

# **A CONTENT ANALYSIS OF CULTURAL ASPECTS OF *ENGLISH ON SKY 3* TEXTBOOK**

**THESIS**

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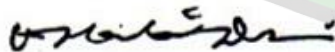
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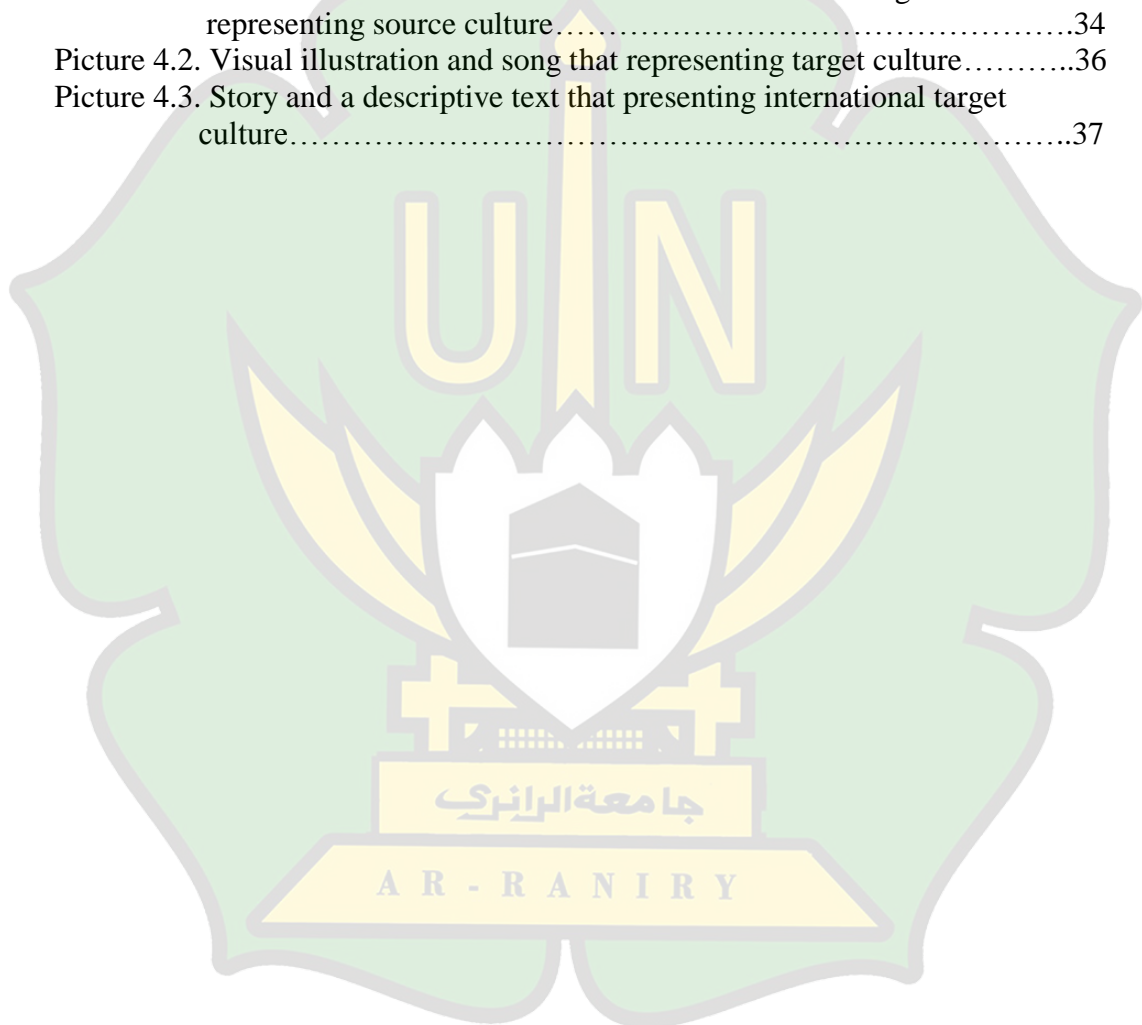
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Appendix 1 : Types of culture framework

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## ABSTRACT

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Language and culture are inseparable and bound to each other. Cultural content analysis often presents in language learning textbook. This research was a content analysis of cultural aspects of *English on Sky 3* used by Junior High School student. This research aims to find out how cultural information is represented, and what cultures are represented in the textbook. This study used descriptive qualitative method especially content analysis to analyze the textbook. This study adopted two frameworks from Adaskou, Britten, and Fahsi to reveal about cultural information, and framework from Cortazzi and Jin to reveal about types of culture. The analysis of textbook has revealed some major findings. This study finds that the textbook portrays cultures mainly in the form of visual illustrations. On the other hands, other types of cultural infomation, such as descriptive texts, idioms and collocations, and texts presenting foreign opinions are minimally found. Subsequently, source culture, target culture, and international target culture are found in a balance proportion where the target culture (51%) is more dominant that source culture (42%) and international target culture (7%).

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents an overview of this research. It consists of five sections which are: background of the study, research questions, the aims of the study, significance of the study, and terminology.

#### **A. Background of the Study**

It is absolutely true that the language and culture are closely intertwined. Kramsch (1998) and Brown (2000) stated that language and culture are inseparable and bound to each other. Language is the expression of humans' communication through knowledge, belief, and behavior that can be explained and shared among groups of people. Meanwhile, culture is a system belongs to a community including values, beliefs, and attitudes. Culture has a crucial role in foreign language teaching. The indivisibility of language and culture has led researchers to do an investigation in the area of English language teaching taught in a variety of cultural contexts. One of the investigations of language and culture lies in how cultural information represented in English textbooks.

In foreign language learning, the cultural aspects of language will be sent through the language materials, together with the textbook. The textbook is one of the important teaching materials in the learning activity, especially for the teacher who has not been able to create teaching materials based on the standard of writing a textbook. Textbook becomes an essential part of English language teaching (Hutchinson & Torres, 1994) as it could be the resource of cultural

content. The cultural content mirrored in the textbook could cover the learner's own culture, the culture of the language being learned, and the variety of culture around the world (Cortazzi & Jin, 1999). More importantly, Cortazzi and Jin also argued that it is essential to include the variation of cultural content in the textbook in order for the students not to see only a monolithic culture.

Cortazzi and Jin (1999) have stated that the materials in a textbook categorized into the source culture, the target culture, and the international target culture. The source culture refers to the learners' own culture. The target culture refers to the culture belong to The Inner Circle countries (Kachru, 1992), and the international culture refers to cultures which do not belong to the source culture and the target culture. By analyzing the textbook based on this framework, the culture represented in the textbook can be revealed.

There are studies related to the analysis of cultural content in an English textbook. For instance, in Chinese ELT context, Juan (2010) analyzed that the cultural content in the selected textbook had not been given specific attention and the textbook mostly involved the target language culture in the text. In contrast, an unbalanced proportion of cultural content was found in Indonesian ELT textbook in which the source culture holds the main cultural focus of the textbooks (Hermawan & Noerkhasanah, 2012).

The aforementioned studies have shown that cultural content is received in ELT textbooks. However, the cultural content in textbooks is often lack of appropriate presentation and representations. Therefore, this study attempts to see



how the source culture, the target culture, and the international target culture represented in English textbook through the framework of cultural information and what kinds of cultural aspect included in the textbook. The textbook is an English textbook titled "*English on Sky 3*" written by Mukarto, Sujatmiko, Josephine, and Kiswara (2007).

The reason why the researcher chooses this textbook, because the researcher has visited some of schools located in Aceh Barat district, and actually this book still used to teach English lesson until now. The researcher asked several English teachers in that district why they still used this book as teaching material. They said that they prefer to use this textbook because the content in the textbook is understandable for students and facilitates them for more efficient comprehension of the material taught by the teachers. They consider using this textbook since the materials are specified and are applicable for the classroom context rather than making use of other textbook.

An evaluation of textbook, especially about cultural content is very important to be done in order to better on selecting English material that suitable for students' need. Students are ideally proportionally exposed to cultural differences outside their own culture. At the same time, a proportionate portion of cultural representation in English textbooks is expected to help students to be wise and culturally savvy, by adjusting the appropriate values of other cultures and eliminating the bad ones.

## **B. Research Questions**

1. How cultures are represented in *English on Sky 3* textbook?
2. What cultures are represented in *English on Sky 3* textbook?

## **C. The Aims of Study**

1. To describe how cultures are represented in *English on Sky 3* textbook.
2. To figure out what cultures are represented in *English on Sky 3* textbook.

## **D. The significance of the Study**

The researcher hopes that this research can be used as a reference or information by the student to conduct further research on the same topic. Furthermore, this research helps the teacher to identify the cultural content activities provided by English textbook that promotes source, target, and international target culture. And this research also promotes cultural awareness in English Language Teaching that can be a comprehensive data for the teacher.

## **E. Terminology**

### **1. Cultural Content**

Rashidi and Meihami (2016) stated that culture is an important aspect of second or foreign language learning and one of the main media of teaching culture of that language learning is through the textbook. Cultural content refers to the cultural information represented in the teaching material, including the textbook. As textbooks used frequently as the source of materials, in relation to the

inclusion of cultural elements in the process of teaching and learning a language, EFL/ESL textbooks are expected to offer the cultural elements of the target culture, the source culture, and even the international culture other than the students' own culture and the English speaking countries.

## **2. Textbook**

The textbook is very important for both teachers and students because the textbook is the basis of a course. Although it cannot cover everything, it remains the major source for the teaching content. The textbook an effective instrument for the educational practice and it can reflect values and senses for individuals and nations (Hinkel, 2005). Systematic and comprehensive textbook may facilitate the culture input considerably, while a rigid textbook may leave no room for culture teaching.

## **3. Textbook Analysis**

McGrath (2002) stated that the analysis of the textbook is a process to examine a textbook that involves a description process in order to understand what assumptions and beliefs lie beneath the surface. Since the of teachers use textbooks in their classroom, textbooks have the right to be analyzed and evaluated in terms of in what way they introduce target language, expose global cultures, and in what way they preserve local culture in order to raise cultural awareness.

## CHAPTER II

### LITERATURE REVIEW

In order to make this research theoretically well structured, in this chapter, theories that support this research are discussed. Those theories include Culture and English Language Teaching (ELT), cultural content in the textbook, the role of the textbook in language teaching, *English on Sky 3* textbook and previous related studies about the cultural content analysis of English textbook.

#### A. Culture and English Language Teaching (ELT)

The term culture has many different meanings, it cannot be easily defined. It might refer to an appreciation of good literature, music, art, and food. Nieto (2002) argues that the term “culture” has not one that means since it will mean various things to completely different individuals and in numerous contexts. Hence, it is not possible to offer a regular definition of it.

In a broader sense, Kramsch (1996) mentions that culture can be defined into two definitions. The first definition is about humanities and it focuses on the way a social group represents itself and others through its material productions, be they works of art, literature, social institutions, or artifacts of everyday. The second definition derives from social sciences and refers to “the attitudes and beliefs, ways of thinking, behaving and remembering shared by members of that community” life (Kramsch 1996, p. 2). Brown (2000) also agrees that information, thoughts and feelings are conveyed by language in a language community or culture. Therefore, for humans, language is the most important

tools of communication (Richards & Rodgers, 2001). To some extent, culture becomes the responsibility of language teachers, as culture manifests itself is through language. The existence of culture is recorded by language either in prints or spoken and culture itself has language as its component among other components. Therefore, language reflects the self and other culture, along with the views of moral values, notions of good and bad, right and wrong, beautiful and ugly.

Naturally, culture cannot be separated from language as language expresses, embodies and symbolizes cultural reality. Language determines thoughts and culture; language influences thought and culture; culture influences people's language; and language and culture influence each other (Wardhaugh, 2002). McKay claims that pedagogically, culture influences the choice of language materials because cultural content of the language materials and the cultural basis of the teaching methodology are to be taken into consideration while deciding upon the language materials (2003).

In addition, learning culture is also useful for teaching students to understand their own culture. According to Rivers, students are 'culture bound', it means that their world view is determined by the values of their own culture. This can lead to problems when they are confronted with different cultures. Brown (2000) believes that in order to be able to communicate and interact in the foreign language, a learner of foreign language should master the language and find the beliefs from his native language and cultures.



In light of the inseparable relationship between language and culture, more and more scholars and educators have emphasized the significant role of culture in language teaching and learning. For instance, McKay (2002) notes that the integration of cultural components into language teaching can heighten the language class motivation.

As stated above, language learning and learning about culture cannot be separated. Byram (as cited in Ekawati & Hamdani, 2012) shares understanding that foreign language teaching shows three broad aims which should be integrated in the process of teaching and learning of foreign language. The aims are: the development of communicative competence to use in situations the learner might expect to encounter; the development of awareness of the nature of language and language learning; the development of insight into the foreign culture and positive attitudes toward foreign people. Kramsch (1996, p.7) further suggests that we cannot be competent in the language “if we do not have an awareness of that culture, and how that culture relates to our own first language/first culture.”

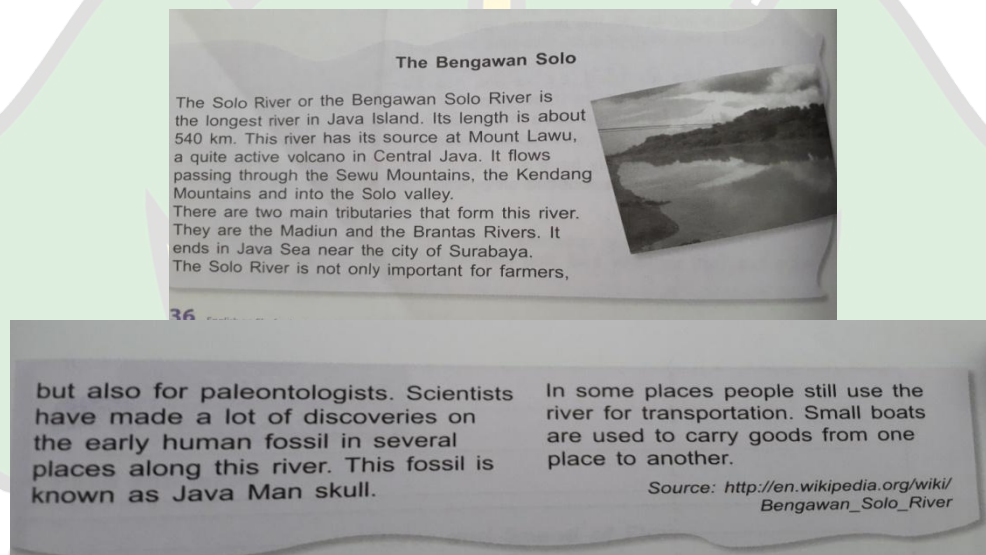
## **B. Cultural Content in the Textbook**

### **1. Types of Culture**

When the teacher teaches a certain language such as the English language, he/she might consider the characteristics of its language, the role of teaching, the role of cultural expression in use, the role of teaching materials and also the method that the teacher uses. According to Cortazzi and Jin (1999), there are three

basic types of materials can be used in language textbooks; *source culture*, *target culture*, and *the international target culture*.

First type is source culture. Source culture refers to learners' own culture, such as textbooks produced at the national level. This type of materials is aimed at enabling learners to talk about their own culture to foreign visitors instead of preparing the students to encounter other culture.

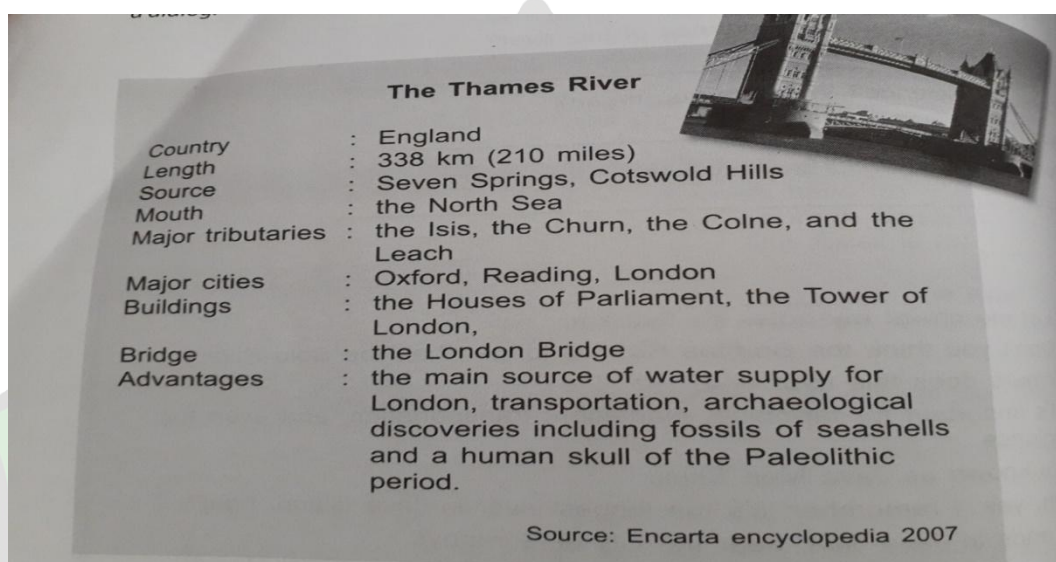


Picture 2.1. An informative text representing source culture

The above text contains source cultures indicated by some local name of places *the Bengawan Solo*. This place located in Indonesia. Therefore, this text categorized as source culture.

The second type of materials is from the target culture. Target culture drawing on the culture of a country in which English is spoken as an L1. In this case, students would spend most of their time reading and learning about life in native-English speaking countries, such as the United States or the United Kingdom, Great Britain and Australia. The textbooks of this category are the most

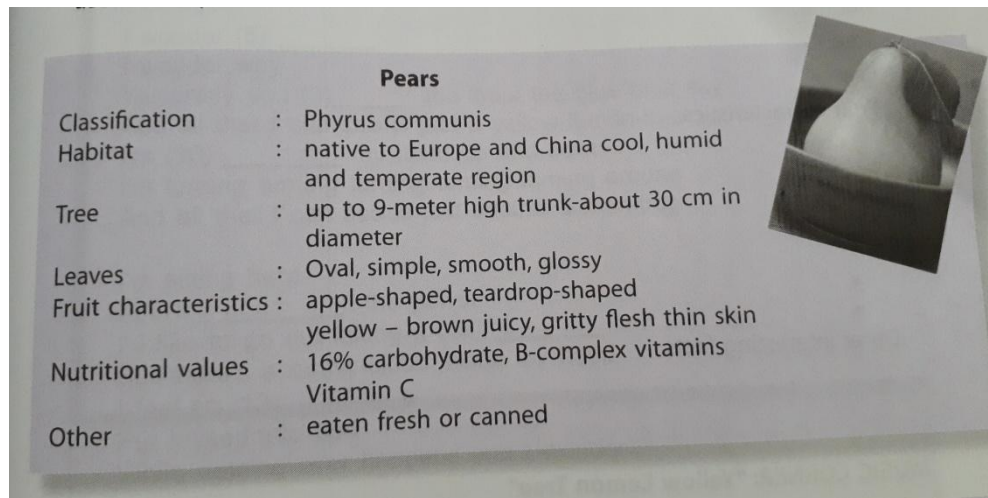
popular instruction materials in the EFL context. Though widely used all over the world, they are often criticized for their commercial nature and seen as publishers' promotional materials. The example is shown below.



Picture 2.2. visual illustration representing target culture

The culture that represented in the above picture is target culture. In this picture, target culture is presented by a visual illustration about the description of The Thames River which located in England. England is one of the countries which includes in target cultures' country.

The third type is international target culture which means that they involve the culture of English speaking countries where English is their international language. International target culture refers to the countries which not belong to source and target cultures' country, such as some African countries, some Asian countries, European countries, and such. This kind of cultural material is pointed out below.



Picture 2.3. An informative text representing international target culture

In the above picture, the international target culture is represented by an informative text. The text is about the classification and the habitat of Pears. This text informs that the habitat of Pears is native to Europe and China.

The materials must be tied to methods, which is another area of language teaching that reflects the perspective of culture. The use of Communicative Language Teaching (CLT) is one of the most popular teaching methodologies today. It was the first used largely in English speaking countries to help non-English speaking people learn English and adjust to their new country. As a result, CLT emphasizes the importance of oral skills and group work and assumes the presence of a largely English social and cultural environment.

Another necessary argument for the integration of different world cultures into teaching a foreign language is that teaching student any subject ought to be done at the side of developing them as complete personalities. Therefore, not solely their native background, and potential settings of target culture ought to be

thought. However, the full vary of varied cultures and cultural options ought to incline.

## 2. Cultural Information

Before turning to specifics, we must briefly consider the ways in which textbooks convey cultural content and how in a specific situation, the course designers can arrive at a suitable cultural mix. The three types of cultures (*source culture, target culture, and international target culture*) are expressed by cultural information. This information takes some forms, such as “1) informative texts, 2) texts presenting foreign attitudes and opinions, 3) dialogues about everyday life, 4) contextualized writing task, 5) idioms and collocations, 6) realia and pseudo realia, 7) visual illustration, and 8) sound recordings” (Adaskou, Britten & Fahsi, 1990).


Informative texts refer to texts which provide the readers with information about the particular culture. In some textbooks, this informative text dedicated separated section to distinguish between the information and the learning activities. Then, texts presenting foreign attitudes and opinions refer to any texts which focus particularly on how people from different cultures see and react to certain issues. After that, dialogues about daily life refer to a natural conversation among allocators which mention cultural elements, such as a dialogue between family members at the dining table. Subsequently, contextualized writing tasks refer to gap filling, sentence writing, or dialogue completion which mentions one or some elements of culture in it, like the name of people, food, songs, et cetera.




Idioms and collocations which represent culture mean some words whose meaning is different from the written form. In English textbooks, idioms usually represent target culture. Later on, pseudo realia refers to objects in real life that are retyped or scanned or illustrated. Lastly, sound recordings refer to audio like songs, recordings, podcasts and such that represent a particular culture. To see the example of cultural information, please see the table below.

Table 2.1. Cultural information in ELT Materials

N O	TYPES OF CULTURAL PRESENTATION	ILLUSTRATIONS	
1.	Informative texts	<p style="text-align: center;"><b><i>Komodo Dragons</i></b></p> <p><i>Komodo dragons is the native animals of Indonesia. They are very big. People sometimes calls them giant lizards. It is very dangerous. They eats deer, wild pigs and other komodo dragons.</i></p> <p><i>Komodo dragons belongs to reptiles. They has cold blood and it lays eggs. A komodo dragon can run and climbs a tree. It can lives without eating for weeks or even months!</i></p>	
2.	Texts presenting foreign attitudes and opinions	<p style="text-align: center;">جامعة الرانري</p> <p style="text-align: center;">A R - R A N I R Y</p>	

3.	Dialogues about everyday life	<p><b>D. Listen and say.</b> Listen to the dialogs and practice them with your friend. 🎧</p> <p>Butet : Mom, do we have any teaspoons?  Mother : Sure we do. There're some in the drawer.  Butet : What about coffee? Do we still have any coffee?  Mother : I think we still have some. Could you check the jar, please?  Butet : No, there isn't any coffee here.</p> 	
4.	Contextualized writing task	<p><b>A. Listen to the interview and write down the questions.</b> 🎧</p> <p>Shanti is interviewing Mr Tri Atmadi, an apple grower from Malang.</p> <p>Shanti : Well, Mr Tri. Back to my question before the commercial break, (1) _____?</p> <p>Mr Tri : Well, apples usually grow best in the highlands with cold and dry temperature such as Batu and Malang.</p> <p>Shanti : I see. I know that there are many varieties of apples, right?</p> <p>Mr Tri : Right, Shanti.</p> <p>Shanti : (2) _____? Fuji or Granny Smith?</p> <p>Mr Tri : Neither Fuji or Granny Smith, I'm afraid. I grow Manalagi apples.</p> <p>Shanti : Manalagi apples? (3) _____?</p> <p>Mr Tri : Well, they are round and the skin color is yellowish green. It smells good.</p> <p>Shanti : What about the taste? (4) _____?</p> <p>Mr Tri : Sweet although it is not ripe yet. The flesh is yellowish white and is not as juicy as other apples.</p> <p>Shanti : What about the tree? (5) _____?</p> <p>Mr Tri : Not as tall as a durian tree. In fact it's a small tree with a big crown. The crown usually consists of a lot of twigs.</p> <p>Shanti : Hmm. Very interesting. Now my last question: (6) _____? Is it good to consume a lot of apples?</p> <p>Mr Tri : Absolutely. Apples are high in vitamin C and fibers. Moreover, consuming apples may reduce the risk of cancer.</p>	
5.	Idioms and collocations	<p><b>1. -less (suffix):</b> without</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>Without her magical book, Calon Arang was <i>powerless</i>.</li> <li>Dorothy was very shocked, so she became <i>speechless</i>.</li> <li>Rapunzel was very <i>hopeless</i>, so she began to cry.</li> </ul> <p><b>2. Keep (keep on):</b> to continue doing something or to do the same thing many times.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>The old woman <i>kept watching</i> the sea and waiting for Malin Kundang to come back.</li> <li>Although Mr Bee didn't help her, Mrs Bee <i>kept building</i> the beehive.</li> <li>She pretended not to hear and <i>kept on walking</i>.</li> </ul>	

6.	Realia or pseudo realia	<p>From: "Butet" &lt;Englishhonsky@yahoo.com&gt;  Date: Sat, 27 Apr 2007 11:30:00 -0700 (PDT)  To: "Sarah Edwards" Sarah_eos@yahoo.com  Subject: My best friend, Iwan.  Attach:</p> <p>Hello again, I'm sorry that I haven't contacted you for quite a long time. I was busy with my mid-term tests. I'm glad they're over now. Last time you asked me about my best friend, Iwan, didn't you. Let me tell you a bit about him.</p> <p>Iwan and I have been friends since we were in Elementary School. We were born in the same year but were not born in the same town. We go to the same school but we are not in the same class. Iwan is tall. He has short wavy dark hair and a pointed nose. My friends, especially the girls, often say that he is a cute boy. He is an honest person. He is also smart and diligent. People think that he is quiet but not really actually. He can talk a lot about thing he likes. There is one thing I don't like about him. He is sometimes stubborn. It is really difficult to change his opinions.</p> <p>That's all for now. I am looking forward to hearing from you.</p> <p>Best regards,</p> <p>Butet</p> <p>PS : Tell me about your best friend, Mark, please.</p>	
7.	Visual illustrations		
8.	Sound recording	<p><b>BEN</b>  Michael Jackson</p> <p>Ben, the two of us need look no more  (1) _____ both found what  (2) _____ were looking for  With a friend to call my own  I'll never be (3) _____  And you, my friend will see  You've got a (4) _____ in  (5) _____  (You've got a (6) _____ in  (7) _____)</p> <p>Ben, you're always (8) _____  here and there  (Here and there)  You (9) _____ you're not wanted  anywhere (anywhere)  If you ever look behind  And (10) _____ like what you find  There's something you should know  You've got a (11) _____ to  (12) _____  (You've got a (13) _____ to  (14) _____)</p> <p>I used to say "I" and "(15) _____"  Now it's "(16) _____," now it's  "we"  (I used to say "I" and "(17) _____"  Now it's "(18) _____," now it's "we")</p> <p>Ben, most (19) _____ would turn  you away  (Turn you away)  I don't (20) _____ to a word  they say  (A word they say)  They don't see you as (21) _____  (22) _____  I wish they would try to  I'm sure they'd (23) _____ again  If (24) _____ had a friend like  Ben  (A friend)  Like Ben  (Like Ben)  Like Ben</p>	

### C. The Role of Textbook in Language Teaching

In language classrooms all over the world, textbooks are the most dominant teaching and learning materials (Basal, 2016). Textbook consists of books made and published for educational purposes or even any book used to help the learning process in the classroom. The term of textbooks becomes the media teaching which includes other materials as well for both teacher and students. A textbook has an important role as the basic function to transmit the information. It might be said that an EFL textbook forms the image of the English language and culture and the practice to study English.

Richards and Renandya (2002) define the role of the textbook as a possible agent of change. This role can be achieved several ways. “First, the textbook needs to be a tool for training the teacher and also learner. Second, the textbook must provide support and help with classroom management. Third, the textbook will be an agent of change. Lastly, if adopted by the school, the textbook can result in collegial support and shared responsibility for and commitment to the change” (Ningsih, 2014).

Cunningsworth (1995) summarizes the role of materials, particularly course books in language teaching as:

- a. A resource for presentation materials (spoken and written)
- b. A source of activities for learner practice and communicative interaction
- c. A reference source for learners on grammar, vocabulary, pronunciation, and so forth



- d. A source of stimulation and ideas for classroom activities
- e. A syllabus where it reflects learning objectives that have already been determined
- f. Support for less experienced teachers who have yet to gain in confidence

It is also supported by AbdelWahab (2013) who stated that textbooks play a prominent role in the teaching /learning process, as they are the primary agents of conveying knowledge to learners. Besides, one in each of the essential functions of textbooks is to create the existed knowledge available and apparent to the learners in a selected, easy and organized way. Therefore, the textbook can explore the students' prior knowledge toward their daily life and express it.

#### **D. *English on Sky 3* Textbook**

*English on sky 3* is a textbook that makes mastering the type of text (genre) and functional phrases as the main focus. English on sky presents varied and authentic text models. This is also supported by the presentation of the characteristics of the text clearly and thoroughly. The introduction of types of the text is also accompanied by the presentation of various kinds of short functional texts that are commonly found in daily life. All activities presented will lead to students' ability to produce text independently.

*English on sky 3* also directs students to master speech skills that are focused on mastering interpersonal and transactional speaking skills. Daily expressions are introduced continuously and repeatedly so that they can be internalized by students.



The materials writers in the textbook: *English on Sky 3* is responsible for the principles and procedures of the material design, publishing companies take charge of the implementation of the materials development. The following people might be involved in the compilation panel.

1. Writers: Those responsible for writing all components of the course.

The writers are Dr. Mukarto, M.Sc, Sujatmiko B.S., S.Pd, Josephine Sri Murwani, S.Pd, and Widya Kiswara, S.Pd.

2. Editor: a person who reviews everything that the writers have produced and prepared the final version of the materials for the publication or duplication. The editors are Dwi Wahyu Priatno and Anna Valentina.

3. Publisher: Erlangga

4. Setting and layout: Dept. Setting

5. Cover design: Farid Sabilach R

6. Printed: PT Gelora Aksara Pratama

*English on Sky 3* is authored by Mukarto, Sujatmiko, Josephine Sri Muwarni, and Widya Kiswara (2007) and edited by two editors. This series is proofread by a native speaker (Paul McAdam) before it was published by Erlangga. It consists of 95 pages. It was arranged with Arial Font, 11 pt. The textbook contains 6 chapters. The learning-teaching materials in the textbook are mostly presented in written form and it serves within the least attractive pictures to attract the students. Each chapter tries to complete English skills such as Listening, Speaking, Reading, Writing, and Grammar. However, the cultural

content has no special part in these books; it is compiled in the form of written text, contextualized writing task and conversation, reading passages, and the listening section.



Picture 2.4. *English on Sky 3* Textbook

### **E. Previous Related Studies**

Discussing cultural content analysis in the study or research is an interesting thing. Therefore, it is found there are a lot of researchers from around the world discuss the cultural content analysis. They analyzed those textbooks by using various frameworks from many experts. The explanations related to previous studies are presented below.

The investigation under the textbook is conducted by Ekawati and Hamdani (2012) who investigated the role of culture in the textbooks and methods used in the classrooms. With the documentation and the observation as the center of data, this investigation also tries to raise students' awareness of the target culture. The result of the study found that some EFL (English as Foreign Language) textbooks and EFL methods did not reflect not only the target culture but also source and international culture. However, this study also tries to explain that cultural mismatch aroused from different culture of learning between teacher

and students or between students and textbooks can be handled by ethnographic stance and explicit teaching. Despite this study discussed the students' awareness of the target culture, the writers use a specific way to explain how this study conducted. Therefore, it looks to be overgeneralizing.

Another relevant study has been conducted by Drajadi, Asib, and Dewi (2012). The research was aimed at investigating what cultures are dominantly presented in an English textbook used by Senior High School students grade X in Indonesia, entitled *Bahasa Inggris* and how they are represented. The data were collected from the analysis of the textbook, interview with one of the author, and questionnaires distributed to four English teachers. The main framework used for analyzing the textbook belongs to Cortazzi and Jin (1999). The study found two main facts. Firstly, source, target, and international cultures are presented in vivid imbalance proportion. Source culture, in the form of tangible products such as naming, places, clothes, and famous people, is the most dominant cultural contents presented in the textbook. Secondly, most of that cultural content is presented through pictures and monologues/reading texts. In accordance with the pedagogical implication, the findings of this study may encourage material developers to take into account cultural aspects which are beneficial for English learners in ELT materials for their future designs.

The cultural content in an English textbook for Senior High School grade three in Cianjur, West Java, belongs to Faris (2014). The data of this study were collected from reading passages in the English textbook for Senior High School entitled "Look Ahead" published by Erlangga publisher. This study uses both

culture theories; Cortazzi and Jin and Adaskou, Britten and Fahsi. The study shows that the target culture is predominant in the textbook. The investigation found that 77.05% cultural contents refer to the target culture, 13.11% cultural contents refer to the source culture, and 9.84% cultural contents refer to the international culture. Based on the findings it is recommended that more source culture and international culture be included in the textbook.

The next study which discussing the cultural content belongs to Sorongan, Susanti, and syahri (2014). This study aimed to find out the percentage of local culture integration and target culture integration in the selected English textbooks for senior high school "*English Zone*" and "*Interlanguage*". This research design was a content analysis with 1487 paragraphs and 638 pictures as the study data. The procedure of analyzing the data started by classifying the data into local or target culture division then it was analyzed based on Byram's cultural content checklist (1993) while the pictures were simply classified into local culture or target culture. The result of the analysis was made in the form of a percentage. The results show that for analysis of the paragraph, the percentage of local culture integration in *English Zone* is 31.23 % and in *Interlanguage* is 9.6 % meanwhile the percentage of target culture integration in *English Zone* is 10.17% and in *Interlanguage* is 11.02%. For the picture analysis, the percentage of local culture integration in *English Zone* is 6.43 % and in *Interlanguage* is 18.2% meanwhile the percentage of target culture integration in *English Zone* is 12.41% and in *Interlanguage* is 20 %.

In this study, the researcher used the same frameworks with the study conducted by Faris (2014). The frameworks are from Cortazzi and Jin (1999) and Adaskou, Britten, and Fahsi (1990). This study aims to figure out how cultures are represented and what cultures are represented in *English on Sky 3* textbook.





## CHAPTER IV

### FINDINGS AND DISCUSSION

Having mentioned the steps and the procedure of the research in chapter III, the present chapter point out the findings and discussions of the research based on the research questions given about cultural content in the textbook *English on Sky 3*. The research findings and discussions are as follow:

#### A. Research Finding

The organizing of the findings is presented by some following sequences. First, the results are pointed out based on the research questions of this research (cultural information and followed by types of culture). Then, the discussion is presented to discuss and to conclude the research findings and to draw a conclusion of this research. The findings are presented below:

*English on Sky 3* is intended for the grade IX students of Junior High School. There are six chapters in this book as shown below.

Table 4.1. Themes, topics and genres in *English on Sky 3* textbook

Themes	Topics	Text genre
Unit 1 Slice the Onion, please	Food menu	Short functional text (menu) Procedural text
Unit 2 Animal Reports	Animals	Short functional text (invitation card) Report text
Unit 3 Discovering Plants	News and opinions	Short functional text (text messages) Report text

Unit 4 Where Water Flows a Long Way Away	Comparison	Short functional text (posters) Report text
Unit 5 Enchanting Storylines	Telling stories	Narrative text
Unit 6 Modern Technology	Technology	Short functional texts (emails, text messages, and advertisements)

### 1. Cultural Information

The first research question, “How cultures are represented in *English on Sky 3* textbook?” is answered by the cultural information framework. Based on the discussion in the previous chapter, there are eight classifications of cultural information, they are: a) informative text, b) texts presenting foreign attitudes and opinions, c) dialogues about daily life, d) contextualized writing tasks, e) idioms and collocations, f) pseudo realia, g) visual illustration and h) sound recording. Having analyzed these forms which related to cultural information page by page, text by text, picture by picture, and item by item in *English on Sky 3* textbook, here is the result about it:

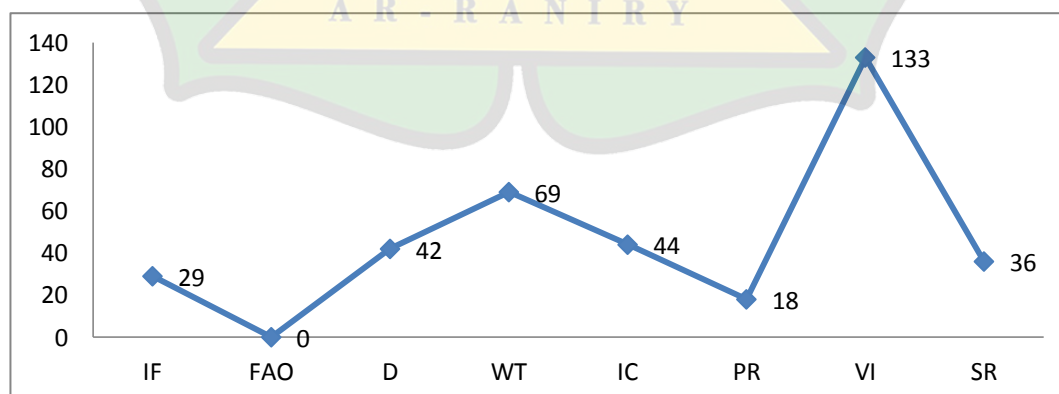


Chart 4.1. Cultural information in *English on Sky 3*

The presented table suggests that the cultural information is extensively appeared, about 371 times throughout the textbook. The mostly presented culture is in the form of visual illustrations which appear for 133 times (36% of the whole cultural information in the book). This medium is in the form of photographs and illustrations about plants, rivers, food, and technology. Secondly, contextualized writing tasks appear 69 times (18%) followed by idioms and collocations by 44 occurrences (12%), then dialogues about everyday life 42 times (10%). Quite often, the writing tasks are in the form of dialogues which are also listening activity. Therefore, there are triply inputting for dialogues about daily life, contextualized writing tasks, and sound recording categories.

The sound recording appears 36 times (10%), mostly put at the beginning of each chapter, in the form of dialogues and gap-filling activities. Following this, informative texts occur 29 times (8%) followed by realia and pseudo realia which appear 18 times (5%). Realia is the form of email, letter, and notices.

## 2. Types of Cultures

The researcher classified the types of culture using Cortazzi and Jin's framework. There are three types of culture classification based on the framework from Cortazzi and Jin (1999) namely: Source culture, Target culture, and International Target Culture. Source culture refers to the students' culture, target culture refers to the culture of the inner circle's countries and the international target culture

refers to the cultures around the world. The types of culture presented in *English on Sky 3* textbook shown below:

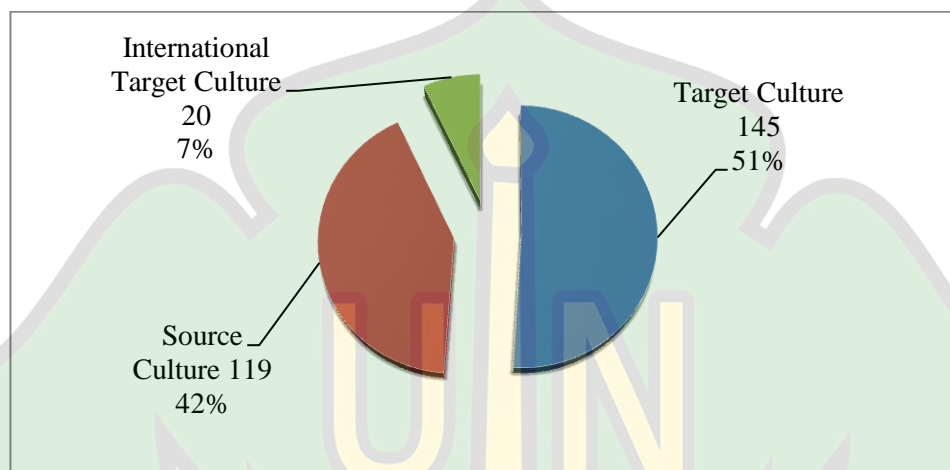


Chart 4.2. Types of Culture in Textbook *English on Sky 3*

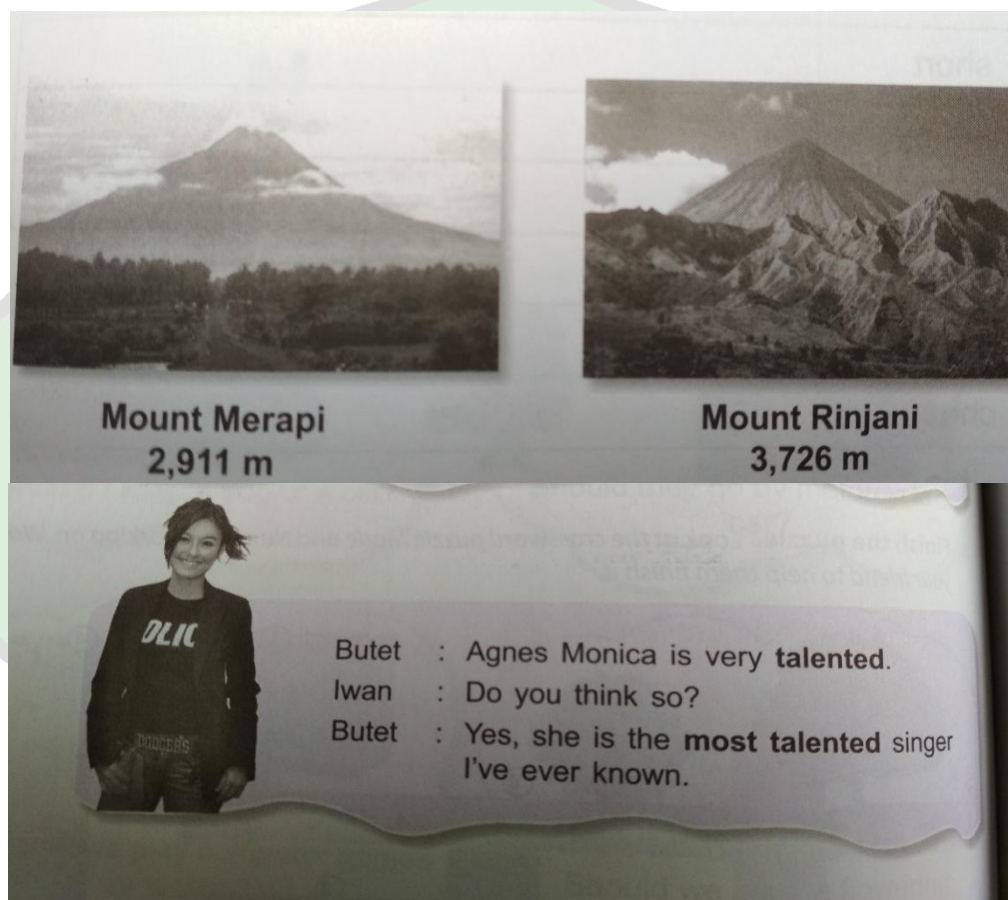
There is a balance proportion between source culture and target culture in this book, where the target culture appears more often the source culture. Additionally, the culture free presentation is a lot bigger the source culture. This might be caused by the topics of the book and the text genres like “procedure”, and “animal” that is generally free of culture.

Chart 4.2 explained the existence of types of culture in every chapter of *English on Sky 3* textbook. The explanation will be divided based on the types of cultures: Source Culture, Target Culture, and International Target Culture.

#### **a. Source Culture**

The above chart (Chart 4.2.) indicates that culture of source culture that occurs for 119 times (42%) are represented in the forms of descriptive texts of

landmark and nature (The Bengawan Solo river, Brantas River, Mount Lawu, Mount Rinjani, Mount Merapi), fruit (durian), plant (Bunga Bangkai), and famous figures (singer Agnes Monica, Sherina, Audy, Acehnese storyteller PM Toh) and such.



Picture 4.1. Visual illustration about the mountain and Indonesian singer that representing source culture.

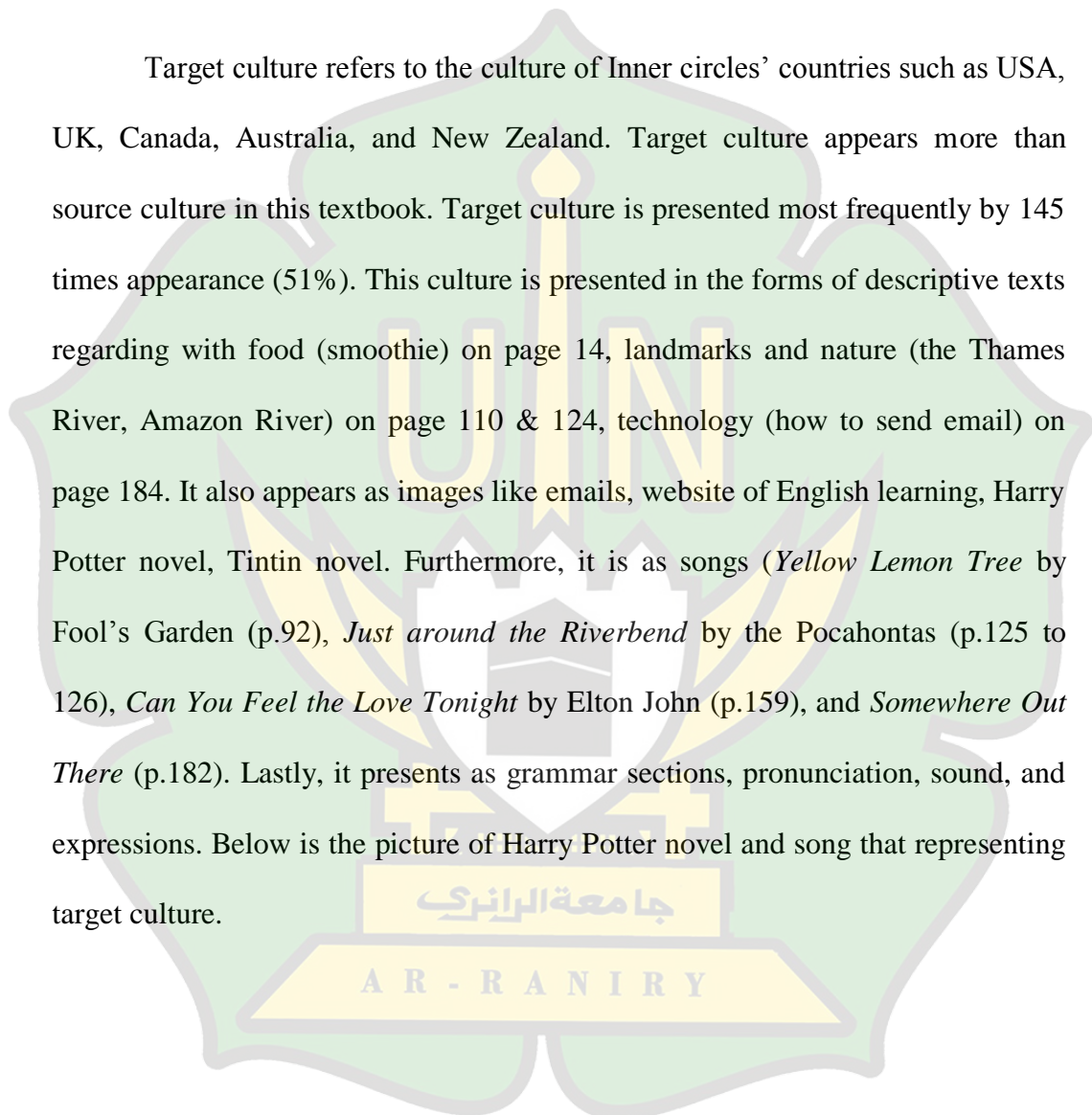
Additionally, source culture was also represented by dialogue between two speakers; those can be seen on page 7, 10, 17, 21, 74, 82, and other pages. Then, about the text representing Indonesian cultures were easily found throughout the textbook, such as, text explained about the Bengawan Solo River which is the

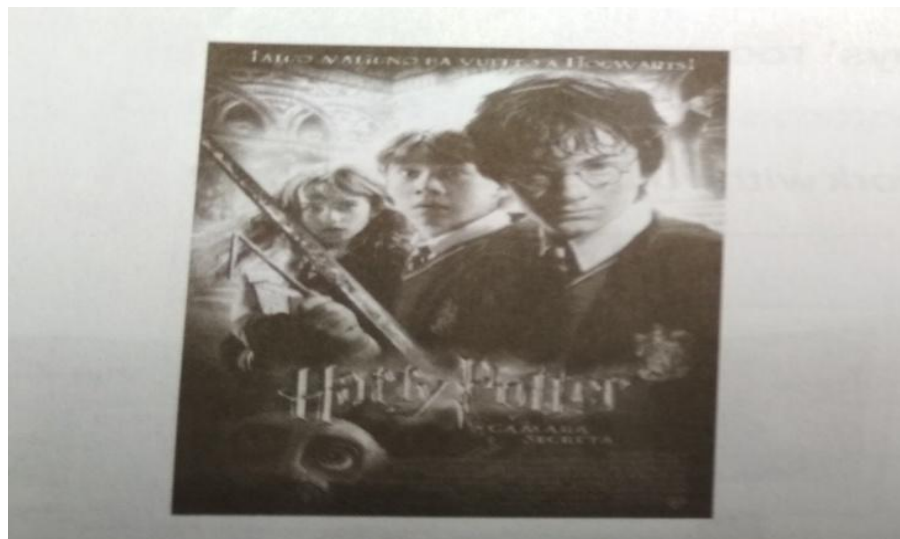


longest river in Java Island, that text was written on page 136 and also text about Nur Agus Mulia is an Acehese storyteller on page 170 and such.

### **b. Target Culture**

Target culture refers to the culture of Inner circles' countries such as USA, UK, Canada, Australia, and New Zealand. Target culture appears more than source culture in this textbook. Target culture is presented most frequently by 145 times appearance (51%). This culture is presented in the forms of descriptive texts regarding with food (smoothie) on page 14, landmarks and nature (the Thames River, Amazon River) on page 110 & 124, technology (how to send email) on page 184. It also appears as images like emails, website of English learning, Harry Potter novel, Tintin novel. Furthermore, it is as songs (*Yellow Lemon Tree* by Fool's Garden (p.92), *Just around the Riverbend* by the Pocahontas (p.125 to 126), *Can You Feel the Love Tonight* by Elton John (p.159), and *Somewhere Out There* (p.182). Lastly, it presents as grammar sections, pronunciation, sound, and expressions. Below is the picture of Harry Potter novel and song that representing target culture.





**Just around the Riverbend**

What I love most about rivers is:  
You can't step in the same river  
(1) \_\_\_\_\_

The water's always (2) \_\_\_\_\_,  
always (3) \_\_\_\_\_  
But people, I guess, can't live like  
that

We all must pay a (4) \_\_\_\_\_  
To be safe, we lose our chance of  
ever (5) \_\_\_\_\_  
What's around the riverbend

(6) \_\_\_\_\_ just around the  
riverbend  
I look (7) \_\_\_\_\_ more  
Just around the riverbend

Beyond the (8) \_\_\_\_\_  
Where the (9) \_\_\_\_\_ fly free  
Don't know what for  
What I dream the day might send  
Just around the riverbend  
For me  
(10) \_\_\_\_\_ for me

Unit 4: Where water flows a long way away **125**

I feel it there (11) \_\_\_\_\_ those  
trees  
Or right behind these (12) \_\_\_\_\_  
Can I ignore that sound of distant  
(13) \_\_\_\_\_

For a handsome (14) \_\_\_\_\_  
husband  
Who builds handsome (15) \_\_\_\_\_  
walls  
And never dreams that something  
might be (16) \_\_\_\_\_?

Just around the riverbend  
Just around the riverbend  
I look once more  
Just around the riverbend

Beyond the shore  
Somewhere (17) \_\_\_\_\_ the  
sea

Don't know what for ...  
Why do all my dreams (18) \_\_\_\_\_

Just around the riverbend?  
Just around the riverbend ...

Should I choose the smoothest  
course  
Steady as the (19) \_\_\_\_\_  
drum?

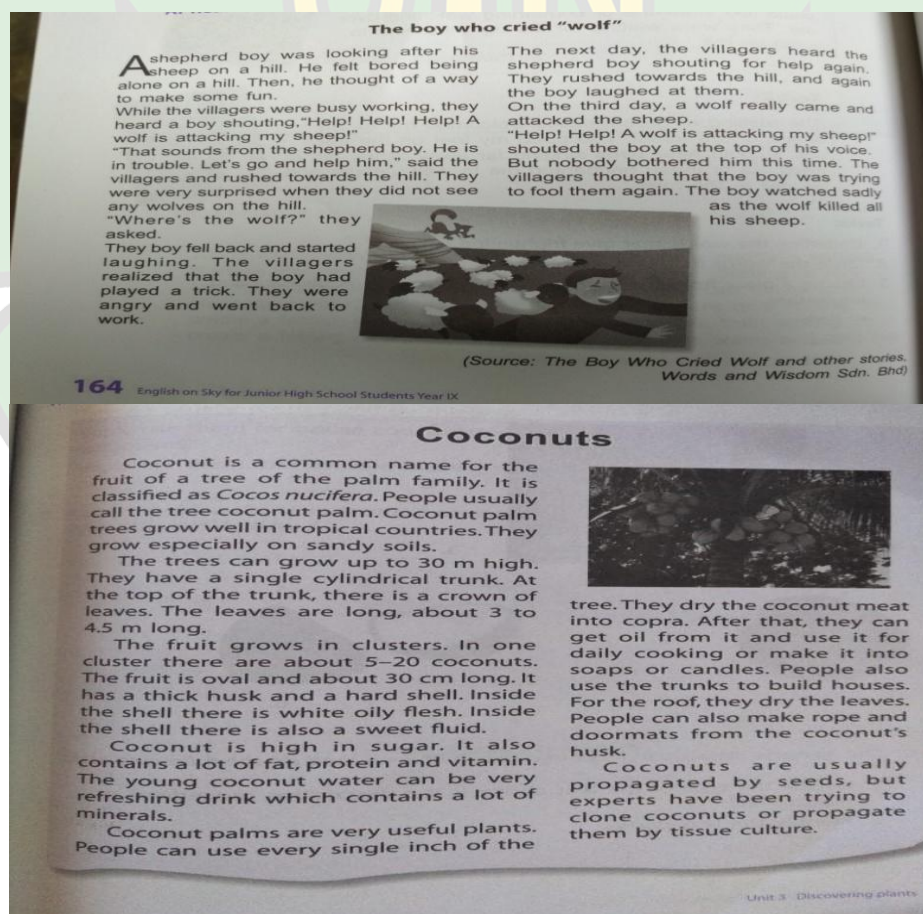
Should I marry Kocoum?  
Is all my (20) \_\_\_\_\_ at an  
end?

Or do you still wait for me, Dream  
Giver  
Just around the riverbend?

Picture 4.2. Visual illustration and song that representing target culture

### c. International Target Culture

At last, international target culture refers to all cultures around the world except cultures from source culture country and target cultures' countries. From the chart (Chart 4.2.) international target culture occurs for 20 times only (7%) in some names of landmark and nature (The Nile River), stories (*The Fox and The Stork*, *the Fox and the Crow*, *the Boy Who Cried a Wolf*) and descriptive texts about fruit (avocado, coconut, and pears). Below are the pictures that representing international target culture.



Picture 4.3. Story and a descriptive text that presenting international target culture

## B. Discussion

Based on research findings, the occurrence appears in the textbook provides a balance proportion among cultures. The purpose of the discussion is to interpret and describe the significance of the findings. The researcher divides the discussion into two aspects to answer the research questions.

First, how cultures are represented in the English textbook. There are eight types of cultural information used to analyze the textbook. In this textbook, visual illustration places the highest frequency compared to other types. Visual illustration refers to everything that would not be considered 'text' in teaching material, includes drawings, cartoons, photographs, flowcharts, pie charts, graphs, and tables (Hewings 1991, p. 237). Meanwhile, texts presenting foreign attitudes and opinions did not appear in the textbook.

A reason that makes why visual illustration becomes the highest rank from all the types of cultural information is just that visual illustration makes the materials easier to be understood by the students. So that, the students can easily imagine the cultural load in the context.

The highest number of visual illustration is mostly presented in the form of photographs and illustrations about plants, rivers, food, and technology. There are items which included into photograph of landmarks (The Thames River, Amazon River, the Nile River, the Bengawan Solo River, Brantas River, Mount Lawu, Mount Rinjani, and Mount Merapi) see picture 4.1., books and novels (Harry Potter and Tintin) see picture 4.2., some famous figure like artists (Agnes Monica)



see picture 4.1., authors/storytellers (PM Toh), and also illustrations about plants, food, and technology.

Meanwhile, in this book, the types of conversation setting are various. In addition to a school setting (dialogues visuals between students; student and teachers), and also presents intercultural conversation setting. This book series depicts more cultures in its visual illustrations. Figures of foreign countries, an important landmark, fauna, stories, and food are explicitly shown.

Later on, local references in dialogues in this book series use consistent names of interlocutors, namely: Butet, Nurul, Shanti, Tigor, Iwan, Putri and such. These names represent various regions of Indonesia. The presence of local ethical names in dialogues is a good way for students' awareness of their own intercultural variety in Indonesia.

Above all, the types of cultural information in this book (except songs and pictures) are less explicit in referring to cultures like text presenting foreign attitudes and opinions and idioms and collocations. This issue in line with Hatoss (2004) argument that a common problem in language textbook is that learners are expected to pick up the cultural differences automatically without any conscious effort on the part of teachers to encourage them to reflect on the cultural knowledge, and without raising their awareness of their own culture.

The second aspect is what cultures are represented in the English textbook. In this textbook, target culture is the most prominently presented, followed by source culture and then the international culture. The target culture representation



slightly outnumbers the source culture but it significantly outnumbers the international culture.

The predominant appearance of target culture is similar to English textbook studied by Faris (2014) in *Look ahead* textbook, and Susanti et al (2014) on *English Zone*, *Interlanguage*, and *Real English* textbook. But, inconsistent with the research studied by Drajati, Asib and Dewi (2012) found that source culture possesses the highest frequency in the textbook with 45% (114 times of use).

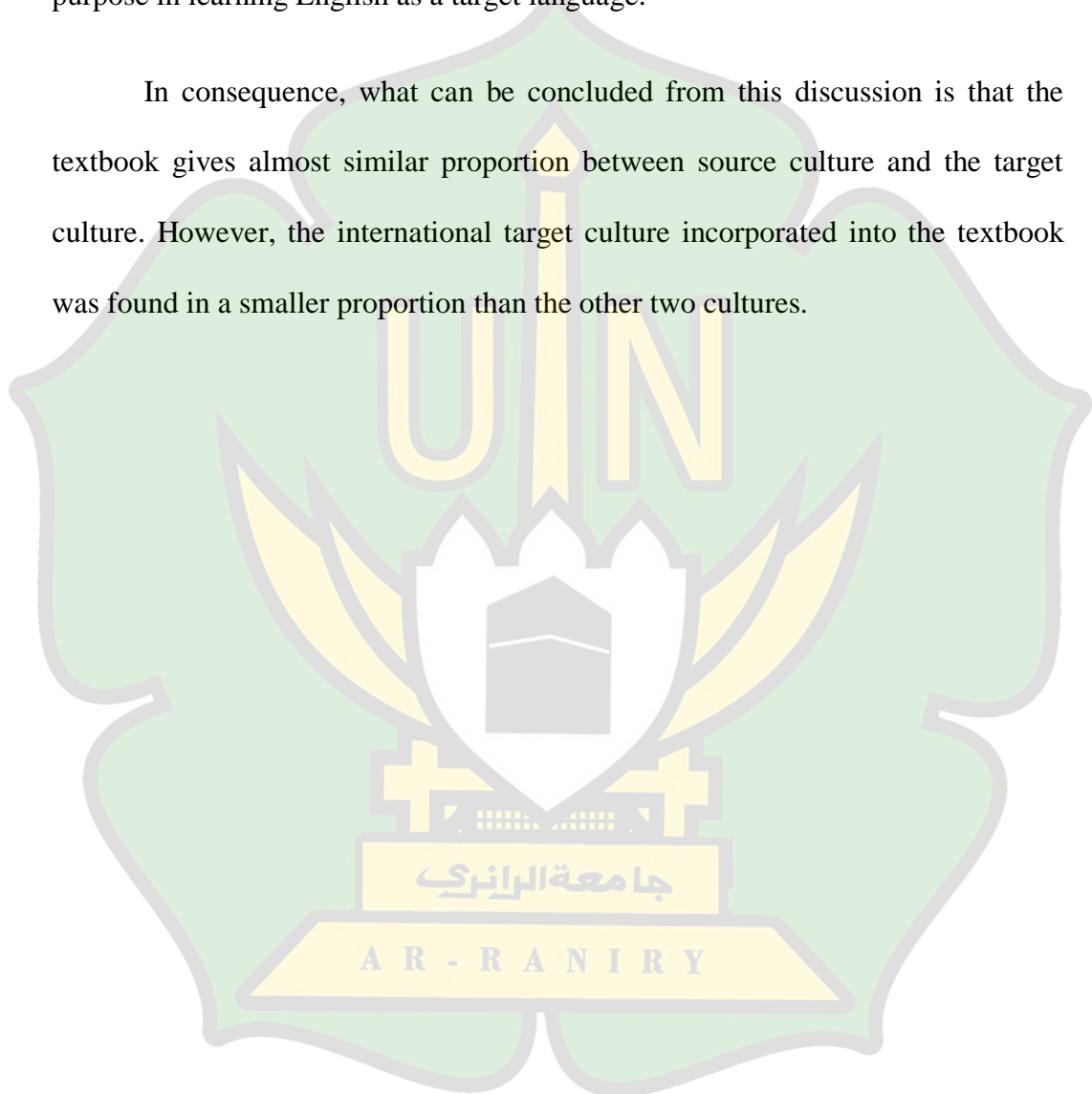
The percentage of Target culture found after the analysis in this textbook is 51% (145 times of use). The second most presented type was source culture, with a percentage of 42%. Lastly, the international culture was the least presented in the textbook with the percentage of 7% (see chart 4.2.)

Thus, the finding of the study shows that the target culture outnumbers the source and the international culture is reasonable. The purposes to include more target culture contents in the textbook can expose learners to "new" experiences (Dat, 2008) and enrich students background knowledge about new cultures i.g. Target Culture, Source Culture, and International Target Culture (Byram, 1989).

Chart 4.2 demonstrates that international culture in the textbook is encompassed in a very small proportion. The international culture which belongs to every country except the source and target countries is only written in the name of the country. The author of this textbook seemed to avoid the culture due to its widespread debate among countries in the Asian. Whether learning materials should be taught in native culture or International culture (Silvia, 2014). Another

logical reason thought by the researcher is because the author would like to balance the proportion between the source and the target culture. According to McKay (2004), both the source culture and the target culture serve a useful purpose in learning English as a target language.

In consequence, what can be concluded from this discussion is that the textbook gives almost similar proportion between source culture and the target culture. However, the international target culture incorporated into the textbook was found in a smaller proportion than the other two cultures.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections: (a) conclusion and (b) recommendation. The first part presents the conclusion of the conducted study and the second part points out some suggestions for further research.

#### A. Conclusions

The research was conducted to figure out the types of cultural information and the types of culture presented in the textbook entitled *English on Sky 3*. The textbook contains 6 chapters. The types of culture obtained from Cortazzi and Jin' framework and the framework from Adaskou, Britten, and Fahsi is adopted to analyze how the cultures are presented in the textbook. The followings are the results of this study which can be summarized from the findings and discussion in the previous chapter.

Firstly the finding of how cultures are presented in the textbook. So, culture in this textbook is mostly introduced by means of visual illustrations and songs. Additionally, it is also presented by grammar point section. These types of information do not include practices of the source and target culture (such as festivals, celebrations, holidays, and the like).

The presence of big numbers of visual illustrations suggests that culture is mostly presented through tangible objects and person. Picture of landmarks, books

and novels, and such are samples of how cultures through its tangible objects are presented. Then some famous figures like artists and authors or storytellers.

Finally, the examined textbook shows less cultural information in the form of idioms and collocations, descriptive texts, text presenting foreign attitudes and opinions; and pseudo realia.

Next, the finding of culture types. The result reveals that the type of culture prominently presented in the textbook is the target culture. The dominant aspects of the target culture presented in the textbook could help the learners in understanding about cultural aspects of the target language. However, this does not mean that the other cultures are plainly neglected as the textbooks still provide some information related to the source culture and international target culture. In this case, the source culture in the textbook could help the learners to appreciate their own culture, and the presence of international target culture would make the learners be aware of the existence of other cultures.

### **B. Suggestions**

By revisiting the conclusion of this study, the researcher offers some suggestions regarding the cultural content in the English textbook. This suggestion is intended for the user of the current textbook as well as for the authors of a future edition of an English textbook.

First, this textbook is lack of idioms and collocations, descriptive texts, text presenting foreign attitudes and opinions. To cope with this issue, English teachers who are the users of this textbook would better provide extra materials

when they teach English using this book. This material is to present, not only the tangible object of culture (either Indonesian culture or target culture) but also the perspectives. Either taken from another English textbook with richer cultural information or looking for authentic resources (magazine, newspaper, radio podcasts, videos, etc).

Second, the balance presentation among source culture, target culture, and international target culture should be maintained and should be added for the comparisons and contrasts among cultures. To some cases, authors want to emphasize the source culture, it would be better to explore local culture values more than merely the cultural objects. This is to enable students to communicate in a better way. Learners are expected to explain to the foreigners about their cultures so that they feel confident about existing among world's cultures.





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## Appendix 1

### Frameworks

#### A. Types of cultural information (Adaskou, Britten and Fahsi, 1990)

NO	TYPES OF CULTURAL PRESENTATION	NOTION	Examples (if any)
1.	Informative texts	A kind of text that wants to advise or tell readers about something	<ul style="list-style-type: none"> <li>• Newspaper article</li> <li>• Notice</li> <li>• Website</li> <li>• Announcement, etc</li> </ul>
2.	Texts presenting foreign attitudes and opinions	A kind of text that wants to present attitudes or opinions of people at target culture or international target culture	<ul style="list-style-type: none"> <li>• Stories</li> <li>• Newspaper column</li> <li>• Propaganda</li> <li>• Journal articles, etc.</li> </ul>
3.	Dialogues about everyday life	Conversations in speech or writing between two or more people, about daily life	<ul style="list-style-type: none"> <li>• Conversations at school bus</li> <li>• Conversations between family members at dining table</li> <li>• Conversations between school mates, etc.</li> </ul>
4.	Contextualized writing task	A type of writing tasks which require the learners to provide responses based on required theme, conditions, or context	<ul style="list-style-type: none"> <li>• Completing a dialogue on introducing self</li> <li>• Writing recount text about students' holiday</li> <li>• Writing descriptive texts about students' local culture, etc.</li> </ul>
5.	Idioms and collocations	<ul style="list-style-type: none"> <li>• Idioms are a group of words established by usage as having</li> </ul>	<ul style="list-style-type: none"> <li>• <i>It is raining cats and dogs</i></li> <li>• <i>Nest egg</i></li> </ul>



a meaning not deducible from those of individual words.

- Collocations are a familiar grouping of words, especially words that habitually appear together and thereby convey meaning by association.

- *Gone with the wind*
- *Like two peas in a pod*
- *Burst into tears*

6. Realia or pseudo realia

Objects from real life used in classroom instruction by educators to improve students' understanding of other cultures and real life situations. Pseudo-realial refers to objects on real life that is retyped or scanned or illustrated.

- Statue
- Musical Instrumental
- Customs
- Emails
- Telegraph
- SMS

7. Visual illustrations

A visual representation (a picture or diagram) that is used make some subject more pleasing or easier to understand.

- Illustration accompanying a dialogue
- Illustration accompanying a text or stories

8. Sound recording

A recording, fixed in any material form, consisting of sounds.

- Songs
  - Speech
  - Dialogues, etc.
-

### B. Types of Culture (Cortazzi and Jin, 1999)

No	Types of culture	Notion	Example (if any)
1	Source culture	Refers to materials presenting language learners' own culture	
2	Target culture	Refers to materials presenting the culture of English native speakers' countries	See list of countries with English as an official language
3	International culture	Refers to materials presenting a wide variety of culture in countries where English is used as international language	<ul style="list-style-type: none"><li>- China</li><li>- Brazil</li><li>- Germany</li><li>- French</li><li>- Etc..</li></ul>

#### List of native English speaking countries:

- Antigua and Barbuda
- Australia
- The Bahamas
- Barbados
- Belize
- Canada
- Dominica
- Grenada
- Guyana
- Ireland
- Jamaica
- New Zealand
- St. Kitts and Nevis
- St. Lucia
- St. Vincent and The Grenadines
- Trinidad and Tobago
- United Kingdom
- United States of America

## Appendix 2

### The Result of Content Analysis

#### 1. Cultural Information

Data	Type of Cultural Information							
	IT	FAO	D	WT	E	F	G	H
Unit 1	3	0	15	19	10	5	60	7
Unit 2	8	0	5	18	9	6	20	5
Unit 3	7	0	4	9	6	1	15	6
Unit 4	4	0	11	12	7	3	22	8
Unit 5	4	0	2	6	7	0	5	6
Unit 6	3	0	5	5	5	3	11	4
Frequency	29	0	42	69	44	18	133	36

#### 2. Types of Culture

Data	Types of cultures		
	Source Culture	Target Culture	International Target Culture
Unit 1	25	34	3
Unit 2	30	25	5
Unit 3	17	19	1
Unit 4	21	22	6
Unit 5	11	20	4
Unit 6	15	25	1
Frequency	119	145	20
Percentage	42%	51%	7%

## **AUTOBIOGRAPHY**

1. Name : Suarni
2. Place/ Date of Birth : Mesjid Baro, 13 August 1996
3. Religion : Islam
4. Nationality/Ethnic : Indonesian/Acehnese
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6. Address : Mesjid Baro, Kec. Samatiga, Kab. Aceh Barat
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8. Parents' name
  - a. Father : Rusli (Alm)  
Occupation : -
  - b. Mother : Mariani  
Occupation : Housewife
9. Address : Mesjid Baro, Kec. Samatiga, Kab. Aceh Barat
10. Educational background
  - a. Elementary School : MIS Mesjid Baro (2002-2008)
  - b. Junior High School : MTsN Blang Balee (2008-2011)
  - c. Senior High School : MAN Suak Timah (2011-2014)
  - d. University : UIN Ar-Raniry (2014-2019)

Banda Aceh, January 18<sup>th</sup> 2018

Penulis,

Suarni