

Cultural Content Analysis of English Textbooks for Junior High School Entitled “Bahasa Inggris When English Rings A Bell”

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ABSTRACT

*The most essential element of English teaching is culture. The cultural content of the language education and learning process supports students to describe the language that exists in that culture. Cultural content is communicated through the textbook as essential in education and learning. So, culture content analysis is critical to selecting, developing, and effectively using the correct textbooks. This research aims to examine the types of cultures represented in textbooks, classify them into source, target, and international cultures (Cortazzi & Jin, 1999), and how the cultures of the classified textbooks are represented. It is to discover aesthetic, social, semantic, and practical senses (Adaskou, Britten & Fahsi, 1990). Researchers used descriptive qualitative methods. This research data is from the English textbook *When English Rings for Junior High School*. This data is cultural material gathered from all textbook readings, conversations, tasks, and images and converted in frequency. Two results were found in the textbook analysis. First are the results presented in the textbook entitled "When English Rings the Bell," which are source culture, target culture, and international culture. Secondly, the culture of both textbooks was represented primarily by pragmatic sensations compared to aesthetic, semantic, and sociological sensations. Therefore, there was an imbalance between the type of culture presented and how cultures were presented in the textbook.*

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1. INTRODUCTION

The center of social interaction used by society is language. Social interaction forms language. The language forms social interactions. *English* is an international language that everyone uses. According to Byram (1997), successful communication means exchanging information and taking other people's perspectives. In addition, according to Arslan (2016), when using language, one needs to be culturally prepared to develop communication skills. Some experts claim that language and culture are interrelated. Culture is one component of knowing language, especially English. According to Risager (2014), culture and language cannot be separated because, in real life, language practice is related to cultural and social practices. Culture is inserted in a language that includes customs, food, values, and beliefs. When students learn a modern language, they will get new cultural information in the word verse. Both language and culture are interrelated.

In the process of learning English, having an English textbook is crucial. This area needs cable, and helpful, valuable science media that does not need equipment or energy such as electricity is still respected. In language teaching, a textbook helps teachers to teach effectively. The material obtained is covered and detailed. Based on the theory in the textbook, this can be a teacher's guide to teaching the students. Wen-Ceng (2011) confirms that textbooks can also be displayed as a complement to teacher instructions in the teaching and learning process of English. The teacher can also get some additional information from the textbook. The textbooks

provide chapters of the plans and instructions teachers need to cover several subjects in detail. In the educational context, textbooks that cover learning materials are fully refined to help teachers teach effectively. Based on textbook theory, the teacher can be a guide in teaching students. According to McKay (2002), language materials must include various cultural elements that learners are more interested in and help out. In Content Analysis, It is necessary to determine whether an English textbook has cultural content. The contents of textbooks usually differ from the students' cultural backgrounds because the participants' cultural backgrounds cannot be equated.

Material analysis of cultural substance is the basis for making a textbook before it is used in preparation for teaching and learning English. Culturally appropriate content materials direct students to increase awareness of their own culture to enhance intercultural competence to reflect their culture by studying the culture of English-speaking countries. It aims to increase student's awareness of their culture and knowledge of several different cultures. By adding new knowledge from textbooks, students want to be wise and clever in adapting to abolish culture based on local values. Based on the background above, several things could be improved. Teachers generally use textbooks without paying attention to the cultural content of the text—the students need to gain more knowledge about their own culture.

The center of social interaction used by society is language. Social interaction form language, then language form social interactions . English is international language that is used by everyone. According to Byram (1997) successful communication not only means exchanging information but also taking other people's perspectives. In addition, according to Arslan (2016), using language needs to be culturally prepared to develop communication skills. There are some experts claim that language culture is interrelated. Culture is one component in knowing language, especially English. According to Risager (2014), culture and language cannot be separated from each other, because in real life, language practice is related to cultural and social practices. In culture, it is inserted in a language which include food, values, and beliefs. When a student learns a modern language they will get new cultural information in the word verse, both language and culture are interrelated.

2. METHOD

This study used a descriptive qualitative method included in content analysis research. This data is taken from the cultural content in English textbooks by analyzing the books, especially each part of each chapter in the English textbook entitled *When English Rings a Bell* for eighth-grade junior high school students—data collected from readings, conversations, exercises, and pictures. Researchers collect data using one of the instruments, namely Content Analysis. Analysis is collecting data by looking at information or analyzing data related to the research subject. In this context, the researcher analyzes the textbook as a subject using a checklist instrument to find the data based on the problem and research objectives. To reveal what culture is presented in this textbook, the researcher uses the theory of Cortazzi & Jin (1999) and Adaskou, Britten, and Fahsi (1990) to analyze the five dimensions of culture. There is some cultural content included in English textbooks. The cultural content of a textbook is also grouped according to the four-understand cultural framework proposed by Adaskou, Britten, and Fahsi (1990). Culture in this framework is grouped into four understandings: pragmatic, sociological, aesthetic, and semantic. Data analysis is divided into two steps. The first is to reveal what culture is represented in the textbook. Readings, dialogues, pictures, and activities are presented in each unit in the textbook and categorized into source, target, and international cultures (Cortazzi and Jin, 1999). Second is how culture is represented in textbooks. The material's components are grouped into semantic, sociological, aesthetic, and pragmatic terms based on Adaskou, Britten, and Fahsi's (1990) theory—the frequency of data converted to percentages. The percentage is compared and analyzed to determine what culture occurs the most often and how it is most often represented in textbooks.

3. RESULT AND DISCUSSION

In finding and discussing, provide survey results and survey descriptions. There are some findings from the information found based on an analysis of the cultural content of textbooks using the theory discussed in Chapter Two. The results of this study are similar to the theories mentioned in Chapter Two, without the emergence of new strange theories. The results are inscribed regularly to answer research questions—the results of the analysis head to the study's conclusions. The organization of the findings is presented with an analysis of the cultural content of textbooks based on the research questions of this study about what kind of culture is in English textbooks and How culture is presented in English textbooks.

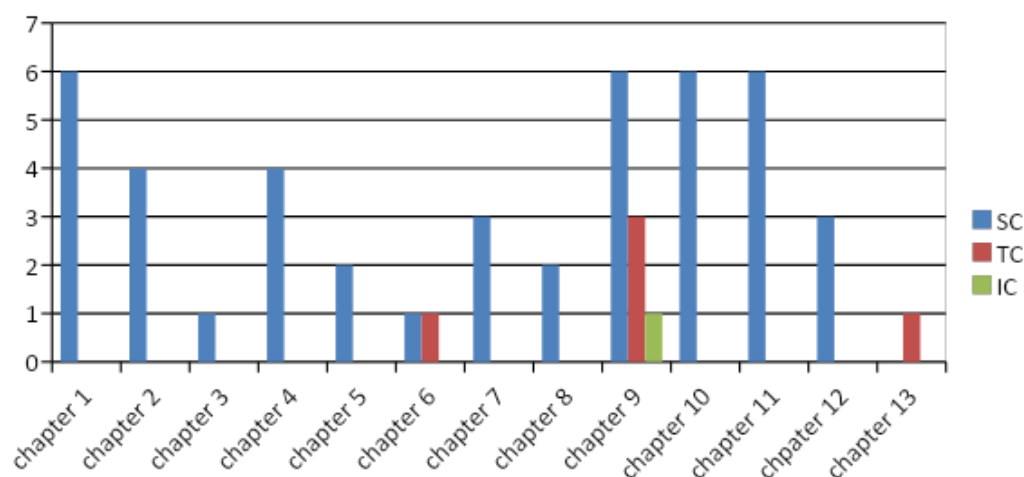


Figure 1. Types of Culture

The Figure 1 explains what culture is presented in every topic of the textbook “When English Rings a Bell” for eighth-grade junior high school students. The kinds of culture represented are target culture (TC), international culture (IC), and Source Culture (SC).

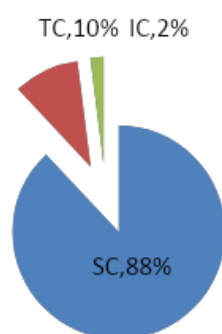
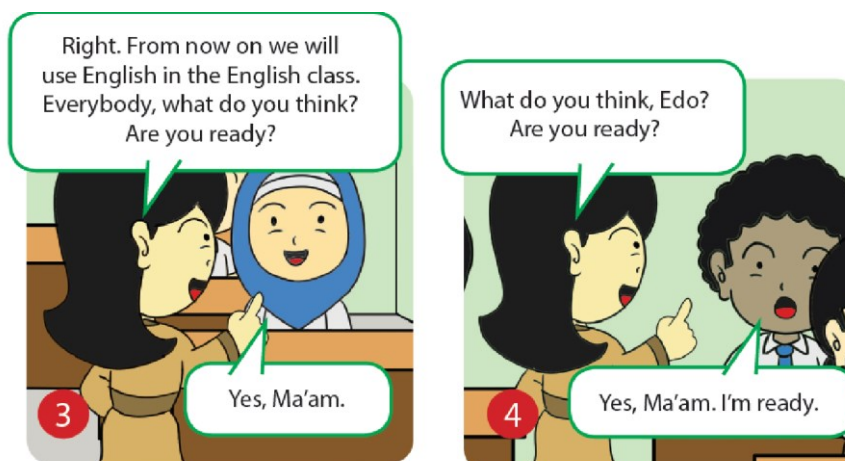


Figure 2. Percentage of Types of Culture

Source Culture

The material that represents the culture of the language learner itself is the material of the source culture. Indonesian culture here refers to the source culture. Indonesia is divided into Attié, Javanese, Balinese, Sundanese, and many other ethnic groups. Indonesian legends can be content about the culture of origin, local Indonesian places, traditional Indonesian dances, and other aspects. The data above shows that the cultural content displayed in the textbook dominates the source culture material. The graph above shows that the most representative is the source culture in the textbook, appearing 87.8% or about 43 times and dominating almost every chapter of the textbook. The most frequent source culture content is about 12.2% or 6 times in Chapters 1, 9, and 10, in each chapter. However, Chapter 13 is about 0% of the minor Content in the source culture. The Content of the source culture appears mainly in the form of personal names like buying, Sulti, epic, Udin, Siti, Putu, Ucock, Sihongbin, and Ningrum.

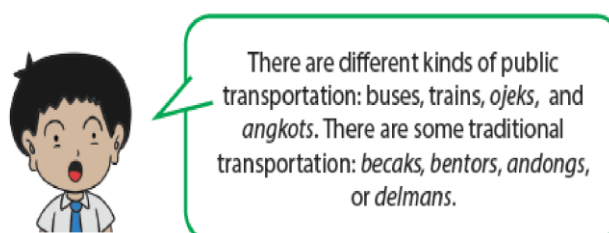
Most of the names appearing in textbooks are Putu, often used by Dayu and Balinese people. Typ Indonesian clothes such as uniforms are another cultural content that appears especially with regional names. In addition, source cultural content is also displayed in the form of Indonesian legend stories such as Marin Kendang. There are several means of transportation in Indonesia, like Becak and Delman. Indonesian currency, flag ceremony, and rupiah are Indonesian worldly things such as Canteen. The textbook has some source cultural content, as seen in the pictures, such as wearing Indonesian school uniforms that represent the source culture. Indonesia uses uniforms to represent indigenous culture, which refers to Indonesian culture. Examples of this cultural expression are in the semantic domain based on the theory of Adaskou, Britten, and Fahsi (1990). This zone includes certain foods, institutes, and clothing related to certain lifestyles and sociological experiences of our traditions. Therefore, these cultural characteristics may vary from country to country.



The source culture discussion about the story maling kundang



The source culture discussion about transportation



Target culture

Target culture material includes material representing the culture of a country whose mother tongue is English. The target culture is deep countries like the Union Empire, the United States, Canada, and New Zealand. The chart shows that in this textbook, the cultural content of the target culture is about one-fifth or 10.2% lower than that of the source culture. Not all chapters in this book contain a culture of interest. They arise in Chapters 6, 9, and 13. Chapter 9 is the most frequent target culture, but Chapters 6 and 13 share the same frequency. The target culture is expressed in the form of songs and personal names. A song from the book is titled "Heal the World" (p 82) by Michael Jackson and One Direction (p 219) from "History"—personal names like Max, Handrik, Thomas, pages 109 and 132.

The target culture a song from Michael Jackson



"Heal The World"
Michael Jackson

There's a place in your heart
And I know that it is love
And this place could be much brighter
than tomorrow
And if you really try
You'll find **there's** no need to cry
In this place you'll feel **there's** no hurt
or sorrow

There are ways to get there
If you care enough for the living
Make a little space
Make a better place...

Heal the world
Make it a **better** place for you and for
me and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me

If you want to know why **there's** a love
that cannot lie
Love is strong
It only cares for joyful giving
If we try
We shall see in this bliss we cannot feel
fear or dread
We stop existing and start living

Then it feels that always
Love's enough for us growing
So make a better world
Make a better world...

Heal the world
Make it a **better** place for you and for
me and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me

International culture

International Cultural ingredient is an ingredient that demonstrates the cultural diversity of countries around the world where English is not the mother tongue but an international language, such as China, Brazil, and South Korea. The international cultural content of this book could be more extensive. In Chapter 9, Only 2% appeared once. Personal names such as Ahmad and Fatima are shown as International cultural content in Arabic on page 132.

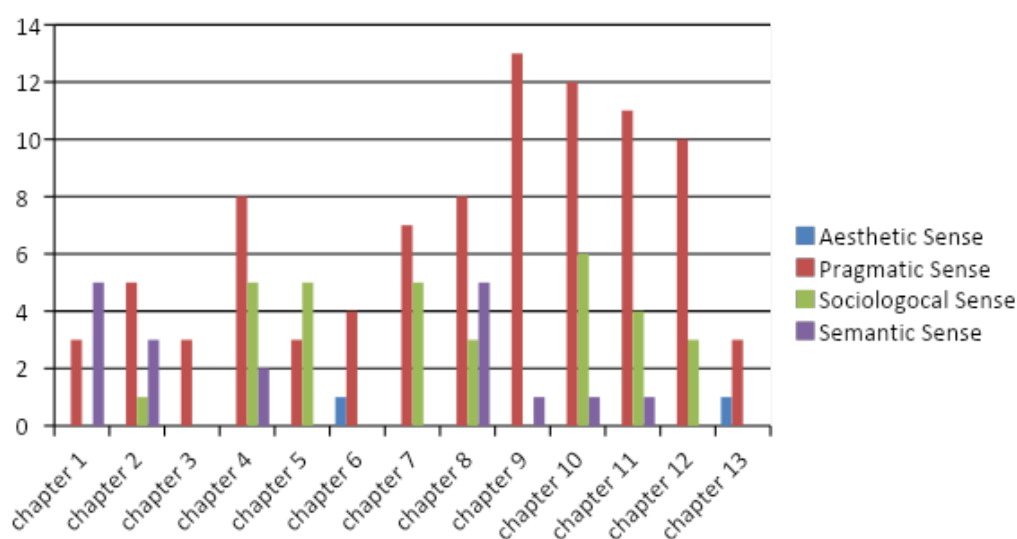


Figure 3. Sense of Culture

The graph above explains how culture is in every chapter of the *When English Rings a Bell* textbook for eighth-grade junior high school students. The cultural senses are pragmatic, aesthetic, sociological, and semantic.

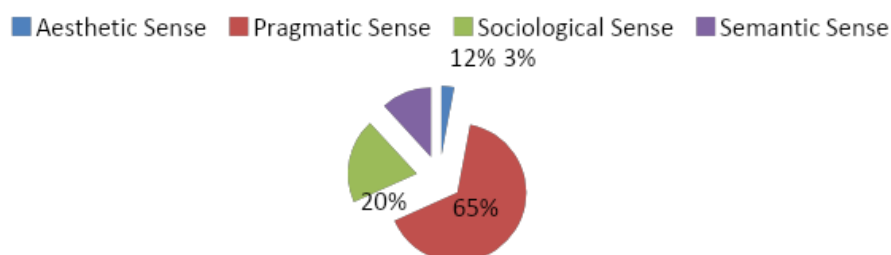
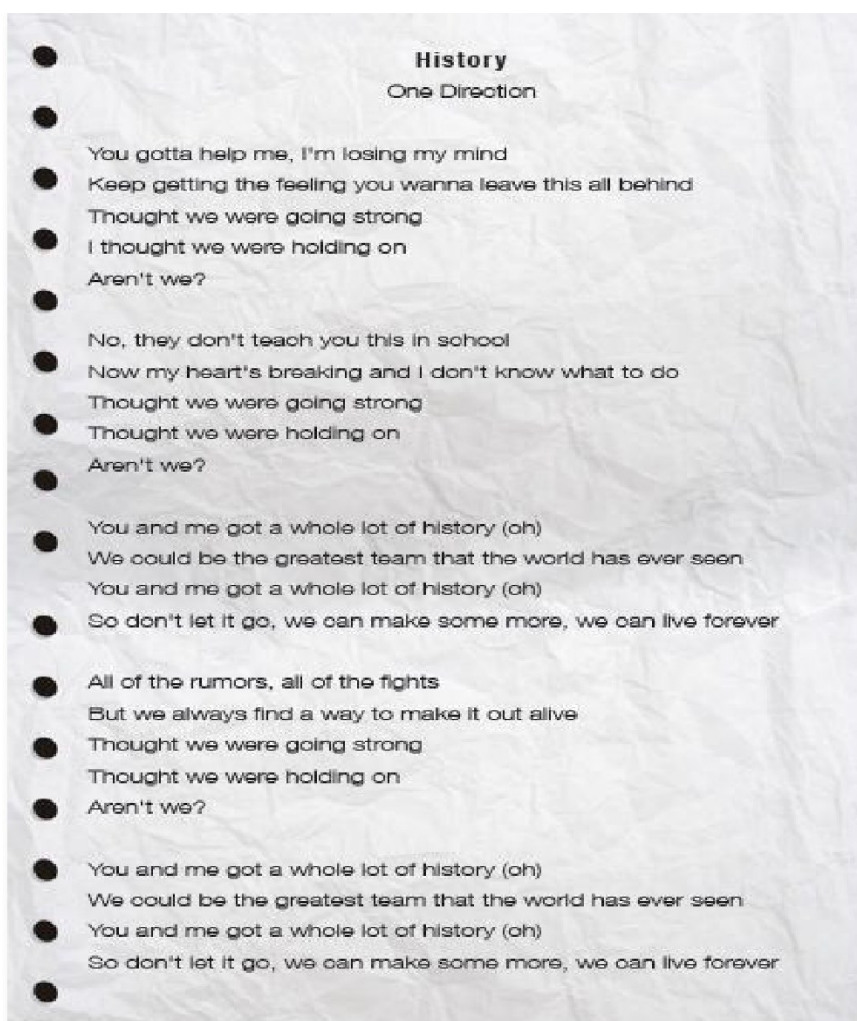


Figure 4. Percentage of Sense of Culture

Aesthetic sense

Aesthetic sense of culture is associated with film, music, media, and especially literary study and is cited as one of the main reasons for language education. Moreover, textbooks usually contain information about theatre, cinema, concerts, and songs. Based on the graph above, the lowest frequency of aesthetic sensation is around 1.4%. It only appears twice in Chapters 6 and 9. Aesthetics are presented in song form. The songs included in this book are Michael Jackson's "Heal the World" sheet 82 and One Direction's "History" sheet 219.



Pragmatic sense

Pragmatics is based on social skills, background knowledge, and language abilities for successful communication and mastering language codes. From the graph above, the presentation of cultural content in the text is dominated by practical understanding. This sensation rate is about 65.2% and occurs 92 times. The highest frequency is about 13 or 9.4% in Chapter 9, and the lowest is about 3 times in Chapters 1, 5, and 13, or 2.2% in each chapter. The presence of grammar, speech acts, and texts of structural materials indicates this.

to-	Present	Past	-Ing
to be	is	was	being
to be	am	was	being
to be	are	were	being
to have	have	had	having
to study	study	studied	studying
		did not study	
to play	play	played	playing
to cry	cry	cried	crying
to carry	carry	carried	carrying
to collect	collect	collected	collecting
	do not collect		
to give	give	gave	giving
to go	go	went	going

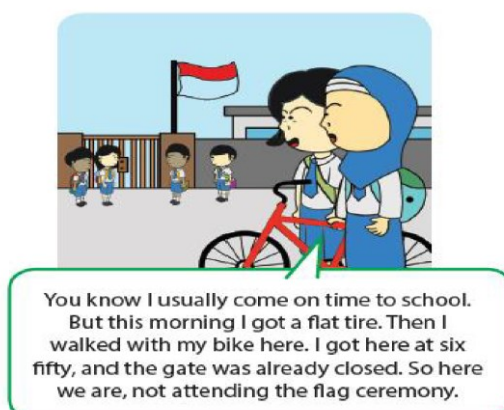
Sociological sense

In sociology, culture deals with the comity and realm of the family, family life, interpersonal relationships, work and relaxation, customs, topic conditions, and institutions. Sociologically, culture can be considered part of the iceberg or small culture. This sensation usually describes relationships among friends, institutes, and family. In the textbook, the sociological sensation is very plausible after the practical sensation. It appeared in textbooks 28 times, 20.1%. The highest frequency is about 5 times or 3.6% in Section 5, and the poor frequency is about 0% in Chapters 1, 3, 6, 9, and 13. These feelings are expressed mainly through conversations that involve interactions with family, friends, and family life.

Repents sociological sense discussion about family domestic



Represents sociological sense the traditional of flag ceremony



Semantic sense

The semantic sense of Culture includes the concepts described in language that affect our perception and opinion processes. Semantic domains, like food, clothing, and institute, are characteristic because they relate to certain lifestyles and sociological experiences of our traditions. This cultural sensation appears in textbooks about 13, 2%, or 17 times. Then, in each chapter, the highest frequency occurs at 3.6% about 5 times in Chapters 1 and 8, and the lowest frequency occurs in Chapters 3, 5, 6, 7, 10, 12, and 13. This corresponds to 0%. The main focus of this textbook mainly refers to clothing and food.

Represent semantic sense the students and teacher wear formal clothes at school



Discussions are provided to illustrate significant findings. This study is divided into two points to answer research questions. First, the findings found that cultural content is based on the theoretical framework of Cortazzi and Jin (1999) and is presented in diverse portions in each section of the textbook. Only some chapters contain the exact amount of cultural content in a textbook. Not all aspects of cultural content are balanced in every chapter. In the textbook, almost all sections are dominated by the source culture and differ from the other two kinds of culture. About 87 % it 43 times 43 times of the source culture appears and dominates almost every textbook chapter. In addition, cultural content appears mainly shaped by personal names, Indonesian textiles, Indonesian legends, Indonesian flag ceremonies, Indonesian currency, rupiah, and Indonesian truth. The data shows that a pragmatic sense dominates cultural expressions. This is very helpful for students in understanding the material and background knowledge, social skills, and paralinguistic skills. Nevertheless, students are even familiar with the other three cultural terms. The First is introducing students to music, media, film, and especially literary studies. This is often said to be one of the leading causes of language learning. The second is sociological sensations that support interpersonal relations among people around students. This sensation is also commonly used to describe relationships between family, friends, and in tribute. Finally, semantic culture includes the perceptive tract, similar to language, that governs all our perceptual and opinion process.

Target culture in the textbook is also shown with a minimal frequency. Later, this textbook found that it had fewer cultural content targets than the cultural content visited. About 5 times, or 10.2% of the target cultures, appeared. Each chapter of this book contains a few cultures of interest. Appears only in Chapters 6, 9, and 13. Personal names and song forms are expressed in the form of the target culture. International culture

is at least expressed in this textbook. In this book, the content on international culture could be more varied. It appears 2% in chapter 9. Personal names such as Ahmad and Fatima indicate international culture in this book, which appears in Arabic on page 132.

From the discussion above, the researcher can say that presenting three cultural contents of the theory of Cortazzi and Jin (1999) in the English textbook "When English Rings the Bell" in the eighth grade of middle school. Textbooks reflect a frequency that is too high from the source culture but a finite frequency from the other two cultures. To help students increase their cultural awareness and reflect their culture in their target language, Textbooks need sufficient cultural materials. McKay (2002) points out that students also need to learn about international destinations and cultures. The target language culture provides the background. In addition, according to Brown (2000), for foreign language learners to speak and interact in a foreign language, they must find the ideals of their native language and culture. Understanding the language can be gained through the experience of the target culture in the learning process. Then, it will help students motivate and develop attitudes toward language education and learning by using cultural materials. It will also develop the sociolinguistic ability of the students, possibly with international cultural material. It is beneficial for students to understand how to properly communicate with native and non-native English speakers in an international environment.

There are four sensation-based theoretical frameworks in Adaskou, Britten, and Fahsi (1990): aesthetic, practical, sociological, and semantic. According to observations, the presentation of cultural content in the text is primarily dominated by practical understanding. Approximately 66.2% and appears 92 times the sensation rate. In Chapter 9, about 13 times, or 9.4% the most. The presence of grammar, speech acts, and texts of structural topic indicates this. Sociological sensations appear less frequently than practical sensations. In the textbook, it is 20.1% or 28 times. The most frequent is 3.6% or 5 times in Chapter 5. This is presented mainly through conversations involving family, friends, and family life interactions. The third-position semantic sense appears in textbooks about 17 times or 12.2%. The most frequent is about 3.6% or 5 times in Chapters 1 and 8. This mainly refers to food and clothing, which has a poor frequency of about 1.4% Aesthetic sensation. It only appears twice in Chapters 6 and 9. Aesthetics are presented only in song form.

The discussion above shows that the material being taught must be culturally balanced. Textbook authors should consider including target, international, and other cultural material in the textbook. Pragmatic senses dominate the textbook, and students' study with other senses, such as aesthetic, sociological, and semantic senses. To get better results of students' cross-cultural understanding. The role of textbooks in the education and learning process is vital, as is improving teaching materials to develop more culturally appropriate content for Indonesian students.

4. CONCLUSION

This study aimed to analyze the cultural content of the English textbook "When English Rings the Bell" for 8th graders. The textbook has 13 chapters, and the content is different for each chapter. As for what is analyzed in terms of what cultural aspects the textbook contains and how these aspects are presented. Then, the author has a reason for choosing the book "When English Rings the Bell." Researchers used Cortazzi and Jin's (1999) theory to analyze cultural categories, and Adaskou, Britten, and Fahsi (1990) used researchers to analyze five aspects of culture. In this chapter, the researcher wants to complete the analysis based on the results of the previous discussion.

In conclusion, the four cultural senses are represented by the cultural content of the textbook. This is practical. This sensation is around 66.2%, represented by grammar, speech acts, and the presence of textual structural materials. After practical sensation, sociological sensation has a low frequency of about 20.1% in textbooks. These feelings are expressed in conversations involving interactions with friends, family, and family. The sense of meaning in the third position occurred at around 12.2%. Clothing and food in Textbooks introduce Semantic Sense. The lowest frequency, around 1.4%, is Aesthetic Sensation. Appears only twice in Chapters 6 and 9. Aesthetics are presented only in the form of songs. The data shows that practical meaning dominates the presentation of the cultural content of the text. Future researchers, book authors, and book users can use several suggestions in this study. The findings in this study can be used as references and information to conduct further research on the same topic. In addition, this study has limitations, so that further research can use other theories related to this problem. Therefore, further researchers can use the number, level, and text of books with different titles to be analyzed based on predetermined topics.

The source culture contains minimal target and international cultures in this textbook. To support the learning process, teachers can use additional materials so that students can acquire cultural content material and achieve the cross-cultural understanding they need. In addition, supporting materials and other learning

styles are still highly recommended to be added to learning, and the materials must be related to the topics in the textbook. The author of this textbook will present material on international and target cultures.

In learning the target language, the important thing is the existence of a target and international culture. In addition, the researcher hopes that the results of this research can be used to reconstruct additional standards for book evaluation by adding some cultural content to develop culturally appropriate content for Indonesian learners.

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