

Cultural contents

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4 CULTURAL CONTENTS IN SPEAKING MATERIALS AND ACTIVITIES FOR TENTH-GRADERS

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Abstract

4 EFL textbooks should be valued based on their visual illustration and based on their cultural background and goals of EFL learning. The study aimed to report the results of a textbook analysis to identify which type of culture and what themes of culture were introduced in the tenth graders of Indonesian senior high school. Theory of cultures proposed by Cortazzi & Jin (1999) and Chen & Lee (2004) were adapted for examining specific aspects of culture under formal culture and aspects of life culture. The analysis revealed that the percentage of source culture (45,7%) and unidentified culture (42,9%) is the same in the textbook. The textbook was dominated by source culture content among identified cultural content, while international culture (5,7%) and target culture (5,7%) contained a small percentage. It was also found out that among the 19 cultural themes under formal culture and aspects of life culture, the researcher found four themes such as lifestyle, gestures, and holiday under aspects of life culture and only history under formal culture. The predominant theme was aspects of life culture of lifestyle.

Keywords: cultural content, speaking material, EFL textbook

INTRODUCTION

One of the 2013 curriculum goals is to produce students who have good competencies to survive in the global era. Since 2013, Indonesia has revised its educational model from KTSP to a new curriculum called K13. According to Sutrisno (2013), the 2013 curriculum aims to create a productive, creative, and innovative Indonesian society through empowering integrated attitudes, skills, and knowledge. The reason is because K13 contains several qualities such as communication skills, the ability to think critically and clearly, the ability to understand and be tolerant of different views or traditions, and the ability to live in a global society, Kemendikbud (2014). These characteristics are consistent with the culture contained in English textbooks.

There are many goals set by students or teachers in learning English. There are English for general purposes and some for specific purposes. According to (Corbet, 2003), one of the most important learning goals is to increase understanding and tolerance between cultures. In advanced institutions, one of the goals of education in the English department is to increase ICC (Intercultural Communicative Competence) in terms of sensitivity, tolerability, and flexibility to cultural differences, Jing Xiao (2010). Cultural awareness involves three elements: First, students

must arrive at a level of adaptation to the language being learned and communicate with native speakers of that language. Second, students must expand their respect for the language culture being studied. Namely acceptance of the behavior of foreign language speakers caused by culture. Third, students must have good knowledge of their own culture and explain their own behavior, Madoka Kawano (1987). An example of ICC is when students know very well that the culture of other countries is usually very different from their own.

In general, teachers always use textbooks as guidelines in class activities, because it will benefit themselves and their students. Teaching Indonesian English relies on the role of textbooks as they are considered to provide clear instructions and procedural guidance, Pasassung (2003). There are tons of textbooks produced by different publishers, and it is important to evaluate and analyze the contents of these textbooks to ensure the quality they have. Mohsin Ali Shreeb (2017) revealed that through textbook analysis, teachers will become familiar with the content and recognize the advantages and disadvantages of textbooks.

Previous studies stated that some textbooks do not suit students' needs. Gustin and Sundayana (2014) found that several textbooks were not suitable for the characteristics of students. They found several textbooks for junior high schools that did not pay attention to the level and learning style of students in high school. Yusuf (2014) also found some weaknesses in middle school textbooks. Alexandra Skierso (1991) stated that because textbooks are essential for students, textbook selection is the teacher's responsibility. However, some teachers sometimes pay less attention in choosing good and suitable English text books from certain publishers. They think that the English textbooks of some publishers are better than others. As a result, every year they always use English textbooks from the same publisher. They cannot guarantee that the contents of English textbooks will maintain quality. Rahayu Y.E. (2013) in their research found that the English e-book entitled English in Focus for grade IX SMP still needs some improvements to make it better. Naseem, et al. (2015) in their study found that the English textbook evaluated for the matriculation program (grade 9) determined by the Punjab Textbook Board, Lahore, Pakistan did not meet the general objectives of the target language. Therefore, it is necessary to evaluate textbooks. Tok (2010) explains that the analysis and evaluation of course books help teachers improve it and gain useful insights into basic material.

Today, the need to learn a foreign language goes beyond just learning grammatical forms. As a result, learners must develop intercultural awareness to suit a globalized world where people from different cultural backgrounds establish international relations and become speakers between cultures (Banks, 2004; Byram, 1997). Students need to develop what Kumaravadivelu (2008) calls global cultural awareness, where students learn to interact appropriately with a new culture that is very different from their own. Then, if English language education is taught through communicative textbooks in many settings, it is hoped that it can become a means to respond to foreign cultures. With this aim, textbooks should promote the improvement of ICC, which is defined as the ability to understand and interact with people of different social identities and with their own individuality (Byram et al., 2002).

Many researchers analyze EFL textbooks, but only a few analyze cultural content in EFL textbooks, especially on speaking material and activities for tenth graders of high school EFL textbooks. To facilitate students in achieving their English learning goals, one way is to provide materials and activities that are interesting and under current conditions. This study aims to analyze the tenth grade SMA/MA/SMK English books' cultural content. This study aims to describe the types and themes of cultural content presented in the material and speaking activities for tenth graders of high school English textbooks.

METHODOLOGY

In this study the authors used a descriptive method using document analysis. Content or document analysis is a method applied to written or visual documents to identify a particular material's characteristics. According to Donald (2010), material can be taken from textbooks, magazines/newspapers, web pages, speeches, television programs, advertisements, musical compositions, or various other types of documents. In this qualitative research, the author aims to analyze the speaking materials and activities provided in the English textbook "When English Rings The Bell" for the first year of high school. After analyzing, the writer will interpret and report the data described in the English textbook. This type of analysis is performed with the help of words to describe a detailed conclusion or interpretation in a less biased and subjective way. This method was found to be in accordance with the research objectives in reviewing the material in written and visual data in English text books.

According to Brody (2003) the concept of culture is divided into two, namely "Formal culture" and "Aspects of life". "Formal culture" represents cultural such as: art, history, education and science). Meanwhile, "Aspects of life" represents aspects of life such as: beliefs, opinions or opinions, exercise, fashion, and hobbies).

The unit of analysis of this research is the material and speaking activities in "When English Rings The Bell", a textbook for grade I high school students. This textbook consists of ten chapters and each chapter contains speaking material in the form of monologues and dialogues as well as all kinds of speaking activities. The writer then takes the entire text in the speaking section from chapters 1 to 10 as the unit of analysis.

In the analysis procedure, the writer performs the following study steps; The first procedure in this study is to find Curriculum 13 about learning English in grade 1 SMA. Then the author observes the contents of the textbook to find the material and speaking activities available in the textbook. Furthermore, the authors look for references related to this research topic. The data is then categorized and organized into detailed information about data sources and related information in the curriculum. After that, the authors began to analyze the data.

After having a complete data source from "When English Rings The Bell", the authors analyzed it with an assessment rubric from Cortazzi and Jin's theory. In this analysis, the authors take the following steps: (1) checking the material and speaking activities in the textbook with an assessment rubric; (2) evaluating the material and speaking activities in textbooks; (3) interpreting data obtained from the textbook evaluation process; (4) summarizes the suitability of textbook content in quantitative output to show results in numbers; and (5) draw conclusions on the results of the analysis.

RESULTS

Findings related to the analysis of cultural content on speaking material and activities for class X SMA Indonesia in EFL English textbooks are presented in two parts. They are the types of cultural content found in EFL Indonesian textbooks and representations of themes in EFL Indonesian textbooks.

The types of cultural content in textbooks using a checklist worksheet are based on Cortazzi & Jin's (1999) theory and also Chen & Lee's (2004) cultural theme concept theory.

Table 1 demonstrates the frequency of types of culture and cultural themes. There are four types of cultural content found in textbooks.

Table 1. Checklist Worksheet of Cultural Content Types

Kinds of Culture	Target Culture		International Culture		Source Culture		Unidentified Sources of Culture	
	Formal Culture	Aspects of Life	Formal Culture	Aspects of Life	Formal Culture	Aspects of Life	Formal Culture	Aspects of Life
	5,7%	0%	2,9%	2,9%	17,1%	28,5%	0%	42,9%
Total	5,7%		5,7%		45,7%		42,9%	

Based on the results of the analysis, it was found that the target culture, international culture, source culture and culture were not identified in the textbook. The target culture represents 5.7% of the percentage of cultural content under the formal culture. Meanwhile, international culture got the same percentage as the target culture (5.7%) with 2.9% under the formal culture and 2.9% under the aspects of life culture. Source culture accounts for the highest percentage (45.7%) in all textbooks with a total percentage of 17.1% under the formal culture and 28.5% under aspects of life culture. Meanwhile, the unidentified cultures got 42.9% under aspects of life culture. The types of culture (source culture, target culture, international culture and unidentified culture) that appear in the speaking materials and activities in EFL English textbooks are represented in several cultural themes. After analyzing the forms of these cultural themes on page after page of reading.

Table 2. Kinds of Cultural Themes in EFL Textbook

CULTURAL THEMES	Lifestyle	Gestures	History	Holiday
PERCENTAGE	49%	14%	20%	17%

There are four cultural themes found in Indonesian EFL language textbooks on speaking materials and activities under formal culture and aspects of life, namely lifestyle, gestures, history and the last one is holidays. The textbooks studied showed a smaller percentage of cultural themes in the form of politics, economics, geography, social norms, literature or art, education, architecture, sports, music, film and science as categories of formal culture and food,

customs, values, hobbies as a category of aspects of life. Cultural themes are not sufficient to introduce culture explicitly.

DISCUSSION

Based on the above findings, the researcher found four types of culture in Indonesian EFL textbooks. This is the source culture (Indonesian culture), the target culture, the international culture, and the unidentified culture. Textbooks represent source culture as the highest percentage. The source culture (Indonesian culture) is mostly presented with the theme of historical culture, lifestyle and holidays such as discussing important events in life. International culture looks the same as the target culture in the textbook. These results are consistent with the investigations of Adaskou, Britten, and Fahsi. The results of their investigation in Morocco show that most teachers agree that only a few foreign cultures should be included in textbooks (Adaskou et al., 1990). Textbooks that mostly contain source culture will help students to imply cultural information from the textbook. In line with that, Cortazzi and Jin (1990) once stated that the importance of source cultural information is on the grounds that knowing one's own culture will help students better understand their own cultural identity and to introduce their culture to the world and enable them to interact with people more successfully, people from other cultures.

Identifying the cultural content in the textbook is not only done by analyzing the explicit statements presented but also exploring the products, practices, perspectives, communities and persons involved. When it involves the textbook for high school students, the cultural content is involved in the use of concrete objects such as food, clothes and places that can be found in the students' own culture. In this case, these aspects are presented in dialogues, pictures, tasks and reading passages (Setiadi, 2020).

In the EFL textbook for high school students the representation of cultural content is different from those used for younger learners. The pictures and illustration take significant role to support the reader's understanding. For instance, as shown by Horvat and Nilsson (2018) the cultural content representing both local and global culture is shown by the dominant Anglo-American, as well as a Swedish cultural setting where representations of white normative children and adults dominate the text and illustrations. The proportion of the cultural content is

significant to help the students learn more about the intercultural competence and develop the intercultural awareness needed later in life.

The source culture (Indonesian culture) that appears dominant in textbooks is supported by previous research. The results of other studies on the context of teaching reading for tenth graders students show a different trend. As Ayu (2020) reports, textbooks do not cover cultural content from source culture and target culture too much. This is different from the analysis on textbooks in Malaysia. Rahim and Daghigh (2020) actually reveal more intercultural content. This shows a different trend based on the needs of EFL students. The level of the EFL students also becomes a concern in the proportion of cultural content. As noted by Arslan (2016), younger learners need more local cultural content. His research in EFL third and fourth graders in Turkey shows that the textbook for fourth grader still needs more emphasis on global cultural content.

In the context of EFL textbook for senior high school students, the emphasis on making the learners proud of their own culture refers to the inclusion of national identity. The finding of this study is supporting Ariawan (2020) that it accommodates the need of senior high school students who are tremendously curious to determine their characters with good behavior and strong nationality. While, the exposure to the target culture and international target culture is also important to help them acquire intercultural competence.

There are four cultural themes found in the Indonesian EFL language textbook about speaking materials and activities, namely lifestyle, gestures, history and the last one is holidays. The textbooks studied showed less percentage of cultural themes in the form of politics, economics, geography, social norms, literature or art, education, architecture, sports, music, film and science as categories of "Formal Culture" and food, customs, values, hobbies as a category "Aspects of Life." Cultural themes are not sufficient to introduce culture explicitly.

As the textbook analyzed in this study is published in Indonesia, the emphasis is not on the target culture, but on source culture. This finding is similar to Elshadelin and Yumarnamto (2020) that mentions the difference focus regarding the culture represented in textbooks published by an Indonesian publisher and an international publisher. While the international textbook provides a wide array of global cultures, the Indonesian published textbook puts the emphasis on both global and local cultural sources.

The types of cultural content and cultural themes in textbooks are less explicit, even though the textbooks contain four types of culture and cultural themes. This is in line with the opinion of McKay (2002) that teaching materials should be designed with the aim of encouraging students to reflect on their own culture in relation to others, thus helping them to build a sense of intercultural communication. This implies that cultural information must catch the attention of learners.

CONCLUSIONS

There are four kinds of content in textbooks, namely the content of cultural sources, target culture, international culture and unidentified culture. The percentage of existing cultural resources is the same as the percentage of unidentified cultures. Cultural and cultural sources are not identified occupy the highest percentage because the main objective of the writer is to introduce cultural information to improve students' speaking ability rather than develop their intercultural skills. Target culture and international culture are needed as a comparison and information to reduce misunderstanding in communication.

Moreover, four types of cultural content are presented in the form of cultural themes such as lifestyle, gestures, history and entertainment. The textbooks analyzed showed a low percentage of cultural themes in the form of politics, economics, geography and social, art, education, architecture, sports, music, film, and science as the formal culture category. Therefore, students can get less information because cultural themes are not clearly explained.

By revising the conclusions of this study, the researcher offers suggestions regarding cultural content in English textbooks. This research only focuses on speaking material so that it still needs exploration on mater and other aspects to find out the common finding. Future research must be equipped with cultural elements and cultural information that can show intercultural competence in textbooks. Furthermore, further research can also analyze more than one English text book or compare two textbooks. The next researcher can analyze and compare two textbooks published in Indonesia and other countries.

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