

# ***AN ANALYSIS OF CULTURAL AND LANGUAGE CONTENT IN ENGLISH TEXTBOOKS FOR THE THIRD GRADE STUDENTS OF JUNIOR HIGH SCHOOL***

**<sup>1)</sup>Fenia Oktariska, <sup>2)</sup>Jismulatif <sup>3)</sup>Rumiri Aruan.**

Email: <sup>1)</sup>feniaoktaaaa@gmail.com, <sup>2)</sup>jismulatif@lecturer.unri.ac.id, <sup>3)</sup>rumiri.aruan@lecturer.unri.ac.id  
Phone Number: 081214065253

*Students of English Study Program  
Language and Arts Department  
Faculty of Teacher Training and Education  
Universitas Riau*

**Abstract:** *This research is aimed to find out what culture and how culture were implemented in English textbooks for third grade students of Junior High School. The data of this research were the English textbooks entitled Bahasa Inggris Think Globally Act Locally revised 2018, English in Focus for grade IX Junior High School and Bright an English Course for Junior High School revised edition. The sample in this research was word, pictures, illustrations, reading passages and other many activities in each textbooks. The data were collected by using a checklist format based on the framework from Cortazzi and Jin (1999). There are two aspects have been analyzed: Big C and little C. The findings of the research revealed that Source Culture was the most appeared in these three English textbooks as categories of culture, and Product was the most frequently appeared in these three English textbooks. As the result of research, it found that the textbook is more likely to promote our local culture ( Source culture) in learning English and make into product of culture rather than any aspect of categories of culture and elements of culture.*

**Keywords:** *English Textbook, Junior High School, Cognitive, Psychomotor.*

# **ANALIS KONTEN BUDAYA DAN BAHASA DALAM BUKU TEKS BAHASA INGGRIS UNTUK SISWA KELAS TIGA SEKOLAH MENENGAH PERTAMA**

**<sup>1)</sup>Fenia Oktariska, <sup>2)</sup>Jismulatif <sup>3)</sup>Rumiri Aruan.**

Email: <sup>1)</sup>feniaoktaaaa@gmail.com, <sup>2)</sup>jismulatif@lecturer.unri.ac.id, <sup>3)</sup>rumiri.aruan@lecturer.unri.ac.id  
Phone Number: 081214065253

Mahasiswa Program Studi Bahasa Inggris  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak:** Penelitian ini bertujuan untuk mengetahui budaya apa dan bagaimana budaya diterapkan dalam buku teks bahasa Inggris untuk siswa kelas tiga SMP. Data penelitian ini adalah buku teks Bahasa Inggris berjudul Bahasa Inggris Think Globally Act Locally revisi 2018, English in Focus untuk kelas IX SMP dan Bright an English Course for Junior High School edisi revisi. Sampel dalam penelitian ini adalah kata, gambar, ilustrasi, bacaan dan berbagai kegiatan lainnya di setiap buku teks. Data dikumpulkan dengan menggunakan format checklist berdasarkan kerangka dari Cortazzi dan Jin (1999). Ada dua aspek yang dianalisis: C Besar dan C kecil. Hasil penelitian mengungkapkan bahwa Budaya Sumber paling banyak muncul di ketiga buku teks bahasa Inggris ini sebagai kategori budaya, dan Produk paling sering muncul di ketiga buku teks bahasa Inggris ini. Sebagai hasil penelitian, ditemukan bahwa buku teks lebih cenderung mempromosikan budaya lokal kita (budaya sumber) dalam belajar bahasa Inggris dan menjadikannya produk budaya daripada aspek kategori budaya dan elemen budaya apa pun.

**Kata Kunci:** Analisis Konten Budaya, Buku Teks Bahasa Inggris, Siswa SMA

## INTRODUCTION

English is the language of international communication. Kramsch (1998) stated that language is the expression of cultural reality, the embodiment of cultural reality and the symbol of culture reality. Risger (2014) states, as we know that we can not separate language and culture because these two are related each other and very important to social practices in a real world. To make a language learner function properly, introducing and developing the culture are the way to understand the culture. Moreover, it is not possible to teach language without teaching cultural content (Alptekin, 1993). If cultural aspect is missing in language teaching, learners cannot interpret the language that is embedded in that culture. The cultural aspects inserted can be generally classified into knowledge, behaviour, and artifact. The purpose of education in Indonesia is set according to cultural value and ideology of the nation and applied in all school and subject including English. In Indonesia, English as a foreign language is not only used as a means of communication and maintaining relationship with other nations but also as a subject learned at school. By studying English, it is hoped that Indonesian people can communicate with other people in the world. The study of English continues to take up an important place in our educational curriculum.

Nowadays, most of teachers teach the language only focus to improve students' skill and do not explain about the culture when they teaching and learning language. Then, the students don't know about the culture. The expectations of curriculum indicating the need of the inclusion of culture in textbooks is to increase the cultural awareness to the teacher and student through textbook. There are many English textbook that have been published either by local publisher or foreign publisher and must be appropriate by the government rule. One of the main components in a curriculum is textbooks. They determine many aspects such as content, the procedures, the methods for teaching and learning. Textbooks usually published by authorized publisher in addition, the government of Indonesia try to make curriculums periodically which suit the demands global era. In Indonesia also has an BSNP (Badan Standar Nasional Pendidikan) one of the task which is to analyze textbooks and to evaluate the quality of textbook used.

According to McGrath (2002) textbooks contain cultural content. Teaching learners about cultural aspect maybe effectively applied through because it can be easily claim that textbooks play vital role in English language teaching. Based on the explanation above, it is undeniable that textbooks are used in many aspects especially in education. In Indonesia, the national education system is regulated based on national cultural values and ideology that is applied in every school and all subjects including English. In this case, textbooks should follow the curriculum that is used by the government. According to Cortazzi and Jin (1999) the textbook can be a teacher, a map, a resource, a trainer, an authority and ideology (as cited in Wen-cheng, 2011).

In addition, some previous studies related to this topic have been conducted by some researchers. For example, Najmiatul Fauza (2018) found that Source Culture was predominantly discussed in the textbook for senior high school in Banda Aceh. On the other hand, The first entitled Cultural Content Analysis of an English Textbook for Senior High School (at Indonesia University of Education, 2014). This result of this research showed that the investigation of the textbook has revealed two major points: the target culture is predominantly represented in the textbook compared to the source culture and international culture.

In this research, the English textbooks that the researcher would like to analyze is on titled *Bahasa Inggris Think Globally Act Locally revised 2018*, *English in Focus for grade IX Junior High School* and *Bright an English Course for Junior High School revised edition* for third grade students of Junior high school. The research attempts to analyze what kind of cultural aspect included in the textbook and how the aspects are represented and also what are language content that exist in these three English textbooks. Furthermore, there are several reason why the writer chooses the book; first, the series of the textbook is suitable with curriculum. Second, they are used for teaching English to third grade students of junior high school.

## METHODOLOGY

In this research, the researcher use descriptive qualitative research. According to Williams (2007), descriptive research is research design used to examined the situation involving identification of attributes of a particular phenomenon based on an observational basis. In this research, the researcher is focus on textbooks content analysis. The data will be taken from images, names, conversations, illustrations and words.

There are several steps to analyzing the data for this research:

*Using Checklist Format*

Table 1. Instrumen checklist categories of culture from (Cortazzi and Jin , 1999)

Categories of Culture	PAGES						
	1	2	3	4	5	6	ETC
SOURCE CULTURE							
TARGET CULTURE							
INTERNATIONAL CULTURE							

Table 2. Instrumen checklist elements of culture from (Cortazzi and Jin, 1999)

Elements of Culture	PAGES						
	1	2	3	4	5	6	ETC
PRODUCT							
PERSPECTIVE							
PERSON							
PRACTICE							

## Analyzing the textbook

### Coding

### Results and Discussion

#### *Bahasa inggris Think Globally Act Locally for grade IX*

Table 3. List of chapters, topics and materi *Bahasa inggris Think Globally Act Locally* for grade IX

No	Categories of Culture	Items	Total
1.	Source Culture	Lina, Dayu, Beni, Udin, Siti, Edo (P.8-9); Independence Day and Kartini Day (P.8 and 15); Lina, Dayu, Beni, Udin, Siti, Edo (P.29); Es teller, Kangkung, Kencur, and Pandan (P.56, 59 and 67); Lina, Dayu, Beni, Udin, Edo (P.89); Posyandu and Papua Community (P.82 and 95); as Lina, Siti, Dayu, Beni, Udin, Siti, Edo, (P.124); Dayang Sumbi, Sangkuriang (P.138); Sangkuriang (P.131); Pempek, Satay, Lemper, Kerupuk (P.146-147) ; Angklung, Ulos, Noken, Payung geulis (P.150-151); Buffalo and Bat (P.166-167); 2 Food Labels ( P.192-193)	<b>78,3%</b>
2.	Target Culture	GEAE, STALE'S BAKERY, SIPALAS, PINUX, ANIDAN, SINA-SPRITZ, NOVEL TEA and FARM HOUSE Oatmeal (P.35-37, 46, 49-50); Orphan by Toto (P.127); 93 Million Miles by Jason Mraz ( P.204-205) ; Bill Gates (P.209) quotation from Bill Gates (P.209)	<b>20%</b>
3.	International Culture	The Golden Star-Fruit Tree from Vietnam (P.140-141)	<b>1,6%</b>

Table 4. Table categories of culture based on framework (Cortazzi and Jin, 1999)

Elements of Culture	Items	Total
Product	GEAE, STALE'S BAKERY, SIPALAS, PINUX, ANIDAN, SINA-SPRITZ, NOVEL TEA and FARM HOUSE Oatmeal (P.35-37, 46, 49-50) ; Es teller, Kangkung, Kencur, and Pandan (P.56, 59 and 67); Orphan by Toto (P.127); Sangkuriang (P.131); The Golden Star-Fruit Tree from Vietnam (P.140-141); Pempek, Satay, Lemper, Kerupuk (P.146-147) ; Angklung, Ulos, Noken, Payung geulis (P.150-151); Buffalo and Bat (P.166-167); 2 Food Labels (P.192-193); 93 Million Miles by Jason Mraz (P.204-205)	<b>46,6%</b>
Perspective	Quotation from Bill Gates (P.209)	<b>1,6%</b>
Person	Lina, Dayu, Beni, Udin, Siti, Edo (P.8-9); Lina, Dayu, Beni, Udin, Siti, Edo (P.29); Lina, Dayu, Beni, Udin, Edo (P.89) Lina, Siti, Dayu, Beni, Udin, Siti, Edo, (P.124); Dayang Sumbi, Sangkuriang (P.138); Bill Gates (P.209)	<b>45%</b>
Practice	Independence Day and Kartini Day (P.8 and 15); Posyandu and Papua Community (P.82 and 95)	<b>6,6%</b>

***English In Focus for Grade IX Junior High School***

Table 4. Table categories of culture based on framework (Cortazzi and Jin, 1999)

No	Categories of Culture	Items	Total
1.	Source Culture	Nur, Nayla, Nona, Ardi, Fadli, Cinta (P.2-3); Traditional Cloth (P.5); Ungu, Gigi, Letto, Peterpan, Indonesian Idol (P.24); Traditional Dance, Pencak Silat (P.28); Lana, Surya, Kristin (P.29); Soni (P.30); Dangdut (P.30); Balinese Dance (P.30); Lilin Dance, Topeng Dance(P.31); 4 Traditional Dance Costumes (P.38); Wood Craft Indonesian Herritage (P.42); Sinyo, Anti (P.50); Dona, Gun (P.51); Riana, Angga (P.53); Vita, Nely (P.55); Mita, Sarah (P.57); Wayang kulit, Wayang golek, Wayang Klitik (P.70);	<b>78,2%</b>

		Gong, Kettle drum (P.70-71); Malin Kundang, Bawang merah dan bawang putih, Si Pungguk, The Legend Mount Tangkuban Perahu, The legend of Lake Toba, The Legend of Mount and Lake Batur, The Legend of Seperapat Island (P.76); Laskar Pelangi (P.77); Loki, Tari (P.78); Herman (P.100); The Indonesian Archipelago (P.132)	
2.	Target Culture	Maroon Five (P.24); Britney Pears (P.29); Rock music, Elvis Presley, Bill Halley (P.35); Sandwich (P.55); Milk Shake (P.57); Petunia Seed (P.60-61); Credit Card ( American Express) (P.106); Anderson (P.106);	<b>14,4%</b>
3.	International Culture	Ballet (P.31); Fruit Kebab (P.53); Cinderella (P.94), Wu Fei (P.100); Japanesse Lantern (P.133)	<b>7,2%</b>

Table 5. Table elements of culture based on framework (Cortazzi and Jin, 1999)

Elements of Culture	Items	Total
Product	Traditional Cloth (P.5); Ungu, Gigi, Letto, Peterpan, Indonesian Idol (P.24); Dangdut (P.30); Balinese Dance (30); 4 Traditional Dance Costumes (P.38); Wood Craft Indonesian Herritage(P.42); Wayang kulit, Wayang golek, Wayang Klitik (P.70); Gong, Kettle drum (P.70-71); Malin Kundang, Bawang merah dan bawang putih, Si Pungguk, The Legend Mount Tangkuban Perahu, The legend of Lake Toba, The Legend of Mount and Lake Batur, The Legend of Seperapat Island (P.76 ); Laskar Pelangi (P.77); The Indonesian Archipelago (P.132); Maroon Five (P.24); Rock music; (P.35); Sandwich (P.55); Milk Shake (P.57); Petunia Seed (P.60 ); Cinderella (P.94), Japanesse Lantern (P.133)	<b>50,7%</b>
Perspective	Credit Card ( American Express) (P.106);	<b>1,4%</b>
Person	Nur, Nayla, Nona, Ardi, Fadli, Cinta (P.2-3); Lana, Surya, Kristin (P.29); Soni (P.30); Sinyo, Anti (P.50); Dona, Gun (P.51); Riana, Angga (P.53); Vita, Nely (P.55); Mita, Sarah (P.57); Loki, Tari (P.78); Herman (P.100);	<b>40,5%</b>

	Britney Pears (P.29); Elvis Presley, Bill Halley (P.35); Wu Fei (P.100); Anderson (P.106)	
Practice	Traditional Dance, Pencak Silat (P.28); Lilin Dance, Topeng Dance, Ballet (P.31);	<b>7,2%</b>

*Bright an English Course for Grade IX Junior High School revised edition*

Table 6. Table categories of culture based on framework Cortazzi and Jin (1999)

No	Categories of Culture	Items	Total
1.	Source Culture	Dona, Reno, Adam, Ivan (P.2); Raja Ampat (P.2); Rani, Bima, Toni, Lidy (P.7); Salma, Adam (P.12); Reno, Dinda (P.13); Bareleng Bridge (P.19); Heru, Jihan, (P.54); Lila, Kirana, Didi (P.55); Tumijo, Anton, Erma, Dina (P.56); Maimun Palace (P.73); Kebo Iwa, Cindelar, Kelingking, Pesut Mahakam, Prambanan, Pak Lebai Malang (P.90); Poor Mr. Lebai (P.91-92); The Legend of Kemaro Island (P.94); Timun Mas (P.98); Gudeg (P.106); Orang Utan (P.126-127); Komodo Dragon, Sumatran Tiger, Indonesia Jungle, Volcanic Eruption (P.136); Rendang, Pempek, Gudeg, Nasi Liwet (P.152); Komodo Dragon (P.165); Orang Utan (P.171-172); Borobudur (P.177)	<b>65,7%</b>
2.	Target Culture	Spongebob (P.18); Infused Water (P.44); Salad (P.45); Pancake (P.46); Joe, Grady (P.55); Jimmy (P.66); Jumanji (P.86); Cheese Sandwich (P.87); Mariah Carey, Superman (P.156); Celine Dion (P.160); Count on Me, Bruno Mars, Nobody's Child, The Beatles, I have a Dream, Westlife, Heal The World, Michael Jackson (P.162-163)	<b>28,5%</b>
3.	International Culture	Cheese Nachos (P.28); Karula National Park (P.137); Indian Sari (P.143); Ali Baba (P.173-174)	<b>5,7%</b>

Table 7. Table elements of culture based on framework (Cortazzi and Jin, 1999)

Elements of Culture	Items	Total
Product	Raja Ampat (P.2); Bareleng Bridge (P.19); Maimun Palace (P.73); Kebo Iwa, Cindelaras, Kelingking, Pesut Mahakam, Prambanan, Pak Lebai Malang (P.90); Poor Mr. Lebai (P.91-92); The Legend of Kemaro Island (P.94); Timun Mas (P.98); Gudeg (P.106); Orang Utan (P.126-127); Komodo Dragon, Sumatran Tiger, Indonesia Jungle, Volcanic Eruption (P.136); Rendang, Pempek, Gudeg, Nasi Liwet (P.152); Komodo Dragon (P.165); Orang Utan (P.171-172); Borobudur (P.177) Spongebob (P.18); Infused Water (P.44); Salad (P.45); Pancake (P.46); Jumanji (P.86); Cheese Sandwich (P.87); Superman (P.156); Count on Me, Nobody's Child, I have a Dream, Heal The World (P.162-163); Cheese Nachos (P.28); Karula National Park (P.137); Indian Sari (P.143);	<b>57,1%</b>
Perspective	-	<b>0%</b>
Person	Dona, Reno, Adam, Ivan (P.2); Rani, Bima, Toni, Lidya (P.7); Salma, Adam (P.12); Reno, Dinda (P.13); Heru, Jihan, (P.54); Lila, Kirana, Didi (P.55); Tumijo, Anton, Erma, Dina (P.56); Joe, Grady (P.55); Jimmy (P.66); Mariah Carey, Celine Dion (P.160); Bruno Mars, The Beatles, Westlife, Michael Jackson (P.162-163)	<b>42,8%</b>
Practice	-	<b>0%</b>

## Discussion

Based on findings, the researcher found that cultural contents from Cortazzu and Jin (1999) were presented differently in three selected textbooks. the researcher divides the discussion into two points to answer the research question. First, the categories of cultures in this book was represented by every material presented in the textbook such as pictures or visual illustrations, readings, statements, words, conversations or dialogues and other activities. In the textbook *Bahasa Inggris Think Globally Act Locally* for grade IX, source cultures was dominantly presented among other types of the cultures. The percentages of source culture was 78,3% , outranking other categories of cultures. It was a consideration that the textbook is more likely to promote student's own cultures in learning English. The second most presented type was Target Culture with percentage 20% and last International culture with the percentage 1,6%. On the other hand, the textbook *English in Focus* for grade IX Junior high school presented same findings as previous book in term of categories of culture. Source

Culture was most appeared in this textbook than Target Culture and International Culture. The percentages of Source Culture is 78,2%. It was consideration that the textbook is more likely to promote our local culture in learning English. The second most presented categories was Target of Culture with the percentage 14,4%. Lastly, International Culture was the least presented in this textbook with percentage 7,2%.

The last textbook entittled *Bright An English Course for Grade IX Junior High School Students* showed the same finding with the previous two textbooks. This textbooks presented Source Culture more than Target Culture and International Culture. The highest percentage from source culture is about 65,7% (46 items). It also make this textbook more likely to give a knowledge to students about their own culture which is Indonesian Culture. The second most presented was Target culture with percentage 28,5% (20 items) and the lowest percentages intended for International Culture with the percentage 5,7% (4 times).

The second aspect is how culture are represented in the analyzed textbooks. There are four elements of culture used to analyze the textbook that are Product, Perspective, Person and Practice. Product can be identified in the form of images, illustrations, man-made results and conversations that can be validated in fact such as historical sites, songs, films, news or fashion, folktales, books/ novels, invitations, food, and something that can represent the country of origin. In these three English textbooks, Product appeared most frequently. The highest percentage of product was in textbook tittled *Bright An English Course for Grade IX Junior High School Students* with percentage 57,1% and the lowest percentages of product was in *Bahasa Inggris Think Globally Act Locally* for grade IX with percentages 46,6%. Furthermore, Person placed the second level after product. The highest percentages of person was in textbook tittled *Bahasa Inggris Think Globally Act Locally* for grade IX is about 45% and the lowest percentage of person was in textbook tittled *Bright An English Course for Grade IX Junior High School Students* with percentage 42,8%. Person can be identified to someone with a public figure, a publicity person, and well known people who are either real or fictional representing a patricular culture. Further, it may relate to popular artist, film actors, movie characters, comedians. After that, practice also appeared in this textbook but in a smaller percentages than product and person. The highest percentages of practice was in textbooks tittled *English in Focus for Grade IX Junior High School* is about 7,2% and the lowest percentages was in *Bright An English Course for Grade IX Junior High School Students* with percentage 0% because in this textbook practice did not appeared at all. Practice can be identified by real life activities that can be inherited by certain community groups/people and have been passed down from one generation to another. Last, Perspective was the least appeared in these three English Textbook. The highest percentages of perspective was in in *Bahasa Inggris Think Globally Act Locally* for grade IX, it was about 1,6% and the lowest percentages of perspective was in *Bright An English Course for Grade IX Junior High School Students* with percentage 0% because in this textbook perspective did not appeared at all. *Perspective* can be identified by culture that reflects how people in a particular community group perceive some aspects of life that are different from how others perceive them.

## CONCLUSION AND RECOMMENDATION

## Conclusion

The analysis of the textbook has revealed a point. These three English Textbooks have the same most dominant categories of culture. It was Source Culture compare to Target Culture and International Culture. This finding is in line with the study conducted by Ekawati and Fakhri (2012) Silvia (2014); (Rashidi and Meihami, 2016). The cultures are presented by visual illustrations, reading, names of people, name of places, conversations or dialogue, songs, and other material presented in the choosen textbooks.

These three English textbooks is published by local publisher such as Ministry of National Education, The Book Center of National Education Department and Erlangga. The cultural contents in these three English Textbook are significantly different. All of these three textbook tends to promote local culture in learning English. It is good at raising student's awareness and knowledge about their own cultures. Target Culture was the second most appeared in these three textbooks and it tends to know about other countries culture. Unfortunately, this textbooks provide least contents about International culture.

## Recommendation:

Concerning the cultural contents in the textbooks for junior high school for grade IX entitled *Bahasa Inggris Think Globally Act Locally for grade IX*, *English in Focus for Grade IX Junior High School* and *Bright An English Course for Grade IX Junior High School Students*, the research wants to recommende some point of view to be studied by the future researchers. The future researcher may use different frameworks and theories to ease the research analysis. Since, there are many frameworks from other experts that can be used to analyzed the cultural aspects in the textbooks.

## REFERENCES

- Alptekin, C. (1993). Target Language Culture in EFL Materials. *ELT Journal*, 47(2), 136-138.
- Brown, H.D. (2000). *Principles of Language Learning and Teaching* (4th ed.). New York: Addison Wesley Longman.
- Cortazzi, M., & Jin, L. (1999). Cultural Mirrors: Materials and Methods in the EFL Classroom, in E. Hinkel (ed.), *Culture in Second Language Teaching and Learning*. Cambridge: Cambridge University Press.
- Kramsch, C. (1996). *The Cultural Component of Language Teaching*. Oxford University Press.
- Kramsch, C. (1998). *Language and Culture*. New York. Retrieved January 5, from <http://zif.spz.tu-darmstadt.de/jg012/beitrag/kramsch2.htm>

- Rashidi, N., & Meihami, H. (2016). Hidden Curriculum: An Analysis of Cultural Content of the ELT Textbooks in Inner, Outer, and Expanding Circle Countries. *Cogent Education*, 3, 117.
- Rynanta, R.A.C & Ruslans. (2013). Content Analysis on the English Textbook entitled *English in Mind Starter (student's book)* Undergraduate Thesis, University of Malang, Indonesia). Retrieved from *jurnal-online.um.ac.id/.../artikelCC81D1EBABB7A5D03E*
- Silvia, A. (2014). Cultural Content in English Textbook Used at Madrasah Tsanawiyah Negeri in DKI Jakarta (Masters thesis, UIN Syarif Hidayatullah Jakarta, Indonesia). Retrieved from *repository.uinjkt.ac.id/.../3/ARNIS%20SILVIA-FITK.pdf*