

CULTURAL CONTENT ANALYSIS OF ENGLISH TEXTBOOKS FOR SENIOR HIGH SCHOOL GRADE XI

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Abstract: To master a language, we must become familiar with its culture as well; for that reason, incorporating cultural content into them is crucial. But, this matter seems to have been neglected by teachers when choosing English textbooks since there are many sources of English textbooks nowadays. Thus, this study aims to determine the types of culture and determine the representation of culture in terms of four senses of culture in Bahasa Inggris XI and Bupena English for SMA/MA Grade XI. The data were collected by using two adapted checklists designed by Najmiatul Fauza (2018) and Ibnu Mustofa (2019). The findings revealed that in Bahasa Inggris XI target culture was presented predominantly and in the other book the most presented type of culture is source culture. This implies that the target culture is more exposed in Bahasa Inggris for Grade XI, whereas the source culture is more exposed in the other book. Regarding the representation of culture in terms of four senses of culture, Bupena English for SMA/MA Grade XI placed a greater emphasis on the representation of pragmatics sense, meanwhile, Bahasa Inggris XI focused more on the sociological sense. Similarly, neither of the English textbooks had any representation of the semantic sense. Finally, English textbooks should give more culturally diverse content at which each type of culture and each type of sense should be equally represented. Students' awareness of the existence of other cultures will aid them in mastering the language.

Keywords: English textbook; cultural content; four senses of culture; types of culture; content analysis.

INTRODUCTION

Learning culture has a significant topic in learning a language; as mentioned by Risager (2014), it seems impossible to discrete language and culture because language practices are dealing with other cultural and social practices in the real life. Culture shows how people use language not only to put forward facts and ideas but also to reflect their attitudes which are developed through the way of living in their daily life. Therefore, Brown (2007) also highlights that learning or teaching a language means learning or teaching culture.

In education, including in English language teaching, the textbook has become the most universal and accessible teaching material. It is as stated by Hutchinson & Torres (1994) who argue that textbook is an important teaching aid and has become an essential part of English language teaching. Regarding the strong connection between culture and language, the combination of culture in textbooks is getting very important. As suggested by Sarries (2004), it is significant for students to admit teaching culture as a part of language learning. Moreover, textbooks are considered to have several roles that can offer valuable input to expressing the new cultural entry and its diversity (Kobia, 2009, p. 57).

Nowadays, many English textbooks are available and produced by different publishers. These many sources of different English textbooks might lead teachers to confusion and neglect one of the most crucial issues in choosing an English textbook which is cultural content. This issue is supported by Özdemir (2013 as cited in Tüm & Uğuz: 2014, p.357) who claims that the studies on textbooks for TFL are still limited and especially investigations for cultural elements must be elaborated. The selection of English textbooks, especially from a cultural aspect should be paid attention to by teachers. This research is aimed to find out whether the English textbooks contain cultural content, and content analysis is needed. Therefore, the research problems are what types of cultures are presented in the English textbooks and how the representation of culture is in the English textbooks in terms of the Four Senses of Culture. This study was designed to analyze the cultural context of English textbooks relating to what type of culture is presented and how culture is represented in terms of the four senses of culture.

Texts highlight the contribution of knowledge while activities focus on the production and practice of target knowledge. However, despite this interest, less attention has been paid to exercises in textbooks. Most studies tended to focus only on the reading material of the textbooks. Thus, in this paper, the writer decided to analyze both texts and activities in the textbooks. Furthermore, two books from different publishers in question the state and non-state publishers have not been done yet. Therefore, this study aims to analyze the cultural content of two English textbooks for Senior High School grade eleven, i.e., the official English textbook published by the government entitled “Bahasa Inggris” which is published by the Ministry of Education, and a commercial English textbook published by a private publisher entitled “Bupena English” which is published by Erlangga Publisher.

METHOD

The design of research applied in this study was content analysis which is categorized into descriptive qualitative research. In this research, the data were collected from two English textbooks for senior high school eleventh grade. One is entitled “Bahasa Inggris” which is published by the Ministry of Education, and the other book is entitled “BUPENA ENGLISH” which is published by Erlangga. Both of these English textbooks were designed based on *Kurikulum 2013*. The document analysis method was used to collect the data presented in the chosen English textbooks. Document analysis refers to the analysis of documents that contain information about the case being studied (Bailey, 1994) cited in Ahmed (2010).

This study was focused on the cultural content contained in the textbooks. The data was gathered by choosing the reading text, pictures, and activities that contained cultural related themes in each unit of the textbooks. After that, the reading passage, pictures, and activities containing cultural content were analyzed by setting up a checklist format based on the outline from several

experts. First, to reveal the types of cultural content the writer categorized the texts and exercises into a subcategory. The subcategories identified were referred to the framework of Cortazzi and Jin (1999). Based on this framework the writer categorized the cultural content of each textbook into the source, target, or international culture. Second, to show how the cultures are portrayed in the textbooks in line with the Four Senses of Culture, the outline made by Adaskou, Britten, and Farsi (1990) was used. In this outline, they classify cultural aspects into aesthetic sense, sociological sense, semantics sense, and pragmatics sense.

The first step in analyzing the data is observing. To find out the presence of the cultural content, the writer read the materials in each textbook thoroughly. Then, the cultural content contained in each chapter of each textbook was marked carefully in detail such as what page and chapter. The second step is marking/checklist. This step helped the writer categorize the cultural content. There are two main points in this step, the first one is a checklist based on a framework of Cortazzi and Jin (1999) that had been previously developed by a researcher (Fauza, 2018). This checklist helped the writer to reveal the types of cultural content presented in the textbooks. The reading texts, activities, and pictures in each chapter in each textbook were classified into source culture, target culture, and international culture. The third step is classifying. In this step, the collected data were divided into two classifications. The first classification is the types of cultural content and the other is the four senses of culture. The data were presented in percentages to know the most frequent occurrence, the most and the least frequent case. The fourth step is interpreting/drawing drawing.

FINDINGS AND DISCUSSION

The findings of the first research question namely types of culture showed in both of the English textbooks. Both of them presented all three types of culture. Source and target culture are still the most exposed types of culture in *Bahasa Inggris for Grade XI* (see Figure 1). This finding is in line with Kramsch (1998) who points out that foreign culture and one's native culture should be put together for learners to comprehend foreign culture. In learning a language, student's native culture and native speakers' culture are both important to be included in English textbooks as Dehbozorgi, Amalsaleh, & Kafipour (2014) explain that someone must be completely familiar with the culture to master a language.

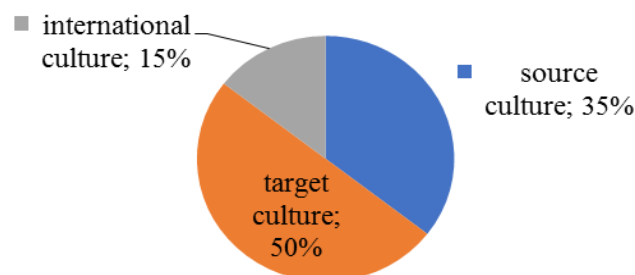


Figure 1 Types of culture in Bahasa Inggris XI

In *Bahasa Inggris for Grade XI* textbook target culture was presented predominantly with a proportion of 50%, followed by source culture with a percentage of 35%, and international culture as the least presented type of culture with a percentage of only 15%. This result is similar to a

previous study written by Nurjanah in 2019 entitled “An Analysis of Cultural Content in the Textbook “Pathway to English” for Second Grade in Senior High School.” The result of her study revealed that target culture plays the largest role, local culture comes next with a little part and international culture is last with the smallest part.

The findings on *Bupena English for SMA/MA Grade XI* textbook published by Erlangga (see Figure 2), on the other hand, revealed that source of culture or Indonesian culture was the most presented type. This implies that the target culture is exposed more in *Bahasa Inggris for Grade XI* textbook published by the Ministry of Education. This present result is similar to a prior study conducted by Fitriyah (2015) entitled “An Analysis of Culture on the Reading Material Textbook in the Second Grade Junior High School”, the study aimed to determine what cultures were depicted in the English textbook. The results indicated that the majority of the reading material in the English textbook sponsored Indonesian culture.

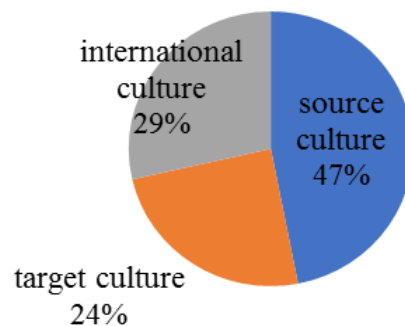


Figure 2 Types of culture in in Bupena English for SMA/ MA Grade XI

The findings on the second research question regarding the representation of culture related to the four senses of culture. There is a difference between the two selected textbooks. As described in Figure 3, in *Bahasa Inggris for Grade XI* textbook, the most represented sense is sociological. Meanwhile in *Bupena English for SMA/MA Grade XI* (Figure 4), the most represented sense is pragmatics. In the same way, the semantic sense has no representation at all in both of the selected English textbooks.

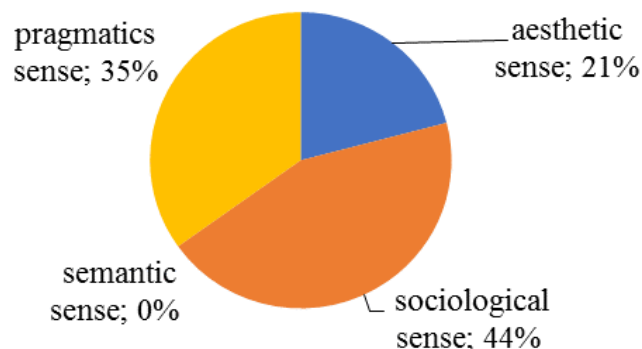


Figure 3 Four senses of culture in Bahasa Inggris XI

In *Bahasa Inggris for Grade XI* (Figure 3), sociological sense appeared with a percentage of 44% which led this sense to be the most represented sense in the textbook. This sense was displayed through dialogues between friends, work colleagues, invitations, and letters. These findings are forms of useful social communication skills with other people which is in line with

Adaskou, et al. (1990) who explained that this sense is generally used to perform the connection between family members, institutions, and friends. This sense aims to support the interpersonal communication between people around the learners.

Meanwhile in *Bupena English for SMA/MA Grade XI*, the most represented sense is pragmatics. The majority of this sense was shown through speech acts, grammar, tenses, and passive voice. This finding is coherent with the theory of four senses of culture by Adaskou, et al. (1990) who stated that this sense usually appears in terms of grammar and speech acts. The pragmatic sense is defined as the teaching of necessary speech acts such as asking for information and giving directions.

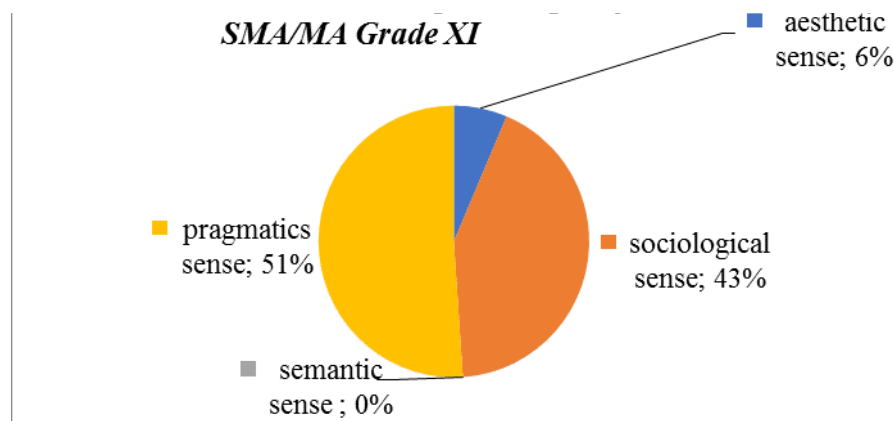


Figure 4 Four senses of culture in Bupena English for SMA/MA XI

Meanwhile in *Bupena English for SMA/MA Grade XI* (Figure 4), the most represented sense is pragmatics. The majority of this sense was shown through speech acts, grammar, tenses, and passive voice. This finding is coherent with the theory of four senses of culture by Adaskou, et al. (1990) who stated that this sense usually appears in terms of grammar and speech acts. The pragmatic sense is defined as the teaching of necessary speech acts such as asking for information and giving directions.

CONCLUSION

The findings for the first research question revealed that in *Bahasa Inggris XI* which was published by the Ministry of Education, target culture was presented predominantly. Meanwhile, in *Bupena English for SMA/MA Grade XI*, the most presented type of culture is source culture. This implies that the target culture is exposed more in *Bahasa Inggris XI*, meanwhile, the other book published by Erlangga exposed more to the source culture. However, this does not mean that other types of culture were neglected, there were found the presence of international culture in both the English textbooks as well. In *Bahasa Inggris XI*, international culture was presented the least. On the other hand, in *Bupena English for SMA/MA Grade XI*, the type of international culture was the second most presented that target culture remained the least presented type of culture.

Furthermore, regarding the representation of culture in terms of the four senses of culture, there was a difference between the two selected English textbooks. *Bupena English for SMA/MA Grade XI* emphasized more the representation of pragmatics sense meanwhile *Bahasa Inggris XI* emphasized sociological sense. In the same way, both of the English textbooks had no representation at all for the semantic sense.

The findings suggested that there should be more studies related to the cultural content analysis of English textbooks. Teachers need to select appropriate English textbooks for students. More studies on this topic would help teachers when it comes to choosing good English textbooks to be used in the process of learning. Raising students' cultural awareness is important in language learning, and with that in mind, English textbooks should integrate source, target, and international culture equally since each one of them is as important as the other. Moreover, in terms of the four senses of culture, as it has already been discovered in this present study that the two selected English textbooks lacked the representation of aesthetic sense and had no representation of semantic sense. It is suggested that authors of English textbooks should maintain the balance of every sense.

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