A Cultural Content Analysis of The 2018 Indonesian Ministry of Education and Culture-Published English Textbook "Bahasa Inggris" for 12th-Grade Students

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Abstract
This study aims to answer the questions related to the Cultural perspective including cultural categories from Cortazzi and Jin (1999) and cultural dimension from Moran (2001). To answer these questions, descriptive qualitative analysis was used. This research focused on the English student textbook "Bahasa Inggris," published by the Indonesian Ministry of Education and Culture in 2018 for the 12th Grade of Senior High School. The data was collected through reading, comprehending, analyzing, and gathering information from books and in-depth interview with students, as well as through focus group discussions with fellow teachers. The analysis indicates that the "Bahasa Inggris" textbook for twelfth-grade students effectively incorporates cultural perspectives from Cortazzi and Jin (1999) as well as cultural dimensions from Moran (2001). This textbook serves a valuable tool for enhancing students' cultural awareness by encompassing Cultural Content from Cortazzi and Jin (1999), such as Source Culture, Target Culture, and International Culture, and Cultural Dimensions from Moran (2001), including Products, Practices, Perspectives, Communities, and Persons, thereby enriching students' cultural understanding through content and personal experiences. Therefore, the textbook is well-suited for senior/vocational high school twelfth-graders. It enhances students' comprehension of everyday life and cultural facets, making it an invaluable resource for teaching and learning. However, there is a need for substantial improvements to effectively address its weaknesses.
Keywords: content analysis, cultural analysis, student awareness

INTRODUCTION

Textbooks are essential to the teaching and learning process. Textbooks have primary appeal in the market, which is significant as an indicator of the teacher's values for practice (Basturkman, 1999). The most fundamental principle of learning material is using a textbook as a prominent source amid the teaching and learning process (Sulistiyo et al., 2021). It serves as a learning guide and provides teachers and students with all the necessary information for all topics, including English. English as a foreign language has become compulsory in Indonesian senior/vocational high schools. The government of Indonesia integrated English into the academic curriculum so that the study of English becomes a prominent position in the educational curriculum. The government states that English competence is the standard for the teaching and learning process in the curriculum.

In the framework of implementing learning recovery between 2022-2024, the Indonesian government released a regulation mandating that each school select one of three curricula: curriculum for 2013, emergency curriculum, or Merdeka curriculum (DetailIKM (kemdikbud.go.id)). The Ministry of Education and Culture will revise its national curriculum policies in 2024 based on evaluations made throughout the learning recovery phase. So many schools continue to utilize the 2013 curriculum as their implemented curriculum.

Presently, there are heterogeneous English textbooks published by local and international publishers—a few attempt to present textbooks in different styles and settings based on the Indonesian curriculum's implementation. Teachers should choose the integrated textbook with the latest curriculum used at school (Glory et al., 2017). The function of the textbook is to be used as an instructional guide. The substance must not be suited to the intrigues and capacities of the students but also worth considering the standard point of view of recent curriculum content (Singh et al., 2020). Unluckily, not all reading materials are composed of excellent quality, which is suitable to the desires of both the instructors and understudies of the recent curriculum implementation. As a facilitator, teachers occasionally do not realize the quality of the textbook they use.

Nowadays, textbooks are not the only learning materials in classrooms. The use of electronic learning media, especially in resource-rich countries, developed progressively (Nonaka et al., 2012), but textbooks still become an inclined learning reference for teachers and students. Textbook, as teaching material, helps teachers convey the students' learning objectives, and students will find it easier to understand the teaching material to be learned (Florentina Pasaribu et al., 2020). In addition, Abdul Sattar Gopang et al. (2012) stated that instructing one or two abilities will not make learners competent communicatively. Exercises given in textbooks are crucial to creating students' thinking, which is vital that students expand higher-level thinking processes (Assaly & Igbaria, 2014). These activities are related to language learning strategies. LaBelle (2010) said there are six principal assortments of language learning methodologies. They are cognitive, mental aid or mnemonic, metacognitive, compensatory (for speaking and writing), affective and social. There is no way to isolate all of the students' learning activities from the culture offered by the textbook.

Textbooks can assist teachers in explaining the cultural content of the English language to students (Nurjanah & Umaemah, 2019). On the other hand, textbooks containing cultural information might influence students' awareness. In Indonesia, the purpose of general education is to cultivate persons who are religious, well-mannered, healthy, intelligent, creative, independent, responsible, nationalistic, and democratic. In Indonesia, the goal of education is determined by the nation's cultural values and philosophy and is implemented in all schools and subjects, including English. Because of this, the significance of cultural information in textbooks has received attention in existing studies, despite the portrayal of culture-related materials significantly influencing students' perspectives on various cultures. So, it is also necessary to analyze a textbook's cultural content to reach the aim of education.

Cortazzi and Jin (1999) determined the cultural classifications of three variables. The three cultures are the source culture (SC), the target culture (TC), and the international culture (IC). Besides, Moran (2001) extended the cultural dimensions into five factors. They are culture as products, practices, perspectives, communities, and persons.

Realizing the significant impact of English textbooks on students' cultural understanding and intercultural competence, this study examines how textbooks portray foreign cultures from a multicultural perspective. Using qualitative content analysis of English textbooks for third-grade senior/vocational high school education in Indonesia, the

studies investigated the representation of textbook materials from two cultural elements: the perspectives on cultural dimensions (Moran, 2001) and cultural categories (Cortazzi & Jin, 1999).

According to the previous explanation, examining a textbook is one of the tests that can be conducted to determine whether a textbook is appropriate for the curriculum. In this investigation, the researcher conducted a study entitled "A Content Analysis of the 2018 Indonesian Ministry of Education and Culture-Published English Textbook "Bahasa Inggris" For 12th-Grade Students".

METHODS

The researchers used a descriptive qualitative research design because this research deals with the analysis of the content of the textbook. Qualitative Content Analysis is a data analysis technique within a rule-guided research process bound to common research standards (Mayring, 2014).

This research focused on the English student textbook "Bahasa Inggris," published by the Indonesian Ministry of Education and Culture in 2018 for the 12th Grade of Senior High School. The textbook consists of 11 chapters and 176 pages. The chapters are:

1. May I Help You?
2. Why Don't You Visit Seattle?
3. Creating Captions
4. Do You Know How to Apply for a Job?
5. Who was Involved?
6. Online School Registration
7. It's Garbage In, Art Works Out
8. How to Make
9. Do it Carefully!
10. How to Use Photoshop?
11. Let's Make a Better World for All

The researchers have randomly selected three chapters. The data for this study was obtained by examining the material in the textbook. All the criteria of cultural perspectives based on the theories of Moran (2001) and Cortazzi and Jin (1999) were employed in the analysis of three specific chapters from the textbook: Chapter 1 (May I Help You?), Chapter 4 (Do You Know How to Apply for a Job?), and Chapter 7 (It's Garbage In, Art Works Out). Furthermore, data was collected through reading, comprehending, analyzing, and gathering information from books, as well as through focus group discussions with fellow teachers.

RESULTS AND DISCUSSION

Cultural Content

There are three categories of Cultural Content from Cortazzi and Jin (1999).

Source Culture (SC)

The term "Source Culture" is synonymous with "Local Culture" and is rooted in Indonesian culture. Chapter 1 highlights three instances of Source Culture: within the Dialog section, which references various Indonesian locations such as Arjosari Station, Jakarta, and Lebak Bulus Terminal; within the Vocabulary Exercise section, which delves into school accreditation; and within the Speaking section, which explores common scenarios of daily life. See Figure 1.
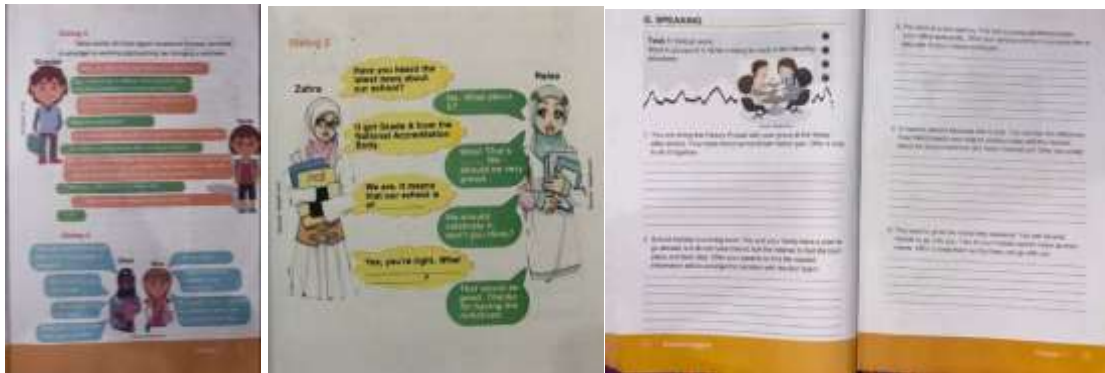

Figure 1. Source Culture in Chapter 1

Chapter 4 features two significant findings discovered by the writer. The first is located in the Reading Comprehension section, which includes an application letter submitted in response to a job advertisement featured in the Indonesian newspaper, Jawa Pos. The second is found in the Writing section and pertains to a job vacancy that occurred in Indonesia. See Figure 2.
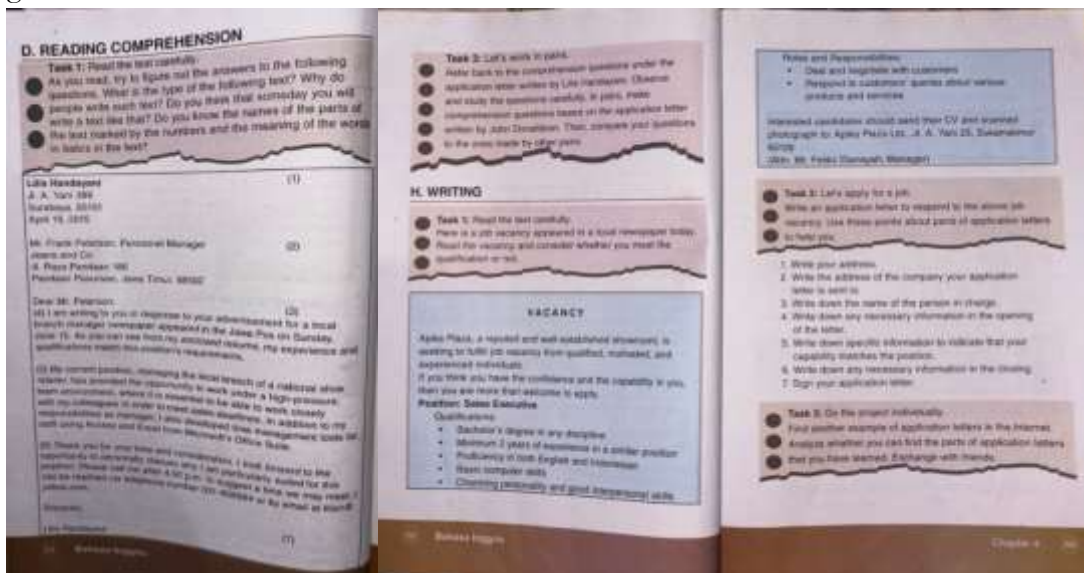

Figure 1. Source Culture in Chapter 4

Chapter 7 features three significant components, namely the Reading Comprehension section centered on news from Surabaya, Indonesia, the Vocabulary Exercise section that

presents daily life scenarios for students, and the Writing/Speaking section that encourages students to explore interesting topics within their school or classroom. For reference, please see Figure 3.
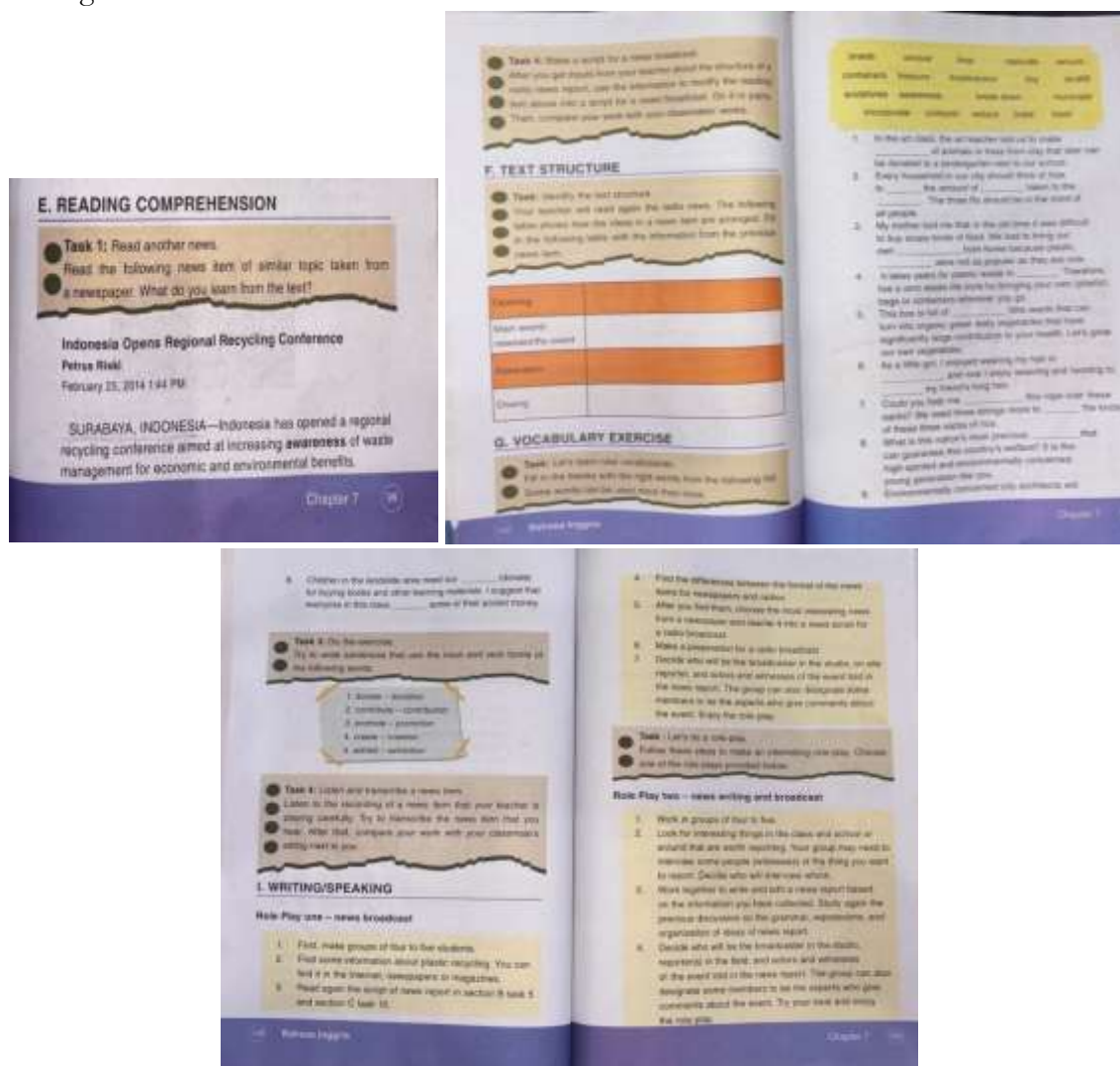

Figure 3. Source Culture in Chapter 7

Target Culture (TC)

According to Kachru (1992), the target culture refers to British, American, Canadian, Australian, and New Zealand cultures or the culture belong to The Inner Circle countries. Chapter 1 makes reference to the Target Culture in Dialog 3 of the Vocabulary Exercise section. This specific dialog centers around a visit to a country that undergoes winter. Indonesia, not having a winter season, serves as an ideal representation of the Target Culture. It's worth mentioning that numerous countries located in the northern hemisphere, where winters occur, use English as their language. Figure 4 contains the Dialog.

Figure 4. Target Culture in Chapter 1

In Chapter 4, readers can find the Target Culture in the Text Structure section which discusses an application letter featuring names and addresses that reflect the Target Culture. Examples include George Sebastian, John Donaldson, Saint John Court, and Hatfield, which do not belong to Indonesian culture. To further clarify, Figure 5 provides a visual aid.
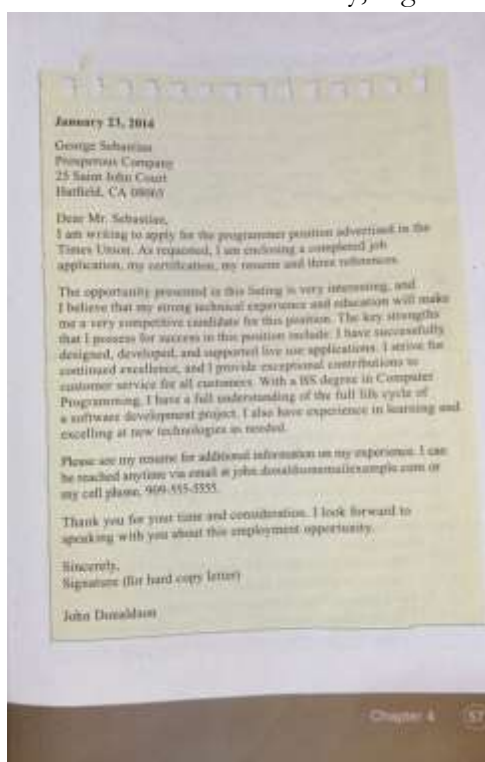

Figure 5. Target Culture in Chapter 4

Chapter 7 includes a section on Target Culture in Listening Comprehension, in which the text is based on VOA Learning English. VOA stands for Voice of America, signifying that it represents American Culture. Additionally, Task 2 number 2 in the Grammar Review section discusses the hairstyle of a specific Indian ethnic group in America, the Navajo, clearly indicating that it relates to the Target Culture. For more information, please refer to Figure 6.
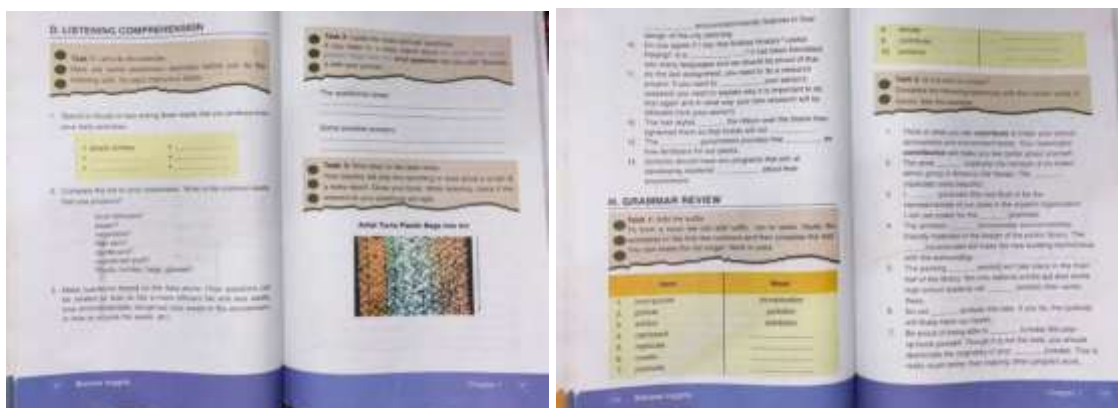
Figure 6. Target Culture in Chapter 7

International Culture (IC)

The international culture refers to cultures which do not belong to the source culture and the target culture. Chapter 1 of the Vocabulary Exercise section features the International Culture, with a focus on the talented Maher Zain. Zain, a Lebanese-Swedish R&B singer, songwriter, and music producer, gained international recognition with his debut album Thank You Allah in 2009, which was produced by Awakening Records. This album includes the International Culture and can be found in Figure 7.

Figure 7. International Culture

Dimensions of Cultural Content

Moran (2001) defines culture as the interaction between:

Products

The first dimension encompasses product culture which includes clothing, food, and literature such as novels, stories, poetry, and song lyrics. The product culture mentioned in Chapter 1 is further discussed in Dialog 2 of the Dialog section, which includes references to the Trans Jakarta bus, metro mini, bajaj, and ojek.

Chapter 4 showcases the products culture in the application letter of the Jawa Pos newspaper for Reading Comprehension, and in the Writing section for the Vacancy at Apika Plaza.

In Chapter 7, the product culture is evident in the Listening Comprehension section featuring the Art of Plastic Bags, and in the Reading Comprehension section with the news article from the newspaper.

Practices

The second dimension relates to the practice culture, where individuals engage in activities or rituals based on their cultural beliefs. This is exemplified in Chapter 1, where Dialog 1 describes the doctor's actions as he places the stethoscope on Fafa's belly and lightly taps it, reflecting his cultural practices. Moreover, the scenario in Dialog 4 involves the celebration of a grandmother's birthday, which can be classified as a cultural practice.

Perspectives

The third dimension encompasses cultural perspectives, which shape the way we view the world around us. In Chapter 1, Dialog 1 in the Dialog section delves into Tania's perspective on reaching Jakarta. She emphasizes the plethora of transportation options available upon arriving at Lebak Bulus Terminal. Dialog 3 of the Vocabulary Exercise offers insight into Riana's perspective on the necessary items to bring on the trip, such as winter clothes and personal medication.

Communities

Community culture is the fourth aspect, with many individuals forming groups or communities to organize seminars and achieve common goals. For example, in the Speaking section of Chapter 1, students are tasked with collaborating in groups to write a dialogue for specific situations and then perform role plays based on those scenarios.

Chapter 4 features two activities that foster a sense of community within the classroom. The Warmer section encourages students to collaborate in groups to complete mindmaps related to different occupation tasks. In the Text Structure section, students work in pairs to create comprehension questions based on an application letter found in the book.

In Chapter 7, there are two activities designed to promote a sense of community in the classroom. The Warmer section prompts students to collaborate in pairs to unscramble jumbled letters and create coherent words. In the Writing/Speaking section, students are tasked with working in groups to research and present information about plastic recycling.

Persons

In the cultural content, the final dimension is personal culture. It includes a representation that can enhance cultural awareness through the stories of famous individuals from other countries. In Chapter 1, Maher Zain is featured in Dialog 1 of the Vocabulary Exercise section as Roy and Roni's favorite singer, who embarks on a tour to various countries.

Based on the provided explanation, the textbook "Bahasa Inggris XII" is suitable for use as a teaching material for students' cultural awareness. In cases where there are irrelevant aspects, teachers can supplement with appropriate teaching materials and methods.

Additionally, the textbook aligns with all the Cultural Dimensions from Moran (2001) and Cultural Contents from Cortazzi and Jin (1999).

CONCLUSIONS

Upon review and analysis, it is evident that the textbook "Bahasa Inggris" for twelfth-grade students satisfactorily meets the standards to enhance students' cultural awareness. The "Bahasa Inggris" cultural content for twelfth graders is divided into three categories. The first category is Source Culture, which is encountered in all chapters. The second category is Target Culture, which is also covered in all chapters. The last category is International Culture, which is only found in Chapter 1. Students are required to be knowledgeable about the target culture and international culture, while also retaining an understanding of their own culture, Indonesian Culture. According to the researchers' analysis, this textbook can be used as a resource for students to enhance their cultural awareness, particularly in relation to the target culture.

The Cultural Dimensions in "Bahasa Inggris" for twelfth grader divided into five dimensions. The first dimesion is Products that can be found in all chapters. The second dimesion is Practices that can be found in Chapter 1 and 4. The third dimesion is Perspective that only can be found in Chapter 1. The fourth dimesion is Communities that is served by all chapters of the book. And the last dimension is persons that can be found in Chapter 1. Students will gain knowledge about their country's culture and other cultures, including art, food, literature, and more, from the textbook. Additionally, the individual contributes to students' cultural awareness not just through the content but also through their personal experiences.

Hence, the textbook is suitable for instructing senior/vocational high school twelfth-graders. It enriches students' understanding of everyday life and cultural aspects, serving as a valuable resource for teaching and learning. However, it requires substantial enhancements to address its weaknesses effectively.

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