

DESCRIBING CULTURAL CONTENT IN ENGLISH TEXTBOOK

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Abstract: The purposes of this study are to find and describe cultural content in English textbooks based on the theory of cultural dimensions by Moran (2001). The data are taken from an English textbook entitled “When English Rings a Bell” revised 2017 for first year students of junior high school published by the *Pusat Kurikulum* and *Perbukuan, Balitbang, Kemendikbud*. There are 8 chapters that have been analyzed by the researcher. In this study, the researcher only focused on the part of the image to be studied and described. This study used descriptive qualitative method. The results of this study indicate that this textbook contains all sections of the categories of cultural dimensions based on Moran's (2001) theory, five cultural dimensions (product, person, practice, perspective, and communities). Based on these findings, the researcher recommends this book to be used as teaching material by English teachers, but the researcher suggests enriching references when teaching students.

Keywords: *English Textbook, Cultural Content, Cultural Dimension Categories*

English education is language education that cannot be separated from every community life, especially in the school environment. It can be seen that English language education is one of the main subjects taught in schools. With the existence of English language education that is taught in schools, the culture that is carried through the language indirectly becomes an indivisible unity.

The relationship between English language education and culture becomes a unity. In studying English, of course, there are cultural dimension that are displayed in it. The existence of this culture can be a indicator of the identity of a language itself. In the language itself can represent various kinds of culture that exist in it, be it through speech, names, food, clothes and so on, because the use of language and culture has a very close relationship, by integrating cultural dimension into English textbooks, teaching cultural aspects can be easily taught using the English textbook.

Integrating cultural dimension in the learning process is a very important thing to do. These activities can help teachers to deliver learning material easily therefore students can also receive lessons well and easily. Based on the statement from Mrs. Amira, S. Pd, as an English teacher at SMP Negeri 2 Poso, the application of culture in every English language learning is very important to do.

Awareness of the importance of the role of culture in the learning process of English must be reflected in every learning process. In carrying out a learning process, of course, teachers and students must have learning resources that can provide access to students and teachers to get appropriate learning

materials. One of the learning resources that can be easily found is textbooks. In learning English in the formal education also use a media that is textbook. This English textbook is one of the media used to represent the cultural

The Role of Textbook

A good textbook is not only to be used as a general and relevant learning resource, but also it can provide or even make a real change and have a long-term impact. This is proposed by Hutchinson and Torres (1994) (as cited in Akbar, 2016) that books can be agents of change because several things support these changes. First, textbooks serve as the basis for negotiations. In principle, textbooks can manage lessons and make social interaction a basis for negotiation with all parties involved. Second, the textbook is a flexible framework, where teachers can choose information or learning that is structured but still flexible. The third, textbook and teacher development, Textbooks provide opportunities for teachers to develop and explore teacher creativity in providing material and management in the classroom. Fourth, textbook as a workable compromise, textbook is a workable compromise therefore the teachers can easily fulfill students learning needs according to the learning context needed.

Textbook Analysis

Selection of the right book in learning English is important for teachers. To find out which books are good or following learning needs is to carry out a process analysis. Textbook analysis is an important thing to do to improve and assist teachers in gaining good and useful insights in recognizing the nature of

learning material (Cunningsworth, 1995). In determining the selection of textbooks that will be used as learning media, teachers are expected to carry out an analysis and evaluation process so that they can use the textbook as a good learning medium and following the needs of the learning process. There are four steps to take in analyzing and evaluating textbooks before choosing a good textbook proposed by Cunningsworth (1988):

- a. Analysis is a method of finding information by category and providing the details necessary for the second stage of the process.
- b. Interpretation is a method of weighing options based on study results and other factors that need to be considered.
- c. Assessment requires the application of value analysis by those concerned. This will be a subjective procedure depending on the circumstances.
- d. Selection is the process of matching previous identities to the requirements of the situation.

Cultural Content

In the English book that is used as a material in carrying out the learning and teaching process there is a representation of the types of cultural dimension, in this case, according to Moran (2001) there are five types of cultural dimension proposed.

a. Products

Products are defined into four code systems that measure cultural dimensions into four broad aspects, namely, artifacts, places, institutions, and art forms. Artifacts include culture such as food, language, and money, while a place has a cultural coverage of a building or city that has a connection to a certain culture. Institutions have cultural coverage of law, family, and politics, and the last art form includes cultural topics in the form of clothes, music/song, dance, and painting. In English textbooks, products can be displayed in the form of images, illustrations, or realia, therefore music/songs, dances, and paintings that are entered in the textbook are in the form of images, for example, music/songs in the textbook displayed songs from the famous singer Louis Armstrong, entitled *What a Wonderful World*, while the dance can also be performed in the form of images, for example, the dance is famous in European countries, which is performed in pairs between men and women by holding hands or hugging.

b. Persons

Persons are cultural dimension that refer to famous figures and people they refer to individual members who embody their culture and community in a unique way. Personal identity and life history play a key role in the development of a cultured person.

c. Practice

Practice is a cultural dimension in the form of rituals, cultural activities, and cultural practices that refer to a particular culture. Examples are traditional ceremonies, traditions passed down from generation to generation, holiday celebrations, and so on

d. Perspectives

Perspectives are a cultural dimension where a group of people have different opinions and views on an event based on a particular culture. They represent beliefs, values and attitudes that underlie the products and guide people's behavior in the practice of culture.

e. Communities

Communities dimension is a group of people who have the same goals, these communities represent the specific social contexts, circumstances, and members of the group engage in cultural practice.

RESEARCH METHOD

In this study, the researcher used a qualitative descriptive method, a qualitative study is a study that discusses phenomena from a perspective and then the data presented is in the form of non-numerical data (Cresswell, 2012). In this study, the researcher has described what the type of cultural dimension that exists is in the English textbook

The data in this study were taken from an English textbook entitled *"When English Rings a Bell"* for first-year students of Junior High School. This book was published by *Pusat Kurikulum* and *Perbukuan, Balitbang, Kemendikbud*. This book consists of eight chapters, each of which has a different theme. The English textbook "When English Rings a Bell" for the First-Year Student of Junior High School consists of 183 pages. This textbook consisting of 8 chapters that each chapter has different themes

FINDINGS

1. Products

Products dimensions are defined into four code system, those are artifact, places,

institution, and arts forms, from those elements the places, institutions and art forms are identified. All of the products dimension data were taken from the picture that contained and represent the product's dimension. The picture as the data and the further explanation can be seen in the picture and tables below:

Picture 1.



Picture 2



Table 1. Finding on products dimension

Topic and Page	Cultural Dimension	Description
Good Morning How are You Sample. 1(Pg. 4)	Product	These pictures show the activity in the family environment, it called cultural product because, as stated by Moran, products include institution in it and family is also included as an institution.

Product dimension can be seen in the Table 4.1, the pictures in the table shows a family consisting of a father, mother, and two children in carrying out their daily activities. The pictures above can be categorized as cultural products because, cultural products are divided into four code systems, and the four parts are, artifacts, places, institutions, and art forms. In the institutional section, there are several more sections namely law, family, and politics, thus the images of these cultural

products can be included in the institutional category.

Picture 3



Table 2. Finding on products dimension

Topic and Page	Cultural Dimension	Description
It's Beautiful Day Sample. 7 (Pg.115)	Product	This picture shows some students wearing junior high school uniforms. The uniform shown in this image is adjusted by the user, namely for female students who do not wear <i>hijab</i> and female students who wear <i>hijab</i> , as well as uniforms for male students

The picture above shows junior high school students wearing school uniforms. The picture shows male students wearing clothes neatly, using white shirts and blue shorts and equipped with ties, then for female students there are two types, first for students who do not wear a *hijab*, students who do not wear a *hijab* wear white shirts short-sleeved and wearing a short skirt below the knee and is also equipped with the use of a tie. Students who wear a *hijab* wear white long-sleeved shirts and long skirts and are equipped with ties. All of these students also wear shoes and socks of the same color, as well as equipped with belts. On the shirt used there is the *Osis* (Intra-School Organization) symbol on the left chest and on the right there is the student's name.

2. Persons

Person dimensions are referred to individual members who uniquely embody their culture and community. Person dimension also refers to personal identity and life story play a key role in the development of a cultured person. For example, singers, actors/actresses, athletes, heroes, national figures, and so on. This person dimension also can be indicated from the way someone's background, communication style, identity, expression, and

habit. A detailed explanation can be seen below:

Picture 4



Table 3. Finding on person dimension

Topic and Page	Cultural Dimension	Description
Good Morning How are You Sample. 4 (Pg.5)	Persons	This picture shows the police when doing his job in the street. It can represent from the uniform, he wears a light brown shirt and dark brown pants, and also he wears a cap

The picture above represents the Indonesian National Police in carrying out their duties. The existence of the police in social life is very important, the police are also people who are respected in social life. Therefore, the image is included in the category of the cultural dimension of people because it can represent people who influence a cultural group

3. Practice

Practice dimension refers to an activity or action carried out by the member's group of culture individually or with other people. The practice dimension can be indicated from people's common activity and people's cultural activity that refers to a particular culture. The example from people's common activity is, introducing self, expressing attention, greeting, and doing games. An example of people's cultural activity is traditional ceremony and tradition passed down from generation to generation and so on. The data and its explanation can be seen below

Picture 5



Picture 6



Table 4. Finding on Practice dimension

Topic and Page	Cultural Dimension	Description
Good Morning How are You Sample. 5 (Pg.5,7)	Practice	These pictures showing people doing handshaking and kissing a hand, this activity intended to show politeness and respect for the younger to the older, for example, wife to her husband, student to his teacher, and children to their parents

These pictures above show a cultural practice, namely the culture of shaking hands and kissing hands. This cultural practice is done as a form of respect and displays polite behavior, this cultural practice is carried out by younger people to older people, or to people who are considered worthy of respect. These pictures shows a child kissing his parent's hand, a student shaking his teacher's hand, and a wife kissing her husband's hand. This activity is a common thing and is passed down from generation to generation

4. Perspectives

Perspectives are a cultural dimension where a group of people has different opinions and views on an event based on a particular culture. They represent beliefs, values, and attitudes that underlie the products and guide people's behavior in the practice of culture. Here the example and the explanation of the data

Picture 7



Topic and Page	Cultural Dimension	Description
Good Morning How are You Sample. 10 (Pg.19)	Perspectives	This picture shows the perspectives of the students, this picture explains that the student has to treat people whom the student mentioned in his picture, with good behavior that has done mentioned in the text

The depiction of the cultural dimension of perspective in the textbook can be seen in the picture above, the picture above shows students having the view that the pictures of the people displayed must get good treatment. The characters shown in the picture are parents, friends, and teachers.

5. Communities

According to Moran (2001), a communities dimension is a group of people who have the same goals, these communities represent the specific social contexts, circumstances, and members for a more detailed explanation were displayed in the table below:

Picture 8



Table 6. Finding on communities dimension

Topic and Page	Cultural Dimension	Description
What Time is It? Sample. 13 (Pg.39)	Communities	This picture showing the students of Junior High School it can be indicated from their white blue uniform), these students have lunch in the school, this activity effects one of the student's activities in the school. This data related to Moran's statement that actions are associated with the use of the product.

The dimension of community culture is represented in the picture above, the picture above shows three students sitting together doing lunch activities, activities like the picture above can be classified as community cultural dimensions because these activities represent activities carried out by students in school

DISCUSSION

Based on the research findings above, the researcher found that this textbook has covered all parts of the cultural dimension according to Moran (2001). Based on the theory of cultural dimensions by Moran, there are five parts that are categorized as cultural dimensions, namely products, people, practices, perspectives, and community. Based on Moran (2001), product dimensions are divided into four code systems, namely artifacts which include parts of food, documents, language, and money. A place that includes buildings, cities, and houses. Institutions include the family, law, economy, religion, education and politics. Art form includes music, clothing, dance, painting, and film. In this textbook, the researcher finds that the product dimensions displayed are place, institution, and art form, while artifacts are displayed in this book through the text section.

The first dimension product is displayed through the institutional section; in this book the institutions that are displayed include the family section. In this textbook, many pictures are found that show families in carrying out their daily activities. The findings of this study are different from previous research, in a study by Safira (2020), which examined Cultural representation in a textbook entitled *Bahasa Inggris*, the product dimension displayed in the book did not have an institutional section that included a family section. In his research, the product dimensions in the institutional category are displayed through the names of educational institutions, namely, Mc Master Mini-Med School, and Thomas Edison School.

Second, the researcher found that the product dimensions in this book were displayed in the art form category which included the clothing section. In this section, product dimension in the form of clothing are shown through presentations of school uniforms worn by Junior High School students in Indonesia and religious attributes that must be worn by someone who follows certain religious teachings. The school uniform that is displayed and used by Junior High School students in Indonesia has the following characteristics, namely, a white shirt, dark blue pants/skirt, and

is equipped with the use of a tie that matches the color of the pants/skirt, then the second uniform that is shown in this book, namely the scout uniform. This uniform has the following characteristics, namely a light brown shirt, dark brown pants/skirt, and is equipped with a red and white tie, and a brown beret. The use of uniforms for students of Junior High School in Indonesia that has been set in the regulation of minister of education and culture of the Republic of Indonesia number 45 of 2014 (as Cited in Prasetyo 2015), concerning school uniforms for students basic education and secondary as follows:

Pasal 3 ayat 1: Pakaian seragam sekolah terdiri dari:

a. Pakaian seragam nasional; b. Pakaian seragam kepramukaan; atau

c. Pakaian seragam khas sekolah. Pasal 3 ayat 3: Warna pakaian seragam nasional untuk:

a. SD/SDLB: kemeja putih, celana /rok warna merah hati;

b. SMP/SMPLB: kemeja putih, celana /rok warna biru tua;

c. SMA/SMALB/SMK/SMKLB: kemeja putih, celana/rok warna abu-abu.

The next cultural dimension contained in this book is the person dimension category. According to Noviani (2019), the person dimension refers to someone who represents a particular community and culture. The cultural dimension of person includes one's personal identity and personal story. In this book, the researcher finds that the person dimension is displayed through the first, a picture of a policeman on duty, in the picture a policeman is carrying out his duties and activities. The person dimension which is then displayed in the form of an image, where the image shows several Junior High School students introducing themselves, in the image the students are displayed in various physical forms that describe the diversity that these students have. With the diversity that is displayed, students can represent each cultural community they have.

The results of the presentation of the person dimension have differences in previous studies. In research by Safira (2020) and Auladi, Rukmini, and Sutopo (2018), the person dimension features a number of well-known figures, ranging from historical heroes or artists. In research by Safira (2020), the Wright Brothers features two historic inventors of airplanes, Afgan a famous singer from

Indonesia, Bj. Habibie, former president of Indonesia, and Cut Nyak Dien, an Indonesian hero. Research conducted by Auladi, Rukmini, and Sutopo (2018), in a book entitled *Bahasa Inggris* finds the person dimension displayed through the image of the Indonesian hero, Ki Hajar Dewantara, an Indonesian hero who is engaged in education.

The next cultural dimension contained in this book is the perspective dimension. Perspective is a cultural dimension in which a group of people have different opinions and views about an event based on a particular culture. They represent the beliefs, values, and attitudes that underlie products and guide people's behavior in cultural practices. In this book the perspective dimension is displayed through pictures where in the picture there is a student who has the view that the people displayed must be treated well by the student. The next picture shows a group of Junior High School students who have different physical characteristics. Through the image, the dimensional perspective can be seen, because through the image it can provide a view that there are differences in social life. These differences include differences in religion, culture, tribe, and ethnicity that are owned by each individual contained in the picture. In this perspective dimension, there are differences with previous studies. In a study by Auladi, Rukmini, and Sutopo (2018), the dimensional perspective was found in the form of a hero image, namely Ir. Soekarno which is accompanied by a biography of Ir. the Soekarno. In the biography, the resistance of Ir. Soekarno in fighting colonialism, his spirit and ideology have provided a lot of inspiration and values that should be appreciated.

The last cultural dimension contained in this book is the community dimension. According to Moran (2001), the community dimension is a group of people who have a common goal, the community represents a certain social context, circumstances, and group members are involved in cultural practices. In this textbook, the cultural dimension of the community is only shown through pictures where a group of Junior High School students are gathered together and doing their activities. In the first picture the researcher found a group of students are gathering together and having lunch together, while in the second picture there is a group of students gathering together and doing group learning. In this textbook, the presentation of the community dimension is still very small, in contrast to the previous research conducted by Safira (2020), in her research found the

community dimensions as follows: First, PMI (Indonesian Red Cross), PMI is an organization engaged in the social sector of humanity this is a volunteer community that has its own rules and regulations. The second is the image of the theater community

CONCLUSIONS

Based on the analysis that has been done by the researcher on the English textbook entitled "When English Rings a Bell" for first graders of junior high school in the category of cultural content, especially the cultural dimension and its representation in accordance with the theory presented by Moran (2001). It is seen that in this textbook the cultural

dimension is fully represented. The five types of cultural dimension are products, persons, practice, perspectives, and community. Product dimensions are represented through clothes, places, and institutions. Persons dimension are represented through the profession, and a group of students who introduce themselves with different backgrounds. Practice dimensions are represented through handshake and kissing activities, greeting expressions and responses, and prayer activities. Perspective dimensions are represented through perceptions, beliefs, and attitudes that are directed by members of the culture. Community dimensions are represented through a group of students with the activities they do.

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