CULTURAL CONTENT ANALYSIS OF ENGLISH TEXTBOOK "BAHASA INGGRIS 2" FOR SENIOR HIGH SCHOOL GRADE XI

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Abstract

This research aims to discover what and how culture is represented in the "*Bahasa Inggris 2*" textbook. A qualitative descriptive method was employed in this paper, focusing on documents as the primary data, in which nine chapters were analyzed utilizing a checklist of content analysis. The findings reveal three aspects of culture: cultural categories, elements, and senses. First, following the concept of Cortazzi & Jin (1999), three cultural categories, i.e., source culture, target culture, and international culture, were found in the textbook. Second, cultural elements based on Yuen (2011), i.e., products, persons, perspectives, and practices were observed. Finally, referring to Adaskou et al. (1990), the senses of culture included in the textbook were aesthetic, sociological, semantic, and pragmatic. Concerning the frequency of occurrence, the research results show that the cultural categories were mostly present through source culture (42.75%), whereas the cultural element was dominated by products (48.31%). Lastly, the sociological sense was found to occur the most (44.44%). These findings imply the need to have a balanced representation of the three mentioned cultural aspects.

Keywords: cultural content; English textbook; cultural aspects

Abstrak

Penelitian ini bertujuan untuk menemukan apa dan bagaimana budaya direpresentasikan dalam buku ajar "Bahasa Inggris 2". Metode deskriptif kualitatif digunakan dalam makalah ini, dengan fokus pada dokumen sebagai data primer, sembilan bab dianalisis menggunakan checklist analisis isi. Temuannya mengungkap tiga aspek yang merepresentasikan budaya, yakni kategori budaya, elemen, dan penalaran. Pertama, mengikuti konsep Cortazzi & Jin (1999), tiga kategori budaya, yaitu budaya sumber, budaya target, dam budaya internasional, ditemukan dalam buku ajar. Kedua, elemen budaya berdasarkan Yuen (2011), yaitu produk, orang, perspektif, dan praktik yang diamati. Terakhir, mengikuti Adaskou dkk. (1990), Penalaran budaya yang dimuat dalam buku ajar tersebut bersifat estetis, sosiologis, semantik, dan pragmatis. Dilihat dari frekuensi kemunculannya, hasil penelitian menunjukkan bahwa kategori budaya paling banyak hadir melalui budaya sumber (42,75%), sedangkan unsur budaya didominasi oleh produk (48,31%). Terakhir, penalaran sosiologis ditemukan paling banyak (44,44%). Temuan-temuan ini menyiratkan perlunya representasi yang seimbang dari tiga aspek: kategori budaya, elemen budaya, dan penalaran budaya.

Kata kunci: muatan budaya; buku ajar bahasa Inggris; aspek-aspek budaya

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Introduction

Language and culture are interconnected and interdependent; language and ideas influence thought and culture, while culture influences language, influencing how people speak. According to McKay (2004), there is a close connection between language and culture. Language is one of the main components of culture, and it is a tool used by a group of people to communicate, convey ideas, and pass on knowledge from generation to generation. According to Munsyi and Alif (2005, as cited in Purnomo, 2017), language represents a nation; the quality of nations is indicated by how much they care for and pay attention to the language because good language will significantly affect the social events that occur with language as the instrument. Speakers need to learn about the cultural aspect of a plan to comprehend it fully. People can learn about a community group's mindset, social structures, value systems, and daily experiences through language. Language also reflects a culture's historical, geographical, and social aspects. Thus, language and culture are interrelated and influence each other. Language reflects culture, while culture shapes the development and use of language; according to Rabiah (2018), culture includes every aspect and dimension of human life. Studying the language of a culture can provide deep insight into a society's values, traditions, and way of life.

The relationship between language and culture in education is very close. Language is one aspect that plays a central role in shaping the culture of a society. Widdowson (2000) stated that teaching culture in a foreign or second language is crucial since culture and language are inseparable. Language is the primary tool in conveying and maintaining these cultural aspects. Language is a medium of communication and understanding between teachers and students, according to Kavakli (2021). By integrating language and culture, class activities are enhanced by optimal learning objectives. Through language, students can understand and learn the cultural values inherent in the subject matter being taught. In addition, language becomes a bridge to understanding and respecting the cultural diversity around them. Education is one of the critical factors in the development of society and the state. Al-shuaibi (2014) stated that education plays a crucial role in every aspect of life and is an essential concern. It is the key to future success and many life options. EFL (English as a Foreign Language) teachers play a significant part in teaching and learning by instructing students. EFL teachers must be skillful and interested when presenting materials to students. Ayu and Indrawati (2019) state that students will participate actively in class if they enjoy their textbooks. In this instance, EFL teachers teach students about the course material, analyze and impart cultural information through English textbooks.

A critical aspect of education is textbooks, which act as the primary learning resource for students at school. Textbooks significantly influence students' learning and understanding of various subjects, including foreign languages such as English. Textbooks are compilations of knowledge and skill-related materials. Regarding each topic's aims, content, and education methods, textbooks are instructional aids in teaching and learning (Allo et al., 2019). The textbook is merely one of the resources that help teachers achieve their educational objectives. According to Mithans and Grmek (2022), teachers employ tools independently and decide when and how to use them. In addition, since there are numerous textbooks available for each subject, teachers are no longer required to adhere to the rules of a single textbook. Books are a media that help teachers design their lessons and students' learning experiences. As a result, setting up the

teaching materials for each session will take considerable time. In addition, Cunningsworth (1995) noted that textbooks are helpful because most goals and objectives have already been produced in a series of practices depending on what students need to learn. English textbooks should present English grammar and vocabulary and reflect the life and culture of English-speaking countries. The cultural aspects of textbooks can enrich students' understanding of English, build tolerance, and develop their knowledge of diverse cultures. However, cultural influences in textbooks often need more attention. According to Salsabila and Susanto (2022), only some textbooks give relevant cultural information. Some textbooks frequently need more accurate cultural presentation and representation. When students need to gain basic knowledge of cultural distinctions or cross-cultural awareness, they may mistakenly misunderstand other cultures and develop stereotypical ideas about them.

This research focuses on cultural representation in the textbook "*Bahasa Inggris 2*" for Senior High School Grade XI published by Grafindo Media Pratama" and the portrayal of cultural representation in the textbook. Texts, stories, conversations, and illustrations from the textbook are the subjects of this research. To be more specific, the study aims to examine the cultural aspects included and represented in the textbook. In analysing the data, this research employs three theories: the cultural context of the feature categories of culture by Cortazzi & Jin (1999), cultural elements by Yuen (2011), and cultural senses by Adaskou et al. (1990).

Method

This study uses a descriptive qualitative research method and focuses on document analysis as the primary data. In qualitative research, document analysis is a technique frequently used for written or visual data to identify specific characteristics of materials that will be analyzed in the general form of textbooks, newspapers, or any other host of documents (Donald et al., 2010). This study used two data sources: a primary data source and a secondary data source. The primary data source is gathered directly from the source, i.e., the textbook *"Bahasa Inggris 2"* , published by *Grafindo Media Pratama*. Each chapter is presented with a different topic. Secondary data sources included data indirectly gathered to support the primary source, ranging from books, journals, and theses.

The data collection procedure is split into four steps: reading and observing the textbook; dissecting each page following the cultural content of the feature categories of cultural by Cortazzi & Jin (1999), cultural elements by Yuen (2011), and cultural senses by Adaskou et al., (1990) using page numbers as bookmarks on the checklist; calculate and percentage the total of texts based on categories, elements, and senses of culture; take conclusion from the result of the study. The researcher is the main instrument in this research; researchers are people who conduct research and analyze data. Creswell (2014) stated that the researcher is the primary data collection tool for qualitative research, which is done through document analysis, behavior observation, and participant interviews. The researcher utilized the checklist worksheet as the tool to collect the data. The checklist worksheets are designed to address the research questions because the study aims to analyze cultural types. The checklist worksheet adapted from Hermawan (2021) concerns three areas as follows: a. Categories of culture (source culture, target culture, international culture) by Cortazzi and Jin (1999) b. Elements of Culture (product, person, practice,

perspective) by Yuen (2011) c. Senses of Culture (aesthetic sense, sociological sense, semantic sense, pragmatic sense) by Adaskou et al. (1990).

Analyzing data involves arranging, accounting for, and interpreting the data. To analyze the data for this research, the research employs coding. Data deconstructing and reassembling is the process of coding. According to Williams and Moser (2019), in qualitative research, coding is assembling, categorizing, and thematically sorting acquired data to create a structured framework for developing meaning. The data analysis procedure is split into five steps. The first is designing the checklist, identifying and classifying the textbook, coding, comparing, and reporting. After the entire coding and counting process, the researcher converts the data into percentages (%). The researcher can infer the most and least frequent cultures from the percentages. Lastly, reporting the results of the analysis of this study is included in the findings and discussion.

The data collection items used in the checklist worksheet were adapted from Hermawan (2021), followed by adjustments to suit the researcher's study because the validity of the data had previously been demonstrated in previous research. The researcher had adapted it, and testing the validity of the data was no longer performed in this study. Researchers employ theoretical frameworks to address research problems and categorize cultural content into various aspects. According to theory, there are three types of cultures (Cortazzi & Jin, 1999). Meanwhile, there are four based on the theory of cultural elements (Yuen, 2011) and four based on the theory of cultural senses (Adaskou et al., 1990).

Results and Discussion

This paper uses the categories of cultural theory proposed by Cortazzi and Jin (1999). There are three categories of culture: source, target, and international. The following are the results of the textbook analysis concerning the types of cultural categories. The tables below were made to make it easier for readers to comprehend the overall data and the percentages of occurrence for each culture in the textbook. The number and percentages for each culture are shown in the tables 1.

Table 1 Percentages of Categories of Culture

Categories of Culture			
No	Categories	Total	Percentage
1	Source Culture (SC)	177	42,75%
2	Target Culture (TC)	174	42,03%
3	International Culture (IC)	63	15,22%
TOTAL		414	100,00%

In this research, the cultural category is the first aspect represented in the textbook. The cultural category is represented by all materials such as images, texts, dialogues, words, names of people, names of places, statements, tasks, and other activities. In this textbook, the cultural category is dominated by source culture, representing 42.75%, which means that the textbook tends to prioritize source culture than other types of culture. Source culture is the culture used by the source country or the nation of origin of the student, Indonesia. Then, followed by target culture with a data percentage of 42.03%; this category refers to the culture of native English-

speaking countries because students studying English must learn about the target culture to improve their understanding of the language. Last is international culture, with a percentage of 15.22%. This category refers to the cultures of countries other than Indonesia and native English-speaking countries.

The second aspect presented in this book is the cultural element. According to Yuen (2011), there are four cultural elements in textbooks' teaching material: products, persons, practices, and perspectives. The findings of the study are displayed in Table 2.

Table 2. Percentages of Elements of Culture

Elements of Culture			
No	Elements	Total	Percentage
1	Product (PRO)	200	48,31%
2	Person (PER)	151	36,47%
3	Practice (PRA)	28	6,76%
4	Perspective (PET)	35	8,45%
TOTAL		414	100,00%

All the material in English textbooks represents cultural elements such as pictures, the names of persons, places, and food, songs, dialogues, texts, statements, and other activities. Cultural aspects in this book are represented in four elements: products, people, practices, and perspectives. Cultural elements are dominated by the element of products, which accounts for 48.31%. Product representation in this book is in the form of pictures, buildings, places, objects, musical instruments, songs, etc. The second element is people, with a data percentage of 36.47%. The representation of persons in this book takes the form of names of people, pictures, public figures, dialogue, and so on. Then the third element is perspective, with data representation of 8.45%; perspective representation is taken from a person's view or the view of a society or country towards something in text, dialogue, or statement. The final element is practice, with a percentage of 6.76%, which includes activities contained in conversation, text, statements, or images.

Senses of culture are the third aspect represented in English textbooks, such as media, dialogue, images, text, statements, and others. Adaskou et al. (1990) stated that there are several cultural senses as teaching material in textbooks, such as aesthetic, sociological, semantic, and pragmatic senses. The following are the findings, see table 3.

Table 3 Percentages of Senses of Culture

Senses of Culture			
No	Senses	Total	Percentage
1	Aesthetic Sense (AS)	160	38,65%
2	Sociological Sense (SOS)	184	44,44%
3	Semantic Sense (SES)	34	8,21%
4	Pragmatic Sense (PS)	36	8,70%
TOTAL		414	100,00%

The sense of culture is dominated by the sociological sense, with a data percentage of 44.44%. Data from the sociological senses are taken from daily life in texts or dialogues,

interpersonal relationships, traditions and customs, institutions, statements about work, relationships between families, etc. After that, there is an aesthetic sense with a data percentage of 38.65%; aesthetic sense is taken from images, historical sites, songs, media, cinema, and others. The third sense is pragmatic, with a data percentage of 8.70%. The representation of pragmatic sense is taken from the grammar info section, notes, pronunciation section, social skills, and vocabulary. Finally, the semantic sense, with a data percentage of 8.21%. The data found is limited to data representation, such as pictures of clothes or other fashion-related information and texts or dialogues about food.

Based on the findings, the cultural category was dominated by source culture. Source culture is represented by the names of Indonesian people such as Maya, Putri, Shifa, Sandra, Farhan, Anggi, Lukman, Ega, Adi, and Ina; names of cities in Indonesia such as Medan, Bali, Garut, Blitar, and Jogja; pictures and information about Indonesia; community figures in Indonesia and others. This finding contrasts with a previous research by Nurjanah & Umaemah (2019). They researched the book with the title "Pathway to English for Second Grade in Senior High School" and found that the most dominant cultural category was the target culture, with a percentage of 74%. This may indicate efforts to build cross-cultural awareness and integrate the target language within the context of the source culture. Such awareness might promote cultural diversity within the classroom, unlike colonial undertones.

In the elements of culture, the product is the most dominant element (seen in chart 4.13). With a percentage of 48.31%, product representation includes literature, food, cloth, art, cinema songs, historical sites, names of places, education, and others used in this textbook to support text or dialogue. This finding aligns with a previous study by Obaid et al. (2019) with the title "A Descriptive Analysis of Cultural Content of "English for Iraq." The researcher stated that the product was the most dominant element in his research. Similarly, Hermawan (2021) found that the aspect of the product is the most dominant in cultural elements. This finding may allude to the benefits of using concrete and visual elements in presenting teaching materials as aids to linguistic skills and cultural competence.According to Yen (2000), culture is most effectively comprehended through strong innovations by humans that create a sense of community and give humanity purpose in a given society. Therefore, Hermawan (2021) states that culture refers to a society's entire way of life consisting of patterns of behavior, values, norms and material objects that are learned and shared.

The last aspect is the sense of culture. The sense of culture aspect is dominated by sociological sense, with a percentage of 44.44%, followed by aesthetic sense, with a percentage of 38.65%. The sociological sense includes images, traditions, daily life, interpersonal relationships, work, and others, while the aesthetic sense includes pictures, historical sites, songs, books, and films. Different from previous research, in "An Analysis of Cultural Contents in English Textbook Used by the Eighth Grade Students of Junior High School 03 Bangkinang" conducted by Andela & Syafi'i (2021), the aesthetic sense was the most dominant sense appearing in the textbooks, followed by the sociological sense. This finding may not be surprising since language is a significant part of social means. The sociological aspect may represent current sociocultural, sociopolitical, and socioeconomic atmospheres surrounding the source and target language. Tajeddin and Bahrebar (2017) state that the sociological sense is directly applicable to the lives of students and social interactions in everyday culture and it can serve as a useful tool for comparing

and contrasting cultures. Therefore, this aspect is crucial in helping students expand their cultural knowledge.

Conclusion

This research aimed to find types of culture and how it is represented in the textbook "*Bahasa Inggris 2*". First, types of culture are categorized into Source Culture, Target Culture, and International Culture. Source culture refers to the student's own culture. This research refers to Indonesian culture because of the textbooks used in Indonesia. Additionally, Target Culture refers to a country with native English speakers. The last is international culture, which refers to all countries worldwide, excluding the source or target cultures.

Second, elements of culture are categorized into four components: product, person, practice, and perspective. Products related to physical and cultural objects involve artificial products such as songs, novels, historical sites, etc. A person is related to actual or fictional famous people such as singers, presidents, cartoon characters, etc. Practices are related to specific cultural activities in a person's or community's life. Perspective is related to the view or way a particular group of people sees several aspects of life that differentiate them from other cultures.

The last aspect is the cultural sense. Four senses are used to analyze this textbook: Aesthetic Sense, Semantic Sense, Pragmatic Sense, and Sociological Sense. Aesthetic sense is a cultural aesthetic related to art, media, music, cinema, literature, etc. The sociological sense is culture related to daily life, family life, interpersonal relationships, work, customs, etc. Semantic sense is a concept, perception, or thought about culture. Pragmatic sense relates to background knowledge, social skills, and paralinguistic skills.

Thus, this textbook contains cultural content even though it has several cultural types with a low percentage. The results in the categories of culture in this textbook are mainly represented by source culture (42.75%) and balanced by target culture (42.03%). In the elements of culture, it was found that product (48.31%) was the most dominant element in this book, followed by a person with a data percentage of 36.47%. Next, regarding the sense of culture, the representation is dominated by the sociological sense (44.44%), which regulates interpersonal and other social relationships. This content can increase students' knowledge in socializing.

Based on the findings, some aspects of culture are unbalanced. However, even though there is some cultural content with a low percentage, this textbook can still be a suitable medium for learning. The multicultural content promotes the student community's awareness and acceptance of linguistic and cultural diversity. Furthermore, the textbook is ideal for students to improve their characters and attitudes because, in this textbook, there is a special section about character building. Therefore, this textbook can help the government to achieve educational goals.

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