

## **Cultural Content Analysis on English Textbook “Think Globally Act Locally” for Junior High school Grade IX**

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### **ABSTRACT**

In the process of English language learning, the use of textbook takes a big part in the teaching and learning process. However, not all of the textbooks could present an appropriate cultural content material. Therefore, cultural content analysis in the textbook is important in order to measure its appropriateness. This research aimed to find out what types and how culture are represented in a textbook. The research object was Kemendikbud’s English Textbook entitled “Think Globally Act Locally” for Junior Highschool IX. The research used descriptive qualitative approach with content analysis technique to analyze the data. The result shows which culture that are more dominant which then will be discussed what types should be more applied in the EFL textbook. The result shows that the source culture and pragmatic sense representation is the most dominant. However, the cultural content should be balanced.

**Keywords:** Textbook analysis, Cultural Content, Cultural types, Cultural representation

### **INTRODUCTION**

Most of people thoughts language is just a medium of communication only. But in fact, a particular language represents cultural group from where it is originated. Culture can represent a group or even a nation. That’s why culture mostly described by how or the way we think, act, and feels. This definition also supported by Kluckhohn (1951), he also stated that culture is specific act of human groups or nation that include their human expressions, and the core of this is the traditional from where it’s originated. By growing up in a particular group or nation, we learn different types of gestures, accents, and the way we act and communicate. A language itself is related to the culture. This statement also supported by McKay (2004) that stated that a Language and culture have very strong relationship. Brown (1994) also added that a language is a part of a culture and culture is a part of

language. These two aspects cannot be separated, if one aspect is gone, the other will lose the significance. Based on these statements, it can be said that it is almost impossible to learn a language without learning the culture of the language itself.

In learning language, especially English language, there are some competencies that must be accomplished. In addition, Bilash (2011) stated that learning language is not same as learning any other subject. The reason is there are at least five competencies to be mastered in learning language. There are reading, writing, listening, speaking, and grammar. But besides of those five competencies, students also need to be aware of how to interact using the language within a new culture that is often very different from their own nation. These competencies belong to how students master language in culture. In learning a language, the learners also have to learn its culture because both of the aspects are bound together not only indicates by how people using the language, but also to reflect their act or attitudes which are developed through the way living in their communities.

In the process of language learning, especially English language learning, the use of textbooks take a big part in the teaching and learning process. Textbooks is viewed as a resource as it contains a set of materials and activities. In the teaching and learning process, textbook can help teacher to teach efficiently in the certain scope in detail. Besides, using textbook as a teaching and learning media also effective because it is easy to use and access. Cortazzi & Jin (1999) refer textbooks as a teacher, a map, a resource, a trainer and an authority. A textbook gives students relevant information about language, as well as natives English-speaking-countries and their cultures.

However, not all of the textbooks could present an appropriate cultural content material. Some of the textbook often lack of appropriate presentation and representation in the cultural aspect. When the learners are not familiar enough to the differentiation of culture or cross cultural understanding, they might misinterpreting other culture and turns out to be stereotyping other culture. So, a good textbook must provide balance cultural content. Cortazzi & Jin (1999) stated that the students must know several kinds of culture such as *source culture or local culture* which tells cultures from the countries origin where the learners from. *target culture* which tells culture from the English speaking countries such as USA,UK, Australia, etc. or *International target culture* which tells cultures other than English speaking countries. Therefore, cultural content analysis in the textbook is important in order to measure its appropriateness before it is used in teaching and learning process. According to Skopinskaja (2003, p.43), the criteria of textbook analysis need to be established in relation to previously set objectives, e.g. to determine to what extent cultural content matches the suggested criteria of textbook analysis. An

appropriate cultural content will raise the learner's intercultural competence so they can reflect on their culture and able to find out the differences.

This research will analyse a textbook by cultural content that can be seen through the written dialogues, pictures, or the material itself.

In this study, the researcher analyzed the cultural content of an Kemendikbud's English Textbook entitled "Think Globally Act Locally" for Junior Highschool IX grade students in terms of how the source culture (in this case Indonesian culture), target culture that is English culture, as well as International target culture included and how it's are represented. The reason why the researchers choose this books as the subject is because this textbook is seen as valid and reliable resources since it is written by experts and authorized by the Indonesian's ministry of education. Moreover, this textbook is suitable to the recent curriculum that applied that is 2013 curriculum. In this study, the researcher analyzed the latest version of the textbook which is the 2018 revised edition that has been used until now. the ministry of education itself claimed that this book is a "live document" that will always be revised, improved and updated along with the needs and current development. Thus, the textbook entitled "Think Globally Act Locally" 2018 revised edition is need to be analyzed in term of cultural content.

In this case, there is two aims in analyzing this textbook: 1) Identify what types of culture that are represented in English Textbook "Think Globally Act Locally" for Junior Highschool Grade IX., 2) To analyze how the culture are represented in English Textbooks "Think Globally Act Locally" for Junior Highschool Grade IX.

## **METHOD**

In analyzing this textbook, the researcher use content analysis study. This reasearch also use descriptive method as it is thoroughly describing a specific manner. The data was taken from the cultural content material within the English textbook '*Think Globally Act Locally*' from every chapter of the textbook itself. The data was collected through reading passages, material, illustration, and conversation. The data was collected through reading passages, material, illustration, and conversation that are presented in each unit of the English textbook. Some of the ways to collect the data is by setting up a checklist table based on framework of the expert's theory.

The data analysis of this research divided into 2 steps. Firstly, in order to identify what types of culture that are represented in the textbook, the cultural content will be categorized into source culture, target culture, and international target culture (Cortazzi & Jin, 1999) which then the each categorization will be divided again into Aesthetic sense, Sociological sense, Pragmatic sense, and Semantic sense (Adaskou, Britten, and Fahsi, 1990). Secondly, to analyze how the

culture are represented in English Textbooks, the researcher will discover the language or symbols that represented cultural content. The symbols will be adopted from the music, food, animal sounds, uniform, behaviour, etc. in the textbook.

After that, the frequency of the data that categorized will be converted into percentages. The percentages is used to investigates what culture types that mostly ocured and how the cultures that mostly represented in the textbook. The findings will be presented in form of tables and graphs. At the end, the result of study will be discussed qualitatively.

## FINDINGS AND DISCUSSION

### What types of culture are represented in English Textbook “Think Globally Act Locally” for Junior Highschool Grade IX?

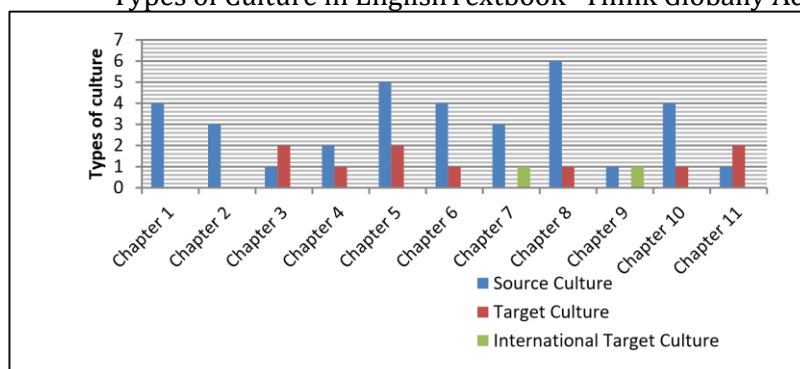
#### Framework from Cortazzi and Jin (1999)

There are three types of culture classification based on Cortazzi and Jin (1999) that is Source culture, Target culture, and International target culture. The types of culture presented in “Think Globally Act Locally” for Junior Highschool Grade IX can be seen as follow:

Table 1  
 Instrument for Cortazzi & Jin (1999) Framework

Items	Chapter										
	1	2	3	4	5	6	7	8	9	10	11
Source Culture	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Target Culture	-	-	✓	✓	✓	✓	-	✓	-	✓	✓
International Target Culture	-	-	-	-	-	-	✓	-	✓	-	-

Graphic 2.1:  
 Types of Culture in EnglishTextbook “Think Globally Act Locally”



### Source Culture

The charts above shows that every chapter of the book contained source culture and even took the most of culture representation that is 34 times (74%). The highest frequency was in chapter 8 (6 times). This calculation is obtained from the number of category includes: people name like Siti, Lina, Udin, Edo, Dayu, Beni, Rika, Feni, Riri, Pak Man, Mr. Dani, Kak Kemal, etc. ; Indonesian typical cloth and accessories such as uniform, traditional cloth, noken, payung geulis; Indonesian Cities, street, and places such as Yogyakarta, Papua, Manado, Ambon, Bogor, Jakarta, Blitar, Jl. Pattimura; Indonesian Folklore Sangkurinag; Indonesian Food such as sate, tempe, bakso, gorengan, es teler, urap, lempur, pempek, kerupuk; Indonesian event such as Kartini day and Baby Vaccination in posyandu; and the use of Indonesian currency (IDR) in some banner.

Picture 1

Picture of Indonesian Traditional cloth and folklore

**Paragraph 1**

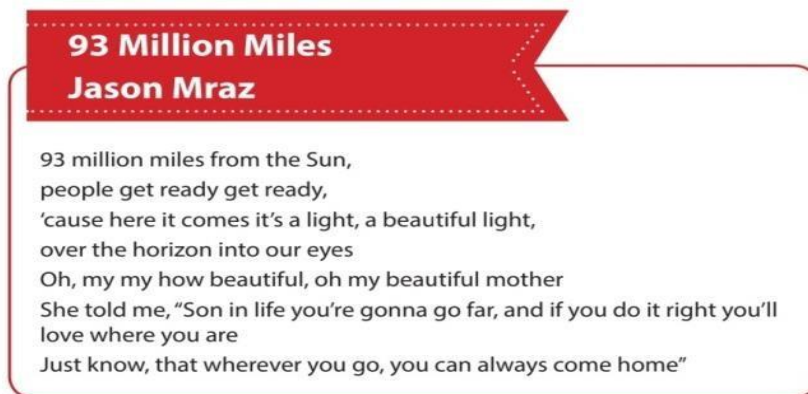
Dayang Sumbi was a \_\_\_\_\_ and kind-hearted princess, but \_\_\_\_\_ she was very lazy. Her hobby was \_\_\_\_\_ cloth. \_\_\_\_\_ her weaving tool fell. Tumang, a \_\_\_\_\_ dog, came to bring her \_\_\_\_\_ back to her. As she had promised, she \_\_\_\_\_ him. Tumang was actually a \_\_\_\_\_ who 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 \_\_\_\_\_.

Sangkuriang  
 with  
 turn  
 whenever  
 one day  
 father  
 male  
 weaving  
 tool  
 married  
 dog  
 son  
 woods  
 beautiful  
 sometimes  
 man  
 sadly

### Target Culture

The charts results shows that not every chapter of the book contained target culture. Target culture took of 22% of culture representation in the textbook. The highest frequency was only 2 times appeared in chapter 3, 5, and 11. This calculation is obtained from some of the categories includes: people name like Bill and Harry; Mentioning countries such as UK and Canada; Food such as apple pudding and cupcakes; US songs by Toto-Orphan and Jason Mraz-93 Miles; US and UK weight measurement (LBS) in some poster; UK currency (£) in some banner; and quotes from US public figure such as Bill Gates and Zig Ziglar.

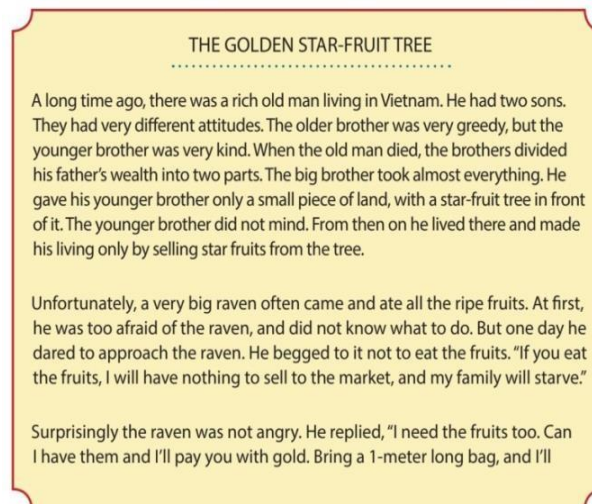
Picture 2  
Picture of American song by Jason Mraz



### International Target Culture

The charts results shows that International Target culture is the least culture representation in the textbook. International Target culture took only 4% of culture representation in the textbook. This calculation is obtained from some of the categories includes: Vietnam folklore 'The Golden Star Fruit Tree'; and mentioning Africa and Asia.

Picture 3  
Picture of Vietnam folklore "The Golden Star-fruit Tree"



### Framework from Adaskou, Britten, and Fahsi (1990)

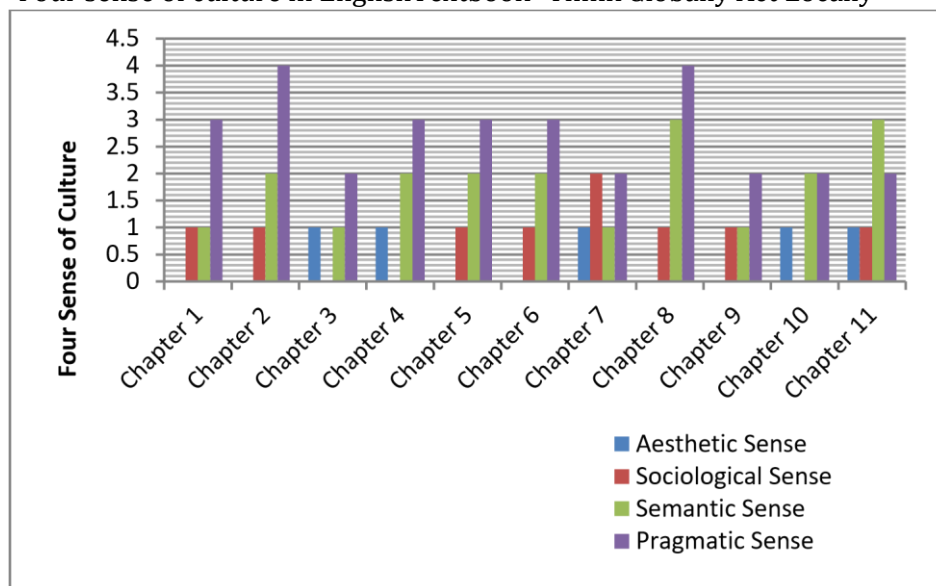
All types of culture were represented by four senses of culture that is Aesthetic sense, Sociological sense, Semantic sense, and Pragmatic sense. The result of sense of culture can be seen below:



Table 1.2.  
 Instrument for Adaskou, Britten, & Fahsi (1990) Framework

Items	Chapter										
	1	2	3	4	5	6	7	8	9	10	11
<b>Aesthetic Sense</b>	-	-	✓	✓	-	✓	✓	-	-	✓	✓
<b>Sociological Sense</b>	✓	✓	-	-	✓	✓	✓	✓	✓	-	✓
<b>Semantic Sense</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Pragmatic Sense</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Graphic 3.1  
 Four sense of culture in EnglishTextbook “Think Globally Act Locally”



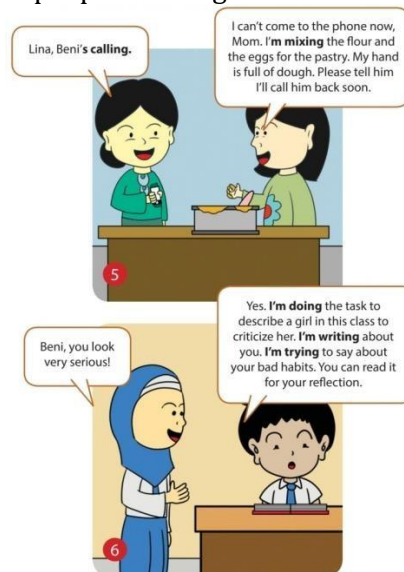
The chart shown indicates that Pragmatic sense was dominantly presented in the textbook. It appeared 30 times (46%). It stated by grammar related (conjunction, simple present tense, continuous tense, simple past tense, present perfect tense), passive voice, agreement and disagreement writing activities, punctuation and reading activities.

Picture 4  
 Picture of Verb list

No	to-	Present	Past	After HAVE
1	to visit	visit	visited	[have] visited
2	to be	is/am/are	was/were	[have] been
3	to meet	meet	met	[have] met
4	to have	have	had	[have] had
5	to come	come	came	[have] come
6	to live	live	lived	[have] lived
7	to put	put	put	[have] put
8	to show	show	showed	[have] shown
9	to participate	participate	participated	[have] participated
10	to make	make	made	[have] made

Following Pragmatic sense, Semantic sense appeared 20 times (31%). It was mostly presented by the representation of cloth that used by character in the textbook, food, the use of metaphor in the songs and understanding it's meaning.

Picture 5  
 Picture of people wearing Indonesian cloth and uniform



In the third place there is Sociological Sense that appeared 9 times (14%). It emerged in the reading text, information, and dialogue about friend, family or particular institution.



Picture 6  
 Picture of students congratulating their friend



The last is Aesthetic sense. It appeared 6 times (9%) shown by the existence of songs and the use of banner of food label and advertisement.

Picture 7  
 Picture of American song by Toto

"Orphan"  
 (Toto)

You're never alone in the world You're never alone in the world You believe in each and everyone of us You're never alone in the world	Someone said we were family Can that be with all this poverty Time to reach out and make a start Hold each other's hands and lift each other's hearts
I was born in the lost and found Often raised in the underground Then one day I opened up my eyes Looked around and I realized	If you're thirsty drink the water from my hand If you're hungry take my bread I'll understand If you're lonely you can always share my bed Could this be all there really is then someone said
No mother No father No sister And no brother So I cry out To the heavens Could this be all there really is then someone said	You're never alone in the world You're never alone in the world baby No you're never alone You believe in each and everyone of us No You're never alone in the world baby
You're never alone in the world You're never alone in the world baby You believe in each and everyone of us You're never alone in the world baby	...

## How the culture are represented in English Textbooks “Think Globally Act Locally” for Junior Highschool Grade IX?

### 1. Framework from Hall (1997)

This instrument table is used by the researcher to know how the culture is represented reflectively by the use of language and symbols (Hall, 1997). It can be from the music, food, animal sounds, uniform, behaviour, etc.

Table 1.3.  
 Instrument for Hall (1997) Framework

No	Symbol	Representation	Meaning
1	Music	a. Target Culture Toto-Orphan JasonMraz-93 Million miles	The music aspect that presented in the book covers 100% target culture only. This means the writer purposing this material to get a message from an English songs. However there is no task to translating it into Indonesian. So student may not understand it's meaning.
2	Food	a. Source Culture Sate, tempe, bakso, gorengan, es teler, urap, lempur, pempek, kerupuk b. Target Culture	The food that presented in the textbook mostly from Indonesian food (82%) and followed by UK and US food (18%), and there is no International food other than target culture. This means the writer want to potrayed and want to introduce local foods internationally.
		Apple pudding, Cupcakes	However, the culture representation shown is imbalance. Student should also be introduced by some global food.
3	Clothes	a. Source Culture Uniform Traditional cloth	The cloth that represented in the textbook is fully from source culture or Indonesian clothes. This means this book aimed to potrayed and introducing Indonesian cloth internationally. It's shown by the character that appeared wearing typical Indonesian Mid-schooler uniform. Moreover, in page 149-150 where two foreigners discuss about cloth and accessories made in Indonesia. However, the culture representation that shown in the textbook is imbalance. Student should also be introduced by some other countries traditional clothes.

4	<b>Names / Character</b>	<p><b>A. Source Culture</b>                  Siti, Lina, Udin, Edo, Dayu, Beni, Rika, Feni, Riri, Pak Man, Mr. Dani, Kak Kemal.</p> <p><b>B. Target Culture</b>                  Bill, Harry</p>	<p>The names or character that presented in the textbook mostly potrayed typical Indonesian names (87%) and followed by UK/US typical names (13%), and there is no International names or character other than target culture. This means the writer want to potrayed and want to introduce local names from various Indonesian regencies. However, the culture representation shown is imbalance. Student should also be introduced by some typical global names like other asian names etc..</p>
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The discussion aimed to describe and interpret the significances in findings. The discussion will be divided into three parts. First, the types of culture was represented in every material presented in the textbook, such as name of people, name of country, city, and places, foods, dialogues, etc. from the findings, it can be conclude that source culture takes a lot of big part in cultural representation that is 74% outranking the other types of culture , followed by target culture in 22%, and the least, international target culture in 4%.. It means that this textbook is more likely aimed to promote student’s own culture in learning english so they can introduce their own culture internationally. However, the researcher also found that the cultural content findings was likely unbalance, which means that the source culture dominant the other types, and the International target culture representation is barely shown in the textbook.

Second, the four sense of culture. There are four senses used to analyze the textbooks that is aesthetic, sociological, semantic, and pragmatic sense. the pragmatic sense took a lot of part in the cultural representation that is 46%, it was presented by grammar related (conjunction, simple present tense, continuous tense, simple past tense, present perfect tense), passive voice, aggrement and disagreement, writing activities, and also punctuation and reading activities. It’s followed by Semantic sense in the second place in 31%. It presented by the cloth, food, and the use of metaphor in the songs. then sociological sense in 14% who emerged in the reading text, information, and dialogue about friend, family or particular institution. and the last is aesthetic sense in 9%, that potrayed in the existence of songs and the use of banner of food label and advertisement. In other words, it can be conclude that this book contains a big portion of pragmatic sense, and took a smallest portion of aesthetic sense compared to other sense.

Third, the result of how are the culture represented. The culture are represented by names of people, food, cloth,and music that is more

likely from Indonesian culture. Based on the result and meaning of each categories, it can be concluded that the aim of this book is to potrayed more about Indonesian culture or in this case the source culture. This means the writer want to introduce such as local names, foods, cloth, and any other culture from various Indonesian regencies. However, although the aim is good, the culture representation shown is likely imbalance.

## CONCLUSION

This research was conducted to find out the types of culture and how culture are represented in the textbook for Junior Highschool grade IX entitled "Think Globally Act Locally". this textbook contains 11 chapter. The types of cultural content is analyzed by the Cortazzi and Jin's framework and Adaskou, Britten, and Fahsi framework, while how the culture are represented is adopting Hall's framework. Based on the findings, the researcher would conclude some aspects that had been found.

First is the types of culture. Types of culture are divided into source culture, target culture and International target culture. Based on the findings, the textbook analyzed dominantly presented the Source culture than other types of culture. This result are presented by the names of people, the names of places, foods, clothes, behaviour, etc. By seeing this results, it can be said that this textbook aimed to promote Indonesian culture by learning it's English terms. However this results makes the book unbalanced. Unfortunately, The International target culture took the smallest part among the others. Student should also be introduced by some typical global culture like other asian names etc. because English nowadays is the language that mainly used by people around the world. So by this lack of International culture understanding, the students may not be fully aware of global surroundings and world's cultures.

Second the cultural content shown are mostly represented by Pragmatic sense, followed by semantic sense, sociological sense, and aesthetic sense as the least shown. Based on this results, it can be said that the aim of learning in this textbook is mainly amined for pragmatic purposes.

The last, How are culture represented. In this textbook, the cultural content mostly represented by names, place, foods, etc that likely a typical from it's originated. It can be said that this textbook aimed to introduce such as local names, foods, cloth, and any other culture from various Indonesian regencies so student's will be aware by their surroundigs and their own culture.

Based on these three aspect mentioned, the researcher would suggest the English textbook authors to balance the cultural content presented in the textbook and not dominantly potrayed source culture only. Just

like it said in the title of this book, “Think globally act locally”, the researcher hopes that this book will potrayed not just only English country as the target culture, but also more global culture or international culture as well. The cultural content not only aimed to introducing our culture, but also should be open to other culture. Because English nowadays is used by most of the countries around the world with their own unique accents, dialects, and uses.

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