

Content Analysis of Indonesian Cultural on EFL Textbook Published by Indonesian Ministry of Education and Culture

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*Normalela¹, Absharini Kardena²

IAIN Bukittinggi

ABSTRACT

As an unquestionably helpful instrument, textbooks should fulfill the criteria of effective textbook such as cultural value that reflects the nation's values and ideas. This research analyzed an English textbook of grade nine Junior High School used in Indonesia based on cultural perspective. It occurs since Indonesian students should focus more on their culture rather than target language culture as a demand of Indonesian national education system. In order to analyse the book systematically and comprehensively, this research used Byram's cultural content theory. Byram's theory is considered comprehensive and sufficient that consist of nine criterion. The result showed that the textbook being analysed covered seven from nine criterion based on Byram's theory. This finding indicated that there is a demand to revise English textbook of nine grade on Junior High School in order to improve the contribution of textbook towards Indonesian education itself.

Keywords: English textbook, Indonesian culture, analysis.

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INTRODUCTION

Teaching language means teaching culture. Language and culture are two things that will always stand together since language reflects culture within society. It is supported by Safitri's statement. She stated that teaching English cannot be separated with culture of the language to be successful (Safitri,2017). It means that it is salient to build students' awareness of culture during teaching learning process in order to help students to be able to communicate well along with intercultural competence. Irwandi et.al stated that intercultural communication is a transactional and symbolic process involving the attribution of meaning between people from different culture (Irwandi et.al, 2018). Moreover, Kardena mentioned that developing students' awareness of other culture helping the students to tolerant for different cultures, to respect to the diverse culture, to avoid stereotyping others, and to develop various materials for cross-cultural communication (Kardena, 2016). In addition, Kardena also stated that acquiring intercultural competence may help the students to avoid any stereotyping and misunderstanding during communication (Kardena,2019). However, besides of teaching intercultural, it is also salient to teach students' own culture as the demand on education nowadays is not only about knowledge, but also to build students character. Artika mentioned that the new 2013 curriculum refers to competence-based, operationally integrating the four aspects of competence: religious values, attitudes, knowledge, and skills (Artika,2013). It means that

*Corresponding Author:Normalela, e-mail: lelaaj9@gmail.com

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2013 curriculum demand students to not only able to cover knowledge and skills, but also moral education that included religious values and attitudes. In conclusion, teaching students' own culture is as important as teaching other cultures since it will help students to build their character to fulfill the educational demand.

Students' own culture also called the source culture. Hinkel stated the source culture means the the content of culture that is based on students' culture itself, such as the information of food, history, weather, etc (Hinkel,1999). The purpose is to make students be aware of thier own identity. Besides the advantages are the students are be able to talk and explain their own culture toward the tourist. The second advantage is the students are being encourage to hold firm their identity.

Considering the importance of teaching cultural content in the classroom, one of many ways to carry it in teaching learning process is through instument which is textbook. Hinkel in Gunantar (Hinkel,2017) stated that textbook acted as an effective instruments used in teaching and learning process and as reflection of values and ideas of a person or nation. Besides, textbook also has critical role such as the main source where students can gain knowledge and skills, evaluate students understanding as it contains question of test, and salient instrument for teachers that assist them to have a clear material guidance that is relevant to the syllaby. Thus, it is important to integrate culture in teaching learning process as part of language education. As English textbook is a main source of teaching and learning English in the classroom process, it has a critical role in promoting students culture where the cultural content can be mantained on the textbook. As a result students will be able to learn and practice the values on their life.

In conclusion, besides of teaching native language culture and international culture in order to shape students ability on intercultural competence, it is also salient to teach students' source culture. It happens as there was a shifting concern of national education. Besides of only focusing the students' achievement on knowledge and skill, there is also an emphasise on creating students' better character. One of the best tools that can carried the content is students' textbook itself. It occurs since textbook is act as a major source of teaching materials for students to gain knowledge and skills. Therefore, presenting cultural content in classroom by maintaining it in students English textbook is a salient thing to do.

METHOD

The method used to gather data of the research was document analysis. According to Bowen (Bowen,2009) document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer-based and Internet-transmitted) material. The source of the reseach was the third grade textbook of Junior High School published by Indonesian Ministry of Education and Culture. Moreover, the instrument of this research was document.

The data were being analyse by using Van den Hoonaard theroty (Van den Hoonaard,2008) where there are five procedures of content analysis research as following below:

1. Collecting data. In this process of analysing data, the data were being collected which is in book of grade nine Junior High School publishing by Indonesian Ministry of Education and Culture.
2. Engaging memoing. Marking off the cultural content by giving a special character such as square or brackets was second process in this analysing data.
3. Coding. Coding was the process of grouping the cultural content by giving different color highlighter to classify the cultural content itself.
4. Writing up the data. In this data analysing, there was a process of put the data in written form to potray the cultural content in students textbook.

5. Conclusion. The last data analysis was a process of summarising and relating the data to the existing concept.

FINDINGS AND DISCUSSION

This research was analysing an English textbook of grade nine of Junior High School published by Indonesian Ministry of Education and Culture. The concern of this research was to find out whether or not all the cultural content criterion already presented on the textbook, what were the most dominant cultural content criterion, and what were the less dominant of cultural content criterion.

The finding of the research showed that not all of the cultural content criterion were presented on the textbook. From nine cultural content criterion, there were only seven criterion that presented. Those are social identity and social group, social interaction, belief and behaviour, socialization and life cycle, national history, national of cultural heritage, and stereotypes and national identity. Meanwhile the other two criterion were not presented on the textbook. Those were socio-political institution and national geography.

The first was social identity and social group. Byram (Byram,1994) stated that social identity and social group is about social class, regional identity, and ethnic minority. Social class could also be divided into interaction based on economic, social condition, power, and religion. Regional identity is related to the interaction between society who share the same identity from the same region. Ethnic minority is about the group that is not the popular one in country, it could be interaction between Chinese ethnic. From those sub criteria of social identity and social group, the textbook only presented social class which is interaction based on power. The interaction based on power that found on the textbook were between teacher and students and parents and their children.

The second was social interaction. Byram (Byram,1994) mentioned that social interaction is different levels of formality: as outsider and insider within social groups. It means the formal or informal language use by speakers during conversation that exist on the textbook. Formal interaction is showed by the the academic language used by speaker and informal interaction is showed by the casual language used by speaker during the conversation. This criterion was presented well on the textbook where there were formal and informal language (vocabulary) that used by speakers that were found in every conversation depend on with whom the speakers talk to. When the conversation happen at school carried by students and their teacher, the communication happened by using formal communication. In contrast, when the conversation happen at school carried by among students or at home with their parents where the situation less formal, the communication carried by the speaker was informal one.

The third was belief and behaviour. According to Byram (Byram,1994) Belief and behaviour is daily routine within a social group that reflect moral and religious beliefs which are embodied within them. This criterion also presented well on the textbook since there were many moral and religious values that found on the textbook. Those were being good, caring others, respecting others, being discipline, keeping the environment clean, not being greedy, and working hard. These kind of moral and religious beliefs found on the textbook will help students to grasp them and carried them in their daily life.

The fourth was socio-political institution. Byram (Byram,1994) stated that socio-political institutions are institutions embody which characterise the state and its citizen such as state institutions, health care, law and order, social security, and local government. However, those kind of information that could help students to understand the values of their country related to those institution well that could prepare them to get more

understanding to be the legal citizen of a country did not presented at all on the textbook. There were no such kind of information related to socio-political institution found on the textbook.

The fifth was socialization and life cycle. According to Byram (Byram,1994) socialization and the life cycle talks about families, schools, and employment. From these three sub-criterion, the textbook was presented interaction happen at school and home, but did not present interaction happen at work. This became less problematic one since the interaction happen at work did not that needed much to be informed as the information did not need that much for students who were still in Junior High School.

The sixth was national history. Byram (Byram,1994) stated that national history is about the historical and contemporary events seen as a markers of national identity. It could be about the past events of Indonesia such as the historical events of kingdom, government, independence, and so on. The information related to national history that found on the textbook was about Sangkuriang which is folktale from West Java. However, the textbook did not presenting any other national history independence history, government history, and so on considering these information were salient when connected to national history.

The seventh was national geography. Byram (Byram,1994) mentioned that national geography is geographical factors seen as being significant by members presented in the textbook. It could be also about the information of national boundaries. However, these information did not found on the textbook. Meanwhile, it was salient for the students to understand their national geography such as the national boundaries in shaping their understanding about their own country.

The eight was national cultural heritage. According to Byram (Byram,1994) national cultural heritage is is geographical factors seen as being significant by members such as cultural artefacts. The iformation related to this criterion found on the textbook were traditional music, traditional clothe, and traditional crafts. The information presented not only through the conversation carried by the speakers that explained what items of the cultural heritage items were, it was also contained with pictures that made students easier to recognise them. However, it did not contained another national cultural heritage such as traditional dance, traditional drama and teather, traditional martial arts, traditional painting, traditional sculpture, or traditional architure also presented on the textbook remembering there were two same cultural heritage that showed on the textbook.

The ninth was stereotypes and national identity. Byram (Byram,1994) mentioned that stereotype and national identity is typical symbol of a nation that presented that nation itself. The information related to this criterion found on the textbook were Indonesian nama and Indonesian dish that portrayed Indonesia so much. However, some other points such as Indonesian flag, natioanl costume, or national flower were not presented remembering these things also could potrayed Indonesian identity that could be learnt by students.

The was the reason why cultural content critetion of socio-political institution and national geography did not included on the textbook. The biggest probably reason of the missing content of this culture could be caused by the information already provided on another subject that will help students to not to learn them twice as there would be more information that students should gasp at school.

As cultural content is an interesting topic to be discussed, there were many research related to this topic. Those are research from Gunantar and Syahrini and Susanti. These two reseachs were also using Byram's theory on analysing the research. Even though these resesach were sharing the same topic and the same theory on conducting the research, the different that could be found was the aim of the research itself. The aim of Gunantar's research was about to find whether the cultural content that presented on the textbooks were

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 more local or western culture. In another hand, the aim of Syahrini and Susanti's research was to find the percentage of local culture and target culture. In contrast, this research was about to find whether or not the cultural content already presented on the textbook and what is most and less dominant source cultural content found on textbook.

In addition, the result found on these researchs also different. In Gunantar's research, it was using some English textbook used in one Junior High Schools in Indonesia with cultural content perspective. The result of the research found that the cultural content was presented well on the textbook which was considered as an effective way to teach English to Indonesian learners. In addition, on another research conducted by Syahrini and Susanti that analysed nine books from different publisher found out that the local culture has a higher percentage to be presented than the target culture itself. However, half of the nine books did not aware to promote local culture and still have lack of cultural content maintained on them. Moreover, sharing the same result as Syahrini and Susanti, the finding of this research showed that not all the cultural content were presented on the textbook which means the textbook did not cover all the cultural content. It was proven by there were two criterion that did not presented well on the textbook. Those are socio-political instituion and national geography.

In conclusion, not all of the cultural content criterion mentioned by Byram were presented on the textbook. Criterion such as social identity and social group, social interaction, belief and behaviour, socialization and life cycle, national history, national cultural heritage, and stereotypes and national identity were found on the textbook. Meanwhile the other two criterion that were socio-political institution and national geography did not presented at all on the textbook. It could also be drawn that the two criterion of social inteaction and belief and behaviour were the most dominant ones since they both presented well on the textbook. In contrast, socio-political institution and national geography were two less dominant criterion since it did not presented at all on the textbook.

CONCLUSIONS

The textbook did not fulfill the cultural content criterion based on the theory. There were two possibilities why the textbook did not fulfill the cultural content criterion. First was because the limited time to teach all of the cultural content to students that made all of the criterion did not exist on the textbook. The second was to avoid to give the same information to students since some other criterion also already taught in another subject in more detail.

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