Cultural contents of senior high school English textbook entitled "Bahasa Inggris"

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ABSTRACT

One of the most important aspects that must be included in ELT textbooks is culture. This research aims at exploring types of cultural contents and cultural elements. The subject of this research was English Textbook for grade XII entitled "Bahasa Inggris". This research belongs to content analysis. Document observation was used to collect the data which were analyzed by using Miles and Huberman's model and coding method. The research findings show that there were three types of culture found in this textbook, namely the source culture (66 times or 58%), target culture (34 times or 30%), and, international culture (14 times or 12%). Concerning the cultural elements, they were represented by product (39 times or 80%), person (9 times or 18%), and practice (1 times or 2%). Meanwhile, perspective was not represented. It implies that the textbook still focused on source cultures which were more easily internalized by the learners and on products which were the most concrete for learners to learn the culture. It is recommended that the authors of the textbook balance the cultural contents proportionally and the teachers creatively insert more target and international cultures to avoid cultural shocks.

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1. Introduction

Fundamentally, culture plays a vital role in the foreign language teaching. Pourkalhor and Esfandiari (2017) stated that language and culture are inseparable. Language cannot be communicated without culture, and culture cannot be taught without language. Then, employing a foreign language without first learning its culture may result in a violation of cultural standards, leading in misunderstanding (Lee & Li, 2020). As a result, culture is an important aspect that must be involved in the language classroom. In the process of teaching and learning, textbooks are the main source of student learning (Permendikbud, 2016). Therefore, ideally cultural content should be included in every language textbook. Richards (2015) said that in learning English, textbooks are the component that provides a lot of language knowledge in classroom practice and language acquisition. The inclusion of culture in English textbooks has many benefits for students, including improving their attitude and increasing their awareness to different cultures (Nguyen, 2017). In addition, the existence of cultural content can also build cultural awareness in students' minds (Bahrami, 2015). Then, students will be better capable of understanding the situations they meet when reading or listening to English texts if they are familiar with English culture. In fact, listeners

or interlocutors from diverse cultural backgrounds may interpret someone's behavior or speech differently. This is one of the reasons why cultural knowledge needs to be incorporated into language acquisition. Because of this, it may be claimed that learning about different cultures will help one understand their own culture better.

It is likely to happen that learning other cultures will allow students to recognize the contrasts and similarities between the two, which will finally help them develop into the good individuals (retrieved from https://www.leselfes.com/understanding-different-cultures, December 20, 2022). Additionally, acquiring a culture might help students communicate with others more flexibly. The choice of an English textbook should take into account the cultural content in textbooks because the dissemination of a certain language aspect through textbooks can affect language learners' attitudes (Faris, 2014). As English is today regarded as a worldwide language or lingua franca, the language should also enable non-native speakers to explain their own customs and cultures using this global tongue (Hardy, 2004). That is why providing provisions in the form of cultural knowledge to language learners will help them to be able to communicate with people from other cultures more easily without having to worry about making mistakes in behaving or acting. Culture is one of the most fascinating aspects of language. To help English language learners understand various cultural values, ELT textbooks must address many voices and cultural viewpoints (Shin et al., 2011). This is another reason why it must be taught in language education. As a result, the teacher should also discuss the culture of the language. Students will be motivated to study if it is done since they will not only learn about the language in class but also how it is used in everyday conversation in the speech community.

Unfortunately, many textbooks lack of cultural representation and most of them only focus on certain culture (Sharif & Yarmohammadi, 2013). Then, Gunantar (2017) discovered that several textbooks only emphasize Indonesian culture. In fact, English students should also be familiar with the culture of the language they are learning. Learning a language means understanding the culture too (Ariawan, 2020). Therefore Huang (2019) suggests that in order to design a good English textbook, the representation of local, target and international culture must be proportional. This is due to the fact that integrating cultural information in textbooks can aid students in comprehending the variations among local, target, and other cultures as well as aid in the development of intercultural communication skills, tolerance, and respect for diverse cultures.

This research was intended to analyze cultural types and cultural elements. In terms of cultural content, Chao (2011) state that there are three types of culture that should be included in textbooks, namely source culture, target culture, and international culture. Source culture is defined as cultural content in a textbook that reflects the culture of the language learner. In this case source culture is Indonesian culture. The term "target culture" refers to cultural content in a textbook that contains the target language's culture. In this case, target language's cultures are the countries whose native or national language is English such as United Kingdom, United States, and Australia. Then, international culture is the culture of countries all over the world that does not consider English as a first language or second language.

Meanwhile, to find out elements of culture, this research uses the framework from Yuen (2011). There are some cultural elements that can be observed, i.e. products, person, practice, and perspective. Products mean physical cultural aspects, such as man-made things that refer to a specific culture. Persons mean figures or well-known individuals (singers, poets, writers, national figures, athletes, artists, and heroes) who are associated with a specific culture. Practice means rituals, events, and cultural practices that refer to a specific culture. Perspectives mean the viewpoint of a certain group of people that differs from that of other cultures.

In previous related studies, (Ayu, 2020; Faris, 2014; Mustapidaturrohmah et al., 2022; Mustofa & Martina, 2019; Nurjanah & Umaemah, 2019) analyzed cultural contents in ELT textbooks, and they focused more on discussing source culture which in this context is Indonesian culture. Although they also discussed target and international cultures, they still revealed limited varieties. Similar thing happened to the elements of culture which they termed as cultural dimensions or categories that tended to discuss different points. On the other hand, this present research did not only focus on discussing and explaining Indonesian culture as the source culture but also focused on western culture as the target culture and other cultures as international culture in textbooks.

Additionally, the cultural elements were also discussed. This research also used a different subject, namely a senior high school English textbook for grade XII entitled "Bahasa Inggris" published by the Ministry of Education and Culture of the Republic of Indonesia. Based on the elaboration presented above, two problems were formulated as the leading discussion. They are (1) what are the types of cultural contents identified in senior high school English textbook for grade XII entitled "Bahasa Inggris"? and (2) what are the cultural elements portrayed in the senior high school English textbook for grade XII entitled "Bahasa Inggris"? Those two problems are crucial to investigate since EFL textbooks published by the Indonesian government are used by English teachers all over Indonesia, and thus they transfer the cultures contained in the textbook.

Learning material is embedded in the teaching and learning process in the classroom. The utilization of a textbook as one significant source during the teaching and learning process is the most basic principle of learning material. Therefore, it is very important to design textbooks with appropriate content so that learning objectives can be achieved. One of the important aspect that must be included in the ELT textbook is cultural content (Silvia, 2015). The implication of having cultural content in textbooks is that later students will not experience culture shock when faced with certain situations because they are already familiar with the culture of the language they are learning.

2. Methodology

This research is a descriptive qualitative study which employed content analysis (Creswell, 2012). It is used to describe the information obtained from analyzing a textbook. The research subject of this research is senior high school English textbook for grade XII entitled "Bahasa Inggris" which consists of 11 chapters with 176 pages in total. The book was analyzed because it is used by Indonesian English teachers in majority so as to make them more aware of the cultural content. The data of this research were gathered through observing the research subject in the form of English textbook for grade XII published by Ministry of Education and Culture of the Republic of Indonesia. They were collected by choosing reading texts, pictures, dialogues, quotes, and activities contained in each chapter in the textbook. Then, two observation sheets were used as the instruments to collect data. The first instrument was based on Chao (2011) to observe the presence of types of cultural content, and the other one was based on Yuen (2011) to observe the cultural elements portrayed in the textbook. In Yuen's perspective, textbooks commonly contain cultural elements, such as products, person, practice, and perspective

To collect the data, the first thing to do is to observe the book by reading page by page, then highlighting each reading text, picture, or other activity on each page which bear cultural content, and noting the cultural content on the observation sheet. After the data were obtained, they were analyzed. This study used data analysis techniques based on Miles and Huberman (2004), namely data reduction, data display, and concluding the data. Additionally, coding technique was also employed to define what the data were about (Gibbs, 2018).

In data reduction there are two steps, classifying and coding. The classification in this study was based on two distinct areas of examination, but they stay inside the scope of cultural contents. The first is the type of culture, and the second is the elements of culture. Then, in coding, the process of finding and clarifying statements in a narrative or a text that have a specific meaning was applied. So, to make it easier to classify cultural types and cultural elements in textbooks, each cultural content was coded. After that, the first data display step was to make an observation sheet to assist researchers to find out the number of each type of culture and cultural elements. Then, after the data were calculated, they were input in a table. The data on each page were compiled into a chapter, and each chapter was compiled into the entire book. Then, the percentage of the data were presented in the chart to see the difference in the number between the three types of culture in the textbook. Finally, after all the analysis processes were carried out and described, the results of the analysis were concluded.

3. Findings and Discussion

The findings will explain the answers to the research questions about the types of culture content and the cultural elements portrayed in the textbook for grade XII entitled "Bahasa Inggris". The research findings are displayed, elaborated, and discussed in the following sections.

3.1. *Types of Culture*

EFL textbooks published by different publishing companies contain different cultures in terms of the quantity and intensity. There are a lot of cultures in Indonesia. However, it is impossible to include all Indonesian cultures in a textbook. The same is true for the target cultures and international cultures. Based on the results of the study, the types of culture, according to Chao (2011), all emerged. Overall, the culture that appeared in this textbook had an unbalanced portion. As can be seen in the research findings, the source culture appeared dominantly in this textbook, followed by the target culture and international culture. This implies that this textbook promotes the source culture more than any other culture. Concerning the EFL textbook entitled "Bahasa Inggris" published by Indonesian government, it can be stated that there are three types of cultural contents, namely source culture, target culture, and international culture (Chao, 2011). The types of cultural contents found in the textbook "Bahasa Inggris" can be seen in the following pie chart.
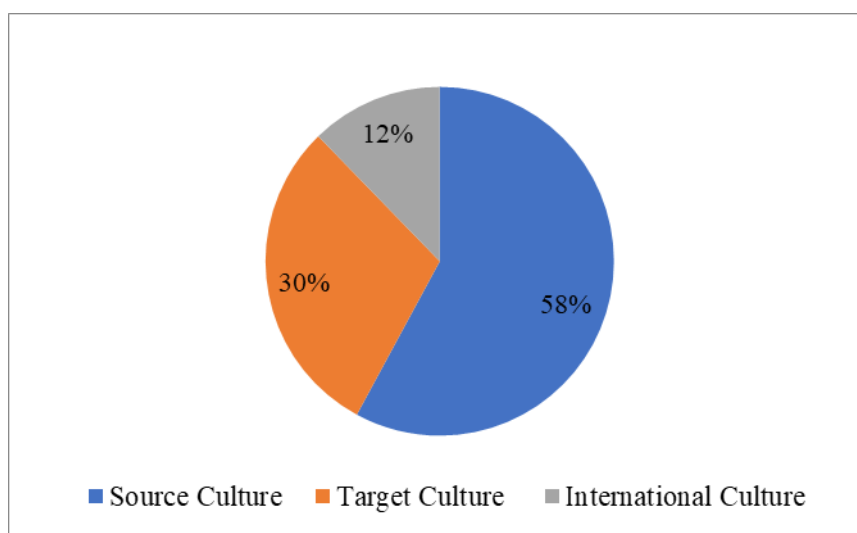

Fig. 1. Types of Culture in the Textbook "Bahasa Inggris"

1) Source culture

Source culture is defined as cultural content in a textbook that reflects the culture of the language learner. From a total of 11 chapters, this book is dominated by the presentation of source culture, in this case Indonesian. It can be seen clearly in the diagram above that the source culture has the highest presentation, which is 62%. Source culture mostly represented people's names such as: *Joko, Bejo, Butet, Nyoman, Lilis, Siti, Ratu, Budi, Tri*; names of city such as: *Jakarta, Surabaya, Denpasar, Pasuruan, Bogor, Depok*; pictures of Indonesian students in *putih abu-abu* uniforms and other visual illustrations. Source culture was also represented in the form of a dialogue that contains typical interactions in the Indonesian context, such as uniforms used by the police, conversations between two students, and conversations between teachers and students. A news item text that discusses Indonesia can also be easily found, such as the construction of the Jakarta metropolitan areas, Tenants advised to obey regulations on apartment, and Indonesia Opens Regional Recycling Conference. The following is one of the data found in the textbook.

Data 1:

Fig. 2. Dialogue between Police and Cyclists as well as Dialogue between Teachers and   Students Representing Source Culture

Figure 2 reveals that a teacher and a student have a conversation in which the teacher advises the student to write a strong program if he wants to become the chair of OSIS or school student organization. It is evident from the mention of OSIS, an Indonesian student organization, and from the teachers' and students' names, Luqman and Nyoman, which are both typical Indonesian names. Because of this, it is clear that this is a source culture.

OSIS can be categorized into social groups that belong to a particular culture; in this case, the culture is the source culture. It is referred to be a social group since the activities of the OSIS involves a group of people who communicate and interact with one another. Meanwhile, the names Luqman and Nyoman are associated with social identities. Luqman and Nyoman are names commonly used by Indonesians to demonstrate their Indonesian identity. Even, for the name Nyoman, which is a common Balinese name that means "third child." That is, the name Nyoman reveals his identity as a Balinese. Some of the Ayu's (2020) research similarly showed the source culture. However, there are other things that were not found but revealed in this present study, for examples the names of public places such as terminals and stations, the names of typical Indonesian means of transportation, uniforms commonly used in Indonesia, media from Indonesia, famous novels, organizations school, and also a famous singer from Indonesia.

For the type of culture, Faris (2014) research found that the target culture was the most dominant, while in this study it was found that the source culture was the most dominant. Then, the research conducted by Nurjanah and Umaemah (2019) regarding cultural content in textbooks only focused on reading texts so that the data obtained was less varied. For the type of source culture, they presented such forms as the *kebaya* as a traditional Indonesian dress which was different from this study. Meanwhile, the research conducted by Mustapidaturrohmah et al. (2022) also showed differences in data findings across cultural types. The source culture in their research revealed traditional dance, endemic animals, and national heroes.

The emergence of source culture in this textbook was mostly in the form of reading passages, conversations and writing tasks. The existence of the source culture itself will make students know more about their own culture (Riadini & Cahyono, 2021). In addition, the existence of source culture can also make students learn as well as provide information to other people and even tourists about their own culture (Akbar, 2016), and, of course, this is a positive thing. Moreover, with the source culture in their textbooks, it will make it easier for them to understand the material being taught because they are already familiar with the content.

Then, the representation of source culture can raise students' self-awareness to their culture. This means, even though they will learn the target culture later, they will still be aware of their own culture. Although the source culture had a lot of space in this book, the content that appeared was mostly about names, either the names of people, cities, or certain places. The reading texts as well as the dialogue that were presented were also minimal. What were presented were only short dialogues that did not specifically address the source culture. In fact, it is hoped that the cultural content in this

textbook can bring the cultural values that have been learned to the community or they can expose what has been learned to others.

2) Target Culture

Target culture means culture from countries that use English as the main language, such as UK, USA, Canada, and Australia. This book presented the target culture less than the source culture. Although limited, the target culture in this book existed in various types of material in this textbook such as people's names: George Sebastian, John and Donaldson; place names: Seattle, Bainbrige Island, Pike place markets, Chihuly Garden and Glass, Friday Harbor etc.; food names: Chocolate Dipped Strawberries which is American Cuisine. Pictures of former USA president Barack Obama, songs such as Michael Jackson's Heal the World, reading passages about Humber Bridge in England, writing application letters belonging to the target cultures were also represented in the textbook "Bahasa Inggris". It implies that the target cultures were portrayed in various types although they were still less in quantity than the source cultures. Another representation of source culture can be seen in the following figure.

Data 2:

Fig. 3. Reading Text that Shows the Target Culture

Figure 3 shows a reading text about the Humber Bridge which is located in England. The text informs that the Humber Bridge is the longest span bridge in the world (1,410 meters). Then, the text also explains that the Humber Bridge is a suspension bridge made of tens of thousands of kilometers of thin steel wire tied together. In addition to providing information, the text also provides illustrations of the Humber Bridge.

England is a country that uses English as its first language. This text contains the Humber Bridge which can be called a text that tells the national history where the Humber Bridge became the longest span bridge in the world, an icon in England, and a history that England had the longest span bridge in the world. Of course, the text contains the target culture category because it provides information about the culture of the target country, namely England in which English learned by Indonesian students is the mother tongue of English people. Then, Mustapidaturrohmah et al. (2022) in the target culture, only British fairy tales were found. Nurjanah and Umaemah (2019) only found famous figures. That means, the books studied were quite minimal for the examples of other reading texts.

In addition, the target culture also has quite a lot of space. The existence of a representation of the target culture is very important in learning a foreign language, because it is impossible to learn a language without knowing the culture. Knowing the culture of the language being studied will make

it easier for students to familiarize themselves with the culture of the language being studied and can make students appreciate the culture in which the language is used (Ekawati & Hamdani, 2012). In this textbook, 33% of the target culture appeared and the information provided was quite varied. There were several reading texts that introduced places from countries where English is the main language. This is certainly very helpful for students in recognizing and knowing more about the culture of the language they are learning, in this case English. Although in this textbook the space given for the target culture is sufficient, but it would be better if it is balanced with the source culture regarding the subject studied by students, English, where the target culture is the culture of the language that students learn. Of course, it is very important to add more information about the target culture so that students are more familiar.

3) International Culture

International culture is culture of countries all over the world that do not apply English as a first language or second language**.** As shown in the diagram, this category is the cultural category that appears the least in the book. It is very limited because there are only country names like India; there is a picture of singer Maher Zain who is a singer from Sweden; and illustrations of people wearing *hijab* and also mentions of ethnic group names from India. In a different point, in addition to finding the name of the singer and the ethnic name of India, Ayu (2020) also found country icons such as the Eiffel Tower in Paris, the twin towers in Malaysia.

Data 3**:** Most of the illustrations of women used in this textbook are wearing ***hijabs***

In data 3, it is stated that many of the illustrations in the book use female characters who wear *hijab* or veil. The use of *hijab* on the characters in this textbook reflects their beliefs and behavior. The reason is that the *hijab* is used in a daily routine by the majority of Muslim women around the world (Ayu, 2020) including Indonesian women. Although there is no explanation in the book that the *hijab* is not a transfer from Arabic culture, it can be understood that the *hijab* is the identity of Muslim women all over the world and Islam bestowed to people was given through Muhammed who is Arabic. Therefore, it can be categorized as international culture. In international culture, Nurjanah and Umaemah (2019) found such forms as pictures of singers and ethnic names from India in addition to *hijab*. Meanwhile, Mustapidaturrohmah et al. (2022) in international culture only people's names, city names, and leisure activities were found.

Then, international culture is also represented in this textbook, but its appearance was very rare or even very lacking. This is because international culture is considered not very important due to the fact that it is not related to the language being studied by students. In fact, actually international culture is also very important considering that English is now used everywhere. This textbook has tried to bring up three types of culture even though the percentages were not balanced. Furthermore, there was very limited international culture. In fact, in an English textbook, the existence of the source culture, target culture, and international culture should be balanced (Huang, 2019). So that students may fully comprehend the three cultures and thus, adjust to any situation without experiencing cultural shock

3.2. Elements of Culture

The types of culture having been discussed in the above section can be realized in many elements of cultures. According to Yuen (2011), there are several cultural elements, namely products, person, practice, and perspective. Each of them has different varieties which can indicate peculiarity or specific identity. In fact, it was found in the textbook "Bahasa Inggris" that there were many forms of cultural elements portrayed in the textbook. In the research conducted by Mustofa and Martina (2019), the cultural dimensions were presented along with the type of culture, so each cultural dimension was immediately categorized again into a cultural type. The dimensions described here were aesthetic sense, sociological sense, semantic sense, and pragmatic sense. Dimensions are similar to elements, so that in the research conducted by Mustofa and Martina (2019), the elements in the form of products, person, practices, and perspectives were not been found but they were found in this study. Quantitatively, the cultural elements found in this study can be seen in the following table.

Table 1. The Quantity of Elements of Culture Found in the Textbook "Bahasa Inggris"

	Source Culture	Target Culture	International Culture	Total	Percentage
Products	22	18	1	41	80%
Persons	5	3	1	9	18%
Practices	-	1	-	1	2%
Perspectives	-	-	-	-	-
		Total			100%

1) Products

Products mean physical cultural aspects, such as man-made things that refer to a specific culture (Yuen, 2011). The distribution of cultural elements in this textbook can be seen in Table 1 above. The product with the largest proportion of source and target culture is the most elements that the author considers while creating content material. Meanwhile, in international culture, it only appears once. Mustapidaturrohmah et al. (2022) examined aesthetic sense, sociological sense, semantic sense, and pragmatic sense which were different from the cultural elements studied in this study which showed products, persons, practices, and perspectives. For cultural elements in Ayu's (2020) research, product categories included tourist attractions, food, and historical places. Meanwhile, in this study, apart from these things, songs, novels, and means of transportation were also found.

Products in the source culture were shown in the mention of city names such as Jakarta, *Pasuruan, Depok, Bogor, Denpasar,* and *Surabaya.* They are included as product element of culture because those names were historically made or given by people categorized as authoritative persons, public figures, historicists, etc. Similarly, this idea can also be used to explain the mention of city names in target cultures elaborated in the following paragraph. Then, the products were also represented in the mention of names of public places such as *Arjosari bus station, Lebak Bulus terminal*; the name of public transportation in Indonesia, *Trans Jakarta*, *metro mini, bajaj, ojek*; the name of the student organization, *OSIS*; pictures of students in *putih abu-abu* school uniforms, Indonesian police officers in their uniforms; and mention of mass media such as okezone.com and The Jakarta Post. There was also one famous novel in Indonesia, namely *Laskar Pelangi* which is mentioned in the textbook. Meanwhile, for the cultural dimension, Faris (2014) examined aesthetic sense, sociological sense, semantic sense, and pragmatic sense in textbooks, so he had not found the products, persons, practices, and perspectives as found in this present research.

Products in the target culture were also displayed almost as many as the source culture. Beginning with the mention of the name of the city, Washington DC; then there were names of country such as England, United States of America, and Canada. There were also reading texts about tourist attractions as well as public places such as Bainbrige Island, Washington State Ferry, Pike Place Market, B&Bs, Friday Harbor, Chihuly garden and glass, Space Needle, Pacific Science Center, Boeing Factory, and Theo Chocolate Factory. A text also displayed how to make one of the dishes, namely chocolate dipped strawberries. In addition, there was also a reading text about the building in England, namely the Humber Bridge. The song *Heal the World* by Michael Jackson was also featured in this textbook. Meanwhile, in international culture, there were very few product elements. There was only one, namely the mention of an ethnic Indian name termed as *Navajo*.

2) Persons

Persons can be interpreted as figures or well-known individuals (singers, poets, writers, national figures, athletes, artists, and heroes) who are associated with a specific culture (Yuen, 2011). The person element in the source culture appeared five times. They were the names of public figures in reading texts such as *Djoko Murjanto, Basuki Tjahaja Purnama,* and *Tri Rismaharini*; the name of the famous novelist *Andrea Hirata*; and a picture of a famous Indonesian singer, *Fatin Shidqia Lubis*. Meanwhile, in the target culture, this element appeared three times, that is, there were posters with pictures of public figure *Barack Obama*; the name of the playwright, *Harold Pinter*; famous singer named Michael Jackson. The least appearance was shown by international culture. It only showed one element categorized as person, namely the image of a famous singer from Sweden named *Maher Zain*. For cultural elements in Ayu's research, persons included singers, as well as famous writers, then in this study also found public figures such as ministers and presidents.

3) Practices

Practices here can be in the form of habits that are carried out in everyday life, traditional ceremonies or celebrations of holidays in a particular culture (Yuen, 2011). Unfortunately, in the three types of culture, namely source culture, target culture, and international culture, the cultural element of practice only appeared once in the target culture. Practice is a cultural element that is in the third position based on the chart above. The author of the book only provided one example of a situation, that is, how people greeted others like saying "Hello". Meanwhile, in source culture and international culture, there was no practice element at all. Meanwhile, Ayu (2020) mentioned the practice included the saying like *Assalamualaikum* for Muslims. But in this study it was found how someone greeted when meeting other people like saying "Hello".

4) Perspectives

Perspectives mean the viewpoint of a certain group of people that differs from that of other cultures (Yuen, 2011). Unlike other cultural elements, the author did not find perspectives when selecting materials for this textbook. Thus, the perspective element did not appear in the textbook either in the source culture, target culture or international culture. The perspective element is too complex for students; therefore, it is not included in the textbook. Furthermore, when described with learning material, it is not appropriate for high school students.

Meanwhile, four categories of cultural elements from Yuen (2011), namely product, person, practice, and perspective were represented by showing them in the forms of pictures, reading texts, dialogues, contextual written texts, and others. In this textbook, the elements of product and person cultures have been described quite well between the source culture and the target culture. The product in the source culture appeared 20 times while in the target culture it appeared 18 times. As for person element, in the source culture it appeared five times while in the target culture it appeared three times. Meanwhile, in international culture, the product was only found once and the person was also found once. Actually, these elements are very informative for students who are studying English. The element of practice then appeared only once in the target culture, while it was missing from the source culture and international culture. In fact, it is important since the element of practice allows students to know and learn any behaviors from each type of culture. Then, the perspective was not displayed at all, even though that is quite significant because the perspective element allows students to learn about cultural beliefs from other perspectives.

4. Conclusion

Based on the discussion above, it can be concluded that the textbook "Bahasa Inggris" contains cultural contents which include source culture, target culture, and international culture. However, they are not represented in balances which emphasize the source (Indonesian) culture instead of target (English) culture though the textbook is an EFL one. Although its existence is not balanced, at least the author has tried to include the cultural content. Then, cultural content is also described quite well in this textbook. There are only three cultural elements which are represented in the textbook. The cultural elements that exist are quite varied and can greatly assist students in obtaining information. It implies that the textbook will continue stressing source cultures, which students can more easily internalize, and products, which give students with the most concrete representations of the culture to understand. To avoid cultural shocks, it is recommended that textbook authors proportionally balance the cultural contents and that teachers incorporate more target and international cultures creatively.

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