

CULTURAL CATEGORIES IN ENGLISH TEXTBOOK “WHEN ENGLISH RINGS A BELL”: CONTENT ANALYSIS

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ABSTRACT

Culture is one of the importance aspects in language learning. By understanding the culture of particular language the students are able to communicate better in this global village. Moreover, the students should be able to express their own culture. Due to these cases, the student needs a cross cultural understanding as be an intercultural competent. Textbook is the main source of information for the students to improve their intercultural competence. This study aims to investigate how culture was employed in English textbooks, which is used for 8th grade students in Indonesia. The study explored the cultural categories in the textbook. In order to analyze the textbook, descriptive content analysis was be used. The result showed that this textbook has dominated source culture and the materials which present any particular culture. The target culture has the less intention in this book. Then the suggestions are provided with the expectations of developing the textbook which meet up with the students' need in this era.

Keywords: cultural content; intercultural competence; language and culture; textbook evaluation.

INTRODUCTION

Many experts say that learning language is not complete without learning cultures. By understanding the culture of the language come from, the students are able to minimize miscommunication. Indeed, it can also deepen learners' understanding and interpretation (Arslan, 2016). Clearly, the relationship between language and culture is a complex one. This is evident in what, Agar (1994) has described "culture is in language and language is loaded with culture." In fact, the use of a given language reflects the cultural values of the society in which the

language is spoke. Therefore, learning culture in a language is important thing to have a better communication.

Moreover nowadays, English has spread around the world extensively and developed as an international language for economic, social and technological purposes. The English speakers grow and spread quickly. Byram (1997) mentions the development of linguistic competence cannot promise successful communication, and misunderstandings often happen among interlocutors from different cultural backgrounds. In other words, learners of English should not be expected to internalize cultural norms of native speakers. Instead, they are encouraged to be equipped with both communicative competence and intercultural competence for efficient intercultural communication. Therefore, in learning a language the students not only learn the culture of target language but also learn their own culture and other culture using the target language they have learnt. Inputting source culture and target culture in EFL textbook can be helpful for the students to see the difference two cultures and make crosscultural understanding analysis (Arslan, 2016).

In this research, the categories of culture are going to discuss in this textbook evaluation. According to Cortazzi and Jin (1999), there are three types of cultural information being suggested to be included in language (English) textbooks: 1) target culture materials, 2) local culture materials, and 3) international culture materials. Regarding the categorization of culture, Chao (2011) also proposed five categories of culture as follow:

- (1) Source Culture (SC) refers to the culture of the country whereby the textbooks are published in this case, Indonesian culture;
- (2) Target Culture (TC) includes English speaking countries (Australia, Canada, Ireland, New Zealand, the UK and the USA);
- (3) International Culture (IC) includes culture of all countries in the world (European countries, Latin America countries, Africa, and Asia) except for Indonesia and English speaking countries;
- (4) Intercultural Interaction (ICI) includes the comparison, reflection, or awareness of the differences and similarities between the local/source and the

target/international culture through activities such as case studies, problem-solving, and role play to help students develop positive *attitude, knowledge, skill, and awareness* in international communication;

- (5) Universality across Culture (UC) / Free Culture includes general knowledge/content that is not specific to any particular culture or country.

In contexts where there is no immediate access to the target culture, teachers and the materials being used to play a significant role in supplying cultural information. In addition to teachers and realia, textbooks can also play a crucial role in supplying students with rich cultural information. According to (Tavares and Cavalcanti, 1996), the aim of teaching culture is to heighten students' awareness and to develop their curiosity towards both the target and home culture (Yeganeha and Raeesia, 2015).

A textbook is an appropriate media to share the cultural values. It is the foremost references and resources in the education system (Shahmohammadi, 2013; Arik and Kezer, 2010). Without the textbook, teachers also could not transfer their knowledge to students successfully since most of language inputs are provided there (Arik and Kezer, 2010). Additionally, Richards (2001, 245 - 255) states that a textbook could assist teachers with limited teaching experiences for it has already covered a syllabus design, standardized instruction, variety learning resources, effective language models and input. Textbooks are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them (Shannon, 2010).

Textbooks are undoubtedly the most popular teaching materials and media used in foreign language classes for many years. It also has been as one of effective sources for both teachers who is designing a course and learners as persons who are acquiring the languages in teaching and learning process. From the statement above, it cannot be denied that the textbooks have significant positive effects for the students and help the teachers in managing a lesson.

According to Hutchinson and Torres (1994:315) also say that the textbook is an almost universal element of (English language) teaching. It means that the textbooks play an effective role as media which support in facilitating the students to learn better about language and helping teachers to manage a teaching process.

In teaching language, the textbooks help both the students and the teachers to learn together. It is supported by Nordlund (2016: 48) who states that the textbooks be of high quality and helpful in the acquisition of the new language. The textbooks, as a tool used to achieve teaching and learning goal, help the learners to acquire a vocabulary because the textbooks generally contain many kinds of texts, class activities, as well as different kinds of tests, and additional materials to give the students deepen their understanding. Additionally, by using a textbook, the teachers will cover all things which is required in national curriculum and syllabi. Thus, the teachers can learn more about what they should teach according to the national curriculum and standardized syllabi. They can also plan the teaching for a whole semester or maybe even for a whole academic year with complete sets of teaching materials.

The textbooks facilitate the teacher and the students in many ways but still have some weaknesses. As stated by Gak (2011:79), it is important to realize and emphasize that there are no textbooks that fit perfectly for every language program. Thus, there are no ideal textbooks, ideal for every teacher, ideal for every group of learners, and ideal in every teaching situation. Consequently, the teachers are required to adapt and modify the textbooks to fit the actual needs of learners' groups and culture. It will give an approach to the learners and help them closer to the context. As a result, they would feel that their needs are respected and they would feel much more motivated to successfully finish the course (Graves, 2000:176).

In some situations, the textbooks serve as the basis for much of the language input learners receives and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance skills taught and the kinds of language practice the students take part in. The textbooks may serve to supplement the teacher's instruction for learners. Those

may provide the major source of contact they have with the language apart from input provided by teachers. An Indonesian educational system also requires students to have a textbook. The government provides the textbook for all subjects. Every student gets one textbook for every subject. Several schools provide it for free. The rest is asking the students to buy it by themselves. In this case, an English subject also takes part since it is one of compulsory subjects which students must learn.

Obviously, culture is the expression of the values and beliefs of a community (Corbett, 2010: 4). The way of writer insert culture in a textbook will be interesting to be analyzed. It is one way to communicate to the readers about culture through textbook. Furthermore, in his book Corbett also wrote that exploration of language and culture is, at heart, a search for meaning. Meaning can obviously be communicated via spoken or written language, in variety of genres (Corbett, 2010: 3). One of the genre that he mentioned is about book. By analyzing cultural in a textbook, it is hoped that it can be a safe space for engagement with differences in belief and ideology, not so that some false consensus can be imposed, but in order to promote genuine understanding and respect as it stated by Corbett (2010: 5).

Regarding to the issue of intercultural competence, a good English textbook should expose target culture, local culture, international culture and the interaction of cultures themselves. However, the presence of cultural materials are still questionable. Therefore, the analyzing English textbook related to cultural content is needed. In analyzing English textbook the researcher uses Chao and Cortazzi theories. It consists of cultural categories includes source culture, target culture, international culture, intercultural interaction and culture free. The inquiry question for this paper is “What cultural categories are applied in English textbook entitled Bahasa Inggris “When English Rings a Bell” for Grade eight? “

RESEARCH METHODOLOGY

Content analysis is a textbook evaluation which is belonged to the descriptive qualitative research. It reveals the cultural contents of English textbook used by grade eight in junior high school and how they are represented.

According to Karasar (2006), content analysis is study to develop the quantification criteria in advance and examines the material such as text, book, document etc. according to some specific expectations. It means that in content analysis, the researcher evaluates text, book or other documents based on the specific criteria. According to Shahmohammadi (2013), content analysis is a research tool to determine the presence of certain words, concepts, themes, phrases, characters, or sentences within texts or sets of texts and to quantify this presence in an objective manner. He said that to conduct a content analysis on a text, the text is coded or broken down, into manageable categories on a variety of levels word, word sense, phrase, sentence, or theme and then examined them. It means in this research, the text or word in the book or document should be analyzed or categorized according the criteria are going to study.

In this research, the text and picture in EFL textbook “Bahasa Inggris When English Rings a Bell for Grade Eight” will be analyzed using cultural categories (source culture, target culture, international culture, intercultural culture interaction, and cultural free). This textbook is the second revised edition of Bahasa Inggris “When English Ring a Bell” for Grade Eight. It is developed by Indonesian Minister of Education and Culture in 2014 and revised in 2017. This textbook was chosen because it is expected to be used as the guidance book by the teachers and students in teaching and learning process nationally.

FINDINGS AND INTERPRETATION

Raw data was collected from thirteen units of the student book from Bahasa Inggris “When English Rings Bell” for grade eight. The coding schemes based on the construct of categories of culture. The content which related to Indoneisan culture was coded under Source Culture (SC). The content that described about anything from English speaking countries: Australia, Canada, Ireland, New Zealand, the UK and the USA was coded as Target Culture (TC). When the content is connected to cultures (e.g. stories or experiences) of different countries in the world (e.g. European countries or countries in Latin America, Africa and Asia) except for Indonesian and English-speaking cultures, it was

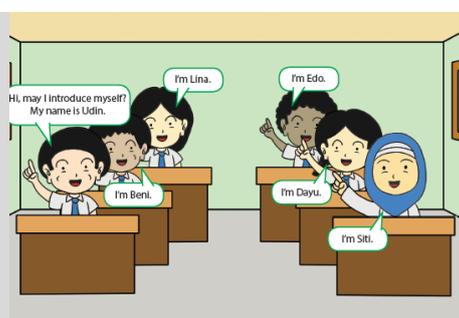
coded under International Culture (IC). In addition, the content which helped the students to compare or reflect on the differences or similarities between their local and target/international cultures was coded under Intercultural Interaction (ICI). While the content which related to linguistic knowledge and practice without focusing on any particular culture or country, was coded under Free Culture (FC). In order to code the cultural categories of the target textbook, the focus content for analysis was divided into two parts: text and picture. Here the sample of analysis the textbook:



Picture 1. The Example of Target Culture

The text is a lyric of the song from One Direction. They are a famous boyband from UK. From this text it can be concluded that it contains Target Culture (English speaking countries: Australia, Canada, Ireland, New Zealand, the UK and the USA).

Code: T (TC)



Picture 2. The Example of Source Culture

The picture describes the mostly classroom situations in Indonesia. The students shows some characteristics like their names are Indonesian names such as Udin, Siti, etc., a girl who wears hijab at school, they are from Malayan or Banjar ethnics (students who have light skin) and the others from Papua or Timor ethnics (students who have dark skin). They also wear Junior High School uniform (white and blue). The design of the classroom is also similar to many classrooms in Indonesia. So, it can be concluded that the picture contains Source Culture.

In order to make the result of data analysis reliable, there are two coders including the researcher in analyzing the textbook. Two coders work independently based on the checklist. The discussion between them had been done to reach consensus before presenting the final coding result. The sample coding sheet is presented in the following table:

Table 1. Checklist: The Cultural Categories

Data	Unit & Page	SC	TC	IC	ICI	CF	Explanation
1							
2							

Codes for the culture categories:

SC = Source Culture

ICI = Intercultural Interaction

TC = Target Culture

CF = Culture Free

IC = International Culture

Two coders analyzed every page which contained the cultural content. The frequency of data were compared and analyzed. The conclusion was drawn based on the percentage and the descriptions.

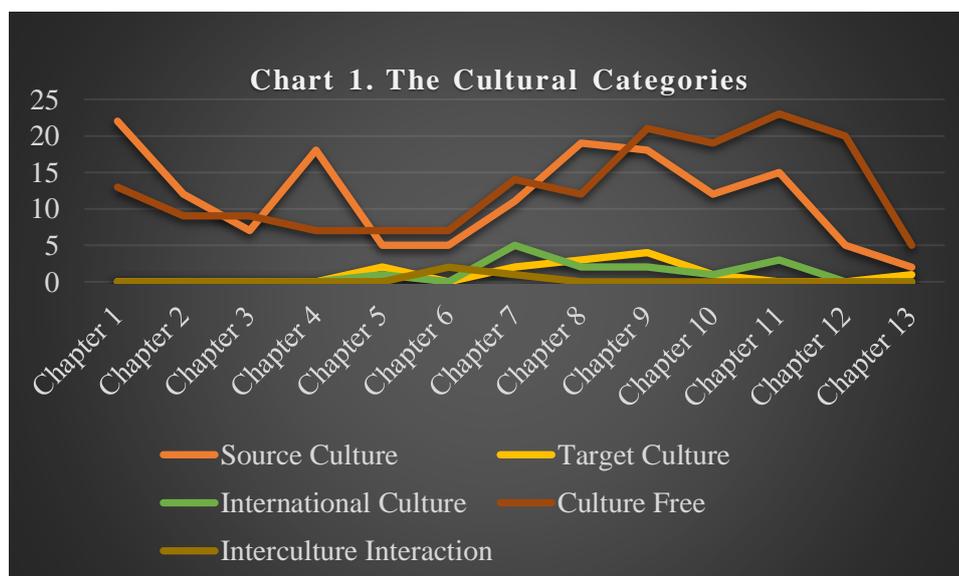
The aim of this study is to investigate the cultural categories presented in Bahasa Inggris “When English Rings a Bell for grade eight, whether they are dominated by source culture, target culture, international culture, intercultural interaction and culture free. Before presenting the frequency of each category, it is important to state that all of five categories are exposed in Bahasa Inggris “When English Rings a Bell for grade eight. Although, not all the chapter presented the complete categories. Here is the distributions of the cultural categories in the When English Ring a Bell:

Table 2. The Distribution of the Cultural Categories

No.	Units	The Categories of Culture					Total
		SC	TC	IC	CF	ICI	

1	CHAPTER I	22	0	0	13	0	35
2	CHAPTER II	12	0	0	9	0	21
3	CHAPTER III	7	0	0	9	0	16
4	CHAPTER IV	18	0	0	7	0	25
5	CHAPTER V	5	2	1	7	0	15
6	CHAPTER VI	5	0	0	7	2	14
7	CHAPTER VII	11	2	5	14	1	33
8	CHAPTER VIII	19	3	2	12	0	36
9	CHAPTER IX	18	4	2	21	0	45
10	CHAPTER X	12	1	1	19	0	33
11	CHAPTER XI	15	0	3	23	0	41
12	CHAPTER XII	5	0	0	20	0	25
13	CHAPTER XIII	2	1	0	5	0	8
	TOTAL	151	13	14	166	3	347
	PERCENTAGE	43.5%	3.7%	4.0%	47.8%	0.9%	

Here is the chart of five categories in thirteen chapters of the textbook.



From the table and chart, it can be concluded that Culture Free (47.8%) and Source Culture (43.5%) dominated the content of the textbook. This national publish book inputs many Indonesian culture. It is very good idea because we

have to respect and proud our own cultures. Moreover, this book tried to practice the students to describe and explain Indonesian culture through English as international language. It can be a good motivation for the students to learn English more.

However, this book had pretty low materials about International Culture (4.0%), Target Culture (3.7%) and Intercultural Interaction (0.9%). Zarei and Khalessi (2011: 295) state that English as a world-wide lingua franca status, whose nonnative speakers already out number native speakers, the global use of the English language necessitates global cultural awareness rather than mere conformity to the target language culture. In other words, it may be claimed that the world wide communication through English is instrumentally motivated and involves predominantly nonnative speakers' interactions, thus vitiating the need for a unilateral native model. Therefore, target and international culture material are important to enhance the students' knowledge about the world. Moreover, it helps the students to increase their critical thinking in comparing the cultures in order to improve intercultural competence.

In the same way, knowledge of the target culture can facilitate language learning. Farzaneh et al., (2014) and Méndez García (2005) mention that including the target language culture in intercultural communication materials serves the following purposes:

- a. To enhance students' knowledge of the world and their knowledge of foreign communities.
- b. To familiarize them with the most salient behavioral patterns of the target societies.
- c. To promote attitudes of respect and tolerance.
- d. To foster reflection upon one's own culture.
- e. To emphasize the relative role of one's cultural assumptions or developing real intercultural communication in an intercultural world.

Thus, the cultural categories in this book has not managed well. It can be showed to the frequency of cultural categories which have high difference distribution between source/free culture and target/international/intercultural.

Chao (2011) suggests that an equal distribution of source culture, target culture and international culture materials should be required in the content arrangement of ELT textbooks. This is to help students to deal with lots of cultural conflicts during the process of intercultural communication.

CONCLUSION AND SUGGESTION

The cultural aspects are needed to be included in English learning materials to support the students understanding when learning the target language. Without cultures, the students would get lost in acquiring the language they learn. The appropriate way to learn culture and language is through EFL textbooks. This is because all cultural aspects could be put in the material being learned without leaving the essence of learning language itself. The textbook entitled Bahasa Inggris “When English Rings a Bell” for grade eights has already presented the cultural categories though imbalance portion. Therefore, it is suggested for the Ministry of Education and Culture to encourage the publishing of textbooks representing balance the cultural categories in Indonesia to support students’ intercultural competence.

The research are expected to provide some benefits. This experience gives a great influence for the researcher in studying the relation of language and culture in teaching and learning process. It provides good input to the curriculum developers to create the syllabus related to cultural awareness in EFL textbook. It gives suggestions about the considerations in choosing materials related culture which presented English as international language.

In addition, this research is also expected to be able to improve the quality of the further produced textbook by considering the strength and the weakness of the text book based on cultural content. It helps English teachers to provide the cultural topics that it has not been presented comprehensively in the textbook. Through this study, the teacher or the users get more understanding about the application of cultural content in the textbook.

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