ANALYSIS OF CULTURAL CONTENT IN "PATHWAY TO ENGLISH" USED BY GRADE X1 SENIOR HIGH SCHOOL

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ABSTRACT

Teaching English cannot be separated from culture since they are in the two sides of a coin. In fact, teachers tend to use textbooks as the main source of teaching brought about dilemmas whether to satisfy the teachers or to fulfill students' needs of Senior High School Grade XI. This textbook analysis tried to determine the content in form of percentage of the target and aesthetic culture and sociological culture presented in Pathway to English. Data were collected through observation. Focusing on targets culture analysis by experts, we found that the book had 14 items for aesthetic dimensions, 35 items for the sociological dimensions. The Target culture type had 97 objects of the total number of Target types that appear. From this research it can be concluded that the most dominant c culture presented in this book was aesthetic.

INTRODUCTION

Cultural contents presented in a text-book for EFL learning in Indonesia has been one of the most popular topics in the last decade. Such a business is not only important to widen teachers' knowledge on intercultural communication, but also cultural elements contained in a specific textbook. Many EFL textbooks have been analyzed and evaluated for the benefits of students and other parties, but there has been very little attention paid to aesthetic and sociological cultures especially written in 'Pathway to English textbook'. Cortazzi in Faris (2014: 16) categories the cultures into local culture, target culture, and international culture. Andaskou (1990: 3-4) defines the cultures based on different perspectives namely aesthetic, sociological, semantic, and pragmatic sense. Nurjanah (2019: 83) found that the culture contained in Pathway to English textbook was mostly the target culture. The least culture category is source culture and the next smallest is international culture. Most cultural dimensions are about product, person and community. Mayangsari (2018) also found that the text-books were dominated by product dimensions and perspectives and there was an imbalance between cultural dimensions and cultural categories.

What makes researchers interested in conducting this research was based on the fact that she experienced during the field practice. Students were very excited to know the external cultures such as target culture. They were also interested in the form of images that contain artistic elements, also known as aesthetic culture. They also wanted to know the style of British accent, which is classified as a sociological culture. Therefore, it is very important for the teachers to know the cultural elements depicted in English. Based on this phenomenon, we formulate the problem as How much was each culture (target culture, aesthetic and sociological cultures) shared in Pathway to English?

METHOD

The data of the current study were obtained by observing the content of "Pathway to English". The researchers read page by page carefully, consisting all reading passages, dialogues, looking into line to line, picture by picture, and activities which contain the elements of culture. Next, we coded every element of the culture based on the framework to ease the classification. Finally, we examined Target Culture by referring to Cortazzi in Hinkel (1999:196-219). The cultural categories were developed from Dweik and Al- Sayyed (2015:7-8), and they included food, places, literature, Arts, ecology, economic, social behavior, history, and person. Then, to reveal aesthetic and sociological cultural dimension, we used Adaskou (1990:3). Table below represents how target culture would be gathered in accordance with the existing theories.

Table 1 Model of Tabulation of Culture

Target Culture (TC)	Chapter														Amount (TC)	%
	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
History and politic																

Food													
Ecology													
Economy													
Literature of science													
Person													
The Amount													

FINDING AND DISCUSSION

1. Target Culture in Pathway to English

This textbook for X1 Grade of Senior High School written by Th. M. Sudarwati and Eudia Grace was analyzed using cultural categories of Dweik and Al-Sayyed (2015:7-8) included History and Politics, Religion and Religious Rituals, Food and Drinks, Education, Ecology, Economy, Leisure Time, Music and Arts, Dress, Literature and Science, Social Behavior, Family and Male-Female Relationship and First Name. However, for this study, the researcher chooses 6 categories such as History and Politic, Food, Ecology, Economy, Literature of science, and Person. Because only 6 category of target culture present in Pathway to English textbook. The data findings of this category is depicted in the following graph.

Chart 1 Categories Culture of Target
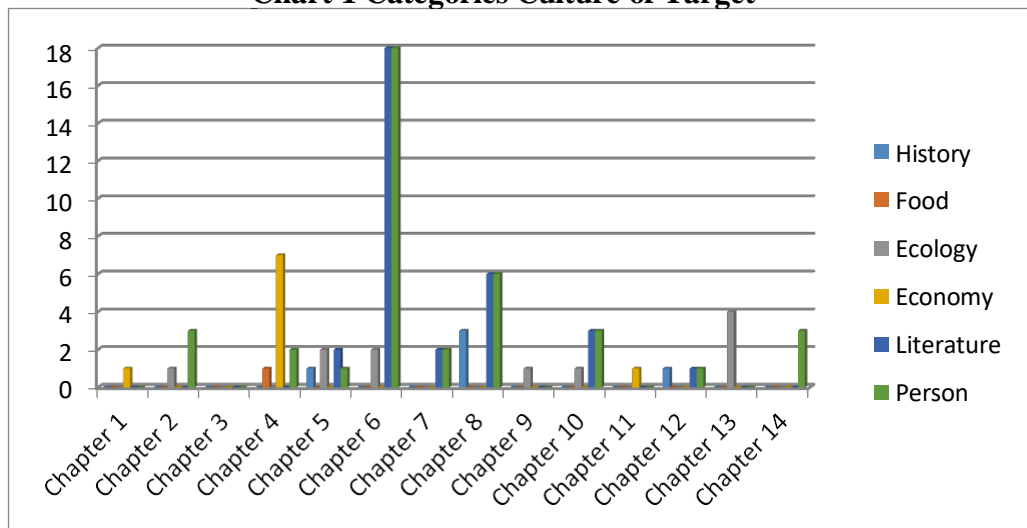
In the target culture chapter, it is presented only once, namely the sub point of economy which discusses a large company in America called Cincinnati which is located on page 2 and the text form:

The text above explained that the rioting rappel and hanging banners on the company building in Cincinnati. This riot was a form of consumer protest against the products used by the company. The most cultural target categories were in chapter 6 which discussed literature and people, while in chapter 3 it does not discuss any cultural content. Mostly presented by the names of people, such as: Thomas Edison, Isaac Singer, Garret a Morgan, Charles Duryea and J

Frank Duryea, Orville and Wilbur, Benjamin Franklin, Thomas Edison, Isaac Singer, Garret a Morgan, Charles Duryea and J Frank Duryea, Orville and Wilbur, Benjamin Franklin, Wilhelm Conrad, Alexander Graham Bell, Mark Elliot Zuckerberg, Chester Carlson, George Eastman, Kirkpatrick Macmillan, Vladimir Zworykin. The picture can be seen as follows:

The text above is the name of the people, the names of the people and some pictures about the tools that we usually use every day and this text belongs to the aesthetic culture. The name of these people is one of the sub points in Target culture. The text above is on pages 80 to 81 in the textbooks. The name of the person above is the name of native English or it can also be called from the West. The function of the text and images above in textbooks is to inform inventors of various kinds of objects that we often use in everyday life.

There are two sub-points from the target culture presented, namely person and ecology (particularly on page 22). On this page, sub-ecology is only presented in the form of an image referring to the weather. However, in chapter 4, 3 sub-points from the target culture are presented, namely food once on page 47. The most sub-points about economics are presented among the 3 sub points that appear in this chapter, namely 7 times located on pages 48, 51, 56 and 57. Next, 2 sub-point persons on page 57. Here are some pictures of one of the points referred to:
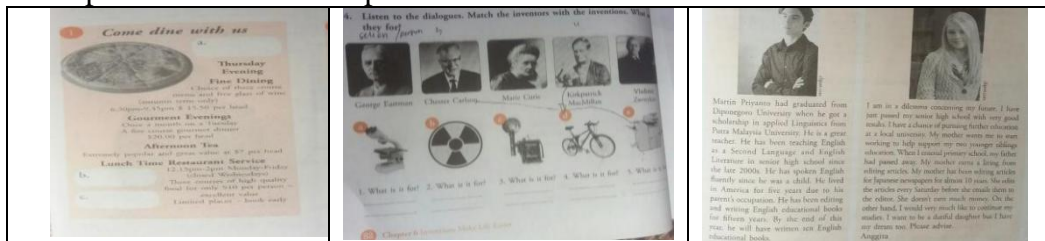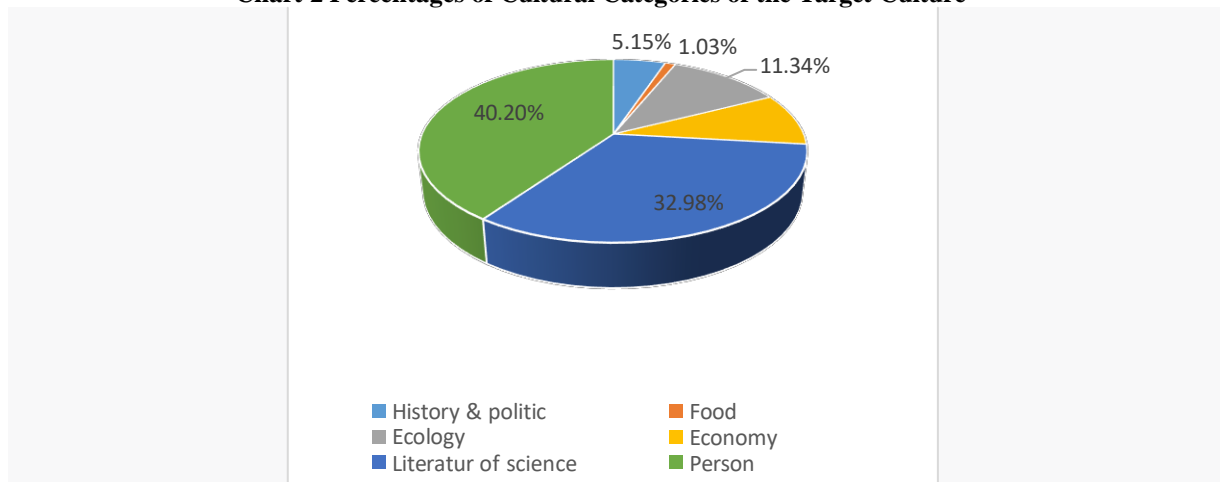

Chart 2 Percentages of Cultural Categories of the Target Culture

The findings of this study indicated that the percentage of presentation of target culture produced as many as 99, 97% cultures. Among them, the most dominant category is dominated by literature and person, exposed 32, 98% of literature of science and 40, 20% person. While the lowest target culture was food (1, 03%).

2. **The Aesthetic and Sociological Cultures in Pathway to English**
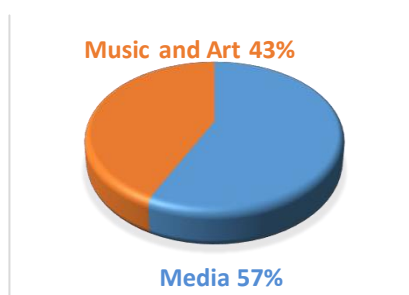
Based on Adaskou, there are four dimensions of culture aesthetic, sociological, pragmatic, and semantic sense. But researcher focuses only aesthetic and sociological sense. The researcher chose to focus on aesthetic culture and sociological culture because many students are only interested in art values that are displayed in the form of images and text in textbooks. The art displayed is a beauty that can be felt and realized by everyone and the beauty of the art displayed can attract the attention of students in studying the text and images that contain the aesthetic culture. Then researchers were interested in researching sociological culture, discussing how a person's life or lifestyle in society.

a. Aesthetic dimension cultural in Pathway to English

Aesthetic culture is part of Adaskou theory, where the sub points are explained in the textbook in the form of media, cinema and music; here the researcher takes two sub points because in the textbook only present two sub point of aesthetic culture. Aesthetic dimension according to Adaskou theory consists of three categories, namely media, cinema and music. For this research, the researcher only took 2 categories from the three categories, namely media and music because in the book Pathway to English only presents 2 categories about aesthetic culture dimension, Also used 2 categories of categories to analyze aesthetic culture dimensions. From the whole chapter of the aesthetic culture dimension, there are 14 cultures that appear in 2 categories which are presented, among them are media and music is included in its category.

From the author's description above, it can be calculated that the aesthetic culture is as much as the researcher presents in the following pie chart.

**Chart 4 Percentage of Aesthetic Cultural Dimension**

b. Sociological Dimension sense in Pathway to English

The sociological culture dimension is one of the cultural dimensions of the 4 cultural dimensions according to the Adaskou theory. The 4 dimensions of culture are aesthetic, sociological, pragmatic, and semantic, but for this study the researchers only took two cultural dimensions, namely aesthetic and sociological. The sociological culture dimension contains several categories that will be analyzed, including organization and nature of family, of home life, interpersonal

relations, material conditions, work and leisure. For this study, the researchers only touched 4 categories, namely interpersonal relations, institutions, custom and work categories.

In chapter 14 the category of sub point appears in this chapter is work. The researcher found that work was raised 4 times in this chapter in page 252 and 254 (3 times). Here are some pictures from one of the points referred to:
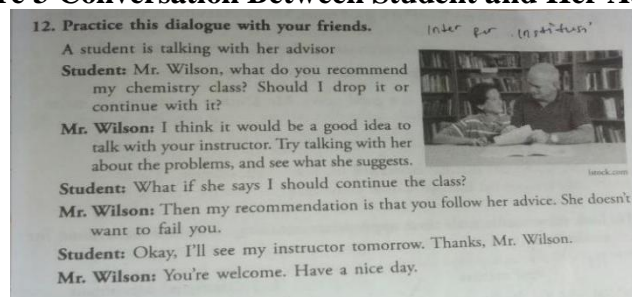
Picture 1 Sociological culture about feeling happy
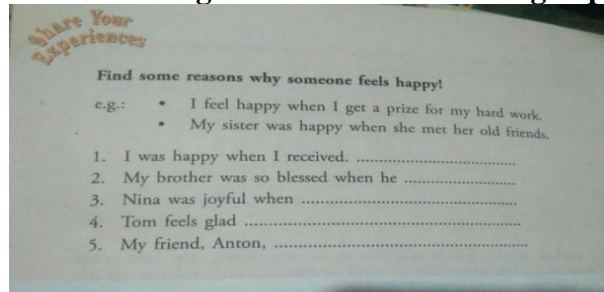
The picture above discusses how someone feels with what he gets from his hard work.

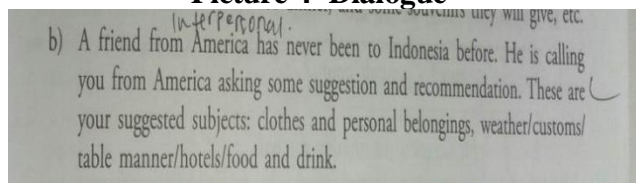**Picture 2 Brochure and Seminars**

The picture above discusses jobs and institutions from various companies that offer various kinds of jobs and businesses to the reader.

Picture 3 Conversation Between Student and Her Advisor

The dialogue picture above is included in the interpersonal relations category, where the relationship between the student and her advisor is established and this is also included in the institution because this also concerns educational institutions.

Picture 4 Dialogue

b) A friend from America has never been to Indonesia before. He is calling you from America asking some suggestion and recommendation. These are your suggested subjects: clothes and personal belongings, weather/customs/ table manner/hotels/food and drink.

The dialogue above is an example of a text on personal relations on page 29 chapters 2 where a person communicates with a friend who will come from America to Indonesia and his friend asks for advice and recommendations about customs, hotels, food and others. As for the chapter there are 5 social cultures, among which are the sub points of interpersonal relationships presented on pages 22, 23, 27. Follow image page 23 about interpersonal relation:
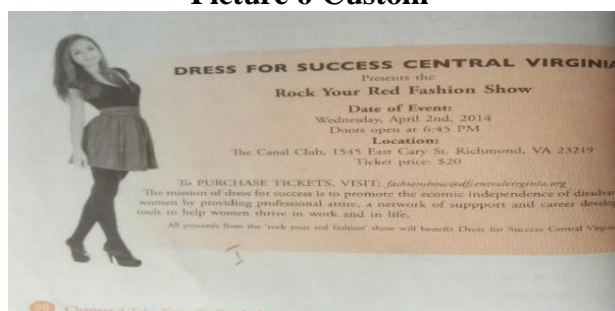
Picture 5
Interpersonal Relation Recommended Person for Employment
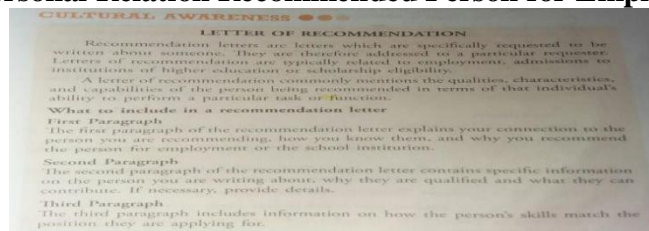
The picture above discusses a written commendation letter of some specific job-related information about how the person's skills match the position they are applying.

Picture 6 Custom

The picture above is an example of customs from Central Virginia which is located at U.S state page 56 Chapter 4.

From the description above, the cultural sociological categories that can be found in per chapter are about 4 sub point. which in this 4 sub point discusses about work interpersonal relation, institution and custom, because of that there are researcher choose the point of sociological culture by Adaskou theory and the numbers that are obtained The results the amount of sociological cultures that have been raised in several chapters can be calculated as the percentage.

For the percent of the sociological culture sub-point the researchers

present in the form of a pie chart as follows: First of all, the chart above explains that sub point of sociological culture is presented in the form of the name of a culture in the form of text and picture, which appears in source culture cultures, sociological culture that emerged from 4 categories, namely work, interpersonal, institutions, and custom. The amount of every sub point is work 40%, interpersonal relation 23%, institutions 31%, institution and custom 6%. The chart below shows the four cultural categories that are mentioned from the whole chapter, it was found 99, 98% times.

DISCUSSION

Based on the research findings, it wa found that the cultural aspects of the Cortazzi Framework and J eans culture target were presented in the entire chapter 97 times (99.97%) and the highest percentage of appearance was was person 39 times (40.20%) and the lowest was food with the amount of 1 time (1.03%). Also, the culture in the textbook is a little different representing culture based on the four cultural dimensions of Adaskou, Britten and Fahsi, but from the 4 cultural dimensions the researchers only touched 2 cultural dimensions, namely aesthetic and sociological culture. The purpose of the discussion is to interpret and describe the importance of the findings. The researcher divides the discussion into two points to answer research questions.

First, what is the percentage of Target culture presented in pathway to English and what is percentage of aesthetic and sociological cultures dimension in Pathway to English. Statements, words, names of people, institutions, conversations and other work activities. In the Pathway to English textbook for Class XI, Target Culture is presented predominantly, second only to the aesthetic culture dimension as much as 99.97% and the most dominant is aesthetic culture dimension as much as 99.99% and the least emerging from this research is sociological culture 99, 98%. Outperform other types of culture. It is a consideration that textbooks are more likely to promote aesthetic cultural dimensions such as media and music in learning English. To analyze the target culture category, the researchers used only 6 categories, which researchers adopted from 12 categories in their journals Dewiek and Al-Sayyed. The 6 categories are History and Politic, Food, Ecology, Economy, Literature of Science and Person. From the above findings it can be concluded that textbooks contains the type of target culture, aesthetic and sociological dimension culture with different percentages.

The second discussion is the cultural dimension in the pathway to English textbook. There are four dimensions outlined by Adaskou and the framework of Adaskou, Britten and Fahsi, namely aesthetic, sociological, pragmatic and semantic sense which are used to analyze the Pathway to English textbook. The researcher only touches the cultural dimensions, namely Aesthetic Sense, and Sociological Sense. In the book Pathway to English Aesthetic Sense appears most often. In detail, Aesthetic can be identified in several categories, namely media, cinema, and music, but this time the

researcher only focuses on 2 categories that are presented in the textbook, namely media and music.

CONCLUSION

This research was conducted to determine the type of culture and cultural methods represented in the English textbook for Senior High School classes XI. The first text book contains 14 chapters. Cultural content comes from Cortazzi and Jins, while the skeletons from Adaskou, Britten and Fahsi. Based on these findings, the researcher concluded that the first aspect was the discovery of the target culture. According to cortazzi and jeans Types of culture are categorized into Source Culture, Target Culture, and International Culture. Source culture refers to the learners' own culture. In this study refers to Indonesian culture. On the other hand, Target Culture refers to countries that use the target language as their first language. The last type is International Culture, deep which culture refers to a country that is not included in both and the Source Culture and Target Culture. This research Textbook analysis has only focused on one type of culture, namely target culture and two dimensions of culture, namely aesthetic and sociological culture. The conclusion of the study aesthetic culture dimension was shown to be dominant over the target culture and sociological culture sense in this textbook.

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