



An Analysis of Cultural Content in English Textbook Entitled “Bahasa Inggris Life Today” for Twelfth-Grade Senior High School Students

Reghina Putri Faulin¹ and Fitrawati²

^{1,2} Universitas Negeri Padang

Correspondence Email: reghinaeputrif@gmail.com

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Abstract

This study aims to analyze the cultural content in the twelfth-grade high school “English Life Today” textbook based on the type of culture from Jin & Cortazzi (1999) and how the culture is presented by Adaskou et al., (1990). This study used a descriptive quantitative method that focuses on content analysis. This study used checklist worksheets to gain the data and the results of data analysis are displayed in the form of tables and charts. This study found several findings. First, in the English textbook Life Today, the target culture (43%) dominantly presented compared to the source (56%) and international cultures (21%) it is because the language learned by the learner is English, which is the target language itself, which is why the target culture appears more than others, but on the other hand type of culture in the English textbook is almost equivalent and not that different, in contrast to how the culture was presented in the textbook, generally culture is presented by the sociological sense (41%) because the social skills play a vital role in communication, which will help learners to develop their cultural understanding. Then followed by the pragmatic sense (34%), the semantic sense (17%), and the aesthetic sense (8%) which are in last place. Based on the findings the English textbook Life Today is recommended for use by the teacher or learners at schools because it provides cultural information from the type of culture and how it is presented.

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INTRODUCTION

In learning and teaching English, textbooks have a very important role, especially in schools. Even in this digital era, textbooks are still the main media used by teachers and students in teaching and learning. According to (Radić-Bojanić and Topalov 2016), English for Learners textbooks provide learners with language skills, knowledge, and information about English-speaking countries and prepare them for

interaction with people from foreign countries and of different cultural backgrounds. (Rico-Troncoso 2018) states that for most teachers, textbooks are the main source of information for reading, and for most learners, textbooks are the main source of language communication regardless of whether the teacher provides input or other means. In addition, textbooks are also used in accordance with the curriculum and according to the needs of students. According to (Tarigan and Tarigan 2015) an ideal textbook has a foundation, is relevant to the curriculum, has a clear point of view, and the content supports the subject.

In Indonesia, textbooks are provided and published by the Ministry of Education and Culture to assist teachers and students in learning English. This is very helpful for teachers in providing teaching materials and helping students to understand the teaching materials, as textbooks become one of the teaching and learning resources in schools. In Indonesia, textbooks have different versions for each syllabus, including revised editions, and the syllabus has recently changed from the 2013 syllabus to the Merdeka 2022 syllabus. Based on SK Kepala BSKAP (Badan Standar, Kurikulum, dan Asesmen Pendidikan) No. 8 Tahun 2022 Kemendikbud (2022). The purpose of learning through Merdeka English textbooks is to give students a new perspective on themselves, social relationships, culture, and employability in the world.

English as a foreign language has mutual ties with the culture. Especially for human being, culture and human related to each other even since they were born. When we talk about language, culture automatically enters into it. This happens because there is a very close relationship between language and culture (Brown & Frazier, 2001). In learning language or culture, the student will have to practice culture in language or language in culture. (Frazier and Brown 2001) state that “whenever we teach a language we also teach a complex system of cultural customs, values, and ways of thinking, feeling and acting”. It means that the teaching of English should be considered with language and culture.

Cultural integration into textbooks that are used as a source of learning and teaching English as a foreign language has been widely accepted by the public because language and culture are closely bound together (Espinar and Rodríguez 2019). Textbooks have an important role in teaching English so teaching about cultural aspects can be applied through textbooks. The cultural aspect itself can be achieved in form of cultural readings and notes that provide customs, traditions, value and lifestyles of various English-speaking cultures. Besides that, teachers must actively encourage conversations, comparisons, and reflections on cultural aspects in addition to being culturally aware in order for textbooks to effectively integrate cultural elements, so the students will improve their language proficiency as well as their intercultural competency.

Since Western culture and Indonesian culture are very different, introducing it to students in Indonesia will be difficult and troublesome. In English textbooks, the material taught is not always suitable and appropriate for language learners because their customs and cultural background are sometimes different from the culture that exists in Indonesian society. Each society has its own culture and it includes how they use their own culture outside of their language. In addition, cultural awareness or the way of understanding culture for language learners is very different, especially in attitudes and values (Frank 2013). If the teacher cannot provide the correct explanation

to the learner, it will be difficult for the learner to place themselves in the context of the foreign culture being taught, so misunderstandings in communication will occur. That is why the cultural content in the textbook is expected to make students aware of existing cultures both in Indonesia and outside cultures and can also help students to be able to apply English in their environment.

According to (Jin and Cortazzi 1999) the textbook has to contain the cultural content which is the source culture (In this case in Indonesia), target culture (English-speaking countries such as UK, USA, Canada, Australia, New Zealand) and international culture (Universal Culture). According to Adaskou et al (1990) the culture representation was categorized into four sense that is Aesthetic sense (cinema, illustration, video) , sociological sense (interpersonal relations, nature of family), pragmatic sense (basic knowledge, linguistic code), and semantic sense (the meaning of word, phrase, and linguistic component). By breaking down the framework, textbook analysis can reveal the culture presented in the textbook, so textbooks in language teaching play an important role in language teaching materials, which contain some elements of culture that facilitate students to develop their interest and motivate them to improve their language skills.

In this study, the English textbook that the researcher analyzed is entitled “Bahasa Inggris English for Today” for twelfth-grade students of senior high school. The researcher tried to analyze what kind of cultural aspects in the textbook and how the culture is presented. Moreover, there are some reasons why the researcher chose this book; first, the textbook was published by the Ministry of Education and Culture 2022 and designed based on the standard of Merdeka curriculum and would be used by many teachers who implemented Merdeka curriculum for students in school. Second, the book used for teaching English to twelfth grade senior high school student are free accessible on the Kemendikbud website and have affordable prices. In addition, there is no another researcher that used this book before, that is why the researcher interested to analyze the English for Today Textbook.

METHOD

In analyzing this textbook, the researcher used content analysis study. This research also used descriptive quantitative method as it is thoroughly describing a specific manner. The data was taken from the cultural content in the English textbooks entitled “Life Today” from every unit of the textbook. The ways of collect the data by setting up a checklist worksheet based on framework of Jin & Cortazzi (1999) to reveal what are the categories of culture in the textbooks that will be categorized as target culture, source culture, and international culture and theory from Adaskou et al (1990) to reveal how the culture is presented in the textbook, it was categorized into aesthetic sense, sociological sense, pragmatic sense and semantic sense. After that the frequency of the data categorized has been converted into percentages. The percentages have been compared and analyzed to investigate what cultures appear the most and how they are presented in tables and graphs. Then the result of the study was discussed qualitatively.

RESULT AND DISCUSSION

Research Finding

The findings of this study are presented in the following sequence. First, the result are pointed out the type of culture (source culture, target culture, and international culture) based on Jin & Cortazzi (1999). Second, culture presentation (Aesthetic sense, sociological sense, semantic sense, and pragmatic sense) is based on Adaskou et al (1990).

Finding 1: Type of Culture

The types of culture presented in Buku Bahasa Inggris English Life Today for twelfth-grade senior high schools are shown below.

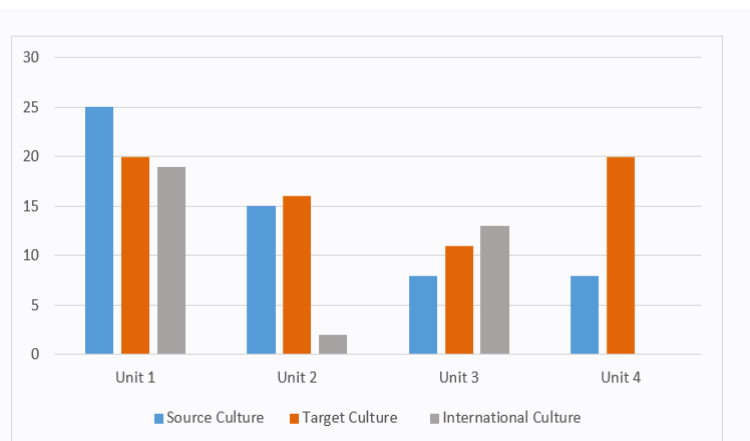


Chart 1. Type of Culture in Life Today Textbook

The chart above shows the percentage of cultural types in the English Life Today book divided into 4 units. Not all units contain all three types of culture, for example, in unit 4 there is no international culture, and in unit 2 there are only two types of international culture, the most common type of culture in each unit is target culture followed by source culture.

	Type of culture	Frequency	Percentage
1	Source Culture	56	36%
2	Target Culture	67	43%
3	International culture	34	21%
Total		157	100%

Table 1. The frequency of the type of culture in Life Today Textbook

As shown in the table, the types of culture in Bahasa Inggris Life Today are source culture, target culture, and international culture. The total type of culture found is 157 data. The target culture type serves the dominant frequency of all three types of culture, this indicates that the target culture is very important to increase students' understanding and tolerance of the culture they are learning about, so this textbook contains more target culture than other cultures. There are 67 data (43%) containing

target culture, followed by source culture with 56 data (36%). The lowest-rank frequency of the type of culture was international culture, with 34 data (21%).

Target culture refers to the culture of the inner circle's countries such as the USA, UK, Canada, Australia, and New Zealand. This textbook provided more portion of this type than source culture and international culture. Target culture spends 43% on the textbook. This portion is limited to names of people such as Bryan Mealer, Elizabeth Zunon, Lazlo Hanyecz, Drazen Prelec, Mike Barners-Lee, Alex Epstein, Ted Trainer, and Peter Landon; names of cities, such as Florida, United States of America, United Kingdom, Ireland, England; USA currency (USD) UK currency (GBP); English British language such as behaviour, bills; English America language such as color, refrigerator, check, neighbor, realize; visual illustration of Lazlo Hanyecz, a programmer from florida, United States. he is famous for being the first person to use bitcoin for a real-world transaction by buying a pizza worth 10,000 BTC or about US\$ 800 million. since then, every 22 May bitcoin enthusiasts around the world celebrate Bitcoin Pizza Day to mark the event. In addition, this textbook is dominantly grammar-based, so the target culture was mostly present by grammar, speech acts, and understanding of the meaning of vocabulary, and idioms.

Source culture (Indonesian culture) presented by the name of person, like Ricky Elson, Ilyas, Jihan, Supardi, Kilion Manggara, Suparno, Sri, La Ode, Raisa, Muthia, Arifin, Roni, Putra, Siti, Tata; names of cities, such as: Tasikmalaya, West Java, Gurung Mali in Sintang, West Kalimantan, East Indonesia, Amdui, Raja Ampat, Sumba, South Tangerang, Banten, West Papua, Tolikara mosque in Papua. Indonesian currency (IDR); Indonesian language, such as “Baduy dalam and Baduy luar, Tanpa uang, and jarak 200 meter”. Indonesian typical clothes such as uniforms, and traditional clothes from Baduy.

International culture only took 21% of culture presentation in the textbook, international culture gets the last position of the three types of culture based on Jin & Cortazzi (1999) it is shown in the chart that not every unit of the textbook contain international culture. The culture presentation was limited on the name of people, like Nino, Mio, Hisako, Noh, Miso, Dasen, Sinko, William Kamkwamba, Gilbert, Geoffrey, Emir efendic, Nana, Dean, Carmela, Albert Einstein; names of cities such as Japan, Malawi, Singapore, Netherlands, Germany, France, Singapore, France, Italy, Greece; language from Malawi “Magetsi a Mphepo, Tonga, Misala, Muli bwanji, Wachitabwino”; Narrative text like The Boy Who Harnessed the Wind; landmarks such as Merlion park in Singapore and Windmill in Netherlands. It also appeared in a quotation from international figures, like Albert Einstein.

Finding 2: How the Culture Presented

Category of Culture	Aesthetic Sense	Sociological Sense	Semantic Sense	Pragmatic Sense	Total
Source Culture	6	19	14	-	39 (34%)
Target Culture	-	11	6	40	57 (49%)
International Culture	3	17	-	-	20 (17%)
Total	9 (8%)	47 (41%)	20 (17%)	40 (34%)	116 (100%)

Table 1. The frequency of cultural sense in Life Today textbook

In the table above, we can see that 116 contains the sense of culture. The table indicates that the sociological sense was dominantly presented in the textbook, it appears 47 times (41%). The second position is the pragmatic sense which appears 40 times (34%) times and the third position is the semantic sense which appears 20 times (17%), the lowest rank of the sense of culture in the textbook is the aesthetic sense which only appears 9 times (8%).

The sociological sense that is dominantly presented in the textbook appears 47 times (41%). The occurrences in the sociological sense are mainly associated with dialogue, people naming, and relationships with friends, family, and institutions. The sociological sense was dominantly presented by source culture 19 times, next is international culture 17 times and the last is target culture only 11 times.

The sociological presented by how the interaction and communication of family, and friends are based on their own culture. For the example in the picture above, it is shown the conversation between Nayau and her friends, who are planning to build a micro-hydropower together so that their village in Gurung Mali in the Sintang district of West Sumatra has lights.

Following the sociological sense, the pragmatic sense appears 40 times (34%). The pragmatic sense occurred in the form of grammar, speech acts, reading activities, writing activities, and vocabulary. In the Bahasa Inggris Life Today textbook, the grammar covers some aspects of:

1. Agree and disagree
2. Actions verb
3. Past tense
4. Asking for and giving opinion
5. Generic participant, simple present tense, thinking verb, modality, contrastive conjunction
6. Active and passive voice
7. Abstract noun, technical terms, and modal auxiliaries

Additionally, as the pragmatic sense only appears in language form and structure, it is made the pragmatic sense only appears in the target culture.

In the third position is the semantic sense, semantic sense appears in the textbooks 20 times (17%) and can be found in the source culture 14 times and target culture 6 times. Semantic sense in this textbook can be indicated by idioms and metaphors from target culture such as the sun rose angrily each morning, hungry people pass like spirits along the roads, monster in his belly, wobbled like a clumsy giraffe; In source culture, semantic sense appears in the local clothes such as Indonesian senior high school uniform and Indonesian traditional clothes from Baduy. Each country has its own traditional clothes, especially Indonesia which has a variety of customs and cultures, one of which is the Baduy tribe which has the uniqueness of its traditional clothes. The Baduy tribe's traditional clothes have the simplicity of color

and design, which only uses black and white natural colors, the material is also made by the Baduy tribe themselves using cotton.

The lowest rank of culture presented in textbooks is aesthetic sense, which come up with only 9 occurrences or (8%) of the total occurrences. The aesthetic sense appears in form of illustration, comic strips, and videos. It is also appear in the narrative story, the illustration of Melion Park in Singapore, and the Windmill in Netherlands which belongs to the aesthetic sense in the international sense.

Discussion

In terms of the categories of culture based on Jin & Cortazzi (1999), there are three types of culture such as source culture, target culture, and international culture. Target culture is a type of culture that most commonly found in the textbook than source and international culture. This finding contrast with the finding of the study that conducted by Fauza (2018) that Source culture is the major dominant in the textbook. Furthermore, this study contrast as well to the study by Ira (2018) the cultural dominant is source culture with 50% appearance followed by target culture with 37%. Meanwhile this study found the target culture most dominantly in the textbook then followed by source culture and target culture. It can be indicated that the authors of this textbook want to increase the student's intercultural awareness, especially in the target culture (Nurjanah & Umaemah, 2019)

The second aspect is how culture is presented in English textbooks. There are four senses of culture presented in textbook, that are Aesthetic sense, semantic sense, sociological sense, and pragmatic sense. In Bahasa Inggris Life Today textbook, Sociological sense appeared most frequently. This sense displayed through dialog between friends, coworkers, and family. This finding is a useful form of social communication skills with others. Adaskou et al (1990) claims that this sense is used for relationships between family members, institutions, and friends that aims to support interpersonal communication between the people around learners. The predominant appearance of sociological sense was in line with Lestari (2010). The second place is pragmatic sense that presented as the vocabulary section, grammar section, reading section, pronunciation section and speech act section, the pragmatic sense only occur on the target culture this study in line with Afidaturrohawati (2018). After that the semantic sense appear in the target culture and source culture, it is presented as idioms and metaphors, the semantic sense is also presented by the representation of cloth that the characters used in the textbooks. Finally, aesthetic sense was the lowest presented in the textbook, it is only limited to the comic strips, video and illustration.

CONCLUSION

The analysis of the textbooks has revealed that Bahasa Inggris Life Today textbook for twelfth grade senior high school students dominantly present target culture rather than source culture and target culture. Additionally, the presentation of the target culture and source culture is almost balanced. It is indicated that since this textbook is a new edition and its content has been updated from the 2013 curriculum

to the 2022 Merdeka Curriculum, this English textbook can be used as a teaching and learning resource to develop students' understanding that learning a foreign language cannot be separated from learning Indonesian culture and that this textbook contains a lot of cultural content that aligns with the intercultural competence in the Merdeka Curriculum. Furthermore, cultural information mostly appears in the sociological sense in the textbook (41%) followed by the pragmatic sense (34%), semantic sense (17%), and the lowest rank is aesthetic sense (8%). The predominant of sociological sense in the textbooks is because the culture is often seen as a concept for the way people live. That is why the sociological sense is explicitly presented in interactions, and dialogue between friends, workmates, and also family.

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