



**Journal of English Teaching and Applied
Linguistic**

<http://jurnal.stkipgribl.ac.id/index.php/>

jeta print **ISSN 2722-3388**

online **ISSN 2722-3396**

**CULTURAL CONTENT ANALYSIS OF HORNBILL TEXTBOOK IN ENGLISH
FOR CLASS XI AT CATHEDRAL SR. SEC. SCHOOL LUCKNOW**

SINTA NOVIA

UNIVERSITAS MUHAMMADIYAH KOTABUMI

sinta.novia@umko.ac.id

Abstract: This research explores the cultural content of English textbook for senior high school grade XI entitled "*Hornbill Textbook in English for Class XI*". The study aims to investigate what cultures are represented and how cultures are represented in the textbook. To analyse the textbook, this study applied content analysis with descriptive qualitative method. This research used four kinds of instrument in collecting the data; they were textbook, observation, deep reading, and secondary resources. This research also adopted two frameworks from Cortazzi and Jin (3) about types of culture and framework from Adaskou, Britten and Fahsi (1990) about Sense of culture. The analysis of the textbook has revealed some significant results. In comparison to three types of culture, *Hornbill Textbook in English for Class XI (Core Course)* emphasized Source Culture the most than Target Culture and International Culture. On the other hand, the research finds that cultures are represented by sociological sense (15 times), pragmatic sense (15 times), aesthetic sense (11 times), and semantic sense (10 times).

Keywords: Cultural analysis, Textbook, English

INTRODUCTION

Language and culture are closely linked among one and other and cannot be separated. Language is highly important to people as a way to communicate. In order to be able to learn language, it takes into the contents, cultures, and wisdoms of the community or nation itself. Similarly, culture cannot be expressed or communicated without using language. Language is connected to its culture (William, 2). He states that teaching a new language will inevitably involve teaching a new culture. Status of English as an international language that is used as a means of communication between nations around the world, whether in spoken or written interactions, has generated a surge in interest in studying the language. Therefore, India is considered as the world's second-largest English-speaking country, behind the United States.

English in India is considered as a secondary official language that is taught in schools and is commonly spoken. According to National Curriculum Framework 2005 (NCF

2005 75), "Schools have a major role to play in ensuring that children are socialized into a culture of self-reliance, peace-oriented values and health". It means schools play a crucial role in efficient teaching and learning. Teaching English in India is started from Primary School up to higher education and becoming compulsory in most states and union territories. In teaching English, teachers generally apply textbooks in their classroom activities. Textbooks play an important role as it present a set of teaching and learning materials in a subject.

English textbooks provide students with not just knowledge of linked topics, but also cultural awareness of the material covered in the textbook. According to Indriyani (7), textbooks play important role to provide students with new information about culture content in the world, such as: culture content in International culture (Vietnam culture Thailand culture) and Target Culture (England and United States culture). Besides, Doro (281) the selection of textbooks is important, because, they set the road to provide

a model of how to discuss and interpret culture. Textbooks can be used by teachers as a guide for instructing students based on the ideas presented in the textbooks. Moreover, Aliakbari (3) says that textbooks are ideology in the way they reflect a worldview of cultural system and a social construction to learners and teachers which indirectly influence their view of culture. In addition, McKay (81-84) states that language teaching materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learners' motivation.

Considering the fact that textbooks play important roles in English language teaching, an evaluation of the English textbooks is required to ensure the quality they have. By evaluating textbooks, teachers will become familiar with material and recognize the strengths and weaknesses of textbooks. This study is intended to explore and describe the cultural content found in the English language textbook in reading and writing materials functional text section "*Hornbill*

Textbook In English For Class XI (Core Course)" used at Cathedral Senior Secondary School Lucknow (Cathedral Sr. Sec. School Lucknow).

In addition, this research also gives students new perspectives on the presence of cultural information in the English textbook that they are using. For a textbook's purpose, it is not only to provide exercise and instruction to students, but also to introduce students to the diversity of cultures. The importance of different cultures in the textbook is to enrich teachers' and the learners' cultural awareness about their own culture as content and to have a better cultural understanding towards the existence of other cultures in a native English-speaking country, such as United States, England and Australia (Cortazzi and Jin, 3).

After knowing the important of the use of textbooks in the class, it is interesting to explore the correlation between culture and textbooks. In order to do that, this study is intended to explore and describe the cultural content found in the English language textbook in reading and writing materials functional text section. That is why, in

this occasion the researcher tries to explore some cultural aspects included in the textbook and how the aspects are represented.

METHOD

Dealing with the textbook analysis, this study is content analysis study to reveal the cultural contents inside the English Textbook Hornbill for Senior High School grade XI (Core Course). However, the writer used descriptive qualitative method in this study to describe types of cultural contents in textbook. Walliman (259) claims descriptive is the characteristic of data in qualitative research because it was gathered from documents, audio-video recordings, transcripts, words, and photographs.

DISCUSSION

From the research findings, the writer discovered that cultural aspects from Cortazzi and Jins' framework were provided in the textbook. In addition, the textbook represented cultures through four senses by Adaskou, Britten, and Fahsi. The purpose of the discussion is to interpret and explain the importance

of the findings. Further, the writer separates the discussion into two parts to address the research questions.

Types of Culture

Every material offered in each chapter of the textbook, such as images or visual illustrations, readings, writing tasks, names of countries, names of people, name of cities, names of places, dialogues, and other activities, was used to reflect the types of cultures.

In the *Hornbill Textbook in English for Class XI (Core Course)*, Source culture was the most prominent among the two other cultures. Silvia & Faris (14-16) claimed that the presence of more source culture content in the textbook may serve the objective of exposing students to rich cultural experiences in their own culture. This can be in line with what Faris (14-18) said, that students at the research site must be able to describe their own socio-cultural circumstances to others. Source culture accounted for 35.41 percent of the total, outranking target culture and international culture. International culture came in

second with 33.33%, followed by Target culture with 31.25%.

The proportions of Source culture, Target culture, and International are nearly equal in the textbook. The textbook was written by local authors and published by a local publisher. Therefore, Source Culture has the dominant existence in this textbook.

Sense of Culture

Adaskou, Britten, and Fahsi (3) classified cultural contents into four sense; aesthetic sense, sociological sense, semantic sense, and pragmatic sense. The analysis of the *Hornbill Textbook in English for Class XI (Core Course)* discovered that cultures were represented in all four senses, with sociological and pragmatic sense featuring prominently in the textbook. The existence of sociological sense was equal to the existence of pragmatic sense where they both occurred 15 times in the textbook. Meanwhile, aesthetic sense placed the third level where it was greater than the existence of pragmatic sense. It is clear that pragmatic sense has a small portion of existence compared to other three

senses.

The findings show sociological sense dominated cultures in textbook. This is accordance with Tajeddin and Bahrebar (17-20), who also found that sociological sense is the dominant dimension in textbook. The predominant appearance of sociological sense focused on source culture. The representations of culture were through various types of text describing the relationship between family members, friendship, institution, social interaction, belief, behavior, and season. Next, pragmatic sense also occurred as much as sociological culture but focused on Target culture. In this textbook, pragmatic sense was reflected throughout some expressions such as in active and passive voice, writing an essay, formal and informal letter, job application, and format of curriculum vitae.

Moreover, sense of culture which placed the third level in textbook was aesthetic sense. It has the percentage under the two senses mentioned earlier. This finding was similar with Fauza (1), where the result of the research showed the percentage of aesthetic sense in two

textbooks has smaller number than pragmatic and sociological senses. However, in the investigation by Faris (14), aesthetic sense is dominantly presented in English textbook in Cianjur, Indonesia.

Finally, semantic sense occurred at least in the textbook. In this textbook, semantic sense was reflected in the way people thought, their ideas, and their mythology. Furthermore, the textbook depicted clothes and dress especially in the target culture. Similarly with Fauza (46-49), semantic sense in the textbook was the bare minimum. It only includes clothing images and other fashion-related information.

CONCLUSION

This research has presented the result of cultural content analysis on an English textbook for senior high school grade eleven published by The National Council of Educational Research and Training (NCERT) in 2006 based on The National Curriculum Framework (NCF) 2005.

There are two significant points that have emerged from the

textbook investigation; Source culture (Indian culture) was presented most of the time in the textbook compared to the Target culture and International culture, the portion is 35.41 %. Source culture presents in more than half of the reading passages, conversations, visual illustrations, poems, contextualized writing tasks and other activities. The presence of the source culture in this textbook could be attributed to local authors and publishers. Furthermore, target culture has the lowest percentage in the textbook. This consideration based on the chart showed target culture percentage was 31.25 %. The percentage was found in name of the people, such as *Shirley Toulson, Frank, Dolly, and James*; names of countries or places, like *UK, England, Plymouth* and also dominantly presented in poems and drama. For instance the poem *A Photograph* by *Shirley Toulson, The Voice of the Rain* by *Walt Whitman, Father to Son* by *Elizabeth Jennings*, and a drama entitled *The Browning Version* by *Terence Rattigan*. On the other hand, International culture in the textbook has percentage 33.33%. It was

presented in names of countries, such as: *Africa, China, Egypt, France, Myanmar*; names of people, like *Wu Daozi, Tang Emperor Xuanzong, Wu Guanzhong*; names of places, they were *Lake Manasarovar, Green Sahara and Mount Kailash*.

Next, the cultures in the textbook are mostly represented through sociological sense and pragmatic sense. The cultures are represented in form of names, places, cities, poem, cuisine and such. Besides, it is also represented in social situation in several reading passages and writing task. Sociological sense and pragmatic sense ranked the top to representing culture in the Hornbill Textbook in English for Class XI (Core Course), followed by aesthetic sense, and semantic sense with the least appearance.

REFERENCES

- Adaskou, K., D. Britten, and B. Fahsi. (1990). Design Decisions on the cultural content of a course for Morocco. *ELT Journal*, 44(1),3-10
- Aliakbari, M. (2004). The Place of Culture in the Iranian ELT Textbooks in High School Level. *The 9th Pan-Pacific Association of Applied Linguistics Conference*. Seoul: Namseoul University[online:<http://www.paaljapan.org/resources/proceedings/PAAL9/pdf/Aliakbari.pdf> accessed on 25 May 2021].
- Brown, H.D. (2000). *Principles of language learning and teaching* (4th ed.). New York: Addison Wesley Longman
- Buttjes, Dieter. (2004). *Mediating Languages and Cultures 4th edition*. Clevedon: Multilingual Matters.
- Cortazzi, M., & Jin, L. 1999. *Cultural Mirrors Materials and Methods in EFL Classroom*. Culture in Second Language Teaching and Learning Cambridge: Cambridge University Press.
- Cunningsworth, A. (1995). *Choosing your course book*. Oxford: Heineman.
- Dorò, K. (2013). *On the move: Target Vs Source Culture representation in two EFL course books*. Retrieved May 24, 2021, from <https://www.researchgate.net/publication/281936890>.
- Duranti. (1997). *Linguistics Anthropology*. Cambridge: Cambridge University Press. P.24.
- Ekawati, D., & Hamdani, F. (2012). Cultural mirrors: materials and methods in English as a foreign language. *International Journal of Basic and Applied Science*, 1(1), 53-59.
- Fallah, et. Al. 2015. Privacy as a Cultural Value in Traditional Iranian Housing. *International Journal of Architectural Research .IJAR*, Volume 9 - Issue 1. University Technology Malaysia.
- Faris. I. N. I. (2014). Cultural content analysis of an English textbook for senior high school grade three in Cianjur, West Java. *Journal of English and Education*, 2(2), 14-25.
- Fauza, Najmiatul. 2018. Cultural Content Analysis of English Textbooks for Senior High School Entitled " *Bahasa Inggris 2017 revised edition*" (Master Thesis, UIN Ar-Raniry Darussalam, Banda Aceh).
- Horibe. The Place of Culture in Teaching English as an International Language (EIL). *JALT Journal*, 30(2),(2008). 243.
- Indriyani, Febry. (2017). An Analysis on The Representation of Cultural Contents in the Ninth Grade English Textbooks of Junior High School. Mataram University.

- Kramersch, C. (1996). *The Cultural Component of Language Teaching, 1-11*. Retrieved June 7, 2021. *English and Education*, 6, 4(1), 2011.p 111.
- Lappailanen, T. (2011). Presentation of the American culture in EFL textbooks: an analysis of the cultural content of Finnish EFL textbook for secondary and upper secondary education. University of Jyväskylä : Unpublished Master Thesis.
- Mckay, S.L. (2003). Toward an appropriate EIL pedagogy: re-examining common ELT assumption. *International Journal of Applied Linguistic*, 12(1), 1 22.
- Moran, P. (2001). *Teaching culture: perspective in practice*, Boston, MA: Heinle & Heinle.
- Mustafa, M.I & Martina, Feny.(2019). The Analysis of Cultural Content In Two EFL Textbooks Used at SMA IT IQRA' And SMKN 1 Bengkulu City. (JEET) *Journal of English Education and Teaching* Volume 3 number 4. Bengkulu
- National Curriculum Framework. (2005). National Council of Educational Research and Training, retrieved 2021-05-24.
- O'Neil, Dennis.(2006). What is Culture? From: https://www2.palomar.edu/anthro/culture/culture_1.htm
- Rizky Akbar. (2016). An Analysis of Selected Eleventh Grade English Textbooks. *Journal of English and Education*, 6, 4(1), 2011.p 111.
- Silvia, A. (2013). *Cultural content in English Textbooks used at Madrasah Tsanawiyah in DKI Jakarta*. (Master's thesis). UIN Syarif Hidayatullah, Jakarta, Indonesia.
- Sitoresmi, W. E. (2017). *A cultural content analysis of EFL textbook- Challenge series: 2, 3, and 4 published by Pearson*. (Master's thesis). UIN Syarif Hidayatullah, Jakarta, Indonesia
- Syahri, I. & Susanti, R. (2016). An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang. *Journal of Education and Human Development*. Vol. 5 No. 2
- Tajeddin. Z. & Bahrebar. S. (2017). Sociological and aesthetic senses of culture represented in global and localized ELT textbooks. *Journal of Teaching Language Skills (JTLS)*, 36(3), 119-143
- Tompson. (1990). *Ideology and Modern Culture*. Stanford CA: Stanford University Press. P.32.
- Walliman, N. (2001). *Your research project*. London: Sage publication ltd.
- Williams, G. (2010). *Esl Teaching: How Language And Culture Are Interdependent*. Retrieved from: <https://www.r>

[researchgate.net/publication/310392738](https://www.researchgate.net/publication/310392738) An Analysis of Local and Target Culture Integration in the English Textbooks for Senior High School in Palembang on May, 24th 2021.

Yuen, Ka Ming. The Representation of Foreign Cultures in English Textbooks in *ELT Journal Advance Access* (March 2011), pp. 1-9

