

THE EVALUATION OF CULTURAL-RELATED CONTENT IN INDONESIAN ENGLISH TEXTBOOKS

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Abstract: The emergence of cultural awareness in current English teaching process especially in Indonesian context is becoming a crucial issue since the paradigm of English teaching has shifted to English as an International Language (EIL). Thus, textbook as a primary source of teaching material should be designed accordingly. The content should provide not only knowledge on language but also cultural elements (source culture, target culture, and international culture). Therefore, this study investigates culture-related content in English textbooks for secondary school published by The Ministry of Education in Indonesia through content analysis by using 'cultural dimensions' and 'cultural categories' frameworks. The result shows with regard to cultural dimensions, the English textbook includes all five cultural dimensions and cultural categories.

Keywords: *cultural awareness, English as an International Language, cultural-related textbooks*

INTRODUCTION

The globalization era enabling people to interact with people from all around the world brings about necessity for the citizen of the world to do intercultural interaction. In order to fulfil that intercultural interaction necessity, the citizen of the world needs a tool to realize the interaction. Since language is a means of communication, language takes the role, which supports the realization of the interaction. English is now regarded as a lingua franca that is used by people from different language and cultural background to interact with each other, therefore, knowing how to use English properly will enable the interaction to run smoothly. Learning how to use English properly is not the only important aspect, having an awareness of the culture is essential as well. In the culture, the language is literally everywhere. Anyone immersed in the culture sees and hears the language all around. In this context, language and culture are clearly fused: one reflects the other (Moran, 2001). Thus, by learning how to use language, English in this case, in the same time we also try to develop the culture awareness.

In order to grow the culture awareness of language learners, having a cultural material embedded in their language learning would be beneficial for the learners themselves. It is better if language learning does not merely focus on language skill. This situation leads the language teachers to have such knowledge about culture, whether it is our own culture, other country culture, or universal culture. In fact, language learning should not be separated from culture learning. Brown (2000) contends that language and culture are intricately interwoven so that one cannot separate them without losing the significance of either language or culture. This statement emphasizes the presence of culture in language learning.

Besides the presence of a teacher who has culture knowledge, the presence of a handout or a textbook for the language learners is also important. Through textbook, the students could see what is actually they learn. Moreover, most teachers use textbook as the core source of teaching material including reading texts and conversations which will be given to the students. These texts serve as a basis for the language input that learners need and for the language practice that occurs in the classroom (Tomlinson, 1998). It is as if the textbook might give clear direction to the teachers. It tells what the teachers should share to the students. Moreover, the teachers are also able to plan certain activity based on the material written in the textbook itself. In other words, textbooks are not only advantageous for the students, but also for the teachers from which they can take and develop teaching materials. Therefore, it is assumed that a textbook is a well-organized realization of the skill and content of the lesson in a written form, which can be employed, by both student and teacher in order to achieve certain goal and purpose

In Indonesian context particularly, textbooks are generally used as the material of teaching. Therefore to shape and develop students' culture awareness, not only the teachers should include multicultural issues on the process of teaching, but also the textbooks should contain cultural content from different dimensions and categories. According to Moran (2001) there are 5 dimensions of culture namely products, practices, perspectives, communities, and persons. The summary of those five culture dimensions is as follows:

1. Products
This dimension includes four aspects namely artefacts (food, document, language, money, tool), places (buildings, cities, houses), institutions (family, law, economy, religion, education, politic), art forms (music, clothes, dancing painting, movie, architecture).
2. Practices
Practices involve acts (ritualized communicative practices), scenarios (extended communicative practice), lives (stories of the member of the future).
3. Perspectives
This dimension represents the perceptions, beliefs, values, and attitudes that underlie the products and guide people's behaviour in the practice of culture. They can be explicit but often implicit, outside conscious awareness.
4. Communities
Communities include specific social contexts such as national culture, circumstances (e.g. religious ceremonies), and group (e.g. different social clubs) in which members carry out cultural practices.
5. Persons
Person dimension refers to individual members who embody the culture and its communities in unique ways. Personal identity and life history play key key roles in the development of a cultural person.

Having recognize the significant role of textbooks in developing students' cultural awareness and intercultural knowledge, the culture-related content in the books should involve some categories of culture. The idea of embedding various categories of culture intends to make the students speak English culturally acceptable and appropriate with the context of the interaction. Regarding the categorization of culture, Chao (2011) proposed five categories of culture as follow:

1. Source Culture (SC)
Source culture (SC) refers to the culture of the country whereby the textbooks are published in this case, Indonesian culture.
2. Target Culture (TC)
Target culture (TC) includes English speaking countries (Australia, Canada, Ireland, New Zealand, the UK and the USA).
3. International Culture (IC)
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. International Interaction (ICI)
It includes the comparison, reflection 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)
It includes general knowledge/content that is not specific to any particular culture or country.

Some studies have explored cultural content in both locally and internationally published English textbooks (Kim & Paek, 2015; Kirkgoz & Agcam, 2011; Chao, 2011). Kim and Paek (2015) examine the representation of culture-related contents in five English textbooks for second year middle school students in Korea. The study analyses the textbooks in regard to their 'cultural dimensions', 'cultural categories', and 'cultural themes'. The content analysis of the textbooks yields results showing the imbalance representation of cultural content. In terms of the cultural dimension, generally, the most frequently used dimension is product. All five books underrepresent communities and persons. With regard to cultural categories, four culture categories i.e. SC, TC, IC, and UC are quite well distributed, while ICI is less represented in the textbooks. Finally, regarding the cultural theme, the study reveals the imbalance representation between 'big C' and 'little C'.

Kirkgoz and Agcam (2011) conduct a quantitative research investigating cultural content in 18 English textbooks used in Turkish primary schools. The study aims to investigate cultural elements contained in the textbooks. The analysis of the textbooks emerges results showing the fairly balanced distribution of source culture, target culture, and international culture. Chao (2011) examines the cultural content and its hidden curriculum of one popular internationally published textbook: *New American Inside Out*. Content analysis of the textbook with regard to its cultural dimensions and cultural categories showed that the textbook focused on introducing western product, person, and perspectives. In other words, the textbook was biased to the target culture. In addition, the findings also indicated the less interest of the local and Asian culture.

Drawn from the current English teaching paradigm and those previous studies, this present study is geared to answer these following objectives:

1. To investigate cultural dimensions represented in English textbooks published by The Ministry of Education and Culture in Indonesia.
2. To explore categories of culture included in English textbooks published by The Ministry of Education and Culture in Indonesia.

METHOD

Research Design

The objective of the current study is to evaluate cultural content of English textbooks, thus it employs content analysis. Cohen (2007) defines content analysis as the process of summarizing and reporting written data – the main content of the data and their messages. Moreover, content analysis is also defined as a research technique for making replicable and valid inference texts to be contexts of their use (Krippendorff, 2004: 18). Therefore, since the data that are going to be analysed is three English textbooks while the aim of this study is to evaluate those three English textbooks in order to know whether or not they are replicable and valid in the Indonesian context, content analysis will be employed toward this study.

Source of Data

The study analyses reading texts and conversations from three locally published English textbooks in Indonesia. All three textbooks are 2013 curriculum-based textbooks issued by The Ministry of Education and Culture. Besides, this study employs stratified sampling to choose the textbooks that will be analysed for this study. In addition, those three textbooks are the revised edition English textbooks of secondary school; Tenth grade, Eleventh grade, and Twelfth grade.

Research Procedure

This study evaluates culture-related content in English textbook for secondary school published by The Ministry of Education in Indonesia. So the procedures of this study are, first, the analysis of cultural dimensions that includes products, practices, communities, and persons (Moran, 2001: 36). In this section, the researchers analyse the textbooks content based on those sub-dimensions theory. Second, the analysis is conducted based on the cultural categories by specifying cultural dimension data found in three English textbook whether they are included into source culture (SC), target culture (TC), international culture (IC), intercultural culture (ICI), or universality across culture (UC) (Brody, 2003). Third, after the analysis of cultural dimensions and cultural categories are conducted, the data are then accumulated in form of percentage and explained descriptively to draw the conclusion of the English textbooks validity to the Indonesian contexts.

FINDINGS AND DISCUSSION

Three locally published English textbooks used in tenth, eleventh, and twelfth grade senior high school in Indonesia have already been examined in the extent of cultural dimensions (Moran, 2001) and categories (Chao, 2011). In the content of cultural dimensions, culture is divided into five dimensions consisting of Products, Practices, Perspectives, Communities, and Persons. On the other hand, content of cultural category is classified into Source Culture (SC), Target Culture (TC), International Culture (IC), Intercultural Interaction (ICI), and Universality across Culture (UC). Below are the findings and discussion of the analysis result presented in the table and described through words.

The Culture Dimensions

Table 1. Percentage of Culture Dimension

Book	Culture Dimension				
	Products	Practices	Perspectives	Communities	Persons
Grade X	63 (67.7%)	5 (5.4%)	5 (5.4%)	3 (3.1%)	17 (18.2%)
Grade XI	18 (32%)	5 (9%)	8 (14%)	1 (2%)	25 (44%)
Grade XII	62 (67%)	14 (15%)	12 (13%)	1 (1%)	3 (4%)

Turning back to tables presented above, it can be seen that Tenth grade English textbook consists of 93 data found based on the analysis of cultural dimensions including 63 products, 5 practices, 5 perspectives, 3 communities, and 17 persons. The most frequently used dimension in the Tenth grade

English textbook is product dimension which is found 63 data with 67.7%. The examples of product of cultural dimension are place, social media, building, and so on. The second frequently used is person cultural dimension which is found 17 data with 18.2%, such as the descriptive text describing about the biography of Afgan, B.J. Habibie, and Cut Nyak Dien. While the next frequently presented dimension in the Tenth grade English textbook are perspective and practice cultural dimension. Both dimensions are shown by five data with 5.4%. The last frequently presented dimension is community cultural dimension which the data are only 3 so that the percentage is 3.1%.

Regarding the representation of culture in the eleventh grade English textbook, based on the result above, dimension of person is the most discussed in the eleventh grade textbook. The text mostly talks about influential figure, for instance, Ki Hajar Dewantara, William Shakespeare, Taylor Swift, Michael Jackson, etc. It lies on 44% which is the highest percentage. Below person dimension, product dimension takes the second place the most discussed in the eleventh grade textbook. The result points at the level 32%. The product mentions mostly about food. It happens because one of the chapters in the textbook discusses procedure text, so a procedure of how to make certain food is mostly included. The least percentage falls on the point of 2%. It is on the dimension of communities. The text in the textbook rarely talks about certain community

In the twelfth grade text book, the distribution of dimensions of cultural content is not well distributed. It is shown by the distance of the result. Even there is 1% occurrence which lies on the Communities. Meanwhile, the Product dimension gets the highest percentage with 67%. The text mostly discusses a dimension which is in the form of, place, animal, art, etc. A less significant difference also occurs between Practice and Perspective dimension where Practice dimension percentage lies on 15% while Perspective dimension lies on 13%. Person dimension is also little bit ignored with a small number of percentage which is 4%. A figure of influential person is less mentioned in the textbook which makes the small number of percentage.



Taken from: <http://www.santabanta.com/photos/tajmahal/9012035.htm>
Picture 4.2

Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst

Figure 1: Example of Product Dimension

To conclude, the analysis of cultural dimensions of the three books reveals the imbalance representation of the five dimensions. Both textbooks for tenth and twelfth represent the culture more on product dimension. On the other hand, the eleventh grade English textbook represents the culture more on persons. The results indicate that those three textbooks have less concern on practices, perspectives, and communities’ dimensions of culture.

The Culture Categories

Table 2: Percentage of Culture Categories

Book	Culture Categories				
	SC	TC	IC	ICI	UC
Grade X	50 (54%)	5 (5.4%)	22 (23.6%)		16 (17%)
Grade XI	11 (17%)	23 (35%)	10 (15%)		22 (33%)
Grade XII	32 (35%)	10 (11%)	6 (6.5%)	1 (1.1%)	43 (46.4%)

Based on the cultural category analysis, the data show that the most frequently used category is Source Culture (SC). Those data are mostly realized in the form of descriptive texts and most of them describe a particular place, such as Tanjung Puting National Park, Batu city, Bromo Mountain, and so on. Then, the International Culture category is found in 22 data; the percentage is 23.6%, for example the descriptive text about Taj Mahal. While the next frequently used category is Universality of Culture (UC) category that is shown by 16 data with 17 %. The last frequently presented category is Target Culture (TC) category presented by 5 data with 5.4%. Meanwhile, the occurrence of Intercultural Culture (ICI) category is absent in the Tenth grade English textbook.

Meanwhile, in the categories of cultural content in eleventh grade English textbook, the highest percentage lies on the TC category with 35%. The examples of persons and foods are the things, which make TC lies on the highest percentage. The range of the TC percentage with UC is near. The UC category lies on 33%. The UC category mostly occurs in the examples of conversation inside the textbook. The conversation talks about the thing, which does not belong to certain country. In other category, which SC and IC also have close percentage with 17% of SC category and 15% of IC category. There is one category, which has no presence in the textbook. The category is ICI category. It does not occur in any text in the textbook.

The analysis of cultural category on the Twelfth grade English textbook results in 92 data. Source Culture (SC) occurs 35%, most of them are presented by involving some name of places in Indonesia, such as Sumatra, Malang, and Jakarta. Target Culture (TC) category is found 11% in the textbook, the example is by including the name of place like United State. Next, International Culture (IC) category occurs 6.5% and Intercultural Culture (ICI) occurs 1.1%. Last, Universality of Culture (UC) occurs 46.6%. This category is most frequently used in the Twelfth grade English textbook. The data are presented in form of the description of animal such as Zebra, Dinosaurs, and Goldfish. The following pictures are the example of the findings of cultural category.

CUT NYAK DHIEH

Cut Nyak Dhien was a leader of the Acehnese guerrilla forces during the Aceh War. She was born in Lampadang in 1848. Following the death of her husband Teuku Umar, she led guerrilla actions against the Dutch for 25 years. She was awarded the title of Indonesian National Hero on 2 May 1964 by the Indonesian government.

Cut Nyak Dhien was born into an Islamic aristocratic family in Aceh Besar. Her father, Teuku Nanta Setia, was a member of the ruling Uleë Balang aristocratic class in VI mukim, and her mother was also from an aristocratic family. She was educated in religion and household matters. She was renowned for her beauty, and many men proposed to marry her. Finally, she married Teuku Cik Ibrahim Lamnga, the son of an aristocratic family, when she was twelve.



Source: <http://tranquility-hall>.

On 26 March 1873, the Dutch declared war on Aceh. In November 1873, during the Second Aceh Expedition, the Dutch successfully captured VI mukim in 1873, followed by the Sultan's Palace in 1874.

Figure 2: Example of Source Culture

In summary, based on the analysis of culture categories, the tenth grade and twelfth grade English textbooks are Source Culture (SC) biased, it can be seen from the high percentage of this category in both textbooks. On the other hand, the English textbooks used in eleventh grade emphasises more on Target Culture (TC), that is culture from English speaking countries. This fact is probably driven from the paradigm that to speak a target language fluently is to speak both grammatically and culturally acceptable in the target language context. However, the three books also have a high representation on the category of Universality across culture (UC) meaning that the textbooks include materials which are not specifically related to a particular country or culture.

CONCLUSIONS AND SUGGESTIONS

This present study evaluates culture-related contents in three senior high school English textbooks issued by The Ministry of Education and Culture in Indonesia. Typologies of culture dimensions by Moran (2001) and culture categories (2011) are employed as the basis of the analysis. The results show first the imbalance representation of the five culture dimensions i.e. Product, Practice, Perspectives, Communities, and Persons. The textbooks concern more on representing culture in the form of Products and Persons. The second point is that the three English textbooks are biased to certain culture categories. Both tenth and twelfth grade textbooks promote more Source Culture (SC), in this case Indonesian culture

involving texts discussing famous places and influential figures in Indonesia and so forth. On the contrary, the textbook used in eleventh grade contains more cultural elements representing western or English speaking countries culture, for example a story about William Shakespeare. However, the three textbooks also have high percentage of items on Universality across Culture (UC) meaning that they contain materials which are not specifically identify a particular country or culture.

The findings indicating the imbalances of those two aspects (Culture Dimensions, and Culture Categories), especially the fact that the textbooks are biased to certain culture or countries is not in line with today's paradigm of English teaching. 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. Therefore it is suggested for the Ministry of Education and Culture to encourage the publishing of textbooks representing balance culture dimensions and culture categories in Indonesia to support students' intercultural competence.

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