

**CULTURE REPRESENTATION IN ENGLISH TEXTBOOK:
CONTENT ANALYSIS OF TEXTBOOK *BAHASA INGGRIS*
FOR GRADE X SENIOR HIGH SCHOOL**



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IAIN PURWOKERTO

By:

**DITA SAFIRA AULIA RAHMAWATI
1617404013**

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE INSTITUTE OF ISLAMIC STUDIES
PURWOKERTO**

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**Dita Safira Aulia Rahmawati
S.N. 1617404013
English Education Department
State Institute on Islamic Studies Purwokerto**

ABSTRACT

In learning a language, especially English, learners need to understand the culture of the language to avoid language shock and culture shock. Besides, learning culture also gives a broaden overview of language learned. The languages and its cultures can be learned through class activities and learning sources like textbooks. One textbook that provide cultural elements is textbook *Bahasa Inggris* for grade X Senior High School published by the Ministry of Education and Culture.

The purpose of this research is to find out the cultural categories and its representations in cultural dimension in textbook *Bahasa Inggris* for grade X Senior High School. This is a content analysis research that apply a mixed method as the approach. The data of this research were collected through documentary analysis. The data were analyzed by unitizing, reducing data, recording/coding, inferring, and narrating process.

This research get two points as the result. Firstly, the cultural categories are founded fully in the textbook, but in imbalance proportion. Source culture is the highest presentation with 40%. The second place, universality across culture in 34%. The target culture becomes the third place with 14%. The next is international culture with 8% and the last is intercultural interaction with only 4%. It shows the domination of source culture category and lack of intercultural interaction category. Secondly, the representation of cultural categories in cultural dimensions also have variations. Five dimensions of culture (products, practices, perspectives, communities, and persons) represent fully in the source culture, international culture, and universality across culture. While target culture and intercultural interaction not shows communities dimension in the textbook. The form of representations in the textbooks are through simple forms indicated in words, sentences, paragraphs, texts, dialogues, pictures, song lyrics, and quotations.

Keywords: Textbook, Cultural Category, and Cultural Dimension

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CHAPTER I

INTRODUCTION

A. Background of The Problem

In this globalization era, learning a foreign language becomes a very important requirement. The inter-state mobilization of many people to meet their needs requires them to be able to master foreign languages, especially English as an international language, to facilitate communication in their activities. Salzmann, et al. stated that language is involved in a wide variety of human situations, perhaps every situation.¹ For instance, the use of the internet and computer devices, is most needed in our daily life, is basically operated in the English language. Through mastering English, learners can explore all aspects that they need easily. In addition, learning English also gives many benefits for the learners' education. Halliday states that all educational learning is mediated through language.² Getting various learning sources in a foreign language is easier with mastering English. The learner also have bigger chance to study abroad.

The learners also need to understand the culture of the language in learning a foreign language. Culture means the behavior patterns, beliefs, and all other products of a particular group of people that are passed on from generation to generation.³ People can not be separated from their culture so that culture always influences them in their way of communication including language. Understanding the culture of language is needed to avoid language shock and culture shock⁴ that often experienced by people who learn a new language. If the learners already understand the culture, understanding the

¹ Zdenek Salzmann, et. all, *Language, Culture, and Society An Introduction to Linguistic Anthropology*, Colorado: Westview Press, 2012, page. 2.

² M.A.K Halliday, *Language and Education*, London: Continuum, 2007, page. 269.

³ John W. Santrock, *Educational Psychology Fifth Edition*, New York: McGraw-Hill, 2011, page. 142.

⁴ Language shock can be understood as the comical feeling or emotion, as a learner, to the speakers of foreign language (TL). Then, the culture shock is a condition related to the anxiety and disorientation about the introduction to the new language. (Susan M. Gass and Larry Selinker, *Second Language Acquisition An Introductory Course*, New York: Routledge Taylor and Francis Group, 2008, page. 398)

contents of the messages and meanings in communication conducted with foreign languages will be easier.

Culture as a part of language learning should contain important values needed by the learner to succeed the educational goals, namely preparing the learners to return as human beings who are insightful in society. According to Murtoko, the task of education as a cultural mission must be able to process, namely: cultural inheritance, help individuals in choosing the social roles and taught to perform that roles, combining a variety of individual identity into a wider cultural scope, and it must be a source of social innovation.⁵ It can be defined that cultural values in language learning not only to be understood by the learners as insightful knowledge, but it also becomes a means for learners to be able to socialize in the community.

The implementation of cultivating cultural values in language learning can ideally be done through naturally fusing culture in school elements. Weeks stated that culture formation is an emergent system, based on social interaction taking place in schools, classrooms, and what could be termed to be learning communities.⁶ Culture can be understood by the students as a whole if it is practiced in a real way and implanted directly in the material and students' learning activities. Hemat Purba stated that realistic elements of culture that should be included are notions, like the way how people eat; how they live; the attitudes expressed to the others; which expressions are used to show agreement or disagreement, educational attitudes, time and space patterns, work values, etc.⁷

Besides, the implementation of language and culture learning becomes problematic in the context of teaching English as a foreign language, especially in Indonesia. The problems come from various sides, such as learning sources, teachers, or students environments. Tipka stated that

⁵ M. Murtoko, Culture-Based Character Education in Modernity Era, *TA'DIB*, 20 (1), 2015, page. 151.

⁶ F. H. Weeks, The Quest for a Culture of Learning: a South African Schools Perspective, *South African Journal of Education* Vol.32, 2012, page. 11.

⁷ Hemat Purba, The Importance of Including Culture in EFL Teaching, *Journal of English Teaching*, Vol. 1 No. 1, February 2011, page. 51.

problems such as a lack of quality materials, no need to speak English outside the classroom, and parents not being involved in the students' learning create more complexity.⁸ One way to minimize this problem is by integrating learning elements into realistic cultural elements through applying textbooks that contain cultural content and communicative teacher learning strategies. This is done to create a natural and fun atmosphere for learning culture and language.

The cultural realistic elements can be learned through class language activity and also the learning source like textbooks. In the textbook *Bahasa Inggris* published by the Ministry of Education and Culture, the realistic elements of culture are provided. For example, in the first chapter of this textbook entitled *Talking About Self*, the learners are taught how to introduce themselves. It can help the learners to express and show themselves in a good attitude. In the other part, this book provides the historical overview through the material in chapter VIII about *The Battle of Surabaya*. Those examples can be proof that the cultural aspect can be learned in textbooks.

Based on the preliminary research, textbook *Bahasa Inggris* for grade X Senior High School published by the Ministry of Education and Culture is a good book to be analyzed. This textbook is widely used in many schools in Indonesia. The interesting things in this textbook are it has many words, sentences, and pictures that are provided in the cultural theme like the tittle *Malin Kundang* in chapter 12. Not only Indonesian culture, but this textbook also provides the culture of the other country, like in page 58 there is a passage entitled Taj Mahal. Cortazzi and Jin stated that both inter- and intra-cultural variations should be represented in order to show learners that English

⁸ B. Tipka, Increasing Cooperation between English Teachers and Young Learners: Some Thoughts and Techniques, *A Paper Presented at the 5th National Conference on English to Young Learners: Why and How?* ITB Bandung Indonesia, 17th - 19th February 2004 In Yuyun Yulia, Teaching Challenges in Indonesia: Motivating Students and Teachers' Classroom Language, *Indonesian Journal of Applied Linguistics*, Vol. 3 No.1, July 2013, page. 3.

users' culture is not monolithic.⁹ Besides, the pictures and full-colored pages also give more explanation about the materials and exercises.

B. Research Questions

Based on the background, the problem of this research can be formulated as follow:

1. What cultural categories are found in the textbook *Bahasa Inggris* for grade X Senior High School?
2. How is each cultural category represented in cultural dimensions in the textbook *Bahasa Inggris* for grade X Senior High School?

C. Objectives and Significance of the Research

1. Objective of the Research

The objective of this research are:

- a. To find out the cultural categories contained in textbook *Bahasa Inggris* for grade X Senior High School.
- b. To explain the cultural categories presented in cultural dimensions in textbook *Bahasa Inggris* for grade X Senior High School.

2. Significance of the Research

a. Theoretical Significance

This research is expected to be useful for English language teaching, especially in using a textbook as the learning source in English teaching and learning.

b. Practical Significance

1) For English Teacher of Senior High School

Through this research, teachers are expected to be able to adjust the textbook that is needed in English learning related to the cultural content.

2) For Textbook Writers

This research is expected to be able to provide the information needed to help textbook writers related to cultural content.

⁹ Ihsan Nur Iman Faris, Cultural Content Analysis of An English Textbook for Senior High School Grade Three In Cianjur, West Java, *Journal of English and Education*, 2(2), 2014, page. 18.

3) For Future Studies

The research is expected to give an overview for future cultural content analysis studies and inspire the other English Education students to conduct similar study in textbook evaluation area.

D. Definition of Key Terms

1. Culture Representation

Culture representation is an essential part of the process by which meaning is produced and exchanged between members of a culture.¹⁰ In this research, the culture representation that is explained are the cultural categories and dimensions contained in the English textbook.

2. Textbook

Textbook is a book on a specific subject used as a teaching/learning guide, especially in a school or college.¹¹ It is one of the learning sources used by teachers and students to support the teaching and learning process in the form of books containing learning materials. It has a role to assist teachers in carrying out the learning activities as well as a learning reference for students.

3. Textbook *Bahasa Inggris* for Grade X Senior High School

Textbook *Bahasa Inggris* for Grade X Senior High School is an English textbook that prepared for the implementation of the 2013 Curriculum.¹² This textbook published by the Ministry of Education and Culture. This book is very widely used to support high school learning process in Indonesia.

E. Review of Relevant Studies

Based on several sources related to this research, there are some previous research related to the topic of this research:

¹⁰ Stuart Hall, *Representation: Cultural Representations and Signifying Practices*, Milton Keynes: The Open University, 1997, page. 15.

¹¹ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching & Applied Linguistics*, United Kingdom: Licensing Agency Ltd., 2010, page. 595.

¹² Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X*, Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017.

1. A research written by Auliana Rahmah et.al in 2018 that globally discussed and analyzed texts and visual images material based on seven elements of culture proposed by Brown. The result of Auliana's research is the content of Indonesian culture that accommodating Indonesian students. The content is highly accommodating Indonesian culture rather than the target culture and the international culture from the analysis through visual images. The difference between Auliana's research and this research is about the elements of culture analyzed. Besides, the textbook used is also in different grade because Auliana used *Buku Bahasa Inggris* for grade XII. The similarity of both two research is about the cultural theme that becomes the concept of the research.
2. A research by Saza Rosella Kasih in 2016 that focused on analyzing the cultural dissemination and senses of cultural content representation in English textbook. The result of Saza's research is there are three categories of culture found in the textbook *English Zone*, those are source culture, target culture, and international culture. Overall, the textbook presented variety of cultural contents that help students to build their awareness about the exposure of cultural content issue in English textbook. The difference between Saza's research and this research is about the textbook analyzed. Saza analyzed textbook "English Zone" published by Erlangga and that book still used KTSP 2006 Curriculum. The similarity of both two research is the cultural content as the topic that will be analyzed.
3. A research written by Ihsan Nur Iman Faris in 2014 that focused on investigating cultural content of English Textbook for grade three Senior High School in Cianjur, West Java. As a result, in Ihsan's research the target culture is predominant with 77.05 % in the textbook. The scope of Ihsan's research is narrower than this research. The data collected were only from reading passages in English textbook. The textbook used was "Look Ahead" published by Airlangga publisher, different from this research. The similarity of both two research is the categories of cultural content analyzed in this research.

F. Research Methodology

1. Research Design

The method used in this research is a content analysis method. According to Cohen, Manion & Morisson¹³, content analysis was used as a method to identify appropriate patterns or categories of the cultural content being analyzed of the main texts in the study. Mixed method applied as the approach of this research. The data collection is carried out by a documentary analysis technique.

2. Data Collection Technique

Documentary analysis technique was used to collect the data in this research. According to Corbin and Strauss, document data analysis is a systematic procedure for reviewing or evaluating documents-both printed and electronic (computer-based and internet transmitted) material.¹⁴ The type of information was categorized based on the frameworks that have been created. The data is also analyzed based on the theory used. Therefore, open coding is chosen as data collection procedures.

The main instrument is the researcher herself as this research applied a mixed qualitative and quantitative design. The researcher as a human instrument has the functions to determine the focus of the study, select informant as sources of data, collect the data, assess the data quality, analyze the data, interpret the data and make conclusions on its finding.¹⁵ The theoretical framework used as the tool of this research in order to support the researcher dividing the data into categories and criteria that are used.

In the data collection process, firstly researcher read all contents of the textbook. Then, the data that indicated cultural contents were marked and listed. After that, the data were collected based on Chao's theory in the

¹³ Tzu-chia Chao, *The Hidden Curriculum ...*, page. 193.

¹⁴ Glenn A. Bowen, Document Analysis as A Qualitative Research Method, *Qualitative Research Journal*, Vol. 9 No. 2, 2009, page. 27.

¹⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2016, page. 222.

form of table. It consists of five categories, those are: source culture, target culture, international culture, intercultural interaction, and universal culture. The codes used for Chao's categories of culture are :

SC : Source Culture
 TC : Target Culture
 IC : International Culture
 ICI : Intercultural Interaction
 UC : Universality across Culture

The table can be seen below:

Table 1.1 The Example of Cultural Categories Coding

Data	Code
The boat is popularly called <i>perahu klotok</i> which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.	172/CH.04/P.53/SC

Note :

175 : number of data
 CH.04 : number of chapter
 P.53 : number of page
 SC : code of cultural category

After recording the data of categories of culture, then the data also recorded using Moran's theory who divides the culture into five dimensions: products, practices, perspectives, communities, and persons.

The codes of Moran's dimensions of culture are :

PRO : Products
 PRA : Practice
 PERS : Perspectives
 COM : Communities
 PER : Person

Here the example of table of the culture categories:

Table 1.2 The Example of Cultural Dimension Coding

Data	Code
The boat is popularly called <i>perahu klotok</i> which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights	172/CH.04/P.53/SC/PRO

Note :

- 175 : number of data
- CH.04 : number of chapter
- P.53 : number of page
- SC : code of cultural categories
- PRO : code of cultural dimension

3. Data Analysis Technique

According to Krippendorff¹⁶, the activities of analyzing data in content analysis are unitizing, sampling, reducing data, recording/coding, inferring, and narrating. The process of data analysis in this research is done with only five steps because the sampling activity was not used.

a. Unitizing

In this first step, the content of the textbook were distinguished systematically with the data that not included into cultural content. All the data that tend into cultural content were summarized, chosen and focused on the important things, finding the theme and pattern. The way that has been done to this step is marking and listing the required data, so it can be seen which data will be analyzed.

b. Reducing data

After all the data were marked and listed, the data then be filtered to determine that only the required data were recorded. This

¹⁶ Klaus Krippendorff, *Content Analysis An Introduction to Its Methodology*, California: SAGE Publications, 2004, page. 83-86.

step was done to get rid of unnecessary data and make the data more efficient to represent.

c. Recording/Coding

In recording/ coding step, the data were listed into a table. Then the data were coded in accordance with the provisions, that are number of data, number of chapter, number of page, code of cultural category and code of cultural dimension. This coding step was done to bridge the intent of the researcher and the readers' understanding so that a common perception of the data is obtained.

The data coding procedure went into two stages. In the first stage, all the data represented into the categories of culture including *source culture, target culture, international culture, intercultural interaction, and universality across culture* were marked and listed. Then, the data were categorized according to the parts of those categories and remove unnecessary data. In the second stage, the data that already divide into categories of culture also categorized into the dimensions of culture including *products, practices, perspectives, communities, and persons*.

d. Inferring

In this step, the data were displayed with its explanation. This is done to make contextual conclusions based on grouped data. The data were presented into narrative sentences, picture/scheme, matrix and table. Here the example of data display:

Table 1.3 The example of data display

Data	Code	Explanation
The boat is popularly called <i>perahu klotok</i> which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights	172/CH.04/P.53/ SC/PRO	Perahu klotok is one of Kalimantan's traditional boat. It is one of source cultural product in the form of tools.

The data that has been displayed along with its explanation then becomes the material for calculating the percentage in each category and cultural dimension. The data were summed according to each cultural category and dimension. Then, the sum is converted into percentage. This percentage become the basis of conclusion making.

e. Narrating

Narrating is the last step of the data analyzing technique. The percentage of data was then narrated and concluded as the answer to the research question. The conclusions are drawn based on the data with the highest and lowest percentages. For this stage, the calculation of data as explained in chapter 4 later was used as the basis of conclusion drawing.

G. Graduating Paper Outline

The researcher discusses the research into the structure as below:

Chapter I presents the introduction, which consists of background of the problem, operational definition, research questions, objectives and significance of the research, review of relevant studies, and research structure.

Chapter II presents the theories of cultural content analysis in English textbook which consists of explanations, those are content analysis, textbook and content analysis in English textbook.

Chapter III presents the research method, which consists of type of research, sources of data, technique of collecting data and technique of analyzing data.

Chapter IV presents the general description of textbook *Bahasa Inggris* for Grade X Senior High School and the cultural content analysis of textbook *Bahasa Inggris* for Grade X Senior High School.

Chapter V presents the conclusion and suggestion of the research

CHAPTER V

CONCLUSION

A. Conclusion

Based on the result of the data analysis of cultural categories and its representation in textbook *Bahasa Inggris* for grade X Senior High School, the conclusion is the textbook serves a rich cultural content. It can be seen from the cultural categories that fully found in the textbook. Unfortunately, the cultural category in the textbook is in imbalance percentage. The data shown the domination of source culture category and lack of intercultural interaction category. Source culture is the highest presentation with 40%. The second place, universality across culture in 34%. The target culture becomes the third place with 14%. After target culture, the next is international culture with 8% and the last is intercultural interaction with only 4%. Source culture helps learners to show their knowledge and identity to people with different cultures. Target, international, and universal culture give the learners knowledge about the culture outside of them. Intercultural interaction support with giving an overview for the learners about the similarities, differences, and also interaction among cultures.

Besides, the representation of cultural dimensions differ in each cultural category. There are two categories that completely present the five dimensions of culture, namely source culture and universal culture. In the source culture, the dimension that appears the most is person dimension. In universal across culture, the dimension that emerges most is practice dimension. Whereas, in target culture, international culture, and intercultural interaction the communities dimension is not found at all. The forms of representations found in textbooks include simple forms indicated in words, sentences, paragraphs, texts, dialogues, pictures, song lyrics, and quotations.

B. Suggestion

Regarding with the cultural presentations in the textbook, some suggestions are suggested to several parties. For textbook writers who designed the textbook, the suggestion is the balance portion of each cultural category. The textbook is expected to present the cultural content in a balanced manner, or at least no reduce the difference in presenting cultural categories too far. This is intended to provide a balanced knowledge of intercultural awareness for the learners. In addition, the author also suggested adding more cultural communities context to built the learners' awareness of togetherness.

For the English teachers of Senior High School, the use of textbooks must also be adjusted to the right strategies and methods in learning process in order to obtain good results. Besides, a textbook certainly has shortcomings, especially in presenting cultural categories and dimensions. Therefore, the teachers must to be able to provide additional information from other sources so that the learners can obtain maximum cultural knowledge.



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