

**AN ANALYSIS OF CULTURE ON THE READING MATERIAL TEXTBOOK
IN THE SECOND GRADE JUNIOR HIGH SCHOOL**

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Abstract

In this research, the writer analyzed the culture in the English textbook entitled “When English Rings a Bell for VIII Grade Junior High School (SMP/ MTS)” written by Siti Wachidah et al published by Ministry of Education and Culture. The research was conducted to find out what are the cultures shown on the English textbook. The writer tried to analyze the four categories of culture that stated by Patriick Morran in the reading material on the English textbook. She wrote a paper entitled “AN ANALYSIS OF CULTURE ON READING MATERIAL TEXTBOOK AT THE SECOND GRADE OF JUNIOR HIGH SCHOOL IN SMPN 10 CIREBON”. Textbook is the important thing in teaching and learning process (Tomlison, 1999:2). The textbook is for students that make 2013 curriculum in their school. Relying on this, the present study, how culture disseminated in he textbook. The data for this study are collected from an English textbook for second grade of junior high school. The data for the study are in the form of structural an the reading text passages. The structure is categorized and analyzed based on the framework culture four categorized proposed by Patrick Moran . The sample of this study analyzed trough the reading material on the first semester. This study use qualitative method. This study conducted at reading material on the first semester. Further, the reading material on the English textbook include used almost Indonesian culture. Further, the structural of textbook culture is Indonesian culture. The reading material also almost using Inodonesian culture. The textbook is easy to use because the textbook was familiar by students own culture, it presented names, action, places and characters of Indonesian culture.

Keyword: *textbook, culture.*

INTRODUCTION

Textbook is one of important thing in learning process. Without book students and teachers can not do learning process. A textbook is a manual of instruction or a standard book in teaching learning. Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum. Textbooks become inevitable part of learning programs. The textbook is one of the learning materials which are commonly used. It is kind of printed materials which have important part in teaching and learning process. Based on Tomlinson (1999:2) textbook is the important thing in learning and teaching process between teacher and students.

Richards (2001:42) determines that the standard textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process become efficient and effective. Before start to teach, the teachers should prepare the material to teach the students. Not only teacher should prepare the material before teach students but also the students have already prepared the material that will explain from teacher. So that, teaching learning in the classroom become actively involve. In this case English Learning Teaching, ELT textbooks are basic element in ELT teaching they are the most extensively used instructional materials in schools at present. In explaining the vital role of textbook in ELT teaching. According to Cunningsworth (1995: 8) determines that selecting textbook can involve major of strategic decisions, such as when choosing the main material in teaching

programme. Decisions to use a particular material which made in one year can have implications for purchasing and using more advanced level in same material. According to Richards (2001: 251) stated that textbook is the component in every language program. It means that every language program textbook input learners receive and language practice that occurs in the classroom while teaching learning are processing. Textbook should provide the basis of the content of lessons the balance of skills taught and kind of language practice.

English textbook will directly and indirectly lead to educational system. The textbooks, generally only present the international uses of the language but they, actually should include the aspect of the target culture or their in other word the elements of the culture. Culture is a broad and comprehensive concept that includes all the ways of being. Culture is learned throughout life as one participates in family and social networks (Gollnick & Chin, 2006:110). Cultures have several components, including values and behavioral styles; language and dialect: nonverbal communications and perceptives, worldviews and frames of references (Banks, 2006:110). Culture practices are shared within a specific group and may or may not be shared across groups. Cultures are always changing because individuals, groups, and surrounding environment are always changing.

In every culture, subgroups may form. Subgroup can differ by any of the components of culture, including ethnicity, language, class, religion, and geography. These subgroups can be very

different from each other, even though they share some traits and values. Often members of the dominant society or subgroups of a culture view their culture as correct and all others as incorrect or even inferior, the students who are from racial/ethnic minority groups, students are culturally diverse regardless of their ethnicity.

The materials used in ELT textbooks are not always match and appropriate to the language learners because learners. It has their own customs and cultural background which are sometimes different from material in ELT textbooks.

To match the material with the students need, it is important to the teacher to write and make textbooks which properly reflect the purpose of the national curriculum standards. These are various English textbook for the learners of the junior high school. There are many publisher publish English textbook for the second grade of junior high school. The publishers have matched the material in the English textbook is appropriate to the current curriculum and they also offer a good technique to learn English.

Therefore, as an English teacher it is very essential to be capable to evaluate the culture on the material in order to find the right textbook that is suitable with the students condition. It is the responsibility of the teachers to select the textbooks they will use in their classes.

English textbook entitled “When English Rings A Bell” is one of the textbook for the second grade of junior high school. This book has been evaluated to be used in 2013 curriculum. The aims of this study was to to identify

four categories of culture related by Patrick Moran in reading material in the English textbook entitled “When English Rings a Bell”

Textbook

Textbook is a teaching tool (material) which presents the subject matter defined by the curriculum. Textbooks become inevitable part of learning programs. It is one of the printed learning materials source which is commonly used in teaching and learning process. Based on Tomlinson (1999:2) textbook is the important thing in learning and teaching process between teacher and students.

English Language Teaching (ELT) Textbook plays a very important role in language classrooms. Immanuel (2010:5) states that textbooks are key component in the most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught and the kinds of language practice the student take part in. For learners, the text may provide the major source of contact they have with the language apart from input provided by the teacher.

An English textbook is one of the media in the process of teaching and learning English as foreign language. Good English textbook both traditional and international cultures in the textbook, presenting interesting material, the use of standardized languages, as well as illustration.

On the English textbook interesting and appropriate, it is expected that English teaching learning in the class can be optimally. Richards (2001:42) determines that the standard textbook in the purpose to complete the teaching and learning objectives, it becomes the tool that makes the teaching and learning process become efficient and effective. Before start to teach, the teachers should prepare the material to teach the students. Not only teacher should prepare the material before teach the students but also the students have to prepare the material that will be explained by teacher. So that, teaching and learning in the classroom become active. In this case English Learning Teaching (ELT) textbooks are basic element in ELT teaching they are the most extensively used instructional materials in schools at present. In explaining the vital role of “textbooks” in ELT teaching.

Sheldon (Sheldon in Garinger, 2001: 9) proposed three main reason he believes, the use of textbooks by teachers. First, because the class develop their own material and quality is very difficult for teachers. Second, teachers have limited time to develop new material due to the nature of the profession. Third, the existence of external pressures that subpress many teachers. Textbook sets in material in social and cultural contexts that are comprehensible and recognizable to the learners, in term of location, special mores, age group, etc. In addition to the physical context, the relationship, modes of behaviour and intentions of the characteristic of coursebook.

In addition to he physical context, the relationship, modes of behaviour and intenions of the characters in the book should be interpretable by the students, so that they can relate the language used to its prpose in the social context. According to Cunnigsworth (1995: 90) coursebook is hidden curricullum which forms part of any teaching- learning program. So, textbook directly and nderictly communicate sets of social and cultural values which inherent in their make up. but in unstated and undisclosed. It may be well be an expression of attutudes and values that are not consciously held but which nevertheless influensce the content and images of the teaching materials, and indeed the whole curriculum.

Cunningswort has cited in Risager (1990: 90) statet that:

Foreign language teaching textbooks no longer just develop concurrently with the development of foreign language pedagogy in a narrow sense, but the increasingly participate in the general cultural transmission within the educatoional system and in the rest of society.

The underlying value system is not explicit and is unstated, it is necessary to look at textbook in some detail in order to unearth what some of their unstated values are. This is different perspective from that of language content or methodology but it is at least as important, because the values system of a textbook can influence the perceptions and attitudes of learners generally and towards learning English in particular.

Culture

One of the culture definitions has been stated, the researcher has cited the quotation in Hermawan's journal entitled "*Traces of Cultures in English Textbooks for Primary Education*" (2012). He stated that "the way of people's life structured of their learned and shared behavior patterns, values, norms, and material objects." In consequence, culture influences the way how the community lives, behaves, thinks and speaks.

According to Kipuri (1993: 41) culture practices are shared within a specific group and may or may not be shared across groups. Cultures are always changing because individuals, groups, and surrounding environment are always changing. In every culture, sub groups may form. Subgroup can differ by any of the components of culture, including ethnicity, language, class, religion, and geography. These sub groups can be very different from each other, even though they share some traits and values. Often members of the dominant society or sub groups of a culture view their culture as correct and all others as incorrect or even inferior, the students who are from racial/ ethnic minority groups, students are culturally diverse regardless of their ethnicity. Banks (2006:110) stated that culture has several components, including values and behavioural styles; languages and dialects, nonverbal communications; and perspectives, worldviews and frames of references. Culture practices are shared within specific group and may or may not be shared across group.

One of the most difficult problems confronting Foreign Language teachers is the choice of adequate instructional materials. Students should learn about a Foreign culture to be able to function of culture. It is essential to examine some ways in which culture is reflected in Foreign Language textbook.

Patrick Moran (2001: 15-18) offers four categories where culture is identified as:

- 1) Knowing about, relating to cultural information – facts about products, practices and perspectives of the target culture as well as students' own;
- 2) Knowing how, referring to cultural practices in the everyday life of the people of the target culture;
- 3) Knowing why, constituting an understanding of fundamental cultural perspectives – beliefs, values and attitudes;
- 4) Knowing oneself, concerning the individual learners' self-awareness.

In other words, students need to understand themselves and their own culture as a means to comprehend the target language culture.

Whereas the categorization of culture concentrates mainly on description, the treatment of the cultural content in FL materials should also include analysis, comparison and contrast, which is more in keeping with the comparative method suggested by many scholars (Skopinska, 2003:41).

One of the aims of the FL classroom is the development of the learners' awareness of intercultural issues and their ability to communicate effectively and appropriately in a variety of situations and contexts, given the increasingly international nature of contemporary life. In order for this to happen, learners need first to acquire knowledge about the target language community and then they need to reflect on their own culture in relation to other cultures (McKay 2002: 83). That is, in acquiring knowledge about and reflecting on the target language culture, students need to be encouraged not simply to observe similarities and differences between the two cultures, but they should also analyze them from the viewpoint of the others and try to establish a relationship between their own and other systems (Byram 1997: 14).

According to Skopinskaja (2003: 41) This "perspective consciousness" or the ability to "decentre" or establishing "a sphere of interculturality is the precondition for successful intercultural communication as well as understanding other cultures. She maintains, "Working with the mirror principle means there is always a recognition of difference but it is mutual difference."

To sum up, the present research project views culture in terms of intercultural communication, that is as "the ability to enter other cultures and communicate effectively and appropriately, establish and maintain relationships, and carry out tasks with people of these cultures" (Moran 2001: 5). Compares awareness of students

own culturally induced behaviour, awareness of the culturally induced behaviour of the target language community, and ability to explain their own cultural standpoint.

The acquire knowledge os of two kinds on the one hand, knowledge of social groups and their products and practices in one's own and in the foreign country. On other hand, knowledge of the general processes of individual and societal interaction (Byram 1997: 34)

Research Method

Relating to the objective of the study, the writer used descriptive research as the proper method. According to Moleong (2007: 11) descriptive research is non-hypothesis research. This study just collects data, analyzes them, and draws a conclusion based on the data only, without taking general conclusion. It means that the result is just valid for the data used in this research, not for others. In this study, the writer used documentary analysis to collect the data. The data collected is in the form words, images and without number. Arikunto (2010: 201) states that documentary analysis is a method used to collect information sourced from the written object. Researcher investigated the written objects such as books, magazines, document, regulations, etc. The other terms for document analysis are content analysis, activity analysis or information analysis. Based on Arikunto's definition, documentary analysis can be used to conduct the study which uses a content analysis approach. It is done to analyze the content of the book.

Based on Moleong (2007: 220) in Weber (1981:240) Content Analysis is research methodology utilizes a procedure to draw the right conclusions from a book or document. Next another definition is definition from (Krippendorp 2004: 40) in that one can observe without being observed (Robson 1993: 280). It focuses on language and linguistic features, meaning in context, is systematic and verifiable (e.g. in its use of codes and categories), as the rules for analysis are explicit, transparent and public (Mayring 2004:267–9). Further, as the data are in a permanent form (texts), verification through reanalysis and replication is possible.

Content analysis takes texts and analyses, reduces and interrogates them into summary form through the use of both pre-existing categories and emergent themes in order to generate or test a theory. It uses systematic, replicable, observable and rule-governed forms of analysis in a theory- dependent system for the application of those categories.

The data for the study are taken from the English textbook entitled “When English Rings a Bell for VIII Grade Junior High School” written by Siti Wachidahet al. Selected parts of the books have been determined to be further analyzed to answer the previously formulated research questions.

Research Findings

The culture of Reading Material in The English Textbook Related by Patrrick Morran.

The Indonesian culture in this English textbook for second grade junior high school in this skill is textbook

showed the name of the people and the name of the place.

Reading material chapter 1 page 34

Description on the textbook	Categorising	Coding
Chapter 1/ page 34	Knowing About	Adnan
	Knowing How	Comes to the school to collect report
	Knowing Why	Cleaning her own room.
	Knowing oneself	Helping friend to fix the table.

Based on the table above, the culture of reading materials in the textbook with the culture identify textbook suggested by Patrick Moran in reading skill. The analysis below is the details analysis of reading material on the textbook. Knowing about, relating to cultural information. In the text explains that use the name of Indonesian. Such as: Gunawan, Diah, Puspita, Dewi and Wulandari. It addressed to Indonesian culture.

Knowing how, referring to cultural practices in everyday life. In the text, for the example Adnan’s mom will come to the school to collect Adnan’s report. This can be categorized Indonesian culture. Knowing Why, constituing and undstanding of fundamental cultural perspectives- beliefs, values and attitudes. In the text, Lathnan’s aunt is angry with his causin, Lusi. She will not do the cleaning her own room. Attitudes to help other people. It is general culture. In every culture have to help each other.

Knowing oneself, concerning the individual learner’s self-awarness. In the treading text, mentioned that Puspita will help her friend to fix the table.

Reading materials on the textbook generally in chapter 1 that shown on table above. The text is easily because it supported by students own culture about collecting report, helping on member of family, swimming, going to school by bicycle and cooking fried rice. They are addressed to culture of Indonesia.

The material of this text is suitable with students level because the writer of the textbook choose the name, culture action, cultural perspective and individual learners are addressed to Indonesian culture. The material are readable. So, it is easier to the students to catch the goals. It can be concluded in this text reading text are easy to read and appropriate with the Indonesian culture. This text uses Indonesian culture which will make the students more familiar with their culture.

Reading material chapter 3 pages 59

Knowing how	Invitation of wedding celebration, halloween celebration, and reunion.
Knowing why	Celebrating parties
Knowing oneself	Share the invitations.

Knowing about, relating to cultural information. In the text explains that use the name of Indonesian. Such as: Asep Gunawan, Wike Wulandari, Didi Hasandisastra, Hasanah, Suhandi and Oom Rasmila. It addressed to Indonesian culture. Knowing how, referring to cultural practices in everyday life. In the text, for the example Invitation wedding celebration. Invitation is generally culture. Every countries will make some invitations this on their wedding or other parties.

Knowing Why, constituting and understanding of fundamental cultural perspectives- beliefs, values and attitudes. In the text, celebration of some parties will do in all of countries of the world. Knowing oneself, concerning the individual learner's self-awareness. In the reading text, sharing the invitations. Before celebrate the parties. People should make invitation so that people will come to our party.

Reading materials on the textbook generally in chapter 1 that shown on table above. The text is easily because it supported by students own culture about read, make and share the invitation. They are addressed to general culture. But, students also familiar this culture.

The material of this text is suitable with students level because the writer of the textbook choose the name, culture action, cultural perspective and individual learners are addressed to Indonesian culture. The material are readable. So, it is easier to the students to catch the goals. It can be concluded in this text reading text are easy to read and appropriate with the Indonesian culture. This text are suitable with student's own culture. This text uses Indonesian culture which will make the students more familiar with their culture.

Table 4.3 Reading material chapter 4, pages 62

Description on the textbook	Categorising	Coding
Chapter 3/ page 62 62	Knowing about	Siti, Lina, Dayu, Edo, Udin, and Beni.
	Knowing how	Greeting card
	Knowing why	Birthday party
	Knowing oneself	Giving greeting card

In the reading text in unit 3 pages 62. It showed about the example of greeting card. It will give to their friend, Lina. The students have to read the example of the greeting card. Knowing about, relating to cultural information-facts about products, practices and perspectives of the target culture as well as students. name of the people of Indonesian. Such as, Lina, Siti, Dayu, Edo, Udin, and Beni. This text uses the name of Indonesian.

Knowing how referring to cultural practices in everyday life. From the text, it shows examples of greeting card. Greeting card is not Indonesian culture. It is western culture. But, people of Indonesia follow this activity. Knowing why, constituting and understanding of fundamental cultural perspectives-beliefs, values an attitudes. Coding of the text is cultural perspectives- beliefs, values and attitudes. In Indonesia, there is no birthday party. Birthday party is western culture but Indonesian follows this culture. So, some people celebrates their birthday. Other friends will give some gifts or greeting card.

Knowing oneself, concerning the individual learners' self awarness. Giving greeting card is western culture. Some countries do this activity. Students of Indonesia do it too. It can be concluded that on the reading text. The activity is western culture. But the name of the people that showed in the text uses the name of Indonesian. In this text is easy to learn because almost students in Indonesia, they give greeting card to their friends.

Knowing about, relating to cultural information- facts about products, practices and perspectives of the target culture as well as students . From the text shown on the text. Such a: elephant, tiger, bear, monkey, deer, and fish. This text using the activities animals what they eat.

Knowing how referring to cultural practices in everyday life. From the text, show the animal's action eat. The elephant eats a lot of grasses in the morning and afternoon. The Tiger eats a lot of meats in the morning and the afternoon. The bear eats a lot of fresh fish day and night. The monkey of ten eats bananas and peanuts. The deer etas grass and the last the cat eats rice with fish. All animals activities are done by animals in the world. It is general culture. Not only in Indonesia but also in all of countries, animals do it. Knowing why, constituting and understanding of fundamental cultural perspectives- beliefs, values an attitudes. People should feed animals food what animals eat.

In the reading text in unit 3 pages 76. It Explains about some daily activities of student. There are five activities of students shown in reading text.

Knowing about, relating to cultural information- facts about products, practices and perspectives of the target culture as well as students. From the text, it shows the students wear uniform. It colours white and blue. It generally uniform of junior high school in Indonesia. Then from the text, it shows the name of the junior high school in Indonesia. It is SMP 2130.

Knowing how referring to cultural practices in everyday. From the text, everyday, students in Indonesia do daily activities such as: get up early morning and help her mom to prepare the breakfast for family and then they do the housework like waters the plants. It is shown on the text. Next, they go to school. Then, they are in the class with their teacher. From the activities, it shows Indonesian culture.

Knowing why, constituing and undestanding of fundamental cultural perspectives- beliefs, values an attitudes. From the text, it shows how students do their activities well. It starts they get up until they go home from the school. It is kind activities.

Knowing oneself, concerning the individual learners' self-awareness.. From the text explains that how students activities should be done by students. Such as, help mom to prepare the breakfast for family, waters the plants, go to school ontime, actives in the class and then go home straight away, don't play in wrong places in their uniform.

It can be concluded that on the reading text from the 76 pages. It uses students own culture, the activities are shown in the text is daily activities that done by students in Indonesia.

The textbook is published by Ministry of Education and culture. It means that the textbook is used and recommended for school that used 2013 curriculum. In the textbok there are four laguage skills without reachable indicators.

There are 4 guidelines in evaluating the structure of the textbook. First, coursebook should correspond to learner's need. This textbook match aim

and objectives of the language programme. It can be seen in the indicator. For example: students learn how to say a word in English or in Indonesian. After learning the lesson the students are expected to be able to identify and respond to expressions for saying a word in English or in Indoneisan. It is very imporrtant that textbook facilitated learner's own culture and take them forward their knowledge about culture. Consequently the culture that include in the textbook correspond with students won culture.

Second, coursebook should reflect the uses (pesent or future) tjhat learners will make of language. Learer-centered language teaching aims to bring learners to a point where they are able to use the language themselves in real situations outside classroom. Textbook can contribue in acheiving this aim by incorporating authentic materials, creating realistic situations, and encouraging learners to participate in activities which help develop communicative skills and strategies. In this textbook, culture dominant in the textbook is Indonesian culture. The publisher must add the other culture material. The teacher can be creative in teaching and learning, they must encourage learners to participate in teaching and learning.

By engaging students own culture, textbook can provide much knowledge which motivation them become more independent in their culture and their use of English. This can be done by including interesting, stimulatif topics and by encouraging learners to think for themselves around these topics and

discuss them with others. Third, coursebook should take account of students's needs as learners and should facilitate their learning processes. Textbook help the students to learn in a number of ways. They selected the items to be learned, break them down into manageable units and sequenced them in a way which designed to lead from the familiar culture. Textbook also embody certain learning styles and strategies, which can influence how individual students go about their own culture. This reading material impose learning styles as meet students needs by allowing them to use styles of learning which suit them. Textbook can promote their own culture by contributing students knowledge.

An interesting coursebook should be lively and well presented, with variety of topic and activity can be powerful factor in strengthening the motivation of the learners, and often of teachers too. This textbook is interesting and well presented. There are many topics and activities in encouraging the students. The textbook must help students to realize how much progress they have made and encourage them review their achievement. This can be done by observing and questioning of what students feel that they have learned at various stages through the textbook.

Fourth, coursebook should have a clear role and support for learning. Like teachers, they mediate between the target language and target learner. Textbook facilitates learning. They bring learner and the target language together, but in controlled way. This textbook writers, like learners and teachers, could be said

to be participants in the learning/teaching process, albeit distance. Textbooks support the students in a number of ways, but particularly by supplying models of English which are learnable at the students's level of proficiency. Textbook support teachers by providing ready-made presentation material, ideas for teaching different topics, reading text.

An English textbook entitled "When English Rings a Bell for VIII Grade Junior High School" have identified by four categories culture suggested by Patrick Moran. As the rule, these materials conform closely with the requirements of the national curriculum and have an official approval from the Ministry of Education and Culture. Being firmly located within the educational context of that Indonesia, they tend to introduce the local perspective into FL instruction and exhibit features associated with the culture. The materials and topics are familiar, local textbook encourage the development of learner awareness of their own culture identity. Yet, unlike the source culture materials, they include texts and activities which promote students awareness of the target language culture as well.

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