along with music, stories, and cinema, batik is a part of the media of delivering culture to learners of the English language.

In the text below, it says, "To preserve The Indonesian Heritage, especially "Batik," the Art Extra-curricular Class will hold a Batik-Making Seminar and Workshop for 4 sessions on Sunday, at 9 a.m. at SMA 5 Auditorium. This is a part of how the aesthetic sense introduced to students to make them familiar with cultural items from Indonesia.

Batik is very famous traditional clothes from Indonesia, the nation where the students live in. So, it is evident that the text about batik in this page contains cultural information derived from source culture.

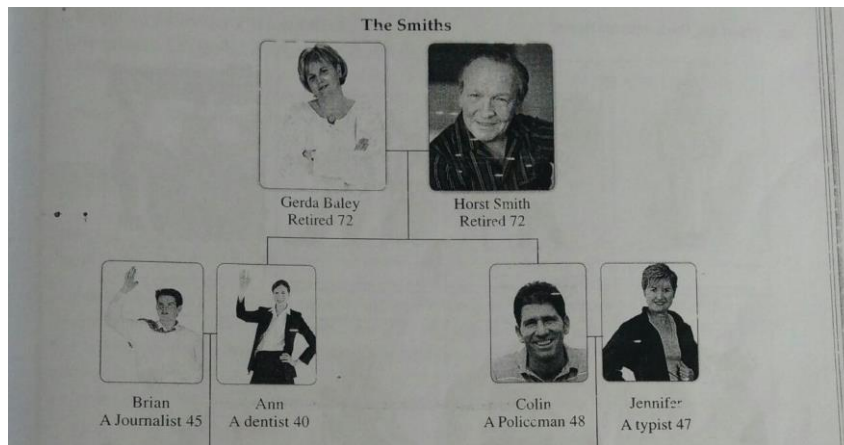


Picture 1.1. Batik

b. The Sociological Sense

In a sociological sense, work and leisure have the most significant portion of item distribution, which reaches up to 30 percent. The nature of family comes second with 23 percent of the total number. The least ones, customs and institutions, and home life represent each 25 percent.

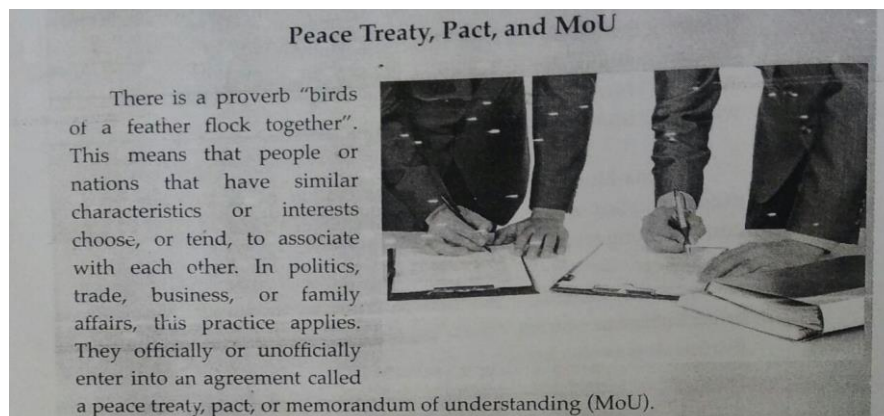
The content of the textbook material below is about the structure of the family in Western countries. In English speaking countries, one family has a name that is used by other people in addressing the family members by calling them using the family name. The family name is usually picked up from the last name of the leader in the family.



Picture1.2. The family names

c. The Semantic Sense

From the perspective of semantic sense, the text below is a descriptive text containing an idiom "Birds of a feather flock together." The idiom means that a group of persons or some countries work together or affiliate themselves since they have a lot of similar characteristics or tendencies. It functions to deliver ideas more dynamically because it makes the text more communicative and highly articulated.



Picture 1.3. The concepts of language (idiom)

d. *The Pragmatic (Sociolinguistic) Sense*

In the pragmatic sense, the ability to use language in a practical situation is assessed. On page 08 of the textbook, there is an explanation about the way how people introduce themselves in the first meeting with new persons. In English, people have a family name that they tell other people in introducing themselves. For instance, from the name "David Hasehoff" we know that the last name "Hasehoff" is a family name. This is different from Indonesian people, which most of them don't use a family name or not take it as a priority.

In Indonesia, people tend to address a person by using the first name. This may happen because most Indonesians do not have family names. Therefore, Indonesian people rarely call people by their family names.

English	Indonesia
A : Hello, my name is David Hasselhoff.	A : <i>Hm ... nama saya Rudi Wijanarko.</i>
B : Oh, hello, Mr Hasselhoff. Nice to meet you.	B : <i>Oh, halo, Pak Rudi. Apa kabar?</i>
A : Nice to meet you too, Mrs Miller.	A : <i>Kabar baik.</i>
B : Just call me David. And what should I call you, Mrs Miller?	B : <i>Kapan tiba di Jakarta?</i>
A : You can call me Sue.	A : <i>Tadi pagi dengan pesawat pertama.</i>

8 Pathway to English 1

Picture 1.4. The use of family names in English and Indonesian cultures

B. Four Meanings of Culture in the textbook "Bahasa Inggris" KEMENDIKBUD used at SMK N1 Bengkulu

a. *The Aesthetic Sense*

The text below is a story of Malin Kundang. From aesthetic sense, the story is a part of the literature of Indonesia. The story is from West Sumatra, Indonesia. Its function in the textbook is to facilitate students while they are learning English with local culture containing moral values. The story of Malin Kundang teaches students always to obey their parents, mainly their mothers, and treat them with high respect.

The story is about Malin, a child of a widow who lived in poor condition. Malin went ashore to change his family's fate and to improve their economic situation. Malin met a beautiful girl who was the daughter of a rich merchant. They soon decided to marry, and Malin started forgetting his mother. In the end, Malin came to his small village along with his wife, and suddenly when he met his mother, he felt

ashamed and rudely forced his mother to go away. It caused his mother's anger, and finally, the sky became so dark, and Malin was turned into a stone.

THE LEGEND OF MALIN KUNDANG

A long time ago, in a small village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Malin Kundang and his mother had to live hard because his father had passed away when he was a baby. Malin Kundang was a healthy, diligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.

Picture 1.5. The Legend of Malin Kundang

b. The Sociological Sense

The dialogue below is about activities people do in their free time. In the dialogue, Santi and Bayu are talking about the plans they are going to do. Bayu said that he is going to fish in a lake near his uncle's house. At the end of the conversation, Santi asked Riri about her activity in the long weekend. This conversation is providing information from the perspective of sociology about the common activities people do in their leisure time.

Santi : So, what about you, Bayu? Do you have any plans?
Bayu : Definitely! **My dad and I are going to go fishing.** We plan to go fishing in a lake near my uncle's house. Would you like to come with us?
Santi : I don't really like fishing. **I would rather** stay at home than go fishing. What about you, Riri? **What would you like to do** on the long weekend?

Picture 1.6. A conversation about plan

c. The Semantic Sense

The picture below is about the concept of language. In a semantic sense, there is a concept of language where the definition of language is based on particular characteristics. In English, there are idioms, phrases, and sentences that are common among native speakers. The phrase "mother tongue" does not necessarily mean the tongue of a mother, but it means the language that the mother is speaking with.

student.

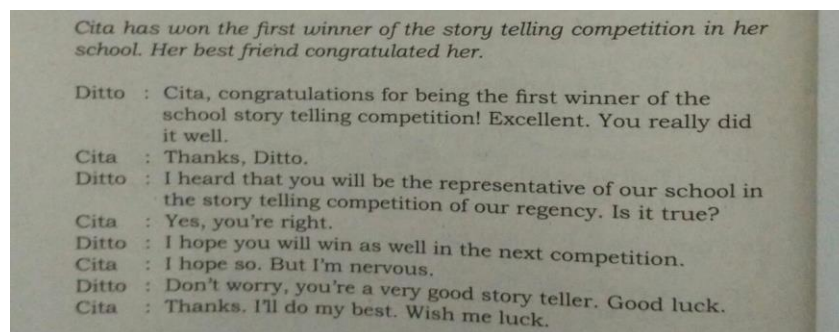
My favorite subjects are social sciences. I like history very much; it helps me know more how different countries existed in the past. At school we are supposed to use English at all times, so we have become quite fluent although sometimes we slip back into Malay, which is our **mother tongue.**

Picture 1.7. Idiom

d. The Pragmatic (Sociolinguistic) Sense

Congratulating others is one of the skills required in many social situations. People usually praise others to show their appreciation for their achievement and great accomplishment. Showing congratulations can be done in various ways, from the simplest to the most complex ones.

In English speaking countries, sending a congratulatory card is highly recommendable to show that they value excellent accomplishments their friends or partners make. In Indonesia, showing congratulation through words is enough. As in the picture below, it is a dialogue of two students in which one of them congratulates the other. In terms of a cultural type, it is a target culture because it shows the habits English people regularly do.



Picture 1.9. Expressing congratulations

C. The Types of Cultures in Pathway to English and Bahasa Inggris by KEMENDIKBUD

Regarding with type of cultures, there is a difference in terms of the most dominant culture in the two textbooks. In *Pathway to English*, the target culture represents 50 percent of the total data, which is 6% more than the local culture. International culture has the least number of display, which is only 6 percent.

In the second textbook, *Bahasa Inggris* by KEMENDIKBUD, local culture is the most dominant type of culture compared to target culture and international culture. There is up to 47% of the total of 36 items found and identified as local culture. Target culture has 41% of data occurrence and the last one, and international culture represents 11% of the whole data.

Conclusion and Suggestion

Conclusion

There are some conclusions do draw from the analysis above. The first is that in the textbook entitled "Pathway in English," the aesthetic sense has the biggest

percentage, and the semantic sense has the lowest one. The local and target cultures share an almost equal number in the percentage of the occurrence. The second textbook, entitled “Bahasa Inggris” by KEMENDIKBUD contained 16 items of pragmatic sense, which is the biggest number compared to other cultural senses. The local culture has the biggest percentage compared to target and international culture.

Suggestion

The writer has explained the significance of culture in the process of English language learning. Because textbooks are highly applicable in all English learning situations, it should be given more attention and awareness from the publisher to include equal culture dimensions and type of cultures to avoid stereotypes and cultural misunderstanding.

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