

A Cultural Content Analysis in English Textbook “English on Target” for SMA/MA Grade X

Analisis Konten Budaya dalam Buku Bahasa Inggris “English on Target” untuk SMA/MA kelas X

Nur Amalina Masturah, Muh.Asrori, Hefy Sulistyawati

Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan,
Universitas Sebelas Maret

Abstract: This study was conducted to find out the representation of cultural content in English language textbook. The object of the research was an English textbook “English on Target” for SMA/MA grade X. The method used by this research was descriptive content analysis. Some underlying models proposed by Moran (2001) and Cortazzi and Jin (1999) were used as the main framework to analyze the textbook. The data were collected from all texts in reading exercises of the textbook. The analysis revealed two main facts. Firstly, dimension of product is dominant in the textbook followed by practices, persons, perspectives and communities. Secondly, most of those types of culture are presented in target culture followed by source culture, culture-free, and international culture. The result showed that the representation of culture indicated that there were some elements of cultural content lack of presentation in the textbook.

Keyword: content analysis, cultural content, textbook

Abstrak: Penelitian ini dilakukan untuk mengetahui representasi konten budaya dalam buku teks bahasa Inggris. Objek penelitian adalah buku teks bahasa Inggris “English on Target” untuk SMA/MA kelas X. Metode yang digunakan dalam penelitian ini adalah deskriptif analisis isi. Beberapa model yang mendasari yang diusulkan oleh Moran (2001) dan Cortazzi dan Jin (1999) digunakan sebagai kerangka utama untuk menganalisis buku teks. Data dikumpulkan dari semua teks dalam latihan membaca buku teks. Analisis mengungkapkan dua fakta utama. Pertama, dimensi produk dominan dalam buku teks diikuti oleh praktik, orang, perspektif dan komunitas. Kedua, sebagian besar jenis budaya tersebut disajikan dalam budaya sasaran diikuti oleh budaya sumber, budaya bebas, dan budaya internasional. Hasil penelitian menunjukkan bahwa representasi budaya menunjukkan bahwa ada beberapa unsur konten budaya yang kurang disajikan dalam buku teks.

Kata Kunci: analisis konten, konten budaya, buku teks

INTRODUCTION

English Language Teaching (ELT) today has grown rapidly along with the current English status as a global

language. In this globalized world, communication across the countries is faster and more accessible. Meeting and interacting people from different cultures are

becoming increasingly common. Having the status, English has no longer been owned by one country or culture, which means English is spoken by not only among native speakers, but also between native speakers and non-native speakers. It is also spoken among non-native to non-native speakers. It is emphasized by Sharifian & Clyne (2008) cited in Dinh (2014:144) that English has spread over 70 nations, and it becomes a means of communication among people of different cultures in various part of the world (Smith (1976); Mckay (2002); Sharifian (2009); Matsuda (2012) cited in Dinh (2014:144).

In Indonesia, English is taught as a foreign language which has different cultural background and has different point of view to see the world, and good communication occurs when the participants (speaker and listener) are on the same page with regard to the laws and convent conventions of the language used and the culture behind it. Thus, including learning a culture in ELT is very important because language cannot be completely understood without acquiring its culture, and vice versa (Matsumoto, 2003:263). It is also emphasized by Brown (2000:64) that whenever you

teach a language, you also teach a complicated system of cultural customs, values, and ways of thinking, feeling, and acting. Moreover, language and culture are strongly connected; language is element of culture and culture is element of language (Brown, 2007:189) and the two cannot be separated and associated each other, supporting each other's growth (Mitchell and Myles, 2004:235 cited in Kiet Ho (2009:64).

Therefore, teaching a foreign language means not only teaching linguistic competence such as grammar, vocabulary, phonology, and so on, but also providing cultural learning that develop students' intercultural competence. Because having no intercultural competence, it could lead to some communication problems causing misunderstanding in social interaction, especially in global communication since every country has its own social and cultural phenomenon. It is also emphasized by Song (2012:1) that smooth communication happens when the speakers have both a strong grasp of grammatical rules of the language they use and an awareness of culture in which the language develop. In line with Song, Kirkpatrick (2012:42) also states that it is not only about using language features but also knowing about

culture and literatures of a region that will help the student develop intercultural competence.

In the teaching and learning process, it is also impossible if the teachers do not use any teaching materials to support it. Teaching materials are becoming an important factor in providing effective language teaching and learning process since they are regarded as the primary sources of information that assist language learners remain on right the path. According to Tomlinson (2006:2), teaching materials refer to anything which teachers and learners use to promote the teaching and learning process and could assist the learners improve their language understanding and experience. As textbook is important in teaching learning process, providing cultural content in the textbook is needed. In addition, English textbooks that have cultural content have many profits for students as they can facilitate them becoming both linguistically and intercultural learner (Kiet Ho, 2009:73). Cultural content in a textbook also provides to broaden students' view about culture and empower them in developing their social behavior such as tolerance and respect for diversity or as known as multicultural competence (Tronsoco, 2010:91).

Because of the important of culture presentation in English textbook, the researcher proposes two objectives of the study. They are: 1) to describe how cultural aspects presented in the textbook based on five culture dimensions by Moran ,and 2) to describe what cultures presented in the textbook based on the types of culture (source culture, target culture, and international culture) by Cortazzi and Jin.

RESEARCH METHOD

Based on the objectives of the study, the research method used in this research was descriptive qualitative content analysis. This method guided the researcher in conducting the research and deciding how the research would be carried on. The data of the research were collected from the text in reading activities in chapter 1 to chapter 5 from English textbook "English on Target" for SMA/MA Grade X. The researcher obtained the data through document analysis. In this research, the researcher chose open coding as data collection procedures. In this research, the researcher analyzed the data through the following steps: data condensation, data display and drawing conclusion or verification.

RESEARCH FINDINGS AND DISCUSSION

After analyzing the data, the result of the study can be shown in the diagram below.

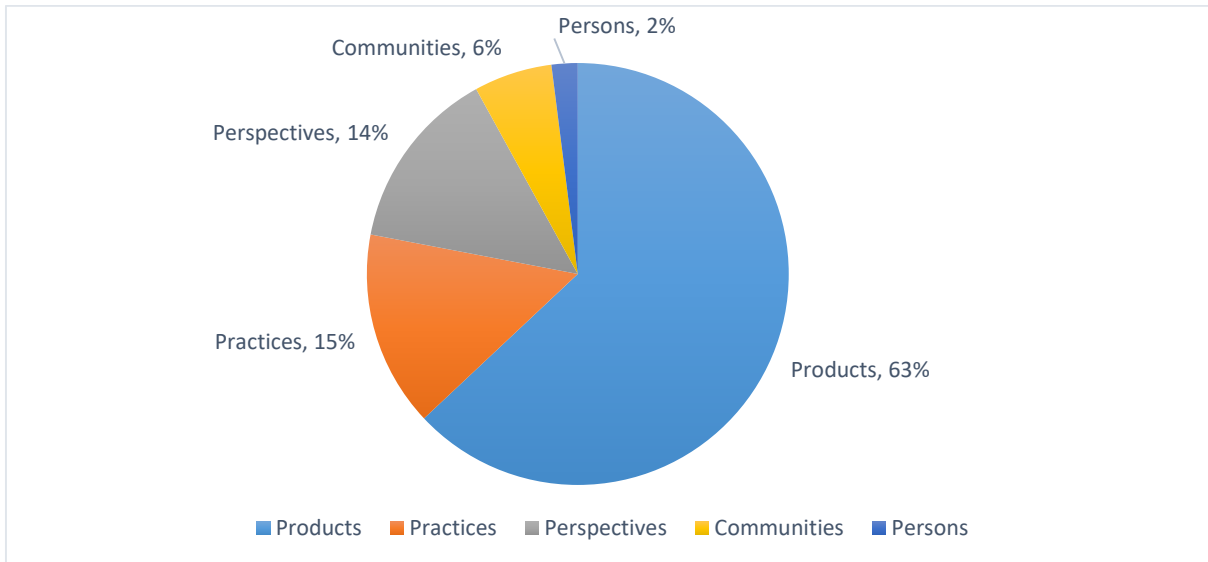


Figure 1 Cultural Dimension on English Textbook “English on Target”

From the chart above, it showed that the dimension of products (65%) dominated the cultural dimension through the textbook with 167 items from the total 259 items. Then it followed by dimension of practices (14%) which consisted of 37 items, dimension of persons (12%) which consist of 32 items, dimension of perspectives (6%) which consisted of 16 items, and the last is dimension of communities (3%) which consisted seven items. This big percentage implies that cultures is mainly shown by tangible objects instead of intangible objects. Product are shown by artefacts such as name

(*Rita, Kusuma, Diana, Lionel, Sulaiman Jobs, Jason, so on*), tool (*mobile phone, and computer*), language (*English*), goods/things, hobby; places such as geographical places such as building (*De Arca Statue Museum*), tourist destination (*Copacabana Beach, and Bena Village*), name of countries and cities (*Paris, Ontario, San Fransisco, Yogyakarta, Indonesia, etc.*); institution (*Paris High School, University of Tokyo, the IADE – the Creative University*), arts form clothes (*batik, sarong, and blangkon*), and movies (*The Larry King Show, Two and a Half Man, The Big Bang, and harry*

Potter). Practices are shown by some custom (*the tradition of Bena Villager built their house and the living system in that village*) and practice relating to specific society like speech acts (*Hi, Everybody* and *Congratulation on your graduation*). Persons are shown by some famous figures (*Cut nyak Dien, Obama, Queen Elizabeth II, and Megawati*) and the nationality (*French, Irish, and Indonesian*). Perspectives were explicitly presented in the textbook, especially in short functional textbook by famous people saying/quote (*An investment in knowledge always pays the best interest by Benjamin Franklin*), guidelines and attitudes occur in the announcement text. Communities the least occurrence are shown limited by school communities (Bojanic and Topalov ,2016:138).

This dominant presence of product element is also in line with Samsudin and Sukrisno (2016) study that the textbook is mostly contained dimension of products, such as visual illustration, virtual picture, songs, poems, letter, foods,

congratulations cards, sympathy cards, emails, stories, building, and so on. Similarly, it is also supported by Yuen (2011) study which shows dimension of products appears most frequently in the samples with entertainment, travel, and food. It followed by practices about celebrations like Halloween, Sapporo Festival, Thanksgiving), perspectives (presented in stories, folklores, myth), and lastly persons such as Stephen Hawking and Au Sung Kyii). In addition, products are easily recognized, even they come in tangible or intangible form, and they are simpler to be observed rather than the other elements. Then products are cultural manifestations that embody real forms that can be seen, heard, read or experienced by the sense of human body (Frank, 2013:3). To sum up, the examined textbook covers products, practice, person, perspectives but is lack of information about cultural communities.

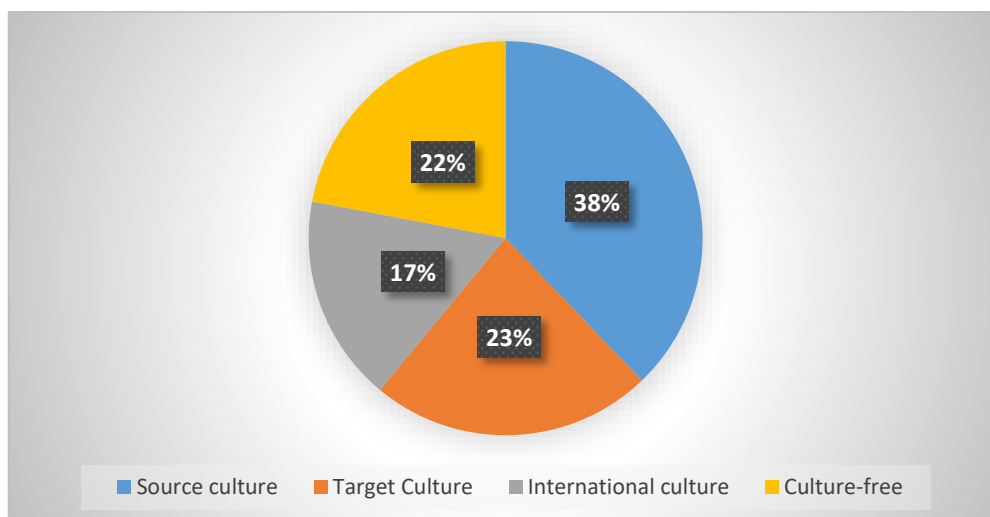


Figure 2 Cultural Type in English Textbook “English on Target”

From the chart, it can be seen that type of culture that is prominently presented is target culture with 38%. The second most presented types was source culture with 23%. The third is culture-free with the percentage of 22%. Last, the international culture was the least presented in the textbook with percentage of 17%.

Target culture in the textbook presented mostly in the products dimension such as in name (*Cindy, Charlotte, Jason, Patrice, John Michael*, and so on), movies (*The Larry King Show, Two and a Half Man, The Big Bang Theory, Grey’s Anatomy, Hard Evidence/48 Hours*, and *The Hunger Games*) and geographical space (*Ontario, Nevada, San Francisco, Brisbane, New Zealand*). The source culture that falls to second place reflects

product (*Rahmat, Joko Kirmanto, Tiara, Kusuma, Rahma, Bali, Yogyakarta, Malang, Surabaya, Bajawa*, as *Tugu Jogja, De Arca Statue Museum, De Mata Trick Eye, and Bena Village*), practice (celebration of university students’ graduation in Yogyakarta by kissing and hugging the Tugu Jogja), person (*R.A. Kartini, Cut Nyak Dien*, and *General Soedirman*) and communities (School communities in Indonesia). The universal culture that placed in third rank portray products such as TV, mobile phone, computer; practice such as speech acts in daily life likes greeting-leave taking, giving compliment, make an invitation.

This finding is similar to study conducted by Faris (2014) that target culture are dominant in textbook with the percentage 44.74%. Thus, the purpose to

include more target culture content in the textbook can expose learners to new experiences and enrich students' background knowledge about new cultures namely target culture, source culture, and international target culture. Moreover, according to Farzaneh et al., (2014) and Mendez Garcia (2005), inserting the target language culture in intercultural communication materials have some aims (a) Improve learners' knowledge of the world and their understanding of foreign communities,(b)Familiarize learners with most prominent behavioral patterns of the target societies,(c) Promote attitudes of respect and tolerance,(d) Foster reflection upon one owns culture.(e) Emphasize the relative position of one's cultural assumptions or development real intercultural communication in an intercultural universe.

However, this study is in contrast with the study conducted by Arnis Silvia (2014) with the result showing that source culture is dominated in the study. Mckay (2012) also emphasized that EFL/ESL instructional materials should also enrich learner's knowledge of their own language and culture and empower them to use their unique identity to other people from different cultures.

On the other hand, the textbook suggests that international culture is given a small proportion in the textbook. This contradicts with Alsagoff et al. (2002:221) that using international target culture materials would be the inclusion of cross cultural encounters in which all interlocutors are bilingual users of English. This identify that the book does not fulfill the global appropriation and it is not sufficient to prepare learners to global speakers.

To sum up, all the cultural types appeared in the book textbook, yet it has not been managed well. It can be seen from the frequency of cultural types which have high difference distribution between those fives cultural types. Chao (2011) stated that an equal distribution of cultural types should be required in the arrangement of EFL textbook that will assist learners to compromise with lots of cultural disputes during the intercultural communication phase.

CONCLUSION

The textbook is provided with various cultural exploration. The book has described the five cultural dimensions, namely products, practices, perspective, communities, and persons even though

the distribution is not balanced. The highest presentation is occupied by product dimension with 63%. Practices fall into the second place with 15% appearance. Perspectives are found 14% appearance in the textbook. Then persons and communities follow with 6% and 2%. The presentation of cultural types are also showed an imbalanced proportion. Target culture becomes the highest presentation with 38% appearance in the textbook. Source culture with 23% belongs to the second place. Culture-free is recorded

with 17% through the book, and it is followed by international culture with 17%. Target culture can expose learners to new experiences and enrich students' background knowledge about new cultures. The least appearance of international culture makes the book not fulfilling the global appropriation, and it is not sufficient to prepare learners to global speakers.

REFERENCES

- Bojanic, R and Topalov, J (2016) Textbooks in the efl classroom: defining, assessing and analyzing, *Collection of papers of the faculty of philosophy xlvi*, doi:10.5937/zrffp46-12094
- Brown, H. Douglas. (2000). *Teaching by Principles: An Interactive to Language Pedagogy (2nd Ed.)*. New York: Longman, Inc.
- Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. New York: Longman, Inc
- Dinh, Thuy Ngoc. (2014) *Culture Representation in Locally Developed English Textbooks in Vietnams*. New Castle: Cambridge Scholars Publishing
- Farzaneh, N., et al. (2014). A textbook evaluation of socio-cultural contexts in Top Notch series. *Procedia - Social and Behavioral Sciences* 98, 472 – 481. Retrieved from: doi: 10.1016/j.sbspro .2014.03.442
- Frank, Jerrold. (2003). Raising Cultural Awareness in the English Language Classroom *English Teaching Forum*, v51 n4 2013, p.3, 35
- Hasselgreen, A. (2003). Towards the assessment of intercultural competence. In A. Hasselgreen, *Bergen 'Can do' project* (pp. 45-55). Graz: Council of Europe Publishing.

- Kiet Ho, Si Thang. (2009). Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance. *Electronic Journal of Foreign Language Teaching*, Vol.6, 1, 63-67. <http://e-flt.nus.edu.sg>
- Kirkpatrick, Andy. (2012). *English as an International Language in Asia: Implication for Language Education*
- Matsumoto, David & Linda J. (2003). *Culture and Psychology*. Belmont, CA: Wadsworth/Thomson.
- Mckay, Sandra Lee. (2002). *Teaching English as an International Language: Implications for Cultural Materials in the Classroom*. Oxford: Oxford University
- Méndez García, M. C. (2005). International and intercultural issues in English teaching textbooks: *the case of Spain*. *Intercultural Education*, 16, (1), 57-68.
- Moran, Patrick. (2001). *Teaching Culture: Perspective in Practice*. Boston: Heinle & Heinle
- Samsudin & Alim Sukrisno. (2016). Improving Students' Motivation in Speaking Ability by Using Story Reteling.
- Silvia, A. (2014). *Cultural Content in English Textbook used in Madrasah Tsanawiyah in DKI Jakarta*. Jakarta: UIN Syarif Hidayatullah
- Song, Sooho. (2012). *Politeness and Culture in Second Language Acquisition*. London: Palgrave Macmillan
- Tomlinson, Brian. (2006). *Materials Development for Language Learning and Teaching*. Cambridge: Cambridge University Press
- Troncoso, Carlos Rico. (2010) The Effects of Language Materials on the Development of Intercultural Competence. In B. Tomlinson. *Research for Materials Development in Language Learning: Evidence For Best Practice*. Cambridge: Cambridge University Press
- Yuen, K.-M. (2011). The Representation of Foreign cultures in English Textbooks. *ELT Journal*, 65 (4), 458-466.8