

## CULTURAL DIMENSIONS IN ENGLISH TEXTBOOK

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**Abstract:** The aim of this research was to describe the kind of Cultural dimensions that appears in the English textbook. The research technique applied in this study was a content analysis method that took a qualitative approach. Construction of a checklist, analysis of a textbook, coding, categorization, and interpretation were used to obtain the data. Based on Adaskou, Britten, and Fahsi (1990) statement, cultural dimensions in the textbook derived into four senses: (1) aesthetic sense, (2) sociological sense, (3) semantic sense, and (4) pragmatic sense. Based on the results of data analysis of the kind of Cultural dimensions that appears in the textbook, the *Bahasa Inggris Think Globally Act Locally* textbook for ninth grade in junior high school offered a lot of cultural material. It was evident from the kind of culture dimensions that was presented in textbooks. The findings revealed Aesthetic sense dominance with 37%, 27% to the Sociological sense, 21% to the Semantic sense, and just 15% to the Pragmatic sense.

**Keywords :** Analysis, Culture, English textbook, Junior High School

**Abstrak:** Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis dimensi budaya yang terdapat di buku pelajaran Bahasa Inggris. Teknik penelitian yang diterapkan dalam penelitian ini adalah metode analisis konten dengan menggunakan pendekatan kualitatif. Konstruksi dari cek list, analisis buku pelajaran, pengkodean, kategorisasi, dan interpretasi digunakan untuk mengumpulkan data. Berdasarkan pada pendapat dari Adaskou, Britten, and Fahsi (1990), dimensi budaya di dalam buku pelajaran terbagi menjadi empat makna: (1) Makna Estetik, (2) Makna Sosiologis, (3) Makna Semantik, dan (4) Makna Pragmatik. Berdasarkan hasil analisis data mengenai jenis dimensi budaya yang terdapat di buku pelajaran Bahasa Inggris, buku pelajaran *Bahasa Inggris Think Globally Act Locally* untuk siswa kelas 9 Sekolah Menengah Pertama menyuguhkan beragam materi budaya didalamnya. Hal tersebut dibuktikan dari jenis dimensi budaya yang ditampilkan pada buku pelajaran tersebut. Hasil penelitian menunjukkan dominasi Makna Estetik, yaitu pada angka 37%, 27% pada Makna Sosiologis, 21% pada Makna Semantik, dan hanya 15% pada Makna Pragmatik.

**Kata kunci :** Analisis, Budaya, Buku Pelajaran Bahasa Inggris, Sekolah Menengah Pertama

## **INTRODUCTION**

The English language has been declared as the international language due to its broad use in today's globalized society. Cenoz & Jessner (2000) stated that Language expansion into other nations where English has never been a native tongue is a result of English being the language of global science and technology as English-speaking nations become more and more dominant in the globe. The majority of individuals believe that language is merely a tool for communication. However, a given language actually symbolizes the cultural group that it evolved from. A culture may reflect a people or perhaps a whole country. The way we think, behave, and feel is how culture is most often characterized. According to Kluckhohn (1951), culture is a distinctive act of human groups or nations that includes their human manifestations, and the foundation of the traditions from which it came. People learn distinct forms of gestures, dialects, and the way a person act and communicate by growing up in a specific group or nation. A language is inextricably linked to culture. Both culture and language are components of one another (Brown, 2000). These two elements are inextricably linked; if one disappears, the other loses importance. These claims suggest that it is nearly difficult to acquire a language without also acquiring the culture associated with it.

There are various competences that must be attained when learning a language, particularly English. Language learning differs from studying any other topic (Bilash, 2011). This is because learning a language requires mastering at least five different abilities, namely: grammar, reading, writing, listening, and speaking. But in addition to these five skills, students also need to understand how to communicate in a new culture that is frequently extremely unlike from their own region. These skills are a part of how pupils learn language and culture. In addition to learning the language, students must also get familiar with the culture of the country they are studying since these two elements are intertwined and mirror one another in both behaviour and attitudes that are formed through communal life.

The government has produced English textbooks for junior high school students in order to address the need for trained English-speaking human resources. English textbooks for learning are essential since they provide students extra assignments that will teach them new knowledge. These additional activities help students learn English because they stimulate their ability to think in other languages in addition to what they learn through books and teachers. The educational resources should offer more than just a token nod to cultural identity if they are to foster both cultural understanding and linguistic proficiency (Pulverness, 2014). Furthermore, textbooks are great teaching and learning medium since they are simple to use and obtain. Cortazzi and Jin (1999) define textbooks as a trainer, a teacher, a resource, a map, and an authority. According to the understanding, textbooks not

only act as a tool by offering linguistic and topical exercises, but they also convey ideas, with cultural material being a part of the books themselves.

Adaskou, Britten, and Fahsi (1990) offered an alternate strategy for including acceptable cultural content in language textbooks. These four components are involved: aesthetic sense, sociological sense, semantic sense, pragmatic sense. Aesthetic sense were specifically those that pertained to language education, as well as music, media, film, and literature. Sociological sense refer to the structure and makeup of the family, interpersonal relationships, domestic environment, material circumstances, work and leisure activities, institutions, and fashion. The conceptual framework that underlies language, concepts, and experience is referred to as semantic sense. The background knowledge, paralinguistic abilities, and social competence are all mentioned in a pragmatic or sociolinguistic sense as being necessary for successful communication. A proportionate number of various kinds of culture should be included in every EFL textbook's cultural representation. To help teachers and students adapt to new cultural knowledge, it is suggested against making the target culture the dominant one in EFL textbooks (Hermawan & Noerkhasanah, 2012).

There has been several research on the subject of cultural content in English textbooks. Research conducted in Malaysia by Rahim and Dagigh (2019) utilizing a comparison technique between a locally made textbook and an imported textbook reveals that the local textbook has a more thorough intercultural material than the international textbook. Regarding its 7th grade equivalent, Qodriani & Kardiansyah (2018) found that the local culture that is incorporated into the textbook serves only to raise both teachers' and students' knowledge of the relationship between language and culture. Mayangsari, Nurkamto, and Supriyadi (2018) researched how culture was included into English textbooks for Indonesian eighth-graders by analysing the cultural elements in the textbook. Applying the content analysis method, the research revealed that the English textbook for eighth grade students has already analyzed cultural dimensions in many parts of culture.

Despite several study findings on cultural content in textbooks, there are limited research results on textbooks for middle school, specifically for ninth grade student. As a result, this study focuses on the study of cultural material in English textbooks used by junior high school pupils in a series of government-issued middle school English textbooks. Since it was authored by professionals and approved by the Indonesian Ministry of Education, this textbook is regarded as a credible and trustworthy source for chosen as the research subject. This research's leading idea will differ from the previously described research in a few key ways as well. The following research question was developed to address the research objective: What kind of Cultural dimensions that appears in the English textbook?

## **METHODS**

### *Source of the Data*

The research's major sources of data was English textbook, entitled "*Bahasa Inggris Think Globally Act Locally*" written by Siti Wachidah, Yuli Rulani Khatimah, and Diyantari, released by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud in 2018 as an English textbook for junior high school or of a comparable level. Written texts and visuals, which may be read alongside texts on cultural content in this textbook and contain words and sentences relevant to cultural content, served as the research's primary sources of data.

### *Data Collection Method*

The researcher used content analysis research to study the textbook. Data, written material, visuals, or audio texts may all be investigated using content analysis to learn what they mean to the readers, what they cannot stop, and what information they are trying to get over (Krippendorff, 2004). As it is in-depth in defining a certain way, this research likewise employs the descriptive approach. The information was gathered through reading passages, written material, visual aids, and oral conversations that are included in each unit of the English textbook.

The approach proposed by Adaskou et al. (1990) is used as a framework in this study. Based on the frame work, the cultural content is represented by four senses of culture dimensions, namely aesthetic sense, semantic sense, pragmatic sense, and sociological sense. Following that, percentages will be created from the amount of the data that was categorized. The percentages are utilized to look at the cultural kinds that are dominantly represented in textbooks. The results will be shown as tables and graphs. The study's findings will be described qualitatively towards the conclusion.

### *Data Analysis*

The researcher applied Huberman and Saldana's (2004) interactive model approach. According to them, there are four steps in data analysis: 1) Data collection (The researchers collect data by doing a content analysis and a study of the literature); 2) Data condensation (The elements required to answer the study questions are reduced, summarized, and classified by the researchers); 3) Data display (The findings are presented by the researchers in the form of tables, charts, and other elements); and 4) Conclusion (The researchers draw conclusions based on the data results to complete and validate their research).

## RESULT AND DISCUSSION

In this section, the researcher described the responds to the problem that was raised. The problem of this study was what kind of Cultural dimensions that appears in the English textbook?

### *Kind of Cultural Dimensions that Appears in the English Textbook*

Here are the table and chart of culture dimensions data in the textbook that have been studied:

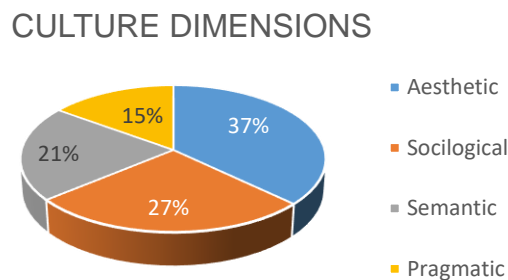
**Table 1.**

Culture Dimensions in Textbook

No	Culture Dimensions	Frequency	Percentages
1	Aesthetic sense	12	$(12 \div 33) \times 100\% = 37\%$
2	Sociological sense	9	$(9 \div 33) \times 100\% = 27\%$
3	Semantic sense	7	$(7 \div 33) \times 100\% = 21\%$
4	Pragmatic sense	5	$(5 \div 33) \times 100\% = 15\%$
	<b>Total</b>	33	100%

**Chart 1.**

Culture Dimensions Percentages in Textbook



Based on the table and chart above, the textbook emphasizes aesthetic sense as the most important feature. There are 12 examples (37%) on it. Sociological sense comes in second with 9 occurrences (27%) on it. 7 times (21%) of the occurrences are to Semantic sense, which follows after sociological sense. And, Pragmatic sense is addressed 5 times (15%) throughout the textbook.

It is clear from an analysis of data from the *Think Globally Act Locally* textbook, that there are four categories of cultural dimensions based on Adaskous et al. (1990) theory, namely aesthetic sense, semantic sense, pragmatic sense, and sociological sense.

### 1. Aesthetic Sense

According to the graph, aesthetic sense was a major dimension in the textbook. There were 12 instances of it (37%), demonstrated by the presence of music, literature, and the usage of food label and commercial banners. The material below is from *Sangkuriang*, a collection of Indonesian traditional stories. This is a tale from West Java, Indonesia. The goal of this narrative in the textbook is to help students learn English while immersed in a local culture rich in moral values. It teaches pupils to always respect and follow their parents, to love their pets, and to not be readily influenced by desire and anger.

<p><b>Paragraph 1</b></p> <p>Dayang Sumbi was a _____ and kind-hearted princess, but _____ she was very lazy. Her hobby was _____ cloth. _____ her weaving tool fell. Tumang, a _____ dog, came to bring her _____ back to her. As she had promised, she _____ him. Tumang was actually a _____ who had been cursed by a _____ to become a dog. But sometimes he could _____ back to a normal man. Dayang Sumbi and Tumang got one _____. His name was Sangkuriang. He did not know that Tumang was his _____ because he was a dog _____ he was with him. Tumang always accompanied _____ whenever he went hunting in the _____.</p>	<p>Sangkuriang</p> <p>witch</p> <p>turn</p> <p>whenever</p> <p>one day</p> <p>father</p> <p>male</p> <p>weaving</p> <p>tool</p> <p>married</p> <p>dog</p> <p>son</p> <p>woods</p> <p>beautiful</p> <p>sometimes</p> <p>man</p> <p>sadly</p>
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**Picture 1. Literature as a form of Aesthetic sense**

### 2. Sociological Sense

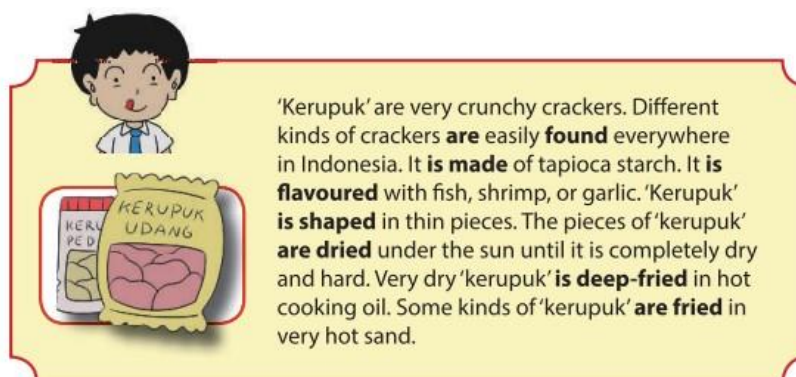
Sociological Sense came in second place with 9 appearances (27%). It arose through the reading material, information, and debate about a friend, family, or specific institution. The students' actions, including visiting an orphanage and presenting a gift, are discussed in the discourse below. This exchange demonstrates their concern for orphans and their willingness to share knowledge about good behavior.



Picture 2. Interpersonal Relation as a form of Sociological sense

### 3. Semantic Sense

Semantic sense, which comes after sociological sense, was mentioned 7 times (21%). Food, metaphors in songs, and clothing utilized by characters in the textbook served as the main means of exposition. In a Semantic sense, the picture below represents how individuals view the outside world and their own thoughts. Considering that kerupuk is a well-known, low-cost version of an Indonesian classic dish. Different types of kerupuk may be found in different parts of Indonesia. Depending on the manufacturing process, kerupuk's name and flavor might change. Since it reveals how individuals feel about Indonesian food in particular, this information is utilized to study how people think and perceive the world.



Picture 3. Food Name as a form of Semantic sense

#### 4. Pragmatic Sense

The textbook mentioned pragmatic sense 5 times (15%). It was presented through agreement and disagreement, writing exercises, punctuation and reading activities, and the expression of congratulation. The discussion of social competency centers on congratulating friends. In below illustration, Edo and Dayu are shown thanking Lina after coming in third place in a storytelling competition. By way of conversational congratulation, Edo and Dayu show their thanks. It is regarded as a target culture in terms of cultural type since it serves as an example of common English customs. The debate includes social skills, therefore the cultural aspect is seen as pragmatic sense in the conclusion.



**Picture 4. Giving Congratulations as a form of Semantic sense**

#### **DISCUSSION**

The theory of Adaskou, Britten, and Fahsi (1990) used as the basis for the cultural senses presented in this study, which categorized culture into four senses—aesthetic sense, semantic sense, pragmatic sense, and sociological sense. Aesthetic sense is used to teach languages related to art, music, cinema, literature, and other forms of media. Semantic sense is used in language instruction to teach words that are related to mental processes, emotional feelings, temporal links, and unique names from each country, such as foods, drinks, and places of origin. The pragmatic sense approach to language instruction emphasizes the connections between language and social skills, previous knowledge, and paralinguistic talents. The sociological sense teaches about culture in connection to family life, interpersonal interactions, work and play, rituals, and institutions.



According to the findings of this study, the aesthetic sense contributed 37% of the cultural representation, as evidenced by the existence of songs and the usage of food label and commercial banners. The sociological sense, which arose in 27% of those reading text, information, and conversation about a friend, family member, or specific institution, comes next. In terms of percentage, semantic sense came in third by 21%. It was displayed through the use of food, clothing, and metaphor in the music. Lastly, the pragmatic sense made up 15% of the cultural representation. It was represented by writing, punctuation, reading, and grammar-related activities (conjunction, simple present tense, continuous tense, simple past tense, present perfect tense).

In conclusion, this book has a large percentage of aesthetic sense and a minor portion of pragmatic sense when compared to other senses. The results also connected to the research from Mayangsari, Nurkamto, and Supriyadi (2018) on how culture was included into English textbooks for Indonesian eighth-graders by analysing the cultural elements in the textbook. Applying the content analysis method, the research revealed that the English textbook for eighth grade students has already analyzed cultural dimensions in many parts of culture.

## **CONCLUSION**

It is evident from the data analysis results that the ninth-grade middle school English textbook, Bahasa Inggris Think Globally Act Locally, offers a lot of cultural information. The dimensions of culture discovered and demonstrated clearly in the textbook. The research reveals that the aesthetic sense appears to be the most dominating with 37%, followed by sociological sense with 27%, and semantic (21%) and pragmatic senses (15%) with the least amount of influence.

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