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Textbook Analysis: The Analysis of Cultural Aspects in 7th Grader English Textbook *When English Rings a Bell* 2017 Revised

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Abstract

Nowadays, the literacy skill is no longer defined only as the ability to read and write upon certain information. Cultural competence is now part of the basic literacy skills in 21st century. The Ministry of Education and Culture of Indonesia has launched a modified curriculum called "2013 Curriculum" which is characterized by some attributes one of them is cultivating strong character in appreciating both own and other culture. This attribute is expected to implant cultural competences through education system. Therefore, the national education curriculum needs to integrate the cultural aspects into the teaching and learning activities in form of material or textbook selection. Cultural aspects can be implanted through language learning, because language is a part of culture and learning both of them cannot be separated. This study aims to analyze English language learning textbook (supporting material) in terms of the practice and to what extent the reflection of cultural aspects based on semiotic theory. The method used in this study is qualitative document analysis by analyzing one primary document, it is Electronic English Book for 7th graders 2017. The contents analysis is used to collect the data. The findings revealed that the content of the textbook has already covered several aspects of culture, for instance social awareness. However, the textbook still has some missing points in reflecting the cross-cultural aspects.

Keywords: 7th Grader English Textbook, Cultural Aspects, Textbook Analysis

Abstrak

Saat ini, keterampilan literasi tidak lagi didefinisikan hanya sebagai kemampuan membaca dan menulis informasi tertentu. Kompetensi budaya sekarang menjadi bagian dari keterampilan dasar melek huruf di abad ke-21. Kementerian Pendidikan dan Kebudayaan Indonesia telah meluncurkan kurikulum yang dimodifikasi yang disebut "Kurikulum 2013" yang ditandai oleh beberapa atribut salah satunya adalah menumbuhkan karakter yang kuat dalam menghargai budaya sendiri dan budaya lainnya. Atribut ini diharapkan untuk menanamkan kompetensi budaya melalui system pendidikan. Oleh karena itu, kurikulum pendidikan nasional perlu mengintegrasikan aspek budaya ke dalam kegiatan belajar mengajar dalam bentuk pemilihan materi atau buku teks. Aspek budaya dapat ditanamkan melalui pembelajaran bahasa, karena bahasa adalah bagian dari budaya dan

pembelajaran keduanya tidak dapat dipisahkan. Penelitian ini bertujuan untuk menganalisis buku teks pembelajaran bahasa Inggris (materi pendukung) dalam hal praktik dan sejauh mana refleksi aspek budaya berdasarkan teori semiotik. Metode yang digunakan dalam penelitian ini adalah analisis dokumen kualitatif dengan menganalisis satu dokumen primer, yaitu Electronic English Book untuk siswa kelas 7 2017. Analisis isi digunakan untuk mengumpulkan data. Temuan mengungkapkan bahwa isi buku teks sudah mencakup beberapa aspek budaya, misalnya kesadaran sosial. Namun, buku teks masih memiliki beberapa poin yang hilang dalam mencerminkan aspek lintas budaya.

Kata Kunci: Buku Teks Bahasa Inggris Kelas 7, Aspek Budaya, Analisis Buku Teks

INTRODUCTION

In this 21st century, the basic literacy skill is not only about reading and writing. Moreover, it includes the cultural literacy which the ability to develop cultural competence. Indonesia is in need for this cultural literacy since it prepares young generation to be able to preserve our own culture and respect other cultures. This cultural competence also prepares students to line in the multicultural setting which requires high understanding, knowledge, and adaptation. Therefore, cultural literacy in terms of cultural competence need to be taught earlier through education. 2013 national curriculum tried to cultivate the concept of cultural competence through the English Textbook. In this study, the 7th Graders English book is analyzed to examine further about these. 7th Graders English textbook was chosen based on consideration that English was generally taught in this level and also integrates English language learning and its cultural competence. While in 2013 national curriculum as the guidance in choosing textbook for learning activity stated some attributes one of them is cultivating strong character in appreciating both own and other culture.

Cultural Competence

Diller and Moule (2011) in their book *Cultural Competence: A Primer for Educators* defined cultural competences as the ability to successfully teach students who come from other culture than own culture. It entails developing certain personal and interpersonal awareness and sensitivities, developing certain bodies of cultural knowledge, and mastering a set of skills that taken together, underlie effective cross-cultural teaching. Diller and Moule also proposed four basic skills of cultural competences. First, valuing the diversity. Second, being culturally self-awareness. Third, understanding the dynamics of cultural interactions. Fourth, institutionalizing cultural knowledge and adapting to diversity.

Valuing diversity means accepting and respecting different cultural backgrounds and customs, different ways of communicating, and different traditions and values. Being culturally self-aware means understanding that educators' own cultures all of their experiences, background, knowledge, skills, beliefs, values, and interests shape their sense of who they are, where they fit into their family, school, community, and society, and how they interact with students. Understanding the dynamics of cultural interactions means knowing that there are many factors that can affect interactions across cultures, including historical cultural experiences and relationships between cultures in a local community.

Institutionalizing cultural knowledge and adapting to diversity means designing educational services based on an understanding of students' cultures and institutionalizing that knowledge so that educators, and the learning environments they work in, can adapt to and better serve diverse populations.

The Role of Textbook

Shannon (2010) said that textbooks remain a staple within school curricula worldwide, presenting teachers and students with the official knowledge of school subjects as well as the preferred values, attitudes, skills, and behaviors of experts in those fields. Textbooks are commodities, political objects, and cultural representations and, therefore textbooks are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and students will make use of them.

The Purpose of Study

This study aims to investigate the frequency of cultural elements in the 7th Grade English Textbook "*When English Rings a Bell*". In line with this aim, the study attempts to seek answers to the following research questions:

1. Does the textbook present cultural aspects?
2. How does the textbook present Indonesian and others culture?

RESEARCH METHOD

The method used in this study is a qualitative document analysis with secondary data. The content analysis is used to collect the data. The data of the study was the texts and illustrations in 7th Grade English Textbook *When English Rings a Bell*. The textbook was designed based on 2013 curriculum and it was revised in 2017. The textbook has eight chapters for one-year learning (chapter 1 'good morning, how are you?'; chapter 2 'it's me'; chapter 3 'what time is it?'; chapter 4 'this is my world'; chapter 5 'it's beautiful day'; chapter 6 'we love what we do'; chapter 7 'I am proud of Indonesia'; chapter 8 'that's what friends are supposed to do').

RESULT AND DISCUSSION

Cultural Aspects

Huhn (1978) summarized the process of evaluating the treatment of cultural content in textbook as follows:

Aspect 1: Giving factually accurate and up to date information.

The chapter 1 didn't explicitly inform something that currently happened. The chapter only tells about the daily activities portrayal regarding the topic. For example, how to say good morning with its pictures. While in chapter 2 deals with matter about introduction. So, in this case the matter has to be factual date since it tells about identity and current condition of the students when they introduce themselves. Chapter 3 talks about time. The chapter gives factual information about time, month, and year and how to use it. However, it lacks in presenting current information and cultural knowledge.

For instance, how different people have different habits in having breakfast to the current time, how every child have different activities, etc. Chapter 5 doesn't give an up to date information. The picture shows two students are listening to a

radio, whereas a radio is not commonly used today and as well the chapter 6. Chapter 7 gives accurate information and also the current information about the new situation of house complex in Toraja. Chapter 8 doesn't give the information about up to date information, it only presents a Bruno Mars song.

Aspect 2: Avoiding (relativizing) stereotypes by raising awareness.

The chapter portrays everything in equal manner. For instance, the chapter teaches the students about how to say sorry when making mistakes without being prejudice over someone's reason. Chapter 2 indirectly makes students to introduce them to one another. So, this process will make students at least know and understand one another and prevent them to being prejudice. Chapter 3 makes students ask one another about their activities in certain times. So, this process will make students at least know and understand one another and prevent them to being prejudice. Chapter 5 presents the awareness; it is shown from the dialogue when one student can't study with noisy his friend immediately turns the radio. Chapter 6 presents the awareness when the students answer their parents job the other student gives positive responses. Chapter 7 shows awareness by presenting a text about the situation in the lake, and traffic jam. Chapter 8 only presents the west song

Aspect 3: Presenting a realistic picture.

The chapter 1 serves the matter related to the daily activities or common one. For instance, the situation when people are about to go to bed, have dinner, etc. Chapter 2 presenting the realistic figure and information. For example, the illustration when we greet someone for the first time and introduce. Chapter 3 presenting the realistic pictures based on the activities that people normally have.

Aspect 4: Being free from (or questioning) ideological tendencies. Yes, the chapter 1 didn't touch this matter. Yes, chapter 2, 3 and 4 free form this matter. Chapter 5,6,7,8 doesn't give realistic picture. The chapter's present vector and cartoon pictures.

Aspect 5: Presenting phenomena in context rather than as isolated facts.

Every single matter and topics are based on certain context. For instance, the context when we used to say sorry, greeting, etc. Chapter 5 presents phenomena based on the context the chapter presents about school, the park, etc. Chapter 6 presents phenomena based on the context, it presents dialogue about parent's job, animal activities, the function of things around the students, and someone's habits. Chapter 7 presents phenomenon based on the context. The description text presents the description about friends, family, teacher, place, and Indonesia. Chapter 8 presents friend's song, the song means in the friendship's context.

Aspect 6: Explicit relating historical material to contemporary society.

The chapter 1 only deals with current society's activities or habits. Chapter 3 inserts the historical value in terms of noting several important days in Indonesia, for example Kartini's Day, Independence Day, etc. Chapter 5, 6, and 8 do not present historical material, but chapter 7 presents Toraja identity house.

Aspect 7: Making it clear how personalities are products of their age.

The chapter shows how the difference between the adult and children in terms of behaving. The adult figure seems to be more mature in speaking and giving advice, while the young one more focusing on the school context. However, the chapters show personalities are products of their ages clearly.

Indonesia and Others Culture

The textbook presents the Indonesia and others culture as follow:

No	Chapter	Indonesia Culture	Others culture
1.	Good Morning, How Are You?	- A Traditional Song Greeting Friends - The way the child shakes hand with the elder	-
2.	It's Me	- Telling different address at various region in Indonesia - Fried banana (food)	-
3.	What Time is It?	- Playing kite - National days	-
4.	This is My World	-	- A song: What a Wonderful World by Louis Armstrong
5.	It's Beautiful Day	-	-
6.	We Love What We Do	-	-
7.	I am Proud of Indonesia	- Toraja house complex - Handicraft tana Toraja - Batik - Indonesia Geographic - Local fruits, spices, animal	-
8.	That's What Friends are Supposed to Do	-	- West song: Count on Me (Bruno Mars)

Table 1. Indonesia and Other Culture Elements

McKay (2002) stated that is important in providing cross cultural encounter since the students needed encouragement to recognize the diversity within all cultures. Therefore, the function of textbook is not only as an exercise and instruction book, but also as a medium to introduce the cultures diversity. In this textbook, the chapters show that the textbook mostly presents Indonesia culture rather than others culture.

CONCLUSION

The aim of this study was to examine the cultural aspects in an English textbook for 7th Graders. The findings more likely present local cultures, but lack of in cross cultural representation. Based on the data analysis, most of chapters in the textbook covered several aspects, such as factual information, free from ideological tendencies, and contextualized settings. Even if the chapters also lack in presenting up to date information about cultures, realistic pictures, and historical values. Most of the chapters presenting the culture using songs, exploring Indonesian regions, local animals, fruits, etc. Furthermore, this study can suggest more comprehensive cultural aspect in English textbook.

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