

Cultural Content Analysis of English Textbook Entitled When English Rings A Bell for Seventh Grade

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Abstract

Language and culture are intertwined in a way that demonstrates how the circumstances, people involved, and prior experiences change over time. The cultures discussed in the textbook When English Rings a Bell are the focus of this investigation. A descriptive qualitative research design, specifically textbook content analysis, is used in this study. When English rang a bell, the Bahasa Inggris textbook featured source culture more than any other type of culture (61.74 percent). The fact that textbooks are more likely to encourage students to learn English from their own cultures was taken into consideration. Target culture came in second with a percentage of 38.26 percent, followed by international culture, which came in last with a percentage of 0%. The international culture was not mentioned in the chapters or on the pages. Even though the Ministry of National Education published the textbooks, the cultural content is not balanced. The textbook typically emphasizes local cultures when teaching English. It effectively educates students about their own cultures.

Keywords: Textbook, Culture, Target Culture, International Culture, Source Culture

Introduction

The Indonesian ministry of education and culture has decided to use the 2013 curriculum to improve the previous one. Indah (2013) states that The curriculum for 2013 aims to produce 2045 generations of intellectuals with noble morals, independence, democracy, and accountability. To make those a reality, Indonesian students must acquire knowledge of other cultures. When learning English, students are required to acquire knowledge of the culture from which the language originated, such as the United Kingdom, the United States, or Australia. This requirement aims to increase students' knowledge of other cultures, reduce misunderstandings between cultures, and appreciate and preserve their own culture.

Language and culture are intertwined in a way that demonstrates how the circumstances, people involved, and prior experiences change over time. This dynamic relationship is demonstrated by the centrality of culture to language instruction, which enables students to become culture learners. The student may be familiar with multiple types of cultures, including target culture, which is influenced by cultures from English-speaking countries such as the United States, the United Kingdom, and Australia. and source culture, also known as local culture, which reflects cultures from the countries of origin from which the students originate. or an international target culture that focuses on the cultures of English-speaking countries other than the United States, the United Kingdom, and Australia.

To facilitate the teaching-learning process, a textbook is required. This indicates that textbooks can make it easier for students to follow the learning process. Teaching and learning will not proceed smoothly or effectively without textbooks. There are currently a variety of textbooks available to meet the needs of students during the learning process.

Cunningsworth, Grant, Harmer, Jahanard, and Sheldon are just a few of the experts who have established several criteria for specimens in the evaluation of EFL textbooks. The Education National Standardization Board established three requirements (Badan Standar Nasional Pendidikan/BSNP No. 69,

2008), and these books claim to be English as a Foreign Language learning materials. The three requirements are as follows: 1) language appropriateness at the cognitive, socioeconomic, cohesive, and coherence levels; 2) the book's presentation, which includes techniques and learning activities; and 3) the book's completeness, from the introduction to the conclusion.

When English Rings a Bell, an English textbook, was the subject of the researcher's textbook and cultural content analyses. Cultural content evolves into additional knowledge as the fifth ability in English learning. Students must acquire cultural awareness in terms of cultural tolerance, sensitivity, and adaptation in addition to learning the abilities of writing, speaking, listening, and reading, because there is no superior or inferior culture in the world. As a result, in *When English Rings a Bell: Cultural Content Analysis*, the researcher opted to investigate it.

The Role of Textbook in English Language Teaching

Textbooks are an essential part of any educational experience. Even though there are more and more educational technologies and resources, textbooks are still the most important support for teachers and students. Cunningsworth asserts that textbooks are a useful resource for independent learning, a source of ideas and activities, a resource for students, a syllabus that reflects pre-determined learning objectives, a source of assistance for less experienced teachers who have not yet earned confidence, and a great resource for presentation material. According to Karvonen, a textbook's primary purpose is to convey information. Consequently, textbooks and other instructional materials have grown to be so crucial to education that they even control lessons, assignments, and the amount of time students spend studying. As a result, learning relies heavily on materials.

In language classrooms all over the world, the textbook is the teaching and learning resource that is used the most. In EFL classrooms, language instructors frequently rely on textbooks and other instructional materials for essential elements. English language instruction almost always involves the use of a textbook. Millions of copies are sold each year, and various overseas relief organizations are set up to make them. Teaching languages always includes teaching the culture as well as the language. This helps students and teachers learn to interact with people of different cultures and makes language learning meaningful and important. Because it serves multiple purposes, the textbook is essential to the English education process. According to some theories, the new cultural content and its diversity may be expressed in a variety of ways through textbooks' interactions with people of different cultures, which makes language learning meaningful and important. Because it serves multiple purposes, the textbook is crucial to the teaching and learning procedure of English. According to some theories, the new cultural content and its diversity may be expressed in a variety of ways through textbooks. Because it reflects a cultural system's worldview and social terms, the textbook could be an ideology. It affects the social perspective of both teachers and students in one way or another. This is consistent with McGrath's assertion that the hidden curriculum for particular values and ideologies is covered by the textbook materials' design.

To support the intercultural approach, the textbook's contents should also be meaningful, and students should be able to apply what they've learned in real life. This method is meant to help students understand that there are only certain cultures that influence language and behavior, not better or worse cultures.

Defining Culture

Culture has a lot of significance and has a significant impact on social life in terms of ideas, values, norms, beliefs, and habits. Experts continue to disagree regarding the definition of culture. Tomalin defined culture as the ever-evolving way of life of a group, which includes a shared set of practices and products, a shared set of worldviews, and specific social contexts.

An Indonesian anthropologist named Koentjaraningrat defines culture as a comprehensive system of ideas, behaviours, and human labour within the context of social life that humans acquire through learning. Because it includes the learning process that takes place over the course of This definition of

culture spans wide range of meanings and is passed down from generation to generation throughout human history.

It is possible to conclude that culture is the knowledge, beliefs, art, morality, rules, conventions, and habits employed in social life that are trusted and acknowledged by all group members and are passed down from generation to generation. This conclusion is based on the explanation provided above by experts. For the next generation, studying culture is very important because it focuses on how it appears, how it is used in society, and most importantly, how to preserve it so that it does not disappear. Understanding one's own culture can help others learn about it, and learning about other cultures is essential to avoid cultural misunderstandings.

Culture and English Language Learning

Language and culture are inseparable, and the use of language is necessary for the development of culture. Alptekin claims that language has dual functions as a cultural carrier and a means of communication. Since it is impossible to use language without culture, human culture is closely related to language. A particular culture is reflected in a particular language. According to Wardhaugh, language determines thought and culture, influences thought and culture influences people's languages, and influences both culture and language. Without first gaining an understanding of the culture, learning a language is impossible.

Language teaching is culture teaching, and culture teaching is language teaching. Globalization and the international importance of the English language, according to Tomalin, In addition to hearing, speaking, reading, and writing, the two main reasons for teaching culture as a fifth language are. Language ability is required to accept differences, be adaptable, and tolerate other solutions. Language is employed to convey a mental shift. This implies that cultural understanding should be included in language instruction.

Cultural Content in the Textbook

Textbooks are essential in classes when English is taught as a second language. Textbooks are used by students for linguistic content and examples, as well as for lesson planning. Furthermore, textbooks serve as the foundation for the language instruction and practice students receive in the classroom. Textbooks are essential in classes when English is taught as a second language. Textbooks are used by students for linguistic content and examples, as well as for lesson planning. Furthermore, textbooks serve as the foundation for the language instruction and practice students receive in the classroom.

Cortazzi and Jin divide a textbook's cultural aspects into the textbook's source culture, the textbook's target culture, and the textbook's international culture in English classrooms. The source culture materials are those that highlight the learners' own culture. Indonesian culture is referred to as the source culture in this instance. In Indonesia, there are numerous ethnic groups, such as the Acehnese, Javanese, Sundanese, and Balinese, among others. As aspects of the culture are presented, stories about Indonesian legends, pictures of Indonesian people, and other things could be presented. The target cultural materials are those that showcase the culture of English-speaking nations. Kacru asserts that members of the inner circles of nations like Canada, the United Kingdom, New Zealand, and the United States make up the target culture. In the EFL context, textbooks in this category are the most frequently utilized instructional materials. Target-culture materials typically aim to educate users about the target language's cultural contexts. International culture materials depict a diverse range of cultures in nations where English is used as an international language but not as the primary language, such as China, Brazil, and Korea. The materials on international culture aim to increase users' intercultural awareness and familiarize them with a variety of sociocultural contexts.

However, due to a paradigm change from English as a second/foreign language to English as an international language, ELT textbooks should devote equal attention to cultures other than the target ones (Cortazzi & Jin, 1999). According to McKay (2002), the global objective culture of materials has the following three benefits: Non-native English speakers should be permitted to apply their notions about

what is appropriate while communicating with the target audience's culture. They also highlight how English may be used effectively in a global context. Finally, non-native English speakers must be able to reflect the cultural norms of civilizations other than native English-speaking cultures if English is to genuinely become the lingua franca of today. As a result, English can be used by people all over the world to communicate and convey cultural norms to the entire world. It is simple to carry out that activity in this day and age because English is now considered to be a lingua franca. It can be used by people from other parts of the world as well as non-native English speakers. Japanese people, for instance, can communicate with Arabian societies about the cultural practices, perceptions, and traditions of those societies by using English.

Methods

A descriptive qualitative research design, specifically textbook content analysis, is used in this study. The data are descriptive since they were derived from qualitative research materials, audio-video recordings, transcripts, words, and images. Words, images, topics, ideas, or any messages meant to be transmitted can all be considered content. Books, films, and papers are examples of written, visual, or spoken texts that serve as a medium of communication. The study design of cultural analysis in the textbook *When English Rings a Bell* can be classed as descriptive qualitative content analysis based on the aforementioned theory and its evolution.

The Ministry of Education and Culture's Bahasa Indonesia: *When English Rings a Bell* revision series will be the major source of data for this project. It is a seventh-grade junior high school textbook. Emi Emilia, Didi Suherdi, and R. Safrina wrote the first book, *Bahasa Inggris When English Rings a Bell for Seventh Grade*, which was published by the Indonesian ministries of education and culture.

Results and Discussion

The Ministry of Education and Culture of Indonesia published this textbook in 2017 as an update to the 2013 curriculum. This textbook was written by Asep Gunawan, Diyantari Siti Wahcidah, and Yuli Rulani Khatimah. This book has eight (8) chapters, each with a different topic, or it is a theme-based textbook. According to a paradigm proposed by Cortazzi and Jin (1999), culture classification is divided into three categories: source culture, target culture, and international culture. The culture of the students is the source culture, the culture of the inner circle countries, the countries that embraced the culture or language, and the culture of the globe is the international culture.

The textbook's readings, conversations, visual illustrations, videos, sentences, phrases, and words were all included in the material analysis. As a result, the book's source culture—in this instance, Indonesian culture—was not covered in every chapter. Chapters 1, 3, and 4 had the most source cultures in existence. People's names, such as Beni, Lina, Rita, Ahmad, Siti, Udin, Edo, Yuli, Gunawan, dayu, Hasnida, Tito, Haira, Azwar, and Dedeh Fatimah, and city names, such as Padang, East Nusa Tenggara, Medan, Makassar, Bandung, Surabaya, and Papua, and city names, such as Kartini Days, Pancasila Days, and Batik Days are the most common. These days are only observed in Indonesia. Beginning with our nation's strategic location, which is bounded by two continents and features numerous large and expansive islands, they go on to explain Indonesia's seasons and some of its mountainous terrain.

The culture of the inner rings, which includes the United States, the United Kingdom, Canada, Australia, and New Zealand, is known as the target culture. There was less of this type in this textbook than in the source culture. The names, visuals, language, speech acts, readings, dialogues, songs, and a few quotes from notable people all served to depict the target culture. Every chapter contained the target culture, as shown in the preceding chart (see chart 1). Chapter 2 had the most instances of the target culture's existence (11 times), while Chapter 6 had the fewest instances (none). names like Mr. and Mrs. Smith, Max Bae, Louis Armstrong, and Bruno Mars, among others On page 8, the discussion about the target culture followed.

In addition, a section of the book was dedicated to songs. On pages 96, 179, and 178 of this textbook, there was a song in the target language titled "What a Wonderful World" by Louis Armstrong and "Count On Me" by Bruno Mars. The first is a song by Louis Armstrong that describes happiness and the world's beauty. The second is a song by Bruno Mars. Bruno is a singer who is from the United States, specifically Honolulu, Hawaii. His song "Count on Me," which is about true friendship and is very well-known all over the world, is called "Count on Me." Except for the source and target cultures, the phrase international culture applies to all cultures around the world. The data shows that international culture received the least amount of emphasis in the textbook. After data gathering was done, the existence of foreign culture was not detected in this textbook. There are no chapters or pages devoted to international culture.

Every item in the textbook, such as pictures or visual examples, readings, statements, words, names of individuals, names of places, conversations or dialogues, and other activities, represented many cultures. When the words English strike a bell in the Bahasa Inggris textbook, Among the different categories of cultures, source culture was the most prevalent (61.74%). It was considered that a textbook is more likely to support students' own cultures in English learning. The target culture was the second most prevalent, with a percentage of 38.26%, followed by the international culture, which had a proportion of 0% and was not represented in any chapters or pages.

Conclusion

The research was conducted to find the many types of cultures in the junior high school textbook Bahasa Inggris When English Rings A Bell. The textbook comprises eight chapters, one of which is about enrichment. Cortazzi and Jins' framework is used to create the cultural content. The researcher aims to conclude the aspects identified after the study based on the findings.

The first aspect is the recognition of diverse civilizations. Cultures are classified into three types: source culture, target culture, and international culture. The cultures of the pupils are referred to as the source culture. This research mentions Indonesian culture. On the other hand, countries with the target language as their first language are referred to as "target cultures." The final type is international culture, in which countries that are not included in both source culture and target culture are referred to as cultures. The textbook's analysis has revealed some points When English Rings, A seventh-grade Bell textbook stressed source culture over target culture and world culture. Visual illustrations, readings, names of people and locations, language, speech acts, conversations, songs, poems, and other content from the selected textbook are used to illustrate the civilizations.

Even though the Ministry of National Education issues textbooks, the cultural context is unequal. The textbook encourages local cultures when learning English. It effectively raises students' awareness of their own cultures. Regrettably, those textbooks include the least amount of knowledge about world culture. Today, English is used by many non-native speakers all over the world. As a result, the students are unfamiliar with international cultures.

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