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ANALYSIS OF CULTURAL CONTENT REPRESENTED IN “BAHASA INGGRIS UNTUK SISWA SMP – MTS , WRITTEN BY DEBI KARMILA AND RATNA JUWITA NINGSIH” FOR SEVENTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL SCHOOL

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Abstract

Language and culture are interrelated. Having communicative competence may require students to understand the culture. Textbooks can effectively teach students cultural knowledge because it is easy to say that textbooks had a crucial role in EFL teaching. The study investigates the cultural content of the English textbook “Bahasa Inggris Untuk Siswa Smp – Mts, Written By Debi Karmila And Ratna Juwita Ningsih” for seventh-grade students of junior high school. The purpose of this study is to explore which culture is expressed and how it is expressed in textbooks. In this study, descriptive qualitative methods for textbook analysis used content analysis in particular. The study additionally used the two frameworks of cultural types Cortazzi and Jin (1999) and the frameworks of Adaskou, Britten, and Fahsi (1990) on cultural sensitivity. As a result of analyzing the textbook, the researcher finds two things. First, Bahasa Inggris Untuk Siswa Smp-Mts., Which is predominantly shown through the source culture (39%) compared to the target (6%) and international culture (9%). Second, culture was mostly being expressed by a pragmatic sense (36%) compared to the aesthetic (3%), semantic (2%), and

Keywords

Analysis, Textbook, Cultures.

INTRODUCTION

Today, textbooks had a crucial role in the EFL teaching classroom. Karamouzian (2010) stated that textbooks are considered essential for teaching and learning because their quality is a key factor in improving or reducing the quality of language courses. A utensil that helps students not just familiarize themselves with the linguistic aspects of the language, but also the social and cultural aspects of the language.

Textbooks are one of the classroom materials applied to assist learning by stimulating cognitive processes and providing students with structure and progress. Generally, textbooks convey two important teaching functions: teaching, ensuring progress in specific subjects taught to students, and conceptual, reflecting the development of students' cognitive structure (Richards, 2002: 252). Hutchinson and Torres (1994) believe that textbooks are almost a global part of English teaching and no teaching-learning situation, it seems, is comprehensive until it has its appropriate textbook.

Textbooks are used as equipment to help teachers organize teaching and learning, so that the preparation time for the textbooks of each class is not long, to help students prepare for what they have learned, and then reflect on what they have learned. Baleghizadeh and Amir (2011) state that a textbook assists and supports learners to gain their targets in the teaching process. It helps teachers to plan the activity in the classroom as well.

By embedding cultural aspects in English lessons, it shall certainly make the learning process more interesting. Students not only focus on the text or sentences contained in the textbook but some pictures have cultural aspects related to the lesson so that students more easily absorb and understand the lesson.

Culture is hard to explain. A culture is a complicated object that appears in all aspects of life. According to Dewantara that culture is the fruit of the human mind, the result of human effort has two strong influences: nature and society. So, Hofstede (1991) considers behavior to be thought of as "brain software", which means shared rules that guide us to behave properly in a particular group.

William (1983) defined culture in Zarei and Khalessi (2011) as a combination of ideas about important things (values) in life, such as entertainment, liberalism, consumerism, and the absorption of Western values; people are in different situations (norms) Behaviors, like the relationship between boy and girlfriends, heterosexual contact or dating, sitting with pets, dancing in clubs; values and norms (systems) operate through social structures (such as organizations), such as entertainment, business, sports, education, And traditional institutions; and items or aspects of material culture derived from cultural values and norms (cultural relics), such as occupations, clothing, names, music, sports, art, celebrities, food, tools, and education.

Over the years, the relationship between culture and language learning has been widely covered for review of some of the most important works in this field, see Risager (2011). For decades, many scholars have described the unbreakable relationship between culture and language and its impact on language learning (Mitchell and Myles2004: 235).

According to Wei (2005:56), language contains a twin character: each as a way of communication and a carrier of culture. Language whereas not culture is incredible, so is a human culture without language. A specific language can be a mirror of a specific culture. Brown (1994: 165) describes the relationship between language and culture as follows: `Language is part of culture and culture is part of the language; Both are so intertwined that we cannot distinguish between them without losing the meaning of the two languages or cultures. Briefly, culture and language are inseverable (quoted in Jiang, 2000: 328). When it covers the field of teaching and learning, as Gao (2006) presents, the interrelationship between acquisition and cultural teaching is

obvious, so we can conclude that language teaching is cultural teaching, so language teaching is cultural teaching. (p.59)

Because language and culture are closely connected, there is a phenomenon that the integration of cultural aspects toward textbooks applied to teach English as a second/foreign language has to be universally recognized. Thus, textbooks had a crucial role in learning English and can easily be argued, so teaching students through the cultural aspect can be applied through textbooks.

In learning English, students do not have to focus on the four main skills. Cultural aspects must also be a concern because culture cannot be separated from language. If you pay attention, cultural aspects are also indirectly included in the main things in learning English and become the fifth skill that is understanding the aspects and values contained in it. This is due to the approach that can be done through cultural aspects.

METHOD

This study is using a descriptive qualitative design. Descriptive is the feature of information in qualitative studies as it changed into taken from documents, audio-video recordings, transcripts, words, pictures (Walliman, 2001, p.259). Content analysis is likewise a way utilized in analyzing qualitative data. It is relevant to numerous research which includes language research, which issues with analyzing content material of sure be counted via classification, tabulation, and evaluation (Pamungkas: 2010 as mentioned in Rynanta & Ruslan, 2013, p.4). The data for analysis is collected from English Textbook Buku Bahasa Inggris Untuk Siswa SMP-MTS written by Debi Carmila and Ratna Juwita Ningsih for seventh grade.

The data analysis is split into two steps: To find out which culture is contained in the textbooks, the readings, conversations, images, and activities contained in any chapter of the textbook are split into source culture, target culture, and international culture (Cortazzi and Jin, 1999). The source culture materials refer to materials presenting language learners' own culture, the target culture materials refer to materials presenting the culture of English native speakers countries such as The United States and The United Kingdom, the International culture materials refer to materials presented from all the countries worldwide except source culture and native speakers countries such as in China and Brazil.

After that, to find out how culture is shown in textbooks, all aspects of the materials were categorized: Aesthetic sense, Sociological sense, Pragmatic sense, and Semantic sense (Adaskou, Britten, and Fahsi, 1990). The aesthetic sense of culture referring to media, cinema, music, and above all literary research (the study of literature) is often one of the main reasons for language teaching, the sociological sense of culture refers to the organization and nature of the family, family life, interpersonal relationships, material conditions, work and leisure, customs and institutions, the semantic sense of culture refers to the conceptual system embodied in the language and according to the Whorf Sapir Hypothesis, conditioning all our perceptions and our thought process, pragmatic sense (or sociolinguistic) refers to the background knowledge, social skills, and paralinguistic skills that, addedly to mastery of the language code, make possible successful.

RESULTS

Based upon the framework of Cortazzi and Jin (1999), cultural classification can be split into three types, namely: source culture, target culture, and international culture. The source culture refers to the culture of the students, the target culture refers to the culture of the native speakers' country, and the international culture refers to the cultures of the whole world.

Table 1. (I don't know what table is this?)

	Chapters								Total
	I	II	III	IV	V	VI	VII	VII	
Source Culture	22	21	12	9	8	8	13	0	93 (39%)
Target Culture	0	0	0	1	0	0	0	14	15 (6%)
International Culture	0	0	0	2	9	2	9	0	22 (9%)

From this finding research, the researcher found that the type of culture is most represented in this textbook “Bahasa Inggris”, 2018 was a Source Culture with the percentage of 39% the activities fulfilled the target from 93 activities, and the second is the International Cultures with percentage 9% the activities was a 22 Activity, and the lowest was a Target Cultures with percentage 6% the activities contained the International cultures was 15 activities from 90 activities from all of the chapter.

Table 2. (What is the name of this Table?)

Four Sense of culture	Chapters								Total
	I	II	III	IV	V	VI	VII	VII	
The Aesthetic Sense									
– Media	1	1	1	0	1	0	0	1	10 (3%)
– Cinema	0	0	0	0	0	0	0	0	
– Music	0	0	0	0	0	0	0	5	
The Sociological Sense									
– Family	0	5	1	3	1	2	3	1	73 (24%)
– Home life	0	0	5	0	0	0	2	0	
– Relationship	9	5	3	4	4	5	4	1	
– Material conditions	0	0	0	0	0	0	4	0	
– Work and leisure	0	0	0	0	0	11	0	0	
The Semantic Sense	0	1	0	1	2	0	1	0	5 (2%)
The Pragmatic Sense	17	17	13	8	14	9	17	12	107 (36%)

From this finding research, the researcher found that the type of cultural senses is most represented in this textbook “Bahasa Inggris”, 2018 was a pragmatic sense with 36%, and the second is the

sociological sense with 24% , then following by the aesthetic sense with percentage 3%, and the lowest was a semantic sense with percentage 2%.

DISCUSSION

Based upon research findings, the writer found that the cultural aspects of the Cortazzi and Jins framework are shown differently in the textbook. Addedly, the cultures in the textbook differ slightly in the representation of the four senses of the cultures of the Adaskou, Britten, and Fahsi frameworks.

First, the types of cultures in each book were represented by every material presented in the textbook, such as readings, words, names of people, place names, pictures, dialogues, and others. In this book, it can be seen that this textbook is dominated by source culture with a total of 39% (93 times) of 125 activities. This far exceeds the target culture and international culture, where international culture gets the least portion with only 6% (15 times) of the total 125 activities. This may be because this book is used in Indonesia and automatically this book represents more Indonesian culture, but unfortunately, this book does not show specific Indonesian cultures such as Javanese culture, Minangnese culture, Batak, or Sundanese culture. This book only presents Indonesian culture in general. While for the target culture and international culture, not much is shown in this textbook, other than that for the target culture shown in this book only focuses on US culture and there is no British or Canadian or Australian or New Zealand culture found. Addedly, this textbook is also dominated by pragmatic sense with 36% (107 times) surpassing semantic, sociolinguistic, and aesthetic sense.

CONCLUSION AND SUGGESTION

First, types of cultures are categorized into Source Culture, Target culture, and International Culture. Source culture refers to students' own cultures. This study refers to Indonesian cultures because this textbook is used in Indonesia. In addition, Target Culture refers to the native English speakers countries. The last is international culture, where culture refers to all of the countries around the globe which does not include the source culture nor in the target culture. Second, how are the cultures are represented in the textbooks? There are four senses used to analyze this textbook, that are Aesthetic Sense, Semantic Sense, Pragmatic Sense, and Sociological Sense. In this textbook, Pragmatic Sense is shown most often with 36%. It was presented as the conversation section, listening section, reading section, and others. After that, sociological sense established second place behind the pragmatic sense with 24%. Sociological sense can be discovered by the appearance of a relationship between family members or friends. Aesthetic sense established the third place behind the sociological sense with 3% It can be identified just only in English songs and strip comics. Finally, the semantic sense was the least shown in the textbook with only 2%. It is only limited to the picture of clothes. In other words, it can be inferred that this textbook presents a small portion of Semantic sense in comparison with three other senses. Based upon this research and depending on the conclusion above, the researcher will give some suggestions. The researcher suggests that the English textbook “Bahasa Inggris” has to make a more specific culture and sense. And authors must involve the balance presentation among Source Culture, Target Culture, and International Culture. Afterward, society use English as the first language to communicate with different cultural backgrounds. So, the English textbook is very important to students because it can be a guide and source for students to study English, and hopefully, the other author can be aware.

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