

CULTURAL REPRESENTATION IN ENGLISH TEXTBOOK FOR JUNIOR HIGH SCHOOL

Imam Santosa¹

¹ Program Studi Bahasa dan Budaya Inggris, Universitas Bunda Mulia, Jakarta
Jl. Lodan Raya No.2 Jakarta - 14430
Email: imamsantosa1987@hotmail.com

Abstract

This study aims to find out kind of culture in language that existed in English for Junior high school textbook and to identify the categories of culture in English for Junior high school textbook. The study employs a content analysis as a research methodology to explore the culture components in Electronic English Textbook for Junior high school in Indonesia. The study analyzes two main points-cultural features in the textbook and cultural categories. The cultural feature comprises four different features; aesthetic, sociological, semantic and sociolinguistic. The cultural categories consist of target culture, source culture, and other culture. The result of this study shows that appearance of sociological sense dominates all forms of the textbook. The second one dominated is aesthetics sense. Then local culture has a major appearance (48,8%). It can be concluded that the books have intention to make the cultural features that bring meaning or show the character of Indonesia. It indicates that the government had successfully delivered and rendered basic philosophy of curriculum 2013.

Keywords: *English Textbook, Culture, Cultural Representation*

Abstrak

Penelitian ini bertujuan untuk mengetahui jenis budaya dalam bahasa yang ada dalam bahasa Inggris untuk SMP buku sekolah tinggi dan untuk mengidentifikasi kategori budaya dalam bahasa Inggris untuk SMP buku sekolah tinggi. Studi ini menggunakan analisis isi sebagai metodologi penelitian untuk mengeksplorasi komponen budaya dalam elektronik English Textbook untuk SMP di Indonesia. Studi ini menganalisis fitur dua utama poin-budaya di buku teks dan kategori budaya. Fitur budaya terdiri dari empat fitur yang berbeda; estetika, sosiologis, semantik dan sosiolinguistik. Kategori budaya terdiri dari budaya sasaran, budaya sumber, dan budaya lainnya. Hasil penelitian ini menunjukkan bahwa munculnya rasa sosiologis mendominasi segala bentuk buku teks. Yang kedua didominasi adalah estetika akal. Kemudian budaya lokal memiliki penampilan utama (48,8%). Dapat disimpulkan bahwa buku memiliki niat untuk membuat fitur budaya yang membawa makna atau menunjukkan karakter Indonesia. Hal ini menunjukkan bahwa pemerintah telah berhasil dikirim dan diberikan filosofi dasar kurikulum 2013.

Kata Kunci: *Buku Bahasa Inggris, Budaya, Representasi Budaya*

INTRODUCTION

The phenomena of national culture and character become a hot issue recently. The issue concern with the problems of culture and character in Indonesia. The problems such as corruption, violence, intolerance and the other bad habits dominate topic in mass media, seminar and other occasions. In order to solve the problem, education is the preventive solution. Education is intentional attempts to optimize student potency (Kementrian Pendidikan Nasional, 2010, p. 5). Those attempts cannot be separated with the environment where students live, especially its culture. Education which does not involve that principal will make the students lost their national cultural identity. The students will be strangers in their own cultural environment, or it would be worse if the students hate their own culture. Law of the Republic of Indonesia number 20 year 2003 on National Education System (Education Law) formulates national education goals that should be used in developing education in Indonesia. Article 3 of the Education Law states that national education goal is the formulation of the character must be developed in education. Character building can be delivered through education containing national character is a part of national culture. National culture is clearly states as the basis of developing a curriculum. The development of the curriculum should be relevant to the social characteristic of national culture, and also has to support the preservation of culture diversity.

It is believed that source language culture should have major portion in EFL. El-Hassan (2011, pp. 1 - 7) explored the issue of national culture portrayal in the English language syllabus. The research

identified that the syllabus tend to focus on the target language culture, it was lack of national culture exposure. Somehow, the researcher believed that national culture or source must have more exposure. In addition, Xiao (2010) examined student perception toward cultural content in English foreign language learning. The result showed that the students eager to study source culture more than target language culture. The student wanted to study national culture or source culture to introduce their culture to the world by using target language. The last perspective about the portion of culture in English foreign language teaching learning believed that English is only a means of communication to deliver culture. Even though it is believed that the source culture has big portion, the importance of target culture cannot be ignored. Actually, the problems about cultural content are not on the portion of the existence of kinds of culture, but is in the value carried by those cultural contents. Those value of culture should appropriate with the goals of national education about national character education. The cultural content should not contrary with the national character of Indonesia.

In terms of the process of selecting learning materials, textbooks in this case, various considerations can give particular influence. Byrd (2001) argues that in the United States, ESL teachers can often make individual decisions about the textbooks they are going to use in their classes. Meanwhile, in Indonesia, according to Damayanti (cited in Rahmani: 2009) some influential factors may involve in the process of selecting textbook. The decision may be taken on the base of financial issue, the power of authority such as principals" link with particular textbook publisher, or simply the visual appearance of textbook

which may be attractive for teachers. Considering the fact that there is no perfect textbook, the evaluation needs to be conducted. One of the concerns may focus on the cultural content attached in textbooks as the present study tries to investigate. By conducting this kind of evaluation, it is hoped that educational practitioners may include the cultural content analysis in the process of textbook decision making.

Discussion

The material in the textbook can represent and carries cultural aspect of the nation. The concept of representation exist as an important in the study of culture. Representation connects meaning and language to culture. Representation means using language to say something meaningful about, or to represent, the world meaningfully, to other people (Hall, 1997, p. 1). In addition, Representation is an essential part of the process by which meaning is produced and exchanged between members of a culture. It does involve the use of language, of signs and images which stand for or represent things. The representation of sign or symbol that exist in the world carries its own identity in each different culture. Each culture also has different perception and interpretation. But, the interpretation can be in similar ways. It makes culture sounds unitary and universal. The same interpretation of culture in the world called 'shared meaning' (Hall, 1997, p.2). Thus, each symbol and sign have one, single, fix and unchanging meaning which tangled on them. In part, people give sign and symbol meaning by the framework interpretation which brings them.

Cultural features in language teaching can be distinguished into 4

separates sorts of culture. The classification is based on the sense of the culture. Adaskou, Britten & Fahsi (1990, pp.3-4) classified culture in language teaching into the aesthetic sense, sociological sense, semantic sense, and pragmatic or socio linguistic sense. Aesthetics sense defined as visible culture). The terms of aesthetic derived from 'aesthetis' which has meaning sense of perception. Sociological sense defined as invisible culture, it cannot be seen and heard, but it can be recognized by its value The cultural concept on this sense encompasses on a range of ideas and meanings relating to roles, values and norms as well as institutional structures (such as types of family, work, educational and political systems). Semantic sense defined as conceptual system that existed in the language and on the perception and thought process conditioning Sociolinguistic sense defined as background knowledge, social skills, and paralinguistic skill that lead successful communication.

Each of those culture, they can be distinguished based on its origin. As proposed by Cortazzi and Jin (1999) in Eli Hinkel *Culture in second language teaching*, culture in the textbook could be derived into 3 different categories. They are source culture, target culture and others culture. Target culture define as cultural content in the textbook that contain target language's culture, in this case target language's culture are United Kingdom and United States culture. This culture is famous as western culture. Source culture define as cultural content in the textbook that contain language learner own culture. In this context, source culture is Indonesian culture. The third culture in the text book is others culture. Cortazzi & Jin (1999) defined others culture as a culture that is not the target culture nor source culture. In

addition, it is the culture which is come from the country that doesn't consider English as a first language or second language.

The purposes of the study are to figure out the kinds of culture in language that existed in English for Junior high school textbook and to identify the categories of culture in English for Junior high school textbook

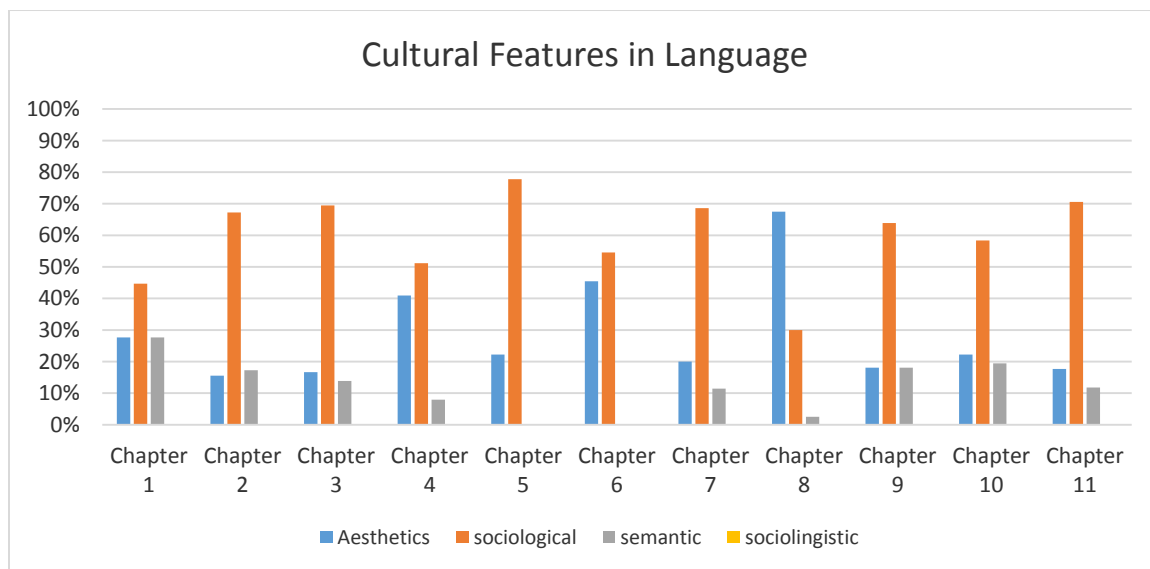
A content analysis was used to explore the culture components in Electronic English Textbook for Junior high school in Indonesia. Neuendorf (2002, pp. 3-11) described content analysis as a systematic, objective, quantitative analysis of message characteristic. In addition, Merkel (1998) added that content analysis is applicable in various area of knowledge, especially with naturally occurring language. An English textbook is analyzed by the researcher. The textbook is widely used by public school in Indonesia. The textbook issued by the government to all school in Indonesia. The title of the book is *Bahasa Inggris: When English Rings the Bell*. As proposed by Cortazi and Jin (1999) cultural features in language can be

conveyed in seven forms. They are (1) Informative or descriptive text, (2) Text presenting foreign attitudes and opinions, (3) Human-interest texts (including dialogues), authentic or fictions with details of everyday life, (4) Questionnaires, contextualized practice activities, writing tasks, Lexis, idiom, and unfamiliar collocation, (5) The exponents of communicative function, (6) Illustration and (7) Sound recording. Each forms that carries cultural content also brings value that can influence student. Those are the component of textbook that be analyzed by the researcher.

Researcher analyzed two main point. First is the cultural feature in the textbook. It covers four different features; aesthetic, sociological, semantic and sociolinguistic. Second is cultural categories. It covers three different categories. Target culture, source culture and other culture.

Findings

Based on the analysis of the book, the result of the analysis is presented below



The chart shows the appearance of each cultural features in English textbook. Rings the Bell VII" showed 979 appearances of cultural features in language. The result depicted 4 cultural features in language have different portion in appearance. The highest percentage was Aesthetic sense with 37.9 %. Second highest percentage was sociological sense with 31.87%, then semantic sense had 27.27 % and the lowest percentage was 3.06 %.

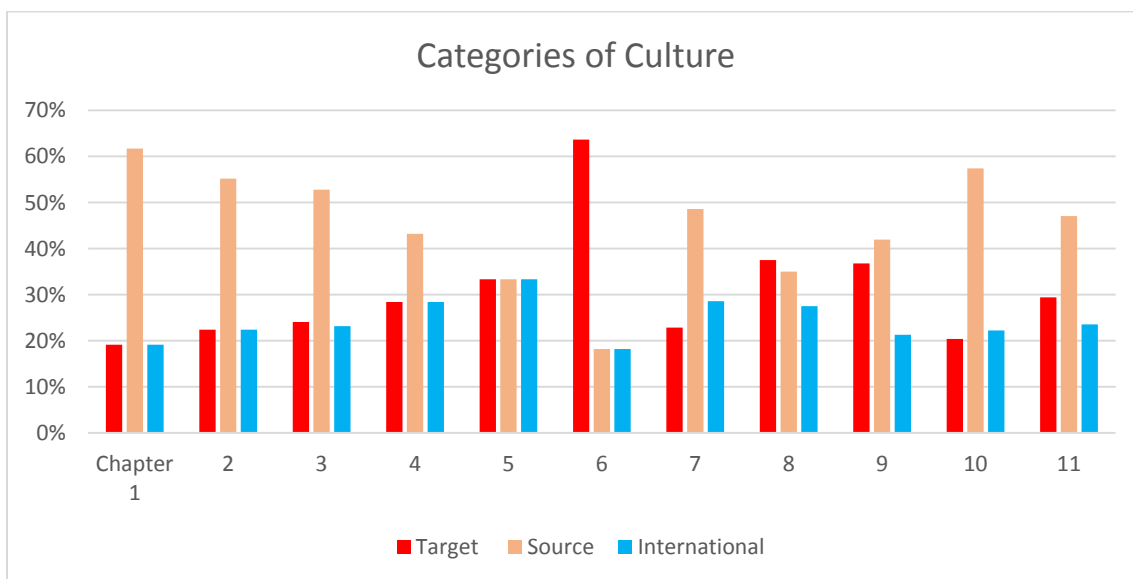
In the overall calculation, there are 189 appearances which are considered as aesthetic sense. Then, 438 appearances are sociological sense and 114 as semantic sense. Surprisingly, sociolinguistics sense number is zero.

The occurrence of aesthetic sense in the textbook are mainly associated with the uniform and clothes of the character in the textbook (such as: blue and white uniform, veil style, teacher uniform, pajamas, traditional cloth), building (such as: school building, hospital, traditional houses, pura in Bali), and cards (such as: invitation card)

and also the songs. Moreover, sociological sense is the most frequented cultural features that existed in the textbook. The items of this sense mainly related to the expression of the character in the textbook (such as: smile which mean friendly), the activity of the character, the conversation text. Next is semantic sense. Semantic sense in the textbook are mainly associated with the foods (such as: rice and side dish), and cloth (such as: junior high school uniform) that related with sociolinguistic exist in the textbook.

According to data found above, sociological sense got the highest percentage, then aesthetic sense, semantic sense, and the last is sociolinguistics sense. It can be concluded that the textbook try to deliver abstract culture by using illustration and contextualized practice activities.

Furthermore, the analysis of the book provided the percentage result of the cultural categories. The table and the chart are presented below.



The result showed that source culture or local culture dominated the content inside textbook. 73.63 % is the percentage of source culture among other. Target culture which is the target language culture had only 8.17 %. Then, the rest was others culture with 18.18%. According to data found above, the English textbooks for junior high school used local culture more than another culture. It can be concluded that the books had successfully delivered and adapt the basic philosophy of curriculum 2013. It states that the philosophical base alleges that every development of curriculum should consider national culture, present and future of the nation. It means that this is the process to develop student potency hence the student can be cultural heredity.

CONCLUSION

Based on the finding and discussion about the representation of national character through cultural features in English textbook for Junior high school, the researcher concluded that generally the appearance of sociological sense or abstract culture dominated on all forms of the textbook. It was proven by 59 % forms of the textbook considered as aesthetic sense. In total there were 741 appearance of cultural features in the English textbook for Junior High school, so that, 438 appearance was considered as sociological sense. Next, aesthetics sense was in the second dominated cultural features with 25 % or it was 189 appearance. Next, 114 appearance as semantic sense and 0 appearance was

sociolinguistics. Based on that result, it can be inferred that the book intended to make the cultural features carried the meaning or represented the character of Indonesia. .

Related with the proportion of local culture in the textbook, local culture had a major appearance in the textbook with 48,8 %. It was 362 appearance. Then others culture with 23.5 % or 174 appearance. And target culture with 205 %. The result indicated that the government had successfully delivered and rendered basic philosophy of curriculum 2013. It was states that the philosophical base alleges that every development of curriculum should consider national culture, present and future of the nation. It means that this is the process to develop student potency hence the student can be cultural heredity.

Recommendation

Considering the result of the study, it should be better that the proportion of the cultural features in the textbook allocates more to the sociolinguistic sense. Sociolinguistic sense covers the communicative functions to make student successfully deliver language with proper attitude. By understanding sociolinguistic, student will able to counterfeit cultural gap and use appropriate language to prevent misunderstanding.

Furthermore, the domination of local culture on the cultural features in the data showed that the government successfully interprets the philosophy base and constitution about local culture. However, the lack of the target

language culture can lead cultural gap. The students also need the information about the target language culture, whether concrete culture, abstract culture or even sociolinguistic. As the result, the students can enrich their knowledge about target language culture and they will be able to counterfeit and anticipate cross cultural communication.

REFERENCES

- Adaskou, B. F. (1990). Design Decision on the cultural content of a secondary english course for Morrocco. *ELT Journal Volume* , 44, 3-10.
- Altepkın. (1993). Target Language Culture in EFL Materials. *ELT Journal* , 136 - 142
- BNSP. (2014, February 7). *Instrumen Evaluasi Buku Teks*. Retrieved from BNSP: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=6&cad=rja&uact=8&ved=0CFUQFjAF&url=http%3A%2F%2Fwww.bsnpindonesia.org%2F&ei=sZhxU7nSH4nF7AbqoYG4CQ&usg=AFQjCNFFxkP6ZnMRZr-kAkJQRGv61BoilQ&bvm=bv.66330100,d.ZGU>
- Budi Hermawan, L. N. (2012). Traces of Cultures in English Textbooks for Primary School. *Indonesian Journal of Applied Linguistic*, 49-52. Retrieved December 2013. From http://jurnal.upi.edu/file/Budi_Hermawan_final_49-61.pdf
- Cakir, I. (2006). Developing Cultural Awareness in Foreign Language Teaching. *Turkish Online Journal of Distance Education*, 154-162. Retrieved January 13, 2014. From https://tojde.anadolu.edu.tr/tojde23/pdf/article_12.pdf
- Cortazzi, M., & Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL Classroom. In E. Hinkel (Ed.), *Culture in second language teaching and learning* (pp. 196-219). Cambridge: Cambridge University Press.
- Cresswell, J. W. (2008). *Educational Research : Planning, Conducing, and Evaluating quantitative research*. Ohio: Pearson.
- Cunningworth, A. (1995). *Choosing Your Coursebook*. Oxford: Macmillian Education.
- Hall, S. (1993). Culture, Community and Nation. *Cultural Studies*, 7, 352. Retrieved January 13, 2014. From <http://www.tandfonline.com/doi/pdf/10.1080/09502389300490251>
- Hall, Stuart. (2003) *Representation: Cultural representation and signifying practices*. London. Sage
- Kramsch, C. (1998). *Language And Culture*. Oxford: Oxford University Press.
- Long-Fu, X. (2001). Teaching English Cultural Background : Introducing The Taarget Culture into the Chinese Secondary School English Classes. *unpublished Thesis*, 34-83.
- Nasional, K. P. (2010). *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Kementerian Pendidikan Nasional.
- Neundrof, K. (2002). *The Content Analysis Guidebook*. California: Sage Publication.

- Otwinowska - Kasztelanic, A. (2011) Do we need to teach culture and how much Culture do we need? In: J. Arabski and A. Wojtaszek (eds.) *Aspects of Culture in Second Language Acquisition and Foreign Language Learning* (pp. 35-48). Berlin: Springer.
- Puskurbuk. (2014, April 5). *BSE*. Retrieved from Puskurbuk: <http://puskurbuk.net/web/bse.html>
- Stampleski, B. T. (1993). *Cultural Awareness*. Oxford: Oxford University Press.
- Storey, J. (1996). *The Cultural Theory and Popular Culture*. London: Pearson.
- Sudartini, S. (2012). Inserting Local Culture In English Language Teaching To Promote Character Education. *Jurnal Pendidikan Karakter*, 45- 54.
- Sulistio, P. H. (2012). Gender Bias in Electronic English Textbook for Senior High School. *ITCP*.
- Suryawati, K. M. (2007). *Sociology 2b*. Jakarta: ESIS.
- Thanasoulas, D. (2001). The Importance Of Teaching Culture In The Foreign Language Classroom. *Radical Pedagogy*, 1 - 25.
- Xiao, J. (2010). *Cultural Contents of an in-use EFL Textbook and English Major Students' Attitudes and Perceptions towards Culture Learning at Jiangxi University of Science and Technology, China*. China: Prince of Songkla Univers