


Cultural Content: An Analysis Of English Textbooks, Pathway To English, And Talk Active English

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Article Info	ABSTRACT
<p>Keywords: Culture, sense of culture, textbook, types of culture</p>	<p>This study examined the cultural content in reading texts from three English textbooks by different publishers. The objective was to identify the cultures represented, determine the most dominant cultures, and analyze how these cultures are portrayed in the textbooks. A descriptive qualitative research approach was used, with documentation serving as the primary instrument for data collection. Data was gathered through document analysis and processed using three key steps: data condensation, data display, and drawing and verifying conclusions. The study yielded several key findings. First, it was observed that the three textbooks included elements of source culture, target culture, and international culture. Second, source culture was the most frequently represented, surpassing both target and international cultures. Third, the most prominent cultural aspect was aesthetic sense, which appeared more frequently than sociological, semantic, or pragmatic senses, with percentages of 52.63% in Bahasa Inggris, 50% in Pathway to English, and 51.43% in Talk Active. Based on these findings, the researcher recommends that English teachers develop a strong understanding of the cultural content within these textbooks to better explain cultural materials that may vary across textbooks.</p>
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INTRODUCTION

Culture is the essential thing in human life. It could be known that culture due to the manner of life that show people's identity, behavior, custom, and norms. Talking about culture, it was very complex thing in every aspects of human life. It can be known from role of culture which influences the way how the community lives, behaves, thinks, and speaks. Based on the statement from Yen in Nurjanah, cultures are learned by powerful human creations that afford a common identity and support meaning making in any given society. It implied that culture is used to support meaning making of the human's life.

To conduct teaching language and learning in school, have a good insight of culture is truly important for all the teachers. Since culture had been developed everyday. The development of culture is very rapidly around the teachers and students. Teacher must be able to introduce about culture and kinds of culture to the students. So that, the students knew their own culture and other cultures. Besides, the students know their culture, they realized that cultures were very wide. But, culture could not be introduced widely to the

students without using media. So, one of media that commonly used by the teachers in teaching process is textbook.

Tomlinson in Fitriyah states, textbook is a book which provides the core material for language-learning. One of material content in textbook is culture, such as the way to introduce oneself, the way to communicate properly, legend of some places, story of hero's life, story of old buildings, and so forth. It proves that correlation between material in the textbook and culture is strong. McGrath in Faris stated that textbooks carry cultural content. Within teaching and learning process, the textbook plays important role. According to Hutchinson and Torres, the role of textbook are first, it is the primary source of teaching and guidance for the teachers. Secondly, textbook can be guideline for teachers instruction in classroom. Thirdly, for inexperienced teachers, the textbook provides kinds of materials and techniques. Through those roles, it showed that textbook can help the teachers to teach language in classroom especially in introducing culture to the students.

Basically, teaching and learning process which using the textbooks in schools should not be only focus on the use of language to increase student's skills but also the students will be given more explanation related to the cultural content represent in the textbook. Actually, language and culture can not be separated. It was one reason that makes culture was pivotal to be represented in the textbooks. Since, the importance of culture in the textbook was to increase students' awareness towards their culture, to give more deep knowledge about cultures, such as kind of cultures and the difference between one culture and other cultures, to make more relevant English learning, to strengthen national identity, and to avoid cultural misinterpretation and stereotyping. In fact, Indonesia has many ethnics such as Acehese, Javanese, Sundanese, Lampungnese, Balinese and other ethnics. Those ethnics were represented from different aspects of culture. The presented aspects of cultures could be the stories about Indonesian legend, pictures of Indonesian people, and other aspects. For instance, the story of Raden Intan (Lampung Hero). It reflected Lampungnese local culture. It was aimed to make students familiar with the local culture and promoting the local culture to be more popular among students, so the students would be more aware with their own culture.

Based on Cortazzi and Jin, they divided category of cultures into three categories. They are source culture, target culture, and international culture. Source culture refers to the learners own culture or it can be called local culture where the culture comes from the learner's own country. Then, target culture refers to the materials presenting the culture of English native speakers' countries where English as the primary language in this country. Last, international culture refers to the wide variety of cultures in country around the world where English is not used as first language but as an international language. On the other hand, Adaskou, Britten, and Fahsi stated cultural senses to know sense of cultures in textbook. They divided sense of culture into four types. There are aesthetic sense, sociological sense, semantic sense, and pragmatic sense. First, aesthetic sense refers to all things have made by humans. Those things are started from history that contains story of old building, the old name of places, the old name of persons, and the product like song, cinema, film, short movie and so on. Second, sociological sense refers to the social life, such as the way of people life like

'using some greetings when met other people or shake hand', build relation between one person to other people in the form of sending an email or making a letter to tell condition and situation even if in far places. Third, semantic sense refers to the people perceptions or point of view to something like foods, cloths, drinks, uniform, and so on. People make some perception and opinion depend on relationship between a word and the sentence through the meaning of foods, cloths, uniform, drinks, and so forth. Last, pragmatic sense refers to the background knowledge, social skills, and paralinguistic skills that, in addition to mastery of the language code, make possible successful communication.

Therefore, the researcher interested to investigate the cultural content in three English textbooks from different publishers. Those textbooks are used by the students at tenth grade of senior high schools. They are *"Bahasa Inggris by Indonesia Ministry of Education and Culture, Pathway to English by Erlangga, and Talk Active by Yudhistira"*. Those three textbooks were chosen because they were the most english textbook used by the teachers in teaching and learning process in schools. The objective of this research were to find out types of culture and the most dominant culture that represent on reading text from the three English textbooks based on the cultural categorization proposed by Cortazzi and Jin, then to find out senses of culture on reading text from the three English textbooks based on framework proposed by Adaskou, Britten, and Fahsi.

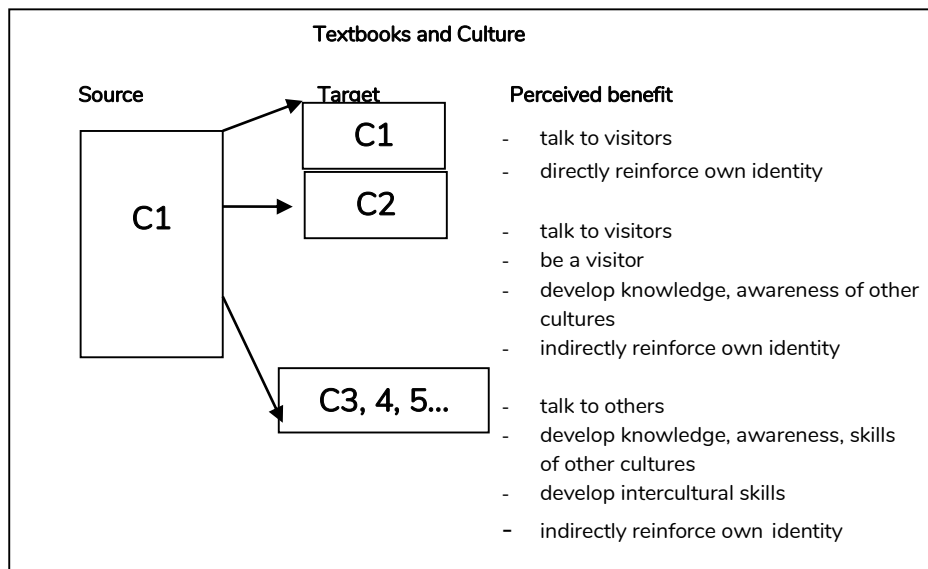
Literatur Riview

Cultural Content

Culture is defined as characteristic of a particular group of people, includes everything from language, religion, cuisine, social habits, music, and arts. It implied that culture is all aspects in life that exist in community as their identity. Based on Farzaneh, said that culture is a framework for organizing thoughts, emotions, and behavior in human interactions. From this statement, culture is the way of people control their behavior when they interact each other. In addition, culture is related to the places, names, practices such as eating habit, table manner, behave, and celebration stated by Durmaz. It means that culture is also about everything that people needs such as places as their habitat until the rules for people in celebrating something special deal with their life.

Category of Cultural Content

In 1999, Cortazzi and Jin examined some ways in which culture was reflected in textbooks used for teaching English as a foreign language (EFL) and English as a second language (ESL). They differentiate cultural content from cultural medium, or it is called culture of learning. They analyzed a variety of English – language teaching materials from around the world to show a range of ways in which culture figures in textbooks. Cortazzi and Jin classified cultural contents into three categories, they were source cultures, target cultures, and international cultures.



The following cultural categorization from Cortazzi and Jin, as follows :

1. Source Culture
2. Target Culture
3. International Culture

The following senses of culture, consist of:

1. Aesthetic Sense
2. Sociological Sense
3. Semantic Sense
4. Pragmatic Sense

Concept of Cultural Content in Reading Text

McGrath stated that textbooks carry cultural content. Textbooks are primary idea in the way they reflect a worldview of cultural system and a social construction to learners and teachers which indirectly influence their view of culture stated by Aliakbari. Spread of certain language through textbooks can influence language learners' attitude. Textbook is a media which contains with reading material that use to support teaching and learning process. It can be said that textbook is guidance for all the teachers when they want to teach the students.

Reading was the process to comprehend the meaning of the text. It involved the reader to build meaning about what they have read. Based on Harmer, reading is incredibly active occupation. Successfully, we have to understand the words mean, see the pictures, the words are painting, understand the arguments, and work out if we agree with them. Meanwhile, Anderson stated that text was words put together to communicate a meaning a piece of text is created. In briefly, reading text is unity of words that build meaning which contains information.

Based on explanation above, the researcher can conclude that textbook provides reading text that carries cultural content. Cultural content in reading text such as information of words, meaning of sentences, pictures, symbols, letters which contains culture.

Concept of Textbook Analysis

Based on Hutchinson and Waters in Sheldon, textbook evaluation is basically approach to the problem as to analytical 'matching process: matching needs to available solutions'. It meant that textbook analysis is an approach that used to find any problems within, then from this can be solution for suitable needs. Sheldon stated that textbook analysis is a thorough investigation of textbooks using some kind of consistent evaluation procedure to identifying the particular strengths and weakness in textbooks already in use. It implied that textbook analysis is the process to find out appropriateness in the textbook.

a. Standardized of a Good Textbook

As an instruction material that used by the teacher in teaching and learning process, textbook must have good quality. According to Greene and Petty in Tarigan explain the criteria of good textbook. There are :

1. The textbook must be interested and attractive toward the learners. So, they will be interested in using textbook for study.
2. The textbook must be able to motivate the learners to use.
3. The content of textbook must be illustrative. So, attractive for the learners.
4. The textbook should consider the linguistic aspect. So, it will be suitable with the learner' ability.
5. The content of the textbook must be related to the other branch of science.
6. The textbook must stimulate the personal activity of the learners.
7. The contents of the textbook must be clear in written to avoid the learners will be confused in using textbook.
8. The textbook must have the clear point of view because it will be a point of view for the learners in using textbook.
9. The textbook must be able to give the balance and emphasize on the values to the learners.
10. The textbook must be able to respect to the differences individual of each learners.

According to Rajan, criteria of a good materials design textbook is like the MAGIC. The meaning of MAGIC is as follows :

1. M (Motivating and Meaningful)
 - a. Motivating means that a good material can motivate the learner to learn themselves.
 - b. Meaningful means that good materials are useful for the learner.
2. A (Authentic and Appropriate)
 - a. Authentic means that a good material contain by original language by native speaker.
 - b. Appropriate means that a good material suitable for what the learner needed.
3. G (Graphic and Graded)
 - a. Graphic means that a good material displayed with graphic or table will be more interesting.
 - b. Graded means that the material should be systematic range.
4. I (Interesting, Interactive, and Integrated)

- a. Interesting means that a good material can attract the attention of learner.
 - b. Interactive means that a good material should be able to give chance to the learner for giving response.
 - c. Integrated means that good materials consist of Language skill and Language aspects.
5. C (Contextualized and Creative)
- a. Contextualized means that a good material should be suitable with time and place (up-to-date).
 - b. Creative means that a good material should make the learners more creative.

Sheldon in Monika stated that there are 16 criteria of good textbooks, as follows:

1. A good textbook must have a clear objective (rationale). The objectives must be stated clearly. It must also be developed well through the needs analysis.
2. A good textbook must be accessible (availability). It must be easy to obtain. If the students or teachers need the textbook, it should be available for them.
3. A good textbook must have clear user definition or target of users (their age, culture, assumed background, probable learning preferences, and educational expectations).
4. A good textbook must have appropriate text and graphical material on each page. The layout of the textbook must be interesting for the students.
5. A good textbook must be clearly organized. It must include indexes, vocabulary list, headings, and other methods of sign posting that will ease the students search for the materials needed.
6. A good textbook must have good linkage or connections on terms of theme, situation, topic, pattern of skill development, or grammatical/lexical 'progression'.
7. A good textbook must be graded. The grading of the materials and activities in the textbook must be in order.
8. A good textbook must have good physical characteristics. In other words it should not be too large and heavy. It must also have enough spaces for students to write in.
9. A good textbook must have good appropriacy. It must be substantial enough or interesting enough to hold the attention of learners
10. A good textbook must accommodate authenticity. The content should be obviously realistic, being taken from L1 material not initially intended for ELT purposes. The materials and activities in the textbook must be authentic.
11. A good textbook must be sufficient. It should be complete enough to stand on its own. The teacher does not need to produce a lot of ancillary bridging material to make it workable.
12. A good textbook must not be cultural bias.
13. A good textbook must accommodate educational. It must be valid and meet the aim of education and the curriculum.
14. A good textbook must have interactive and rememberable materials.
15. A good textbook must be flexible to be used.
16. A good (student's) textbook must be accompanied by a teacher book, tape script, and answer key.

Cunningsworth (1998), described some criteria of a good course book, as follows:

1. Textbooks should correspond to learners' needs. They should match the aims and objectives of the language-learning program.
2. Textbooks should reflect the uses (present or future) which learners will make of the language. Select course books which will help to equip students to use language effectively for their own purposes.
3. Textbooks should take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid 'method'.
4. Textbooks should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

Based on explanation above that this research relates to the criteria of good textbooks, it can be inferred that in choosing the textbooks we have to pay attention to the criteria of good textbooks. Several criteria included the student needs; textbook must also represent cultural content in its application. Through the selection process of textbooks, it was expected that teachers and students can use appropriate textbook in teaching and learning process.

b. Bahasa Inggris English Textbook

Bahasa Inggris English textbook (revised edition) for tenth grade students of Senior High School was published by Indonesia Ministry of Education and Culture. This textbook had been developed based on 2013 curriculum. It was written by Utami Widiati, Zuliati Rohmah, and Furaidah. The editor of this book was Ramon Mohandas. Proofreader of this book was Helena I.R. Agustien, Emi Emilia, and Raden Safrina. This textbook was published in 2017. Place of publication was in Jakarta. The number of pages of this book was 224 pages.

This English textbook contained 15 chapters in 224 pages presenting four language skills and three language component sections based on the basic competence stated to develop student's communicative competence. The content mapping stated the social function, text structure, language features, topic related activities, skill focus, and the learning objectives for each chapter. This textbook was chosen to be the data resource of this research because it was commonly used as the core teaching material for most senior high schools in Indonesia.

c. Pathway to English Textbook

Pathway to English textbook (revised edition) for tenth grade students of Senior High School was published by Erlangga. This textbook had been developed based on 2013 curriculum. It was written by Th. M. Sudarwati – Eudia Grace. The editor of this book was Yuniar Widodoastuti. This textbook was published in 2016. Place of publication was in Jakarta. The number of pages of this book were 216 pages and the total chapters of this textbook were 10 chapters.

This English textbook was offering interesting and variative in learning English language based on 2013 curriculum. Moreover, during learning process, all the students learned another aspects such as natural sciences and social sciences. This textbook was also presenting four language skills such as listening, speaking, reading, and writing based on the basic competence stated to develop student's communicative competence. The chapters in this book have elements such as four skill of language, grammar and genre of text, character

values, cultural awareness, and ways to say it. This textbook was chosen to be the data resource of this research because it was commonly used as the core teaching material for most senior high schools in Indonesia.

d. Talk Active English Textbook

Talk Active was a series of textbooks for Senior High School students that has been developed based on revised 2013 National Curriculum. The content standard of the revised 2013 National Curriculum defined learning basics that must be developed by each school and the talk active series meets this standard. All materials in this book were also presented in a manner that will engage the students in the learning process. It was published by Yudhistira, one of famous publisher of learning textbook. It is available for tenth, eleventh, and twelfth grade. The researcher used the book for tenth grade. This book was written by Lanny Kurniawan, S.Pd., M.Si. The contributing author of this book was Kenneth W. Ament, BS. Che. The editor of this book was Rasti Setya Anggraeni, S.S. Donie Depp was a layouter and Dede Sudiana was a cover designer of this book.

Talk Active English for Senior High School Tenth Grade (revised edition) was published in 2016. The place of publication was in Bogor. The number of pages are 195 pages. There were ten units in this book, which cover the skills listening, speaking, reading, and writing, and were related to real life situation. The texts presented versatile and made with comprehensive skills that are age-appropriate, user-friendly, environmentally aware, and easy to comprehend. The exercises were designed to support material presented in each unit.

RESULTS AND DISCUSSION

In this research was analyzed cultural content that appear in three English textbooks. There are two findings that were analyzed. The first part is the cultural categories and the second part is cultural sense. Both of them showed on the following explanation below.

Cultural Categories

Data condensation

The result of analysis culture on reading texts from three textbooks presented kind of reading texts and also the total of reading texts in each English textbooks. First, there were found 19 reading texts in Bahasa Inggris Textbook. Those kind of texts such as transactional text (5 texts), descriptive text (4 texts), announcement text (2 texts), interview text (1 text), recount text (4 texts), and narrative text (3 texts). Second, there were found 30 reading texts in Pathway to English textbook. Those kind of texts are transactional text (9 texts), descriptive text (4 texts), announcement text (3 texts), transactional text (4 texts), recount text (5 texts), narrative text (5 texts). Last, there were 35 reading texts in Talk Active textbook. Those kind of texts are transactional text (3 texts), descriptive texts (12 texts), announcement text (5 texts), recount text (12 texts), narrative text (2 texts), and song lyric text (1 text).

Data display

Table 1.1.Result percentage of cultural analysis in Bahasa Inggris textbook

No.	Type of Culture	Frequency	Percentage (%)
1	Source culture	8	42.11%
2	Target Culture	4	21.05%

No.	Type of Culture	Frequency	Percentage (%)
3	International Target Culture	7	36.84%
	Total	19	100%

Table 1.2.Result percentage of cultural analysis in Pathway to English textbook

No.	Type of Culture	Frequency	Percentage (%)
1	Source culture	12	40%
2	Target Culture	8	26.67%
3	International Culture	10	33.33%
	Total	30	100%

Table 1.3.Result percentage of cultural analysis in Talk Active textbook

No.	Type of Culture	Frequency	Percentage (%)
1	Source culture	21	60%
2	Target Culture	6	17.14%
3	International Target Culture	8	22.86%
	Total	35	100%

Note :

- a. SC : Source Culture
- b. TC : Target Culture
- c. IC : International Culture

Drawing and verifying conclusion

According to the data condensation and data display above that showed the data of cultural categories and percentage of culture. The researcher conclude that those three English textbooks contain source culture, target culture, and international culture. Indeed, source culture was the most dominant category of culture that appear in each three English textbooks.

Discussion

The researcher divided into three points to discuss findings above. First, based on the research findings, the category of culture proposed by Cortazzi and Jin was found in three English textbooks. It meant that all three textbooks contained category of culture. They were source culture, target culture, and international culture. This finding was similar to the result conducted by Ekawati and Fakri (2012) some English Foreign Language (EFL) textbooks not only reflect target culture but also source culture and international culture.

Second, the finding showed that source culture was the most dominantly presented among other categories of culture. This finding was in line with previous research conducted by Fauza (2018). There was total number of texts that contains culture and frequency of culture in each textbooks. Bahasa Inggris textbook had nineteen texts. They were eight texts (42%) included to source culture, three texts (21.05%) included to target culture, and eight texts (36.84%) included to international culture. Moreover, Pathway to English textbook has thirty texts. They were twelve texts (40%) included to source culture, eight texts (26.67%)

included to target culture, and ten texts (33.33%) included to international culture. Last, Talk Active textbook had thirty five texts. They were twenty one texts (60%) included to source culture, six texts (17.14%) included to target culture, and eight texts (22.86%) included to international culture.

Third, this part was how cultures were represented in the three English textbooks. There were four senses used to analyze three textbooks, they were aesthetic sense, sociological sense, semantic sense, and pragmatic sense. In these three textbooks, Aesthetic Sense was the most appeared frequently. It was directly presented as the information of the name of place, building, history, song, geography, literature, education. This finding was consistent with Faris (2014) that Aesthetic sense was dominantly presented in English textbook in Cianjur, West Java. Furthermore, Sociological Sense placed the second level after aesthetic. Sociological sense can be identified by the presence of relationship between family members, friend, and institution, national history and it can be also known as part of practice or interaction. Moreover, Semantic Sense placed the third level which is showed as perception towards cloths, foods, institution). The Last, pragmatic was the minimally presented in those three textbooks. There were frequency of cultural senses appeared in Bahasa Inggris textbook were 52.63% belong to aesthetic sense, 31.58% belong to sociological sense, and 15,79% belong to pragmatic sense. On the other hand, frequency of culture appeared in Pathway to English were 50% belong to aesthetic sense, 30% belong to sociological sense, and 20% belong to semantic sense. Last, frequency of culture appeared in Talk Active textbook were 51.43% belong to aesthetic sense, 28.57% belong to sociological sense, 14.29% belong to semantic sense, and 5.71% belong to pragmatic sense. In briefly, the most frequently cultural sense appeared in all the three English textbooks was aesthetic sense. Bahasa Inggris textbook has aesthetic sense with percentage 52.63%. In Pathway to English was also aesthetic sense with percentage 50%, and the last, Talk Active had percentage 51.43% for aesthetic sense.

In briefly, the researcher concluded that the most dominant culture that presented in reading text from three English textbooks is source culture as the local culture. Meanwhile, the most dominant cultural sense which appearance are aesthetic sense and sociological sense rather than semantic sense and pragmatic sense.

CONCLUSIONS

The conclusion of this research the researcher found that all three textbooks contained source culture, target culture, and international culture. The most dominant culture that presented in the three English textbooks was source culture compared to target culture and international culture. This invention showed that three English textbooks as the local book, they still kept their strengths to present source cultures. In order to know how cultures are represented in the three English textbooks. The researcher conclude that aesthetic sense was the most frequently appeared in the three textbooks, followed by sociological sense, semantic sense, and pragmatic sense. The data showed aesthetic sense appeared 10 times (52.63%) in Bahasa Inggris textbook, 15 times (50%) in Pathway to English textbook, and 18 times (51.43%) in Talk Active textbook. Aesthetic sense was presented in three English textbooks

in the form of the story of old buildings, destination places, existence of the most well-known character in history, national days, the legend of some places, product of some countries, the big invention in history, and poem in song lyrics.

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