



CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK FOR FIFTH GRADE ELEMENTARY SCHOOL

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ABSTRACT

Language and culture are related to each other. Being communicatively competent requires learners to understand the cultures. Teaching learners about cultural aspects may be effectively applied through textbook because it can be easily claimed that textbooks play vital role in English language teaching. The writer analyzed the cultural content of English textbook for 5th elementary school entitled *Grow with English* 2016 revised edition. This research aimed to describe types of cultures, how culture are represented in the textbook. This research used descriptive qualitative method consists of content analysis to analyze the textbook. This research also adopted two frameworks from Cortazzi and Jin about types of culture and framework from Adaskou, Britten and Fahsi about sense of culture. The analysis found that English textbooks *Grow With English* for fifth grade dominantly presented through source culture compared to international culture and target culture. Secondly, the sense cultures were mostly represented by semantic sense compared to sociological sense, pragmatic sense, and aesthetic sense in textbooks. This research also found that there was an unbalanced quantity among presented types of cultures. In addition, every type and sense of culture contained in the English textbook is very important. The advantages of learning a language is that the students can learn culture at the same time, which can add insight to students.

Keywords: *Cultural Content, English Textbook, Types of Cultural, Sense of Culture*

Introduction

Culture plays a crucial role in language education and it is not possible to study language in the absence of its cultural elements. The culture directly leads and shapes diversity in language. The writer concludes if cultural aspect is missing in language teaching, learners cannot interpret the language that is embedded in that culture. Teaching about cultural aspects may be applied through textbooks because it can be easily claimed that textbooks play a vital role in English language teaching. It can be a guide for teachers to instruct the students based on the theory in the textbook.

Language and culture are inseparable and bound to each other (Kramsch, 1998). Kramsch in his book (*Language and Culture*) stated that language is the expressions of cultural reality, the embodiments of cultural reality, and the symbols of cultural reality. The most successful language learners learn culture and language together, such that teaching language and teaching culture cannot be separated. The inseparability of language and culture has led writer to conduct investigations in the field of English language teaching taught in various cultural contexts.

The language textbook, as one of the primary learning resources for language learning in classroom, is a significant factor influencing effective language learning. In this case, English textbooks teach not only language skills but also values such as moral, character, and cultural values (Sulistyo, 2020). Textbooks play important role to represent valuable inputs in exposing students to new cultural expressions and diversity of cultures (Lund, 2006). The use of the textbook could have been meant to save time, to give directions about the material, and to facilitate homework. The textbook enables students to learn better, faster, and more easily. Content analysis concerns real phenomena or real situation. The meaning shows that content analysis applicable to various studies especially English language learning. Based on the explanation above, this research focuses on analysing cultural content in English textbook for fifth elementary school on titled *Grow with English* 2016 revised edition by Erlangga publisher.

In addition, some previous studies related to this topic have been conducted by some researchers. For example, Ilhan Nur Iman Faris in 2014 found that target culture was predominantly discussed in the textbook for senior high school in Cianjur and the culture aspects were generally represented by Aesthetic aspect. On the other hand, Najmiatul Fauza in 2019 found that there was an unbalanced quantity among presented types of cultures. Consequently, this research suggests that English textbook authors should include the balance presentation among Source, Target and International Culture. discussed in the textbook for senior high school entitled *Bahasa Inggris* 2017 revised edition.

The writer attempts to analyze what types of cultural aspect included in the textbook and how the aspects are represented. The writer hope can produce comprehensive data about cultural aspects. So, that it is appropriate to use it as a guide for English teachers at the elementary school level, especially for 5th grade. Teachers can be able to identify and evaluate kinds of cultural aspects in the English textbook. The writer chose the English textbook for 5th grade by Erlangga publisher because, the

textbook is interesting have many pictures and is very colorful. But, the most important thing is knowledge about learning culture in language learning from an early age. When, students learn language they will also learn about culture at the same time.

The difference between this research and previous research is the level of English textbook used. The previous research from Ihsan Nur Iman Faris and Najmiatul Fauza analyzed culture content in the English textbook for senior high school level. Meanwhile, in this research the writer will analyze the cultural content in the English textbook for elementary school level for 5th grade. This research is important because it is absolutely necessary for those students to learn about different cultures beside new language. Learning about different cultures is very important for students, such acquiring other countries' culture, yet it cannot be the reason to put their own culture aside. Therefore, this research is conducted to help the teachers selecting and developing the better material for students, especially contents about cultural aspect.

Based on the background of the research, the writer could identify the types of cultures are represented in the English textbook *Grow with English* 2016 revised edition and how were they were represented.

Literature Review

Culture and English Teaching

One way to learn language intensively is to learn the culture of its language. By introducing the cultural background of the language, the way of learning a language can be clearer and more directional because the students have been given a view of the language to be learned. Without understanding the culture, learn a language is incomplete and inaccurate. The main purpose of providing cultural background information for students is to allow them to get a view or knowledge, cultural product information, and how to live and think like the real culture in the target language (Nguyen, 2017).

Language teachers also always known that learning an additional language requires learning about another culture. This is, in fact one of the primary reasons for learning languages to experience a different culture from the inside, so as to empathize with a broader range of others and to enrich students ability to appreciate varied human experiences. In Indonesia, English is used as a first foreign language of communication and it is also learned at school as subject by the students since elementary school (McKay, 2003). The government of Indonesia has introduced a new curriculum known as 2013 curriculum. It emphasizes on character building of the learners by integrating the local cultural values, norms, and information into the learning and teaching process in the classroom.

Culture is one of the aspects to be learnt in order to achieve communicative competence. McKay claims that culture influences language teaching in two important ways: linguistic and pedagogical. Linguistically, culture is a vital in the

linguistic dimension of the language itself. It affects the semantic, pragmatic, and discourse levels of the language. Pedagogically, it influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials Byram (2002).

In addition to that, studying culture is also useful for teaching students to understand their own culture. The target culture should be taught along with the teaching of the target language. Relationship between language and culture, more scholars and educators have emphasized the significant role of culture in language teaching and learning. Understanding that foreign language teaching shows three broad aims which should be integrated in the process of teaching and learning of foreign language (Ekawati, 2012). The aims are: the development of communicative competence to use in situations the learner might expect to encounter the development of awareness of the nature of language and language learning the development of insight into the foreign culture and positive attitudes toward foreign people.

According to Gay, there are three dimensions within the culturally responsive teaching framework (Gay, 2002).

- a. Academic achievement: Teachers aim to make learning meticulous, exciting and challenging.
- b. Cultural competence: Teachers know and facilitate in the learning process the various range of students' cultural and linguistic groups.
- c. Sociopolitical consciousness: Teachers need to recognize and assist students in the understanding that education and schooling do not occur in a vacuum.

Ministry of National Education System suggests the teachers' responsibility for maintaining the Indonesian national culture, rooted on the values of religion and local wisdoms. As textbooks are generally considered to be the major source of the teaching materials, textbook have an important role in integrating cultures or cultural elements in the teaching and learning process. Because, when talking about English textbooks, there are many types of English text books which can be found on the market today.

1. The Role of textbooks in English Language Teaching

In Indonesia textbooks are one of the most important elements of teaching and learning experiences. In the teaching-learning process, textbook plays a significant role dealing with the material which will be delivered to the learners. The use of English textbooks needs to be developed related to the 2013 curriculum to present students with the suitable materials in learn English. English textbooks have an important role in teaching and learning process. In addition to providing knowledge and skills information, textbooks also consist of guiding learning in the form of activities that guide students to achieve competencies set in the 2013 curriculum.

Ekawati and Hamdani mentions the roles of materials in the textbook in language teaching. These include the following:

- a. A teacher: the textbooks contain the material (cultures, beliefs, activities) that instructs the students about the English speaking cultures.
- b. A map: the textbooks set the direction and instruction about topic being learnt to the students.
- c. A resource: students find the source of the topic and material mostly in the textbooks.
- d. A trainer: the textbooks guide an inexperienced teacher and untrained teacher accomplishes step-by step instruction.
- e. An authority: the textbooks are valid and written by the expert and carry the authorization of important publishers or minister of education.
- f. An ideology: the textbooks reflect a worldview or cultural system, a social construction that maybe imposed on teachers and students and construct their perspective of a culture. Also, English textbooks may function as a form of cultural politics.

The textbooks also provide the material in balanced skill competence and its exercises. According to Cunningsworth, a textbook or course book has multiple role in ELT (Anggraini, 2014). as follow:

- a. A resource for presentation material (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, etc.
- d. A source of stimulation and ideas for classroom language activities

- e. A syllabus (where they reflect learning objectives which have already been determined)
- f. A resource for self-directed learning or self-access work
- g. A support for less experienced teachers who have yet to gain in confidence.

Richards demonstrates fundamental roles of textbook in any curriculum. Textbook are still an important learning resource for teachers and students despite many new technology innovations. Currently, textbook continue to be developed with other sources such as CD or cassettes in order to improve the quality of learning. Efficient textbook users save teachers time and energy to allocate materials according to target language and standards. Design and high quality in production to produce visually appealing materials (Cunningworth, 2004).

Lammer said that modern times textbooks are still the main reference for schools around the world and are considered an effective learning in classroom, one of which is in language learning. In fact, the South African Ministry of Education stated that since 2010 textbooks have become an effective learning in South African schools. In England, textbooks in language learning are colored with portraits and illustrations that contain moral values. For example, it is the obligation of every citizen to behave well and to respect differences (Richards, 2005). Not much different in America the development of textbooks on language learning continues to be improved in terms character and morality.

Although textbooks have a large role in learning, in reality, textbook is not the only determinant of learning success (Lemmer, 2008). The integration between the teacher and textbooks can have a profound effect on the achievement of the teachers teaching goals as well as meeting students needs in learning a certain material. The balance between the teacher and textbook makes learning objectives easier and more convenient to be conveyed. It can be concluded that a textbook is a material which has a function as a guideline or reference used by the teacher and learners to support the teaching and learning activity in the classroom. It makes sense if a textbook takes an important role as an instructional material used by teacher and learner to achieve the goal of teaching and learning process.

Research Method

Descriptive qualitative research design was used in this research to reveal what are the cultural contents existed in the textbook *Grow With English* 2016 revised edition published by Erlangga publisher and how the cultural contents and their significances are displayed in this book.

Descriptive is the characteristic of explanation data in qualitative research because it was taken from documents, pictures, audio-video recordings, transcripts, and

words. Content analysis is also a method used in analyzing qualitative data. Content Analysis can be used as a method to identify appropriate patterns or categories of the cultural content being analyzed of the main texts in the research. The content can be words, pictures, themes, ideas and any message that are planned to be communicated, and the text can be written, visual or spoken forms that are served as a medium of communication, such as books, pictures, films and documents (Walliman, 2001).

In addition, a structural content analysis approach was used in this research, based on Cortazzi and Jinn theory to categorize the type of culture into source, international and target culture in EFL textbook and Adaskou, Britten and Fahsi theory to categorized into four senses: the aesthetic sense, the sociological sense, the pragmatics sense and the semantic sense.

Discussion

Types of Cultures are Represented in the English Textbook

There are three types of culture classification based on Cortazzi and Jin theory namely: Source Culture, Target Culture and International Culture. Source culture refers to the culture of students, target culture refers to the culture of the inner circles countries and the international culture refers to the cultures around the world. The types of cultures presented in Grow With English for fifth grade can be seen as follow:

Table. 4.1 The Result Data of Analysing Types of Culture

Chapter	Types of Culture		
	Source Culture	Target Culture	International Culture
1	10 pages 12.34%	2 pages 9.52%	6 pages 27.27%
2	5 pages 6.17%	1 pages 4.76%	0 pages 0%
3	11 pages 13.58%	1 pages 4.76%	0 pages 0%
4	16 pages 19.75%	3 pages 14.28%	4 pages 18.18%
5	7 pages 8.64%	1 pages 4.76%	0 pages 0%
6	2 pages 2.46%	1 pages 4.76%	0 pages 0%
7	12 pages 14.81%	10 pages 47.61%	10 pages 45.45%
8	18 pages	2 pages	2 pages

	22.22%	9.52%	9.09%
Total	81 pages 100%	21 pages 100%	22 pages 100%

The collected data from the observing the English textbook were served by using:

$$P = \frac{F}{N} \times 100$$

The purpose of data processing above was to gave detail explanation. In order to make it easier in analyzing data from the observing the English textbook.

From the observing the English textbook, it can be seen based on the percentage of each point, as follows:

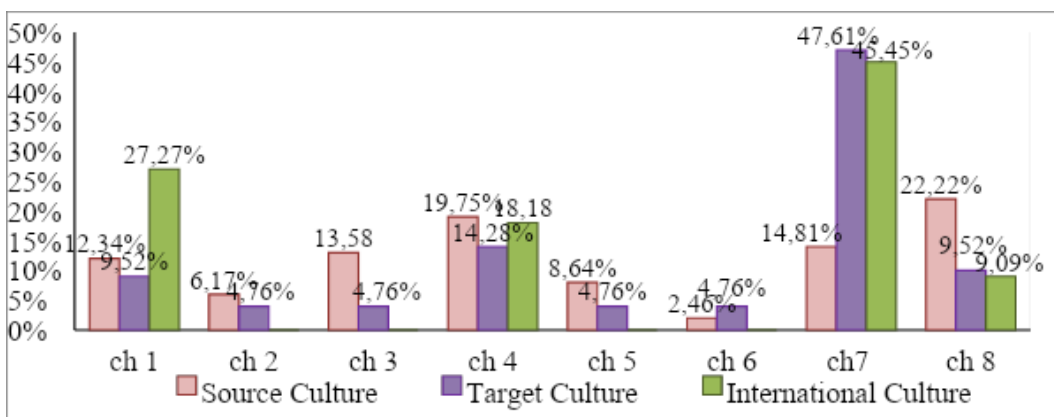


Figure 4.1. Types of Culture in Textbook Grow With English for Fifth Grade

The above figure clearly explained the existence of cultural types in every chapter of Grow With English for fifth grade that the types of cultures were dominantly presented by Source culture there 81 pages. The explanation will be divided based on the types of cultures: Source Culture, Target Culture and International Culture.

1. Source Culture

Source Culture refers to learners' own cultures. In this research, it refers to Indonesian cultures as local culture with indicator in the form of things that contain Indonesian national traditions, Indonesia arts, customs, or the diversity of races that inhabit in Indonesia. The material analysis was every aspect of the material presented in the textbook such as: readings, conversations, pictures, song, videos, sentences, phrases, and words. The figure above is clearly mentioned that in every chapter of the book contained source culture or in this case called as Indonesian cultures. The highest frequency of source culture existence was in chapter 8 (22,22%). On the other hand, chapter 4 (19,75%), chapter 7 (14,81%), chapter 3 (13,58%), chapter 1 (12,34%), chapter 5 (7,64,97%), chapter 2 (6,17%), and chapter 6 (2,46%). Source culture was mostly presented by names of people such

as; Seta, Dona, Made, Atik, Aya, Dewa, Nurul, Tigor, Zahra, Dania, Rio, Zefa, Rasti, Ina, Anita, Cintia, Gana, Diana, Rina, Ani, Lukman, Dina, Rangga, Vita, Hani, Iwan, Kanya, Arif, Rudi, Laras, Lintang, Hema, Zaenal, Edi, Mimin, Cintia, Narko, Lusi, Mira, Tedi, Rama, Narko, Naela, and Meilin. Names of street, such as Jln Merdeka, Jln Pemuda, Jln Sartika, Jln Perjuangan, Jln Sentani, Jln Garuda, Jln Bhineka and Jln Pramuka.

Source culture also presented by names and pictures of tourist attraction such as; Sadranan Beach, Papandayan Mountain, Linau Beach, Toba Lake, Ayung River, Labuan Cermin Lake, Mount Salak, Salupa Waterfall, Baluran Forest, Nihiwatu Beach, Paniai Lake, Mount Tambora, Mount Gede, Senggigi Beach and Baluran Forest. Names of cities such as Palangkaraya, Lombok, Yogyakarta, Bali and Sumba.

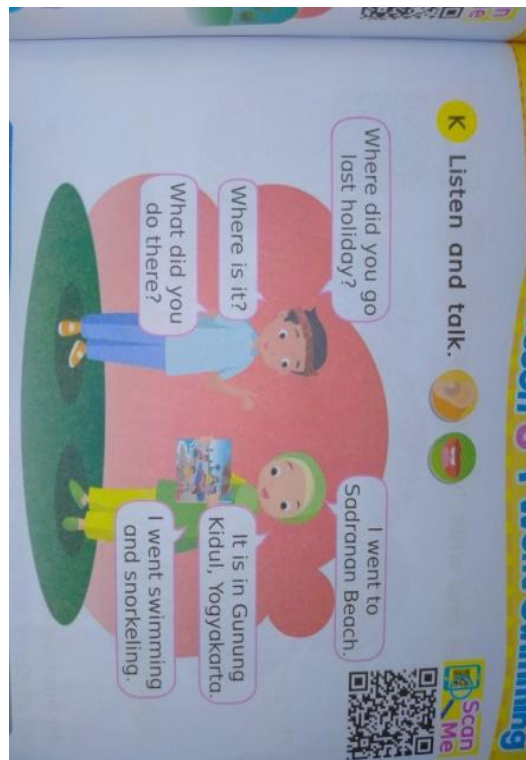
There some pictures of children who have race characteristics who live in Indonesia race which indicates that is source culture such as Melanesian papua race and Malayan mongoloid race. Pictures of men's traditional headband such as totopong, cup, and blangkon. Pictures of women used veil. Used by a Muslim women to cover her aurat according to Islam law. Islam is the religion most widely embraced by the people of Indonesia. Picture of traditional dance is Jaipong on page 15. Pictures of Indonesian students worn red and white uniform and other visual illustrations.



Picture 4.1 Nihiwatu Beach Sumba, Melanesian papua race and Totopong representing type of Source Culture

Source : Grow With English for grade V

Additionally, source culture was also represented by dialogues or conversations between two speakers or more, those could be seen on page 135 for example, there were boy and girl two they talking about holiday in Sadranan beach as shown in the picture below.



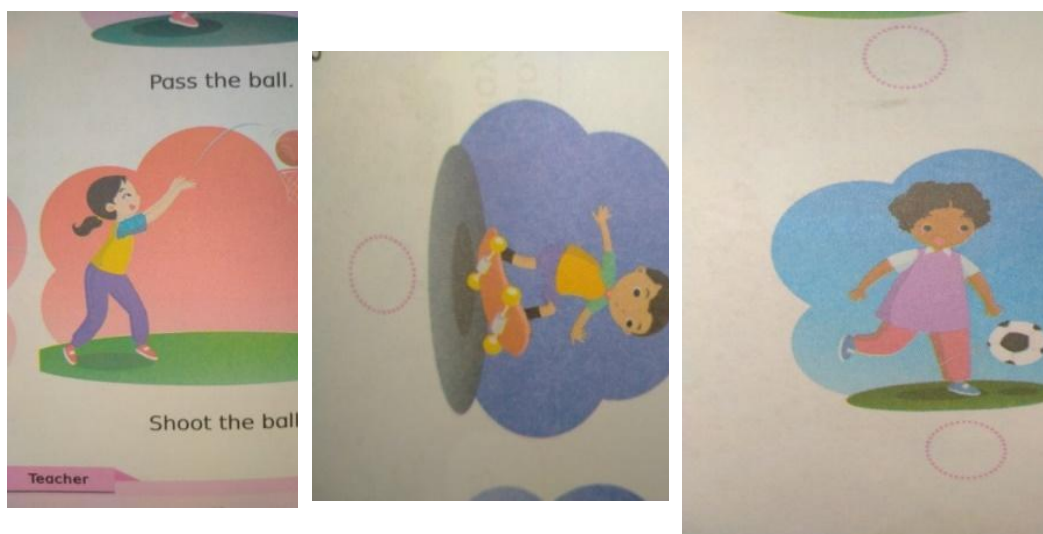
Picture 4.2. Conversation about holiday in Sadranan beach
Source : *Grow With English* for grade

2. Target Culture

Target culture refers to the culture of the Inner circles of the countries such as, USA, UK, Canada, Australia and New Zealand. This textbook provided more less portion of this type than source culture. The presentation of target culture was limited but it existed to all types of material of this textbook such as names, pictures, grammars, speech acts, readings, dialogues, songs and some quotations from the world figures. The above chart (see figure 4.1) explained that not all chapter contained target culture.

The highest frequency of the target culture“ existence was in chapter 7 (47.61%). On the other hand, in chapter 1, and chapter 8 (9,52%). In chapter 4 there (14,28%) in chapter 1 and chapter 8 (9,52%). While in chapter 2, chapter 3, chapter 5 and chapter 6 (4,76%).

Names of people such as Alfredo, Boaz, Rooney, Patty, Sally, Bertha, and Janice. Kind of sports such as basket, skateboard, and football.



Picture 4.3. Basket ball, Skateboard and Football representing target culture

Source : *Grow With English* for grade V

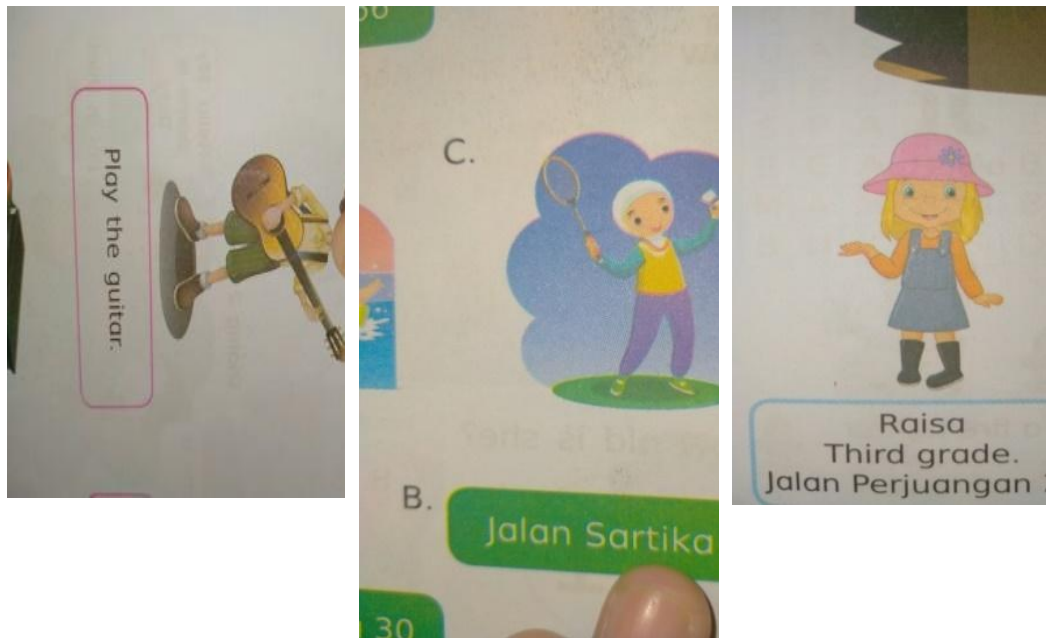
There was also part of the book which was presented about sports, in this textbook such as, Basket ball from United States of America on page 6, page 113, page 116, page 117, page 118, page 121 and page 144. Skateboard from California, United States of America on page 110, page 111, page 113, page 117, page 118, page 119 and page 144. The last is Football from England on page 112, page 113 and page 122.

3. International cultures

This type was the least presented in the textbook *Grow With English* for fifth grade. International culture refers to all cultures around the world except cultures from source culture country and target cultures countries such as Chinese, Spain, French, Indian, Iran, Dubai, Turkey, Saudi Arabia. From the figure, it can be inferred that international culture was least presented in the textbook. The highest frequency of international cultures existence was in chapter 7 (45,45%). On the other hand, in chapter 1 (27,27%), chapter 4 (18,18%), chapter 8 (9,09%), in chapter 2, chapter 3, chapter 5, and chapter 6 (0%). This textbook provided more less portion of this type than source culture. The presentation of international culture was limited but it existed to all types of material of this textbook such as sports, musical instrument, clothes, and races. The above chart (see figure 4.1) explained that not all chapter contained international culture.

There was also part of the book which was presented about sports, in this textbook such as, Badminton from India and Sky from northern Europe. On page 6, page 110, page 111, page 113, page 114, page 118 and page 131. Pictures of musical instrument such as guitar from Spain, piano from France, drum from Chinese and saxophone from Belgian. Pictures of Chinese traditional clothes such as Changsam on page 56 and page 57. The last is picture of Caucasoid race has the physical

characteristic of by fair skin, brown to blackish blonde hair, blue, green, and gray eyes. This race includes the indigenous people of Europe and parts of Asia and Africa on page 7 and 57.



Picture 4.4. Guitar, Badminton and Caucasoid representing international culture

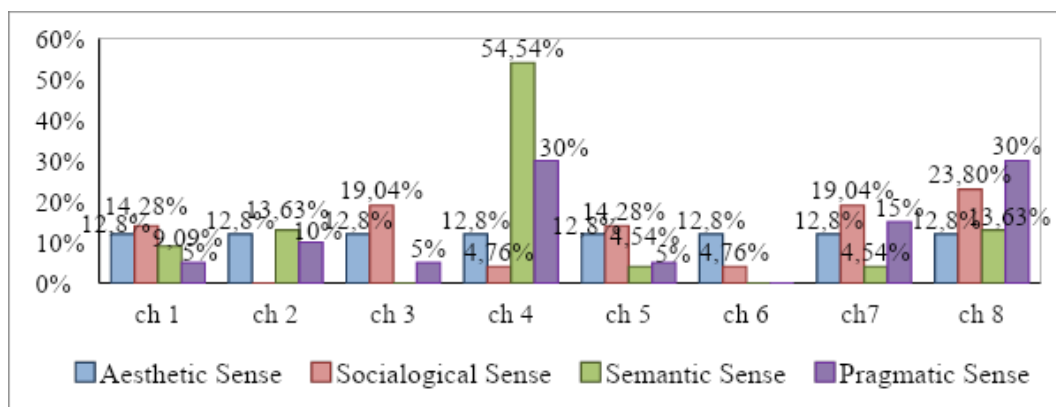
Source : *Grow With English* for grade V

a. Sense of Cultures are Represented in the English Textbook

There are four types of cultures were represented based on Adaskou, Britten, and Fahsi theory namely: Aesthetic Sense, Sociological Sense, Semantic Sense and Pragmatic Sense. The detailed explanation can be seen in the table below:

After observing the English textbook, it can be seen based on the percentage of each point, as follows:

Figure 4.2. Senses of Culture are Representation in Textbook *Grow With English* for Fifth Grade



The above figure clearly explained the existence sense of cultural in every chapter of Grow With English for fifth grade that the sense of cultures were dominantly presented by Semantic sense there 22 pages. The material analysis was every aspect of the material presented in the textbook such as: readings, conversations, pictures, song, videos, sentences, phrases, and words. The explanation will be divided based on the sense of cultures: Aesthetic Sense, Semantic

Conclusion

the research was conducted to find out the types of cultures and how they represented in the English textbook entitled Grow With English 2016 revised edition for fifth grade Elementary School by Erlangga publisher. The English textbook contains 8 chapters the cultural content is derived from Cortazzi and Jins framework, while the framework from Adaskou, Britten and Fahsi is adopted to analyse how the cultures are represented in the textbook.

Based on the findings, the writer would like to conclude the aspects that had been found after the analysis. First, aspect is the finding of types of culture. Types of cultures are categorized into Source Culture, Target culture, and International Culture. Source culture refers to learners' own cultures. In this research, it refers to Indonesian cultures. On the other hand, Target Culture refers to the countries that use target language as their first language. The last type is International Culture, in which culture refers to the countries which are not included into both and Source Culture and Target Culture.

The analysis of the textbooks has revealed some points. First, the English textbook Grow With English presented source culture compared to the international culture and the target culture. This finding is in line with the study conducted by Febry Indriani in 2017 and Nazmiatul Fauza in 2018. The cultures are presented by visual illustrations, readings, names of people, name of places, grammars, speech acts, conversations, songs, poems and other material presented in the choosen textbooks.

Second, the English textbooks are published by Erlangga publisher, the cultural contents in the textbooks tends to promote local cultures in learning English. It is good at raising students awareness about their own cultures. Unfortunately, the textbook provide least contents about target culture. In fact, English nowadays is used by many people around the world as international language. As a result, the students are not fully aware about the worlds cultures.

From the finding above, it can be concluded that the textbook contain all types of cultures even not in deep explanation. Also found that there was an unbalance among culture items, which meant that Source and International Culture were dominantly presented than Target Culture. Followed by sociological sense, pragmatic sense and aesthetic sense. Semantic sense is explicitly presented as the pictures of clothes and other information related to fashion.

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