

## CULTURAL CONTENT ANALYSIS OF ENGLISH TEXTBOOK AT SMK LANIANG MAKASSAR

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### ABSTRACT

*The purpose of this research is to find what cultures are represented in the two English textbooks "Bahasa Inggris 2016 Revised Edition" and How the cultures are represented in the two English textbooks "Bahasa Inggris 2016 Revised Edition". This research applied Library Research method to find out cultural content in English textbook that the schools use. The researcher samples 2 English textbooks, and in this research uses two classes there are class instead to check the book. The classes that the researcher chose were tenth and eleventh class of SMK Laniang of Makassar. This study also adopted two frameworks from Cortazzi and Jin about types of culture and framework from Adaskou, Britten and Fahsi about Sense of culture. The analysis of textbooks has revealed some major findings. Firstly, Bahasa Inggris for grade X dominantly presented through Source Culture compared to Target Culture and International Culture. On the other hand, Bahasa Inggris for grade XI mostly presented through Target Culture compared to Source Culture and International Culture. Secondly, the cultures were mostly represented by Pragmatic Sense compared to Aesthetic Sense, Semantic Sense, and Sociological Sense in both textbooks. In addition, this study also found that there was an unbalanced quantity among presented types of cultures. Consequently, this study suggests that English textbook authors should include the balance presentation among Source Culture, Target Culture and International Culture.*

Keyword: textbook, content analysis, cultural content, cultural sense

### ABSTRAK

*Tujuan dari penelitian ini adalah untuk menemukan budaya apa yang diwakili dalam dua buku teks bahasa Inggris " Bahasa Inggris 2016 Edisi Revisi " dan Bagaimana budaya diwakili dalam dua buku teks bahasa Inggris " Bahasa Inggris 2016 Edisi Revisi. Penelitian ini menggunakan metode Penelitian Kepustakaan untuk mengetahui konten budaya dalam buku teks bahasa Inggris yang digunakan sekolah. Peneliti mengambil sampel 2 buku teks bahasa Inggris, dan dalam penelitian ini menggunakan dua kelas ada kelas sebagai gantinya untuk memeriksa buku. Kelas yang dipilih peneliti adalah kelas sepuluh dan sebelas dari SMK Laniang Makassar. Studi ini juga mengadopsi dua kerangka kerja dari Cortazzi dan Jin tentang jenis budaya dan kerangka kerja dari Adaskou, Britten dan Fahsi tentang Sense of culture. Analisis buku teks telah mengungkapkan beberapa temuan utama. Pertama, Bahasa Inggris untuk kelas X secara dominan disajikan melalui Budaya Sumber dibandingkan dengan Budaya Target dan Budaya Internasional. Di sisi lain, Bahasa Inggris untuk kelas XI sebagian besar disajikan melalui Budaya Target dibandingkan dengan Budaya Sumber dan Budaya Internasional. Kedua, budaya sebagian besar diwakili oleh*

*Sense Pragmatis dibandingkan dengan Sense Estetika, Sense Semantik, dan Sosiologis dalam kedua buku pelajaran. Selain itu, penelitian ini juga menemukan bahwa ada kuantitas yang tidak seimbang di antara jenis budaya yang disajikan. Akibatnya, penelitian ini menunjukkan bahwa penulis buku teks bahasa Inggris harus memasukkan presentasi keseimbangan antara Budaya Sumber, Budaya Target dan Budaya Internasional.*

Kata kunci: buku teks, analisis isi, konten budaya, makna budaya

## **Introduction**

English is the language of international communication. Byram (1997) maintains that a successful communication means not only the, interchange of information“ but also, taking up others perspective“. In other words, being communicatively competent may require language users to be equipped culturally.

Moreover, it is not possible to teach language without teaching cultural content because if cultural aspect is missing in language teaching, learners cannot interpret the language that is embedded in that culture.

In addition, some previous studies related to this topic have been conducted by some researchers. For example, Faris (2014) found that target culture was predominantly discussed in the textbook for senior high school in Cianjur and the culture aspects were generally represented by Aesthetic aspect.

In this study, the English textbook that the researcher would like to analyze is on titled “Bahasa Inggris 2016 revised edition” for Tenth and Eleventh grade students of Senior high school. The researcher attempts to analyze what kinds of cultural aspect included in the textbook and how the aspects are represented. Furthermore, there are several reasons why the researcher chooses the book; first, the series of the textbook is suitable with the current curriculum. Second, they are used for teaching English to tenth and eleventh grade students of senior high school in Indonesia for general because the book are authorized by The Ministry of Education and Culture of Indonesia to cover the needed of the standardized textbook of 2013 revision curriculum.

## **Research Questions**

.Based on the background, the research question are :

1. What cultures are represented in the two English textbooks “Bahasa Inggris

- 2016 revised edition ” used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar ?
2. How the cultures are represented in the two English textbooks “Bahasa Inggris 2016 revised edition” used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar ?

### **The Objective of this Research**

Based on the research questions the objective of the research are:

1. To Investigate what cultures are represented in the two English textbooks “Bahasa Inggris 2016 revised edition ”used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar.
2. To Investigate how the cultures are represented in the two English textbooks “Bahasa Inggris 2016 revised edition ”used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar.

### **Scope of the Research**

This research focuses on investigating the written cultural content in the two English textbooks entitled “Bahasa Inggris 2016 revised edition ”used by the tenth and eleventh grade students of senior high school at SMK Laniang Makassar.

### **Review of Related Literature**

Some researchers have investigated textbooks and other materials for teaching English as foreign language around the world. They analyzed those textbooks by using various frameworks from many experts. The explanations of the related previous studies are presented below.

Faris (2014) investigated the cultural content of the English textbook for Senior High School in Cianjur. He only analyzed content of reading passages in the textbook. The research was analyzed by using two frameworks. The first framework from Cortazzi and Jin (1999), consist of three aspects: Source culture, Target culture and International culture, this was used to reveal what cultures were represented in the textbook. Meanwhile the framework from Adaskou, Britten &Fahsi (1990), contains four aspects namely the aesthetic

sense, the sociological sense, the semantic sense, or the pragmatic sense. It was used to reveal how cultures were represented. The result showed that the target culture was predominantly discussed in the textbook. On the other hand, regarding how cultures are represented, the culture aspects were generally represented by Aesthetic sense. This research also suggested that the textbook can represent the cultural aspects in a balanced way, such as adding more material about source culture and international culture.

Rashidi and Meihami (2016) carried out a research about cultural content of the ELT textbooks in Inner, Outer, and Expanding circles countries. The results showed there were differences among those textbooks. Inner circle contained more L1 (Source Culture) and L2 (Target Culture).

While Expanding Circle contained more L1 and international Culture (L3). Moreover, the ELT textbook for Outer circle showed tendency to contain L1, L2 and L3. In addition, the inner and outer circle contained more L2 aesthetic cultural elements, whereas the expanding circle tended to represent the cultural aspect through L1 aesthetic and sociolinguistic cultural senses.

### **Definition of Culture**

Culture has many definitions, and it affects everything people do in their societies such as their ideas, values, attitudes, and normative or expected patterns of behavior. According to Kramsch (1996), culture can be defined into two definitions. The first definition is about humanities and it focuses on the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday.

The second definition derives from social sciences and refers to “the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community” life (Kramsch 1996, p.2). Brown (2000) also agrees that information, thoughts and feelings are conveyed by language in a language community or culture. Therefore, for humans, language is the most important tools of communication (Richards and Rodgers, 2001).

### **Definition of Content Analysis**

Content analysis can describe a message pool. An example of this use of the method is longitudinal examination of the topical distribution of and methods used in internasional ILS research. Content analysis can also identify relationships between message characteristics. (Jarvelin and Vakkaris's, 1993).

### **Concept of textbooks in English Language Teaching**

According Goldstein (2007), there are five types of perception follows: Depth perception, Movement perception, Form perception, Time perception and Size perception.

### **Concept of Cultural in the textbook**

Textbooks play an important role in ELT classroom. Teachers use textbooks for planning and giving lessons and students rely on them for linguistic content and models (Cunning sworth, 1995). Moreover, textbooks provide the core material for a course, serving as the basis for language input learners receive and the language practice that occurs in the classroom (Tomlinson, 2005).

### **Conceptual Framework**

Based on the framework , the researcher focused on analyzing some kind of cultural context that exists in English textbook for X and XII grade of senior high school SMK Laniang Makassar in academic year 2019/2020. The class had been chosen and decided by the researcher after investigating the textbook that the school used in senior high school especially at SMK Laniang Makassar.

### **Research Design**

This research used a descriptive qualitative research, and the type of research used was library research that was collecting data or scientific papers that aim at research objects or data collection that was library. Particularly , textbook content analysis.

### **Subject of the Research**

The researcher analyzed textbooks with the same title for tenth and eleventh grade. The textbook borrowed from the school and analyzed the

cultural content in the textbooks. So, the total subjects in this research were 2 textbooks.

### **Research Instrument**

Content analysis was the way of collecting the data by looking some information or analyzing the data related to the subject of the research. In this context, the researcher analyzed the textbooks as the subject by using instrument checklist to find out the data based on the problem and aims of study.

### **Data collection**

In collecting the data, the researcher used some procedures as follows:  
The researcher went to school for taking permission and ask to borrow the books, the researcher bringing the books home for further analysis related to the aims of study, the researcher collected the data by writing or making summary from the textbooks about cultural content analysis.

### **Findings**

**The Investigate what cultures are represented in the two English textbooks “Bahasa Inggris 2016 revised edition” used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar.**

#### **1) Source culture**

For X grade, the highest frequency of source culture” existence was in chapter 2 (17 times) and on the other hand, chapter 7 did not provide any kind of source culture. Source culture was mostly presented by names of people, like Alia, Siti, Edo, Sinta, Alif, Deni, Ditta, Ditto, Dina, Yani, Rahmi, Riza, Firda,Wayan, Santi, Bayu, Rina, Afgan, B.J Habibie, Cut NyakDhien; names of cities, such as Jakarta, Papua, Surabaya, Papua, Aceh, Padang; pictures of Indonesian students, places, and other visual illustrations.

For XI grade, Source Culture was mostly presented by names of Indonesian people, like Siti, Rahmad, Riadi, Joko, Budi, Yenny, Yanti, Soeharto, Soekarno, R.A. Kartini; Names of cities in Indonesia, such as Taman Siswa, Sumatra, Ciputat, Tangerang Selatan, Lombok, NTT. Also, this book provided some pictures and information about Indonesian figures. For example,

President Soekarno(p.128), Ki Hajar Dewantara(p. 161).

## 2) Target culture

For X grade, explained that every chapter contained target culture. The highest frequency of the target culture“ existence was in chapter 1 (14 times) while the lowest frequency was in chapters 8 and 9 (once). Names of people such as Jane, mark Zuckerberg, Steve Job, Frank Sinatra, Les Brown and Oprah Winfrey.

For XI grade, This textbook is dominantly grammar based, so the target culture was mostly presented by Grammars, Speech acts, names of people, like Samuel Jhonson, James Bosweel, Ben E King, Pete Seeger, Mariah Carey, William Ernest Henley, Roberts Frost; Names of Places, such as New York city, Greenwich Village, Brooklyn, USA.

## 3) International culture

For X grade, the highest frequency of international culture“s existence was in chapter 12 (9 times) while, 8 chapters (3, 5, 7, 9, 10, 11, 13 & 14) were not presented any aspects of this culture. It appeared in names of people, like Shinto Altar, Issumboshi, Lionel Messi; names of countries, such as Singapore, India, Malaysia, Japan. It also appeared in some quotations from international figures such as Lao Tzu, and Talmud.

For XI grade, Enrichment part was mostly presented by this type of culture. There were three readings that represent international culture. First, the title was Vanity and Pride (pp. 136 -142) this reading was about the play between Monsieur Loseland Madame Loisel. Second, the reading was entitled The Enchanted Fish. This story was adapted from Grimm Brothers, 1812”The Fisherman and his wife”. The Grimm brothers were come from Germany.

**The Investigate how the cultures are represented in the two English textbooks “Bahasa Inggris 2016 revised edition ”used by the tenth and eleventh grade in Senior High School at SMK Laniang Makassar.**

For X grade, explained that the cultures were dominantly presented by Pragmatic sense. It appeared 111 times (56.63 %) in the form of Grammars,

Speech acts, vocabularies, pronunciation, reading, and writing activities. In this textbook.

For XI grade, Pragmatic was dominantly presented in this textbook. In term of frequency, it appeared 55 times (48.67%). It was explicitly stated throughout grammars and speech acts.

## **Discussion**

First, the types of cultures in each book was represented by every material presented in the textbook, such as pictures or visual illustrations, readings, statements, words, names of people, name of places, conversations or dialogues and other activities. In the textbook *Bahasa Inggris* for Grade X, Source culture was dominantly presented among other types of cultures. This finding was in line with the previous research conducted by Syahri and Susanti (2016); Silvia (2014); Rashidi and Meihami (2016). The percentage of source culture was 48.97 % , outranking other types of cultures. It was a consideration that the first textbook is more likely to promote students' own cultures in learning English. The second most presented type was Target culture, with percentage 38.26 % , excelled the International culture with the percentage 13.26%.

On the other hand, the textbook *Bahasa Inggris* for grade XI showed different findings in term of Types of Cultures. This textbook presented Target Culture more than Source and International Culture. The predominant appearance of target culture was similar to English textbooks studied by Arslan (2016) in Turkey; Faris (2014) in *Cianjur*, West Java. The percentage of Target culture found after the analysis is 46.90% (53 times of use). In contrast to the first textbook, *Bahasa Inggris* For grade XI tended to promote target culture in learning English for senior high school. The second most presented type was source culture, with the percentage 36.28 % (41 times of use). Lastly, international culture was the least presented in the textbook with percentage 16.81%. From the finding above, first, it can be concluded that all textbook contained three types of cultures even in different percentage. This finding was similar to the result conducted by Ekawati and Fakri (2012) some



EFL textbooks not only reflect Target culture but also Source and International culture as well. Second, the finding showed that, *Bahasa Inggris* for grade X contained more cultural aspects than *Bahasa Inggris* for grade XI. It can be seen from the total finding of the cultural existence in both textbooks (see table 4.2 & 4.4). It also agreed the research finding conducted by Arslan (2016) in English textbook in Turkey. The findings also found that there was an unbalance among culture items, which meant that Source and Target Culture were dominantly presented than International Culture.

The second aspect is how cultures are represented in the analyzed textbooks. There are four senses used to analyze both textbooks, that are Aesthetic Sense, Semantic Sense, Pragmatic Sense and Sociological Sense. In these two textbooks, Pragmatic Sense appeared most frequently. It was explicitly presented as the Grammar section, pronunciation section, vocabulary section, reading section and speech act section. The predominant appearance of pragmatic sense was similar with Rajabi and Ketabi's findings (2012). Furthermore, sociological sense placed the second level after pragmatic. Sociological sense can be identified by the presence of relationship between family members, friend, and institution, national history. After that, Aesthetic sense, also appeared in both textbooks, but in a smaller number than pragmatic and sociological senses. This finding was inconsistent with Faris (2014) "result that Aesthetic sense is dominantly presented in English textbook in Cianjur, West Java. *Bahasa Inggris* for grade XI contained more Aesthetic sense than *Bahasa Inggris* for grade X (see table 4.2 & 4.4). It can be identified by the presence of arts, songs and poems, party time, cinemas and movies. Finally, semantic sense was the minimally presented in first textbook but in the second textbook, it placed second last before Aesthetic sense. It is only limited to the picture of clothes and other information related to fashion. In other words, it can be concluded that both textbook provide small portion of Semantic sense compared to other three explained senses.

## **Conclusion**

Based on the findings, the researcher would like to conclude the aspects

that had been found after the analysis.

1. Types of cultures are categorized into Source Culture, Target culture, and International Culture. Source culture refers to learners' own cultures. In this study, it refers to Indonesian cultures. On the other hand, Target Culture refers to the countries that use target language as their first language. The last type is International Culture, in which culture refers to the countries which are not included into both Source Culture and Target Culture. The analysis of the textbooks has revealed some points. First, Bahasa Inggris for grade X dominantly presented source culture compared to the target culture and the international culture. On the other hand, Bahasa Inggris for grade XI is mostly presented by target culture compared to Source culture and International culture. The cultures are presented by visual illustrations, readings, names of people, name of places, grammars, speech acts, conversations, songs, poems and other material presented in the chosen textbooks.
2. The cultures are mostly represented by Pragmatic Sense in both textbooks. The total value In Bahasa Inggris for grade X is 56.63% (111 times) Its percentage is (48.67% from the total existence), followed by sociological sense, Aesthetic sense and Semantic Sense. Pragmatic sense is explicitly presented as the Grammar section, pronunciation section, vocabulary section, reading section and speech act section. The predominant appearance of pragmatic sense is similar with Rajabi and Ketabi's findings (2012). These Findings are inconsistent with the study conducted by Faris (2014) that Aesthetic sense is mostly represented in the textbook in Cianjur, West Java.

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