

CULTURAL CONTENT ANALYSIS OF AN ENGLISH TEXTBOOK FOR INDONESIAN EFL LEARNERS

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Abstract

This article reports the results of research investigating culture contents of English textbooks for EFL Indonesian learners. The research data were collected from reading in English textbooks for junior high schools entitled "Communicative English In Context", the first printed book published by the publisher Grafindo Media Pratama. To reveal what culture is represented in textbooks based on the theory of Cortazzi & Jin (1999) developed by Kim and Paek (2013), cultural content is categorized into source culture, target culture, international culture, and universal culture. To reveal how culture is represented in textbooks, the content of the culture is categorized into four dimensions of product, perspective, practice, and person (Moran, 2001). Research finds that source culture dominates in textbooks. The investigation found that 48.21% of cultural content refers to source culture, 24.10% of cultural content refers to the target culture, 23.21% of cultural content refers to universal culture and 04.48% of cultural content refers to international culture. Regarding how culture is represented in textbooks, in general culture is represented by the person dimension (48.2%), the product dimension (33%), the perspective dimension (12.5%), and the practical dimension (6.2%). Based on these findings it is recommended that more international culture be included in textbooks.

Keywords: *Cultural content analysis, English Textbook, Indonesian EFL Learners*

INTRODUCTION

Culture is an important thing that must be learned when someone wants to learn a language thus that it is believed that language learning will be successful when culture is included (Mayangsari et al, 2018). It means that language and culture are closely interwoven; learning a language is presenting in learning the culture. Kramch (1998) also stated that people are separating languages from cultures, whereas languages and cultures are inseparable. Subsequently, the researchers are also brought to

investigate the diverse cultural content taught in English language teaching. One interest of the researchers in analyzing language and culture is how culture is represented in the English textbook. Risager (2012) states that language and culture cannot be separated because language practices are related to cultural and social practices in the real world. That means students can have positive attitudes such as tolerance and foster a sense of appreciation because of the culture in language learning. Therefore, since language and culture are so closely intertwined, the integration of culture

into textbooks used to teach English as a foreign language has become a widely accepted phenomenon. Thus, teaching students about cultural aspects can be applied through textbooks because it can easily be claimed that textbooks play an important role in teaching English. Doro (2013) believes that textbook selection is important, because, they set a path or provide a model for how to discuss and interpret culture. According to Cortazzi and Jin (1999), textbooks can be in the form of teachers, maps, resources, coaches, authority, and ideology. This can be a guide for teachers to teach students based on the theory in the textbook. Wen-Cheng et al (2011) also emphasized that the textbook can serve as a complement to teacher instruction in the EFL teaching and learning process. Apart from students, teachers can also get additional knowledge from textbooks. Textbooks that are used as a daily reference are one of the determinants for the delivery of cultural values to students. Currently, culture is starting to erode. This is evidenced by the low knowledge of students on Indonesian culture. Nahak (2019) states that globalization has caused many problems, especially in the field of culture, one example is the loss of the culture of cooperation in Indonesian society which is slowly being forgotten by the younger generation.

There are three categories that should be included in English textbooks based on Cortazzi and Jin's (1999) theory: 1) source culture, 2) target culture, and 3) international culture. By analyzing textbooks based on this framework, the culture represented in the textbook can be seen. However, the cultural category has been modified to aid research. In line with Chao's (2010) statement that students in the context of EFL should be given various opportunities such as the aid of a good design English textbook to effectively develop

intercultural communicative competence. Therefore the Main category of Culture has been developed by Kim and Paek (2013) cited in Ikromah (2018) as an evaluation guide to exploring the trends in the types of culture and intercultural issues presented in the selected textbooks. Finally, five cultural categories were decided. They are Source Culture (SC), Target Culture (TC), International Culture (IC), and Universal culture (UC).

The source culture material in the textbook refers to the material that presents the students' own culture. In this case the source culture applies to Indonesian culture. The target culture material in textbooks refers to material that presents the culture of native speakers or the culture of a country whose main language is English. The target culture consists of the UK, United States, Australia, New Zealand and Canada where English is the first language (Kacru, 1996). Along with the times, as well as the spread of English throughout the world, therefore international culture must be presented in learning materials. Universal culture includes general knowledge or content that is not specific to a culture or country other than the source culture, target culture, and international culture.

There are four dimensions of culture in textbooks. Moran (2001) defines the cultural dimension as the interaction of products, practices, perspectives, and people. He describes the four dimensions of culture: products (e.g. tools, food, clothes), practices (e.g. verbal and non-verbal language, actions and interactions, taboos), perspectives (values, beliefs), and persons (individuals).

Given previously that English textbooks play an important role in conveying cultural values to students, this leads us to the question of how textbooks used by schools represent culture according to Cortazzi and Jin's

(1999) cultural theory and also how these cultural dimensions are presented according to Moran's theory. (2001).

Definition of Culture

Culture is a very broad concept that has been discussed in the social sciences. The concept of culture can be seen from various points of view. Robinson (1988) looks at culture from four perspectives: behavior, function, cognition, and symbols. From a behaviorist point of view, culture is a polished set of behaviors; and a functionalist must understand behavior. Brown (2000: 176) defines culture as a way of life, as a context in which people are, think, feel, and relate to other people, as the glue that binds a group of people together. He added that culture can also be interpreted as ideas, customs, skills, arts and tools that characterize a certain group of people over a certain period of time.

Culture Integration in Language Teaching and Learning

Language and culture are closely related. As Brown (2000) said: "Language is part of culture and culture is part of language; the two are so intertwined that one cannot separate the two without losing their linguistic or cultural significance." From the statement, it can be seen that the existence of culture is very important to be included in teaching and learning English, but which culture should we teach students is still a debate. To deepen those understanding, some definition of culture, topics for teaching culture, and its goals should be stated first.

Cultural Content in Textbook

As explained in the previous section on cultural content, it appears that some researchers argue that the existence of culture is very important to be included in ELT material. Therefore, to facilitate this research,

the researcher decided to adopt several aspects of cultural content in analyzing English textbooks for second grade students in junior high school. The cultural content of a textbook can be analyzed based on cultural categories and cultural dimensions.

Categories of Cultural Contents in Textbook

There are three categories that should be included in English textbooks based on Cortazzi and Jin's (1999) theory: 1) source culture, 2) target culture, and 3) international culture. By analyzing textbooks based on this framework, the culture represented in the textbook can be seen. However, the cultural category has been modified to aid research. Categories of culture included in the textbook has been developed by Kim and Paek (2013, cited in Ikromah: 2018) as an evaluation guide to explore the trends in the types of culture and intercultural issues presented in the selected textbooks. Finally, four cultural categories were decided. They are Source Culture (SC), Target Culture (TC), International Culture (IC), and Universal culture (UC). This can be explained as follows:

The source culture material in the textbook refers to the material that presents the students' own culture (Cortazzi and Jin, 1999; p. 204). In this case the source culture applies to Indonesian culture. The Indonesian ethnic groups are divided into various tribes, including Javanese, Sundanese, Balinese, Sumatran and other tribes. The cultural aspects that are explored can include the history of Indonesian legends, Indonesian icons, and others.

The target culture material in textbooks refers to material that presents the culture of native speakers or the culture of a country whose main language is English (Cortazzi and Jin, 1999; p.208). The target culture consists of the UK, United States, Australia, New Zealand, and Canada where

English is the first language (Kacru, 1996). This category is the educational material that is usually presented in ELT. The target culture material aims to describe the culture of the target language and add more insight to the textbook user about culture from outside Indonesia.

Along with the times, as well as the spread of English throughout the world, therefore international culture must be presented in learning materials. International cultural material refers to material that presents a variety of cultures in countries that do not use English as a first or second language but as an international language such as European countries, countries in Latin America, Africa, and Malaysia (Cortazzi and Jin, 1999; p.209). International cultural material aims to strengthen students' understanding of cross-culture towards other cultures.

Universal culture includes general knowledge or content that is not specific to a culture or country other than the source culture, target culture, and international culture. There are at least eight cultural information related to cultural content in textbooks (Adaskou, Britten & Fahsi, 1990). They are 1) descriptive text, 2) cultural notes, 3) dialogue for habitual actions, 4) contextual writing assignments, 5) idioms and collocations, 6) realia, 7) sound recordings, and 8) visual illustrations.

Dimensions of Cultural Contents in Textbook

Moran (2001) defines the cultural dimension as the interaction of products, practices, perspectives, and people. He describe culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social contexts. Yuen

(2011) stated that cultural dimensions can be conceptualized as a system of code (products) used, to signify thoughts (perspectives), for communication (practices), by different people (persons).

1. Products

Moran (2001) defines products as artifacts taken by cultural groups as well as environmental issues that are considered cultural products. They reflect a cultural perspective. Its products range from tangible objects such as written documents, clothing, and buildings to spoken language, music, and institutions such as family, education, politics, and religion. Products can be tangible or intangible and are placed and arranged in a physical place.

Yuen (2011, In Ikromah, 2018) states that the product as a cultural dimension is divided into four broad aspects: artifacts, places, institutions, and art forms. Artifacts include cultural issues such as food, language, and money. Place refers to a building or city associated with a particular culture. Institution refers to family, law, economy, religion, education, and politics. Art forms cover cultural topics related to music, dance, or painting.

2. Practices

Practice is an action with various interactions carried out by specific cultural groups (Moran, 2001). In this way, the practice characterizes another cultural dimension that measures various aspects such as customs, daily life, and society. Language and other forms of communication and self-expression and actions related to social groups and product use are forms of practice (Ikromah, 2018). She states that practices represent knowledge about how to interact in a particular culture. Formal and informal discourse or form of greeting is one form of practices example. Examples of forms of verbal

communication are related to daily activities such as interviews, holiday celebrations, funerals, and weddings. In addition, nonverbal forms of communication are also practical examples.

3. Perspectives

Moran (2001) defines perspective as the way a group of people behaves and believes in several aspects of life, such as family relationships, friendship, the concept of money, time, and others. That means perspective gives meaning and shapes a worldview often implied. They include the perceptions, beliefs, values, and attitudes that underlie products and that guide people in cultural practice. They represent a cultural view of the world.

4. Persons

Persons refers to individual members who represent a particular culture and community (Moran, 2001). Personal identity and living history play a key role in the development of a humanist. A story about Bill Gates described in an English textbook can be a good example of the cultural aspects of people'. This is in line with Silvia (2014) which defines persons as characters, public relations, and other well-known people, both real and fictional, who are included in culture. It could be popular artists, movie actors, pop singers, characters in movies, comedians, and so on.

METHOD

Researchers used content analysis as research design because the purpose of this study was to obtain a complete picture of cultural content in both written text and visual images. Krippendorff (2004) defines content analysis as a research technique for making replicable and valid inferences from a text (or other meaningful material) to the context in which it is

used. It provides new insights and understanding of certain phenomena.

The object of this research is an English textbook for grade VIII students entitled "Bahasa Inggris' Communicative English In Context". by Publishers Grafindo Media Pratama from Indonesia. This book was chosen because it is used as a textbook for eighth-grade students nationally, this book is also a special recommendation from the government that is in accordance with the 2013 revised curriculum.

The main instrument of this research is the researcher himself because this research is an analysis of the cultural content of the Class VIII English Book which is classified as a qualitative design. In addition, as a research tool, researchers must use a theoretical framework to answer research questions and divide cultural content into sections such as cultural categories and cultural dimensions. The theoretical framework was adopted from Cortazzi and Jin (1999) about the cultural category and the theoretical framework from Moran (2001) about the cultural dimension.

The data collection technique is a method that researchers use to collect data. This research uses a qualitative approach. The data collection technique is observation which means observing books. Research data collection was carried out by looking at the object of research in the form of English textbooks for grade VIII students. Data collection is done by selecting reading text, dialogues, photos, and activities available in each textbook unit.

In this study, the practical steps for data analysis used are as follows: Constructing checklist, analyzing the book, and coding.

RESULTS AND DISCUSSION

This section describes the

existing cultural content represented in the English textbook for eighth-grade student. The results are presented by following the research question. First of all, the media in which culture is presented is discussed. In this section, every audio-visual and textual media such as images, reading texts, dialogues that describe several characteristics and/or elements that represent a certain group or country are counted as media for presenting culture. Then the elements / cultural contents are classified into four cultural dimensions; products, practices, perspectives, and people. The dimensions are then categorized into which culture they come from. The findings are presented below:

Culture Categories and Dimensions of culture in the English Textbook Communicative English in Context

There are four categories of culture are presented in the textbook

that was based on the idea of Cortazzi & Jin (1999) has been modified to aid research. They distinguish four categories of cultural information that can be used in language textbooks and materials. They are Source culture (SC), Target culture (TC), International culture (IC), Universal culture (UC). This cultural category is manifested in English textbook.

Source culture refers to students' own culture. In textbook, source culture refers to Indonesian culture because this book is used by students in Indonesia. Whereas target culture refers to the culture of native speaking countries such as America and England. International culture refers to the cultures of other countries around them in this world. The types of culture presented in the second-grade junior high school English textbook entitled Communicative English In Context can be seen as follow:

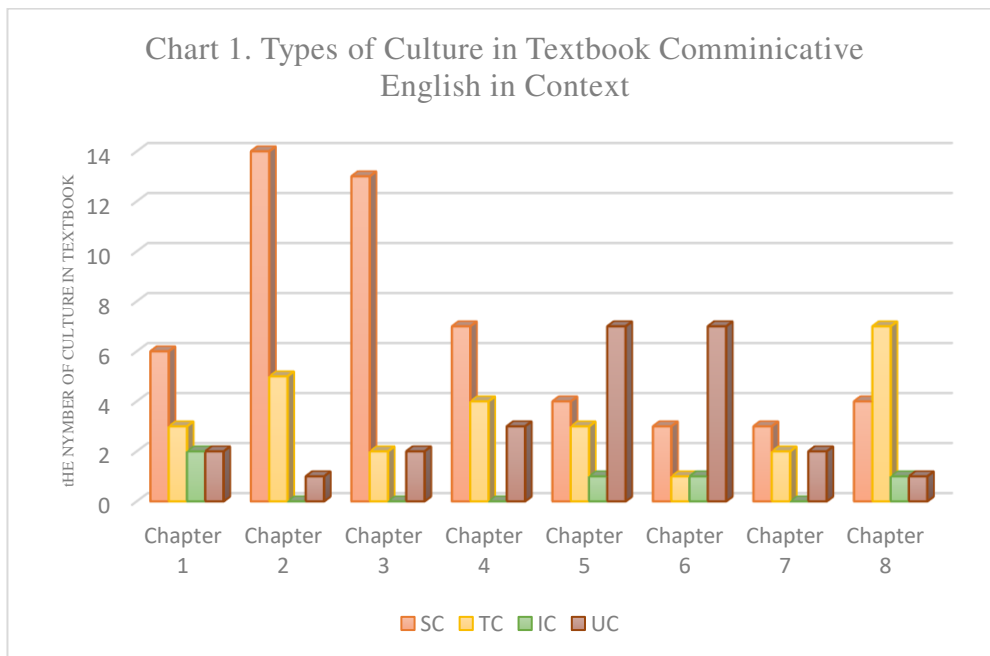


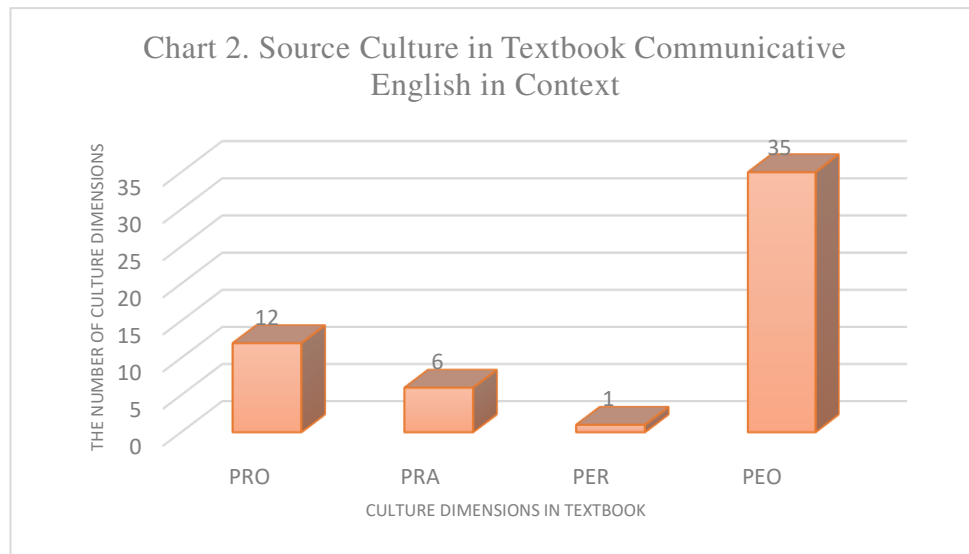
Chart 1 shows the number of cultures included in the textbook in each chapter. The explanation from the chart above is divided into four groups based on types of culture including Source Culture (SC), Target Culture (TG), International Culture (IC) and Universal Culture (UC).

Based on chart 4.1, it can be seen that the cultural category shows an unbalanced presentation. Source culture is the most dominant, appearing 54 times in textbooks. With a frequency of 27 times, the target culture ranks second. The universal culture was recorded with the appearance of 26 times, followed by international culture

with an appearance of 5 times. With this unbalanced result, it can be seen that the most dominant source culture helps students to activate their local knowledge. As Ikromah (2018) said that source culture can enrich students' knowledge about their own language and culture and empower them to use English to express their unique identity to other people from different

cultures. In addition, international culture is the lowest in textbooks. This means that textbook writers prioritize local Indonesian culture that students must learn rather than cultures outside Indonesia. Fortunately, target culture and universal culture help present textbooks that provide several cultural dimensions.

Source Culture (SC)



Notes:

PRO : Products

PRA : Practices

PER : Perspectives

PEO : Persons

Every aspect of the textbook material is analyzed: text, conversation, visual images, sentences, phrases, and articles. The chart above clearly depicts that the source culture is represented most abundantly in each chapter of the textbook. In Chapter II, the existence of source culture is supreme. On the other hand, Chapter VI and VII has the lowest source

culture by presenting the source culture in only 3 pages.

The cultural dimension of the source culture is mostly represented in the aspect of product dimension in terms of place elements, especially the name of the city or region for example Bandung, Jakarta, Yogyakarta, and Padang in Chapter I on page 13. The product dimensions are also represented by the names of tourist destinations which are also recorded namely the Geological Museum (Chapter III page 59), Mustafa Center (Chapter IV page 70), etc. The detailed data can be seen in the appendix.

Table 1. *Example of Product in Source Culture*



Data	Code	Explanation
	CH.01/P.13/PRO/SC	This image shows the names of cities in Indonesia along with the icons for each city. These cities have their own characteristics which often attract local tourists to Asia.

Table 2. *School as example of product source culture*

Data	Code	Explanation
	CH. 06/P.111/PRO	The picture on the side shows learning activities in the classroom where a teacher is giving directions to students. Teachers wear official clothes in Indonesia and students wear junior high school uniforms. Therefore the image is included in the category of Source Culture.

The products of the cultural dimension in the textbooks are also represented through several institutions, especially educational institutions. The school institutions displayed are in the form of images to support student learning in textbooks. All of these places are in Indonesia, therefore the previously mentioned places and buildings are listed as the source culture category.

Several product dimensions of the source culture are also described in a detailed description. The researcher found four texts consisting of comprehensive product descriptions. First, the text describes the city of Jakarta. Jakarta is the capital city

of Indonesia. This text provides some information about Jakarta since its foundation and the buildings in Jakarta. Second, descriptive text about dolphins. This clearly describes the weight, when it was born, and until the animal dies. Third, the product dimensions are also represented by recount text about the trip to Bandung in chapter IV page 80. This text tells about a family who went on vacation to Bandung. The fourth is the lyrics of the song One Republic, entitled Future Looks Good.

The data is calculated as one data to interpret the data in the form of descriptive text, then broken down into several other data that can be reported as a unit of analysis. Data details are in the appendix.

Table 3. *Representing Source Culture*

Data	Code	Explanation
Jakarta lies near the northwestern coast of Java. The city founded in 1619, looks much like Amsterdam. Many bridges cross the city's canals. Jakarta truly is a cosmopolitan city, made up of many different people from Asia and Europe. It is the capital city of Indonesia.	CH.01/P.09/PRO/SC	As Kim (2013) state locations as components of product dimensions, including the names of cities, countries, and buildings. It can be seen from the description that Jakarta is the capital city of Indonesia which is very similar to Amsterdam.

The source culture is also mostly represented by persons who are indicated by Indonesian popular names such as Nyoman which reflects the Balinese name. Bambang and Ijah reflect Javanese names. For public figures, services are also

limited. I Nyoman Nuarta and Irawati Durban as representatives of the art field appear in the form of biographical texts published on blogs and in textbooks. Other names that often appear in Indonesia are also presented in this textbook. The complete data is in the appendix.

Table 4. *Representing example of person in source culture*

Data	Code	Explanation
Irawati Jogasuria, or better known as Irawati Durban, was born in Bandung on May 22, 1943. She is famously known as a traditional dancer, choreographer, and interior designer. She graduated from Bandung Institute of Technology (ITB) in 1975.	CH.03/P.55/PEO/SC	Person refer to certain members who specifically represent society and its culture (Kim, 2011). This text briefly explains that Irawati Durban is an artist in Indonesia and has produced many works that are thick with Indonesian culture.

Source culture is also represented with practical dimension in terms of dialogues or conversations between two or more people in this textbook. For the practical dimension, more data were found in dialogues about daily life. The important thing to note in this dimension is the

interlocutor of the dialogue itself. If the interlocutor usually reflects the Indonesian name, then this practice is included in the source culture (Ikromah, 2018). This is in line with Brown (in McKey, 2012: 157) who states English in the context of local usage. Below is an example of a dialogue excerpt in a textbook:

Table 5. *Page 4. Dialogue Representing Source Culture*


Data	Code	Explanation
Feyfa : Hey. Firsty! How are you? Firsty : I'm good. I just here back from Jakarta . Feyfa : You didn't to Jakarta . What do you think of it? I went there to visit my aunt but I didn't stay there long. I felt hot.	CH.01/P.4/PRA/SC	Dialogue took place between two women, Feyfa and Firsty. This dialogue is included in the category of source culture because there are indications of Indonesian culture shown by two cities in Indonesia, Jakarta and Surabaya and Feyfa name.

Firsty : I think it's OK. In my opinion Surabaya is hotter than Jakarta . Feyfa : Really? Firsty : Yes, it is.		
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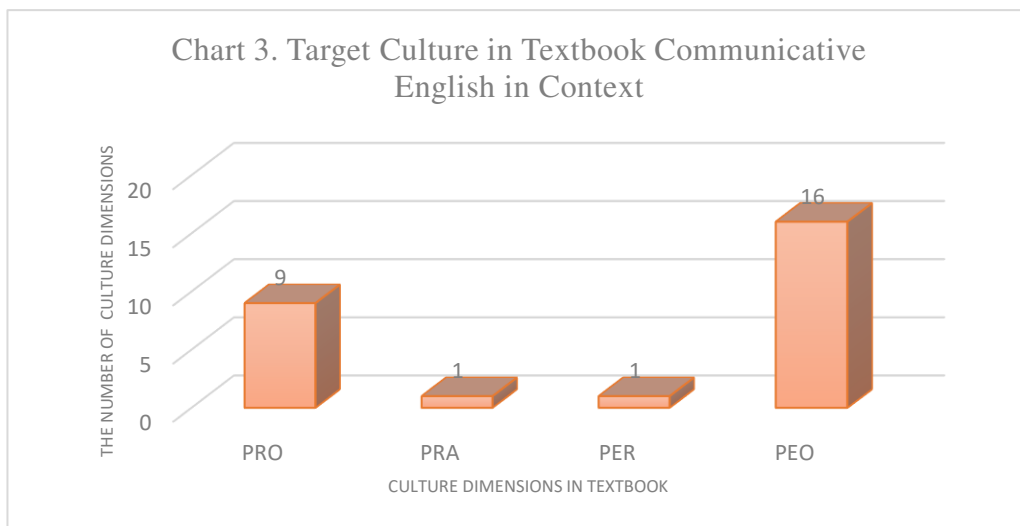
Source culture is also represented through visual illustrations. This includes dimensional photos of the product and person. This product is reflected in the picture of a group of children playing kites

which is a reflection of a person's dimensions. This is also found in the students' practice questions in the form of paired texts. A detailed explanation can be seen in the table below. The detailed explanation can be seen in the table below:

Table 6. *Other illustrations of Source Culture*

Data	Code	Explanation
	CH.06/P.118/PEO/SC	This picture depicts the daily activities of a community. It can be seen in the photo of some children playing kites which shows the habits of Indonesian children during the day. Thus, that it is included in the source culture.

Target Culture



Notes:

PRO : Products

PRA : Practices

PER : Perspectives

PEO : Persons

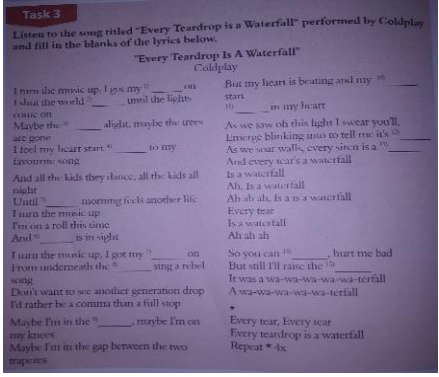
The target cultures presented in this textbook are the cultures from the countries in which the people use English as their first language: the United Kingdom, United States, Australia, and Canada. Based on Chart 4.1, the target culture in

this textbook is presented less than the source culture.

Product dimensions of the target culture are expressed through some descriptive text. The first is a description text of guinea pigs in Colorado. Since Colorado is part of the Americas, the researcher recorded all units of analysis in

the text as the target culture category. Most of the target culture in chapter VIII are represented by song lyrics or filling-gaps tasks of song lyrics. Here is an example of the filling-gaps tasks of the song "Every Teardrop Is A Waterfall by Coldplay" taken from chapter VIII on page 150. The mechanism can be done in table 4.8 below:

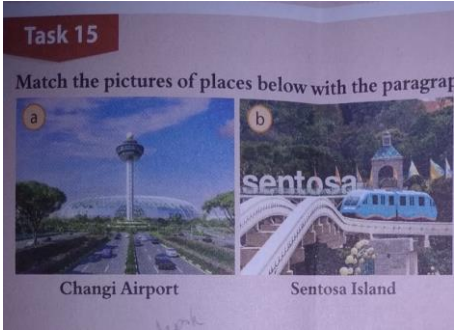
Table 7. Product Dimension of Target Culture

Data	Code	Explanation
	<p>CH.08/P.150/PRO/TC</p>	<p>Coldplay is a rock band formed in London, United Kingdom, in 1996. This song was also made in English. Therefore, it can be categorized as a product of target culture.</p>

Furthermore, the target culture in this textbook is also represented by iconic images

of Singapore such as Sentosa Island, Orchard Road, and Changi Airport. Table 4.9 shows the example on how to interpret the data:

Table 8. Page 70 Product dimension of Target culture

Data	Code	Explanation
	<p>CH.04/P.70/PRO/TC</p>	<p>Changi Airport and Sentosa Island are places in Singapore. This place is often used as a tourist spot in Singapore. Not a few tourists from outside Singapore who are visiting Changi Airport and enjoy existing facilities such as a food center, Crowne Hotel, a butterfly garden, and a mini cinema.</p>

Apart from that, there are six biographical articles of famous figures as person dimension of target culture such as Angelina Jolie from California, Joyce Hall, an American businessman, and others. This can be a good example of the dimension of people. Another example of the appearance of the person dimension through the simple

mention of the name of a typical target culture is for example, John (page 5), David (page 5), and Phil (page 29). However, this presentation is still limited compared to the representation of people in the source culture. Table 9 shows the example on how to interpret the data:


Table 9. *Person dimension of Target culture*

Data	Code	Explanation
Angelina Jolie	CH.4/P.77/PEO/TC	This name appears in the snippet as a biographical text. She is well known for his various roles in films such as Land of Blood and Honey, Unbroken and By the Sea, Mr. and Mrs. Smith, and Wanted, so her name is recorded in people dimension. She also has a husband named Brad Pitt.

In terms of practical dimension of the target culture, the textbook presents it in a small amount. Some practices related to communicative practices are still limited.

Interestingly, this practice is also found in the form of visual illustrations showing the target culture. The visual illustration can be seen in table 10 below:

Table 10. *Practice dimension of Target culture*


Data	Code	Explanation
	CH. 08/P. 157/PRA/TC	Visual illustration can be a great cultural dimension. In the photo on the left, you can see a woman who is happy because she is on vacation in Big Ben, London. This is actually part of the conversation text.

The perspective in this textbook is reflected through a writing assignment that mentions the idiom 'what goes in the ocean goes in you'. It's only recorded once. This is very limited compared to the other cultural dimensions that reflect the target culture.

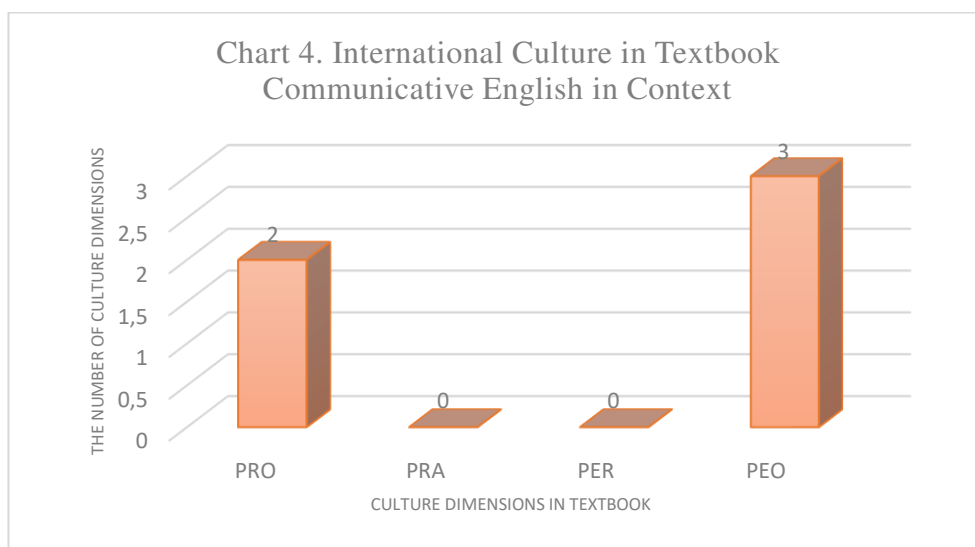
Although the presentation of the perspective dimensions of the target culture is still limited, at least the textbooks have presented all dimensions including products, practices, perspectives, and persons. Table 11 shows the example on how to interpret the data:

Table 11. *Perspective dimension of target culture*

Data	Code	Explanation
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	<p>CH.07/P.138/PER/TC</p>	<p>This powerful image from the Surfrider Foundation with the idiom “What Goes in the Ocean Goes in You,” is a great reminder for all of us to reduce our use of plastic bags (and bottles), and protect and respect our oceans. You can help by shopping with a reusable bag and signing the Rise Above Plastics Surfrider Foundation Pledge.</p>
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International Culture



Notes :

PRO : Products

PRA : Practices

PER : Perspectives

PEO : Persons

International culture refers to all cultures

around the world excluding cultures originating from the source culture country and targeting the cultural country. It only includes the product and people dimensions. The product dimensions are represented with the place element. From Chart 4.1, although international culture appears in chapter I, chapter V, chapter IV, and chapter VIII, the textbook presents it in the least portion. Table 12. shows the example on how to interpret the data:

Table 12. *Product dimension of International Culture*

Data	Code	Explanation
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<p>Galih : What do you think of Sydney? Kiki : Sydney is the largest city in Australia. I think it is the most beautiful city there. Sella : What do you feel about the people? Kiki : It seems to me that they are very polite and friendly to foreigners like us. Galih : What about the food? Kiki : Well, I must say Indonesian food is still the best. Galih : Really? Kiki : Yes. Do you think so? Galih : Yes, I think so. But, I also think that some of the western foods are really tasty. Kiki : Yes, I guess so.</p>	<p>CH.01/P.5/PRO/IC</p>	<p>This conversation discusses the city of Sydney, considering that it is the largest city in Australia whose main language is the language of Sydney which is commonly called Darug. So, this is recorded as a product of international culture.</p>
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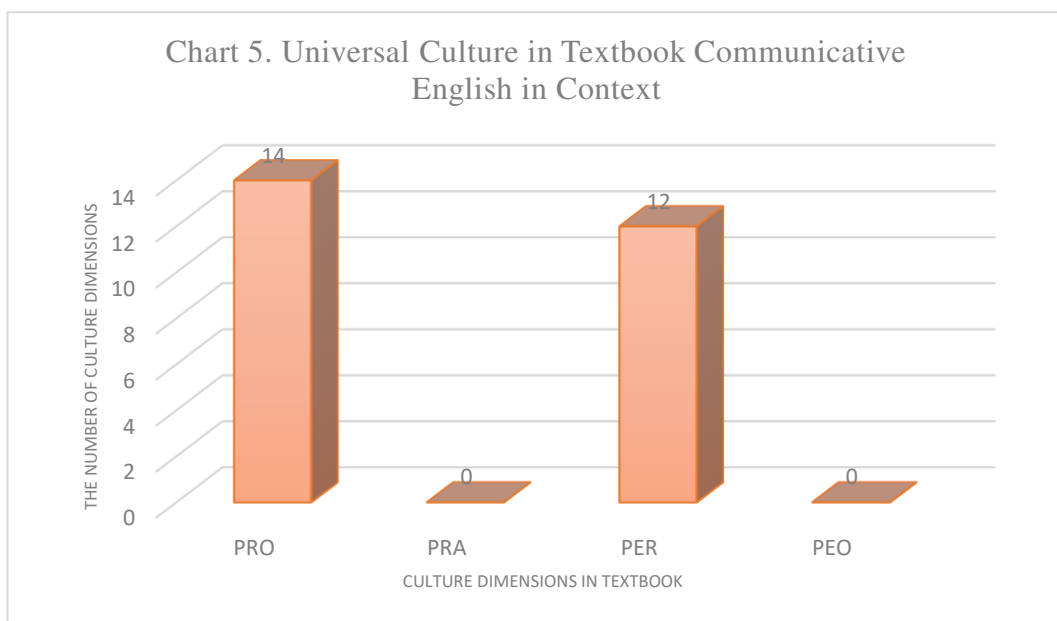
The dimension of a person is also present in international culture. Such as the name Lee (Chapter 8 page 172) which usually appears in Korea and Maryam

(Chapter 1 page 5) which usually appears in Saudi Arabia. Table 13 shows the example on how to interpret the data:

Table 13. *Representing Person dimension of International culture*

Data	Code	Explanation
<p>Maryam : Are the children playing kites? Raisya : No, they aren't. They are playing marbles.</p>	<p>CH.01/P.5/PEO/IC</p>	<p>This short conversation talks about a person who is watching children playing and then asks his friend about the child's play. The name Maryam identifies international culture.</p>

Universal Culture



Notes:
 PRO: Products
 PRA: Pratices

PER: Perspectives
 PEO: Persons
 Universal culture refers to general

knowledge / content that is not specific to a particular culture or country. Universal culture is dominated by simple mention of product dimensions. These tools include several tools, one of which is household utensils such as bowls, dinner plates, cups, spoons and toothbrushes. Other products were also noted such as watches, televisions, beds and bicycles. It also includes some documents such as advertisements.

Universal culture also explains the perspective dimension. They represent those perceptions, beliefs, values and attitudes underpinning products and guiding people's behavior in practice culture (Kim and Paek, 2015). They can be explicit but often implicit, unconscious consciousness. For example, the

'shared learning culture' described in the English textbook is in the form of visual images (Chapter 3 page 48). It can be classified as the Perspective category which recognizes cooperative learning in Western culture as a superior learning approach.

Perspective is described as an attitude that appears in contextual writing tasks. Common attitudes that are found about someone who must have a good attitude such as having a sense of humanity, caring, and positivity. This is a good example of a perspective that a student can immediately apply to his life. This will guide student behavior towards friends or other people, as a character-building for students themselves. An example can be seen as follows:

Table 14. *Perspective dimension of Universal Culture*

Data	Code	Explanation
A sense responsibility is an important character to have. As a responsible person, you will know your limits and obligations to other people.	CH.1/P.14/PER/UC	This is the perception that a person who has a sense of responsibility can know his limits and obligations towards others. It is common in the culture around us.

Based on the data presented, the categories of culture presentation can be sum up in the table as follow:

Table 15. *The frequency of Cultural Dimension in Textbook Communicative English In Context*

	Product	Perspective	Practice	Person	Total	%
Source Culture	12	1	6	35	54	48.21%
Target Culture	9	1	1	16	27	24.10%
International Culture	2	0	0	3	5	4.48%
Universal Culture	14	12	0	0	26	23.21%
Total	37	14	7	54	112	
%	33%	12.5%	6.2%	48.2%		100%

From Table 15, it can be clearly explained that the culture presented is predominantly by the dimension of a person. It appears 54 times (48.2%) in the form of people's names including public figures and is dominated by the names of people in Indonesia which are recorded in the source culture. After this, the product dimension appears 37 times (33%) which represents the source culture, target culture, international culture, and universal culture. This is usually seen in visual images of cities, institutions, an

artist's work in the form of songs and household objects. Furthermore, the perspective dimension appeared 14 times (12.5%). This dimension is only limited to idioms and other information about a person's view of something. Finally, the practical dimension is the smallest portion presented in this textbook. This occurred 7 times (6.2%) which was presented in the form of conversations about daily life such as congratulating others, giving praise, showing attention, and daily activities.

The results show that there is no balance of cultural aspects represented based on the Cortazzi and Jin (1999) framework. In addition, culture is presented through four cultural dimensions based on Moran's (2011) framework. The purpose of the discussion is to interpret and describe the importance of the findings. The researcher divides the discussion into two points to answer the research questions.

First, the appearance of all cultural categories shows the presentation of the source culture among the cultural categories. It displays some local names, places, indigenous peoples, visual images or illustrations, readings, statements, words, names of people, names of places, conversations or dialogues, and other activities. Source culture reflects the cultural existence of the person dimension in the textbook. Meanwhile, the target culture in second place reflects the product, practice, perspective, and person. On the other hand, the target culture exhibits a high product dimension but has a limited exploration of practices, perspectives, and people. Perspective is even only re-coded by one data. In third place, there is a universal culture that is dominated by products and perspectives. International cultural conditions are not much better than the presentation of the target culture. It does not include perspectives from specific international countries. Other dimensions of cultural representation are very limited compared to other cultural categories that have been previously mentioned.

The emergence of a prominent source culture is similar to the English textbook researched by Ariawan (2020). This research also often reveals local references that appear in English textbooks. By entering local names, places, and artifacts, it can help students to increase their local knowledge. In this way, language learners can increase their own cultural awareness when learning the target language (Kilickaya, 2004). In addition, McKay (2002) suggested that EFL teaching materials should also enrich students' knowledge of their own language and culture and empower them to use English to express their identities to other people from different cultures.

The target culture is also presented as

a product and as a person. This is in line with Paige, et al (2004) who say that language textbooks often represent culture by taking a tourist destination-focused perspective. This means that the target cultural material also needs to be implanted with cultural values in general. And quite a lot of practice-related content is found to be non-specific to any culture or country which indirectly supports the target cultural practices reflected in the textbook in the form of dialogue.

On the other hand, international culture in textbooks has a little share. This is contrary to Brown (in Ikromah, 2018) who uses international target culture material which will include cross-cultural meetings where all the interlocutors are bilingual English speakers. This shows that textbooks are not sufficient to prepare students to become bilingual speakers.

Intercultural interaction allows students to pay attention to the similarities and differences between cultures but unfortunately, this is not in this textbook. The textbooks that exist today mostly present speaker interactions in the Indonesian context. This can be modified by adding interaction patterns with native speakers (US and UK) and international cultures (Korean, Japanese, Chinese, Filipino, Thai, Russian, etc.).

The second aspect is how the cultural dimension is represented in the analyzed textbooks. Yuen (2011) states that language can be considered as an artifact or code system (product) that is used to signify thoughts (perspective), for communication (practice) by different people (people). Among the four dimensions of culture, textbooks exist as a person as the dominant dimension followed by product and person. This figure was shown by several well-known public figures and the many names of people in the dialogue that indicated the characteristics of Indonesian and foreign names. Products are represented by artifacts, such as food, buildings, and transportation as well as geographic places such as tourist destinations, country names, and cities. The person is indicated by local names from Indonesia and some from English speaking countries. That is, Perspective is not explicitly present in this text. Presentations mostly cover general or universal perceptions of society. The existence of this dominant

person element is in line with Silvia's (2014) survey which shows that culture is more shown by real people and objects (products). In short, textbooks examine people, products, and perspectives but lack information about cultural practices.

CONCLUSION

This study presents the results of an analysis of the cultural context of English textbooks for eighth-grade student. Textbook investigations have revealed two main points; Source culture is more dominantly represented in textbooks compared to source culture and international culture, and cultural dimensions in textbooks are mostly represented through the person dimension. The most dominant cultural content presented in textbooks is source culture in the form of tangible products such as names of people, names of places, clothes, and buildings. It can be assumed that, because textbooks are written by local authors and produced by local publishers, national cultural representations are more dominant, and there is a clear imbalance between national and international cultures. From this phenomenon it can be concluded that the English textbook lacks a part that reflects the culture of other countries and should pay attention to the comparison and contrast between different cultures in the textbook.

In the book *Communicative English In Context* for second / eighth-grade culture, it is presented through four dimensions; product dimension, practice dimension, perspective dimension, and person dimension. The dimensions of people are mostly contained in this textbook, namely in the form of Indonesian names and from outside countries. The name is mostly presented in the form of dialogue. Meanwhile, other dimensions follow such as product, practice, and perspective. Because there are not too many pictures, visuals are presented in this book. But the percentage of products, practices, and people is not far apart. It's just that the perspective occupies the lowest percentage. This can be said because the author compiles the textbook according to the needs, where the *Communicative English In Context* textbook is intended for eighth-grade student where they have started to reduce visual content and study books with a lot of practice through

dialogue.

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