



Cultural Content Analysis of Elt Textbook for Firstyear Students in Senior High School

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Abstrak

Received: 2 November 2024
Revised: 12 November 2024
Accepted: 30 November 2024

*Recognizing the significance of cultural content in language learning materials, this research undertakes a systematic analysis to evaluate the representation in the textbook *Esensi Bahasa Inggris*. Using qualitative content analysis method, this research dives into the cultural themes, topics, and perspectives presented in the *Esensi Bahasa Inggris* textbooks. However, the findings intended to understand how well ELT textbooks accommodate the diverse cultural backgrounds and identities of students, providing valuable insights for improving the cultural relevance and usefulness of language teaching materials in senior high school classrooms. The data sheet adopted from Cortazzi (1999) & Byram (1993) was used for the instrumentation. The result show cultural content with the highest frequency is Source Culture with 57% Then, it followed by International Culture which has 28%. And Target Culture shows that only 15% in total. However, the target culture also play an important to make students get used to recognising the English in its original form.*

Keywords: *ELT Textbook, Cultural Content, Language Teaching Materials, Content analysis.*

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How to Cite: Maulia, I., Puspitaloka, N., & Utami, P. (2025). Cultural Content Analysis of Elt Textbook for Firstyear Students in Senior High School. *Jurnal Ilmiah Wahana Pendidikan*, 11(2.C), 151-158. Retrieved from <https://jurnal.peneliti.net/index.php/JIWP/article/view/11591>

INTRODUCTION

Teaching other languages requires awareness of local and international cultures for ELT progress. However, culture is an icon from other regions, learning other languages means learning about new cultures. According to Englebert (2004), "to teach a foreign language is also to teach a foreign culture." As supported by Williams (2010), a new culture will be involved in teaching a new language. Understanding the culture of language is the same as understanding how to gesture, accent, and communicate according to the culture of the original nation. It can be stated that language and culture link each other. As stated in Mckay (2004), Language and culture are highly correlated. It shows that mastering another language is needed to understand the culture; the learner will miss the essence of learning a language without understanding the culture. Ritlyova (2009) stated that students improve their perception of a foreign culture and their own culture by gaining awareness of a foreign language.

In English education aspects, there are five competencies that the students should learn, writing, reading, listening, and speaking. These competencies are commonly used in the school to increase students' abilities. These competencies belong to how students master language in culture. In Fikrotul (2021), It is also taken into consideration in the making of the curriculum. The curriculum currently in use in Indonesia is called the "Kurikulum Merdeka". This curriculum is expected to enable educators to create quality learning that suits students' needs and learning environment.

Textbooks are crucial in English classrooms for learning and teaching, acting as effective educational tools that reflect societal values and aid language instruction (Hinkel, 2005; Risager, 1998). They are essential in ELT, providing common linguistic and cultural content to enhance teaching practices at various educational levels. Good textbooks are integral to achieving curriculum goals and improving students' language skills, fostering language acquisition and offering diverse learning techniques (Tomlinson, 2008; Gómez Rodriguez, 2015). They also facilitate cultural learning and application, making it easier for teachers and students to explore and practice cultural aspects in English education (Dorò, 2013).

Content analysis is used for finding cultural information in the textbook. Cultural content is crucial in creating an EFL textbook and increasing the cultural awareness of EFL learners (Bahrami, 2015). It has a relation that in EFL textbooks involve cultural information inside in order to study a language. While language teachers could coin various cultural contents to the students through the use of textbook, in getting information on cultural content which is divided into some types. Cortazzi & Jin (1999) stated that some cultural content is divided into three types, which are source culture, target culture, and international culture.

Despite the potential benefit of the cultural content in the textbook, this study provides cultural information that exists in the textbook that is being used in Indonesia. However, the content of this study focused on analyzing the cultural dimension and cultural type in the textbook. To fill the gap, the study research cultural information in a textbook titled *Esensi Bahasa Inggris* for tenth grades in Indonesia.

METHODS

The study employed qualitative content analysis for textbook analysis due to its reliance on written data. According to Cohen et al. (2007), content analysis involves summarizing and interpreting written data, encompassing analysis, examination, and verification of textual content. Gawande (2011) suggests that using a checklist enhances consistency in document analysis. To ensure cultural content in the textbook, the researcher utilized qualitative content analysis adapted from Miles et al. (2014), which can draw from various sources such as documents, words, and images. Juan, W (2010) adapted the research procedure as follows: Initially selecting an EFL textbook for analysis, identifying specific units within the EFL textbook for analysis, examining reading texts, pictures, and dialogues in each chapter of the EFL textbook "*Esensi Bahasa Inggris*", categorizing collected data based on cultural contents (Cortazzi & Jin, 1999) and cultural dimensions (Byram, 1993), and for analyzing the data by applying the intercultural communicative competence categories developed by Byram et al. (2002). The data collection involved gathering written texts and illustrations from the EFL textbook "*Esensi Bahasa Inggris*," focusing on passages related to cultural content. The analysis was conducted using a cultural content table framework derived from Byram (1993) and Cortazzi & Jin (1999).

The data will be display in the table form.

Category codes	Target Culture		Source Culture		International Culture		Frequency (total)	Total (%)
	f	%	f	%	f	%		
SIG								
SI								
BB								
SPS								
SLC								
NH								
NG								
SNI								
Total								

Figure 1. The Depiction Cultural Content in English Textbook

In interpreting the data, the researcher used simple formula in measuring the cultural content of the textbook “Esensi Bahasa Inggris”

$$X = \frac{N}{\Sigma N} \times 100\%$$

Notes : X = percentage of cultural content

N = frequency of each type

ΣN = the total of frequencies.

RESULTS & DISCUSSION

Results

The cultural information was extracted from the English textbook titled “*Esensi Bahasa Inggris*,” with a focus on identifying cultural elements through reading texts, pictures, and dialogues. According to Byram (1993), the textbook covers eight cultural dimensions. The cultural data that obtained based on Byram (1993), was categorized based on three types of culture developed by Cortazzi & Jin (1999). The category of the data involves source culture, target culture, and international culture. Source Culture is the culture used by foreign learners and this culture is applied to the books they use as a tool to make it easier to learn the language through their native culture which is considered inherent. Target Culture is the culture owned by the group that uses English as a mother tongue, some countries that use it such as United States, Australia, and United Kingdom. International Culture is cultural information that consists of information from several countries, for example, Asian countries, Europe, etc.

After analyzed the cultural information in eight chapters, cultural content was found in each chapter. Each cultural information that found had their own cultural type. Which can be seen, it is found that the cultural content with the highest frequency is Source Culture with 57% with the most dominant cultural code, namely Social Identity and Social Group (SIG) with 25.77%. And Target Culture is cultural content with the lowest frequency of 15% with the most common cultural code found, namely Social Identity and Social Group (SIG), with 30.77%.

Category Codes	Target Culture		Source Culture		International Culture		Total (f)	Total %
	f	%	f	%	f	%		
SIG	8	30,77	25	25,77	3	6,25	36	21,05

SI	6	23,08	22	22,68	2	4,17	30	17,54
BB	0	0,00	1	1,03	0	0,00	1	0,58
SPS	0	0,00	5	5,15	1	2,08	6	3,51
SLC	4	15,38	2	2,06	26	54,17	32	18,71
NH	3	11,54	12	12,37	8	16,67	23	13,45
NG	0	0,00	15	15,46	3	6,25	18	10,35
SNI	5	19,23	15	15,46	5	10,42	25	14,62
Total	26	15%	97	57%	48	28%	171	100%

Figure 2. Depiction of Categorized Cultural Content in The English

The primary results of this study are discussed using the standard cultural material presented in the textbook. It is necessary to classify the data into different categories based on the types of cultural content found in the textbook.

1. Target Culture

Target culture is rarely found in this English textbooks. The data indicated target culture has less than other culture with 26 as the result. In addition, there are five data amounts of codes that are involved in target culture. The most common data found on social identity and social groups with eight amounts, it served in text, picture, and dialogue.

Sometimes it provides the multiple codes on the same page.

This dialogue is for questions 1-7.



Source: <https://www.ictspeaking.co.uk/teachers/>, accessed on March 30th, 2022 at 04.00 p.m.

Picture 1.12 The students are making a discussion

Sarah : Class! We need to go to the central library for our English task. How can we get there?
 Rita : What do you think about the access there? There will be several access to get there, such as bus or cycle.
 Sarah : I think we can get there by bus or cycle. Do you think there is different route?
 Aldo : Absolutely! As far as I see If you take a bus, you need 25 minutes, while if you take a cycle you need 15 minutes to get there.

Based on the picture above, we can found social identity and group (SIG) and social interaction (SI). The picture that followed on the text and dialogue is indicate local group who try to getting a suggestion by interacting each other. Straight to the dialogue, social identification is also can be found on it. It can be measured from the name that have been used on the dialogue such as, Rita, Sarah, and Aldo. Sarah defined as social identity and social group in target culture. Furthermore, the dialogue serve a social interaction that shows how they make a communication each other. The national identity has provided in the textbook which describe big figures. The social life and the life cycle can be found on the picture that shows foreigner that look doing communication with peers. Stereotypes and national identity is identified from a text which indicated as folktale from the target culture entitled The Magic Mirror. This mention the moral value of the text that the writer want the reader to be more. In national history code, can be found in written text that talks about a history of Titanic.

2. Source Culture

The presentation of source culture dominates the cultural content in the English textbook, both text and picture. This serves all of cultural codes with different amount. The codes that mostly emerge are stereotypes and national identities (SNI). Beside social identity and social group which are mentioned in the target culture that there are some dialogues that using local name. Moreover, the dialogues also shows social interactions depend on their daily conversation. In

addition, it also can be found on the written text. Since the conversation is used for daily purpose also can be identified as socialization and the life cycle of local people that being held in their environment. As a result, the textbook effectively integrates various cultural components to offer a thorough comprehension of the source and target cultures via detailed representations and contextual assessments.

3. International Culture

The textbook provides cultural information belonging to information. There is some information about international culture. These are part of Socialization and the life cycle (SLC), National History (NH), National Geography (NG), Stereotypes and national identity (SNI). The international culture that provided in the textbook mainly served in Asian culture such a Korea culture. The first exercise passage had a title The history of vaccine. It becomes international culture which mentioned in the textbook. The text mainly text china as the source of the corona virus. Then the history of Korean war, the text explain the history of the Korea until got the independence. Both sample above is being a part of national history.

Discussion

This research examined the cultural content used in the textbook for teaching purpose.

The findings shows that all of the cultural categories can be found on the English textbook. According to eight categories, the most frequently found in the book are Social identity (SI) and Social Group (SG). Based on the analysis the EFL textbook mostly served source culture. Source culture is more dominant than target culture and international culture. This textbook is designed for the learner to find easiness to understand the material by using their own culture. Moreover, this book has a target to develop student competence by focusing on source culture to encourage student understanding. In addition, this is also followed by foreign culture which is able to assist students in recognizing foreign cultural cultures using English as the main language. As a result, this English textbook may boost students' understanding of the local identities and social interactions. On the other side, this books also has a specific goal for students to preserve local stories and local heroes.

The criteria of English textbook entitled "*Esensi Bahasa Inggris*" set by Byram and Cortazzi. The appearance of the cultural information that analysed by Byram (1998) from eight cultural categories. This English textbook indicates full of Byram categories but only in the aspect of source culture. It can be assumed that the author provides various topics based on the cultural categories obtained from

Byram. This causes students to focus on developing local identity by presenting several topics in the form of texts. In addition, this book also invites students to communicate using Western language in daily activities. This is done by the author so that students can practice and use their creativity in forming conversations as if they are doing it in daily activities. as mentioned in the cultural content in English textbooks, the materials used in the textbooks are mostly coming from social life and local culture. This has similarities to the findings in the research conducted by Aoumeur & Zian (2022) which states that this textbook commonly focuses on human participants, and the authors declare a conflict of interest. This can be evidence that students are expected to practice conversations using English. Besides the purpose of introducing students to the local culture, it can also make

students show their culture to the international community. Cortazzi & Jin (1999) stated that EFL textbooks were created to serve specific source cultures at the national level.

CONCLUSION

According to the result of the analysis the English textbook entitled “*Esensi Bahasa Inggris*” are represented all the category of cultural information in written texts, dialogues and pictures. All of the category is served in the form of source culture, target culture, and international culture. Retrieved from the form of cultural information, the contents of source culture has 58% in total. It is the most content that frequently appear on this textbook. Then, it followed by international culture which has 28%. In contrast with the source culture, Target culture shows that only 15% in total. However, the target culture also play an important to make students get used to recognising the English in its original form. It makes imbalance since the target culture has a lack of content.

Moreover, it may help the student more easily to understand if they have a real example of the origin taste of English. Since, the books can help the students to interact with others and recognize other culture without having to visit the country of origin. Overall, this books have a purpose to generate students’ awareness of local culture should be preserve even they learn about new culture.

In addition, the English textbook English entitled “*Esensi Bahasa Inggris*” have a good design to be used in language teaching and learning. It has a good learning design where the students can generate creativity in order to develop their language practice of interact with other and understanding local society by using different languages.

CONFLICT OF INTEREST

Concerning the research, authorship, and publication of this paper, the author(s) reported no potential conflicts of interest.

ACKNOWLEDGEMENT

We would like to express our gratitude to Mrs. Nina Puspitaloka and Mrs. Praditya Putri Utami who guides and help me in the making of this research.

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