

## CULTURAL CONTENT ANALYSIS IN TWO EFL TEXTBOOKS USED BY BOARDING SCHOOLS IN BANTEN: A MULTIMODAL ANALYSIS

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### ABSTRACT

*Learning a language also contains a cultural learning component. Teaching a foreign language in a country can help to promote the learner's local culture. English is the most significant language for cross-cultural communication amongst people all over the world in these global Englishes. English is included in the education curriculum in Indonesia and has been learned as a foreign language since the elementary school level. This study aims to find out the cultural content in EFL Textbooks used by Boarding Schools in Banten as well as how the representation of culture in the textbooks. Kachru's Three Concentric Circle of English (1984) and Moran's Five Dimension of Culture (2001) were used as the main theory in this study. Content analysis qualitative research was used in this study. This research is a multimodal analysis because the data is not only in the form of words but also from pictures and audio. The subjects of this analysis are two textbooks used by SMA Islam Nurul Fikri Serang and SMAN CMBBS Pandeglang with the textbooks title are "Pathway to English" Grade X and "Symphony I" Grade X. Mile and Huberman's theory about qualitative data analysis method (2014) i.e. Data Condensation, Data display, and Conclusion drawing used in this study for analyzing the data. The data analysis on the two textbooks reveals that first, Inner circle culture, Outer Circle Culture, Expanding Circle Culture, and Local culture were identified in the textbook with the most dominant type is inner circle culture; second, the cultural content in the two textbooks were represented by product, practice, perspective, community, and person with the most dominant occurrence was products. This study concludes that the cultural content in the two textbooks still orients to and promotes the inner circle culture and accommodating local culture, expanding circle culture and outer circle culture.*

**Keywords:** *elements of culture, expanding circle culture, inner circle culture, outer circle culture, types of culture*

### ABSTRAK

*Mempelajari sebuah bahasa juga memuat pembelajaran budaya. Mengajar bahasa asing di suatu negara dapat membantu mempromosikan budaya lokal pelajar. Bahasa Inggris adalah bahasa penting dalam komunikasi antar-budaya diantara orang-orang di seluruh dunia pada zaman Bahasa Inggris Global. Bahasa Inggris termasuk dalam kurikulum pendidikan Indonesia dan dipelajari sebagai bahasa asing sejak jenjang pendidikan dasar. Penelitian ini bertujuan untuk mengetahui kandungan budaya dalam Buku Teks EFL yang digunakan oleh Pesantren di Banten serta bagaimana representasi budaya dalam buku teks tersebut. Tiga Lingkaran Bahasa Inggris oleh Kachru (1984) dan Lima Dimensi Budaya oleh Moran (2001) digunakan sebagai teori utama dalam penelitian ini. Analisis isi penelitian kualitatif digunakan dalam penelitian ini. Penelitian ini merupakan analisis multimodal karena datanya tidak hanya berupa kata-kata tetapi juga dari gambar dan audio. Subjek analisis ini adalah dua buku teks yang digunakan oleh SMA Islam Nurul Fikri Serang dan SMAN CMBBS Pandeglang dengan judul buku teks Pathway to English Kelas X dan Symphony I Kelas X. Teori Mile dan Huberman tentang metode analisis data kualitatif (2014) yaitu Kondensasi Data, Tampilan Data, dan Penarikan Kesimpulan yang digunakan dalam penelitian ini untuk menganalisis data. Analisis data pada kedua buku ajar tersebut mengungkapkan bahwa pertama, budaya lingkaran dalam, Budaya lingkaran luar, Budaya lingkaran berkembang, dan budaya lokal diidentifikasi dalam buku teks dengan jenis yang paling dominan adalah budaya lingkaran dalam; kedua, muatan budaya dalam kedua buku teks tersebut diwakili oleh produk, praktik, perspektif, komunitas, dan orang dengan kemunculan paling dominan adalah produk. penelitian ini menyimpulkan bahwa muatan budaya dalam kedua buku teks tersebut masih berorientasi dan mengedepankan budaya lingkaran dalam dan mengakomodir budaya lokal, memperluas lingkaran budaya dan budaya lingkaran luar.*

**Kata kunci:** *elemen budaya, memperluas lingkaran budaya, budaya lingkaran dalam, budaya lingkaran luar, tipe budaya*

### INTRODUCTION

English is the most significant language for cross-cultural communication amongst people all over the world in these global Englishes. Jenkins (2015) stated that the new word, ELF, represents the rising trend for non-native English speakers to use English as a contact language among themselves rather than with native English speakers. English is included in the education curriculum in Indonesia and has been learned as a foreign language since the elementary school level. Teachers should think about suitable teaching media for their students, and students should think about how they can quickly receive English lessons from their teachers.

One of the media or facilities to teach English in Indonesia is English textbooks. Textbooks are perceived as fundamental teaching instruments that simplify the interaction of language and culture learning. Some English textbooks represented more English-speaking-countries culture than the learners' local culture (Baleghizadeh & Shayesteh (2020), Lee & Li (2019), Sadeghi & Sepahi (2017), Setyono & Widodo (2019)). Therefore, it is essential to conduct an evaluation of the appropriateness of the English Foreign Language textbook in representing the cultural estimation of the balance of local culture and target culture to better prepare English Foreign Language students for culture-related meetings. Inserting a local culture in foreign language teaching helps to promote the education character in Indonesia (Sudartini, 2012).

Therefore, the researcher is interested to conduct research about the culture presented and how the culture is represented in the content of the textbook so that the students can improve their knowledge and awareness about local Indonesian culture.

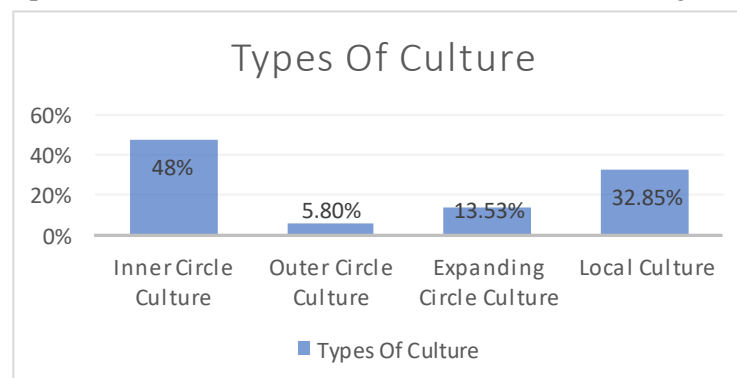
## RESEARCH METHODOLOGY

The research focused on the cultural representation of the dialogue, pictures and text passage on the EFL textbooks used by Grade X SMAN CMBBS Pandeglang and SMA Islam Nurul Fikri Boarding School Serang. The researcher analyzes types of culture based on Kachru (1985) three circles of English theory and how the culture is represented in EFL textbooks according to the theory of Moran (2001) five dimensions of culture. The data of this research were collected through two sources using content analysis. The researcher analyzes the cultural content represented in English Foreign Textbooks used by Boarding School in Banten.

## DISCUSSION

### 1. Representation of Culture in the Textbooks

Data analysis revealed that Inner circle culture, Outer Circle Culture, Expanding Circle Culture and Local culture were identified in the two textbooks. Further detailed analysis pointed out that the inner circle culture has the biggest portion in the cultural content as shown in the following Graphic 1.1.



Graphic 1. 1 Types of Culture

The Graphic 1.1 above shows that from 207 data of the two textbooks, Inner Circle Culture has the most occurrence in the two textbooks with 99 frequencies (48%). Next, Local Culture came in second place with 68 frequencies (32.85%). Next type is Expanding Circle Culture that came in third place with 28 frequencies (13.53%). Lastly, the type of culture that has the smallest portion was outer circle culture with 12 frequencies (5.80%). The following were the types of culture that occurred in the two textbooks.

#### a. Inner Circle Culture

Inner circle is the countries where English is the predominant language and is widely utilized in daily life and governance. Inner circle culture is the culture from the countries that used English as their official first language and spoken by the major of the population (Rashidi & Meihami, 2016). The inner circle cultures in this textbook were shown in the form of building names, foods, people, cities, songs and some habits. The following data showed 2 out of 99 frequencies of the inner circle cultural content that found in the two textbooks.



Picture 1. 1 The Statue of Liberty

The picture 1.1 above showed a picture of The Statue of Liberty. The statue is also included in the UNESCO World Heritage. Cultural heritage or tourism destinations are one of the most common ways of promoting culture. Mazilu (2013) stated that strong connections between tourism and culture may aid new destinations in becoming more appealing and competitive as places to live, visit, work, or invest in their long-term development. Cultural heritage is related to an identity of a city or region. An identity of a city or region may aid in the promotion of many cultural features as well as tourist growth.

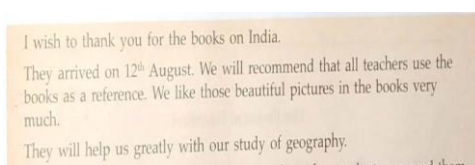


Picture 1. 2. Bar Menu

The picture 1.2 above shows a menu of a bar. In the picture it can be seen that the foods are sold in pound currency. National currencies have a long history of representing national identity, however, in order to emphasize individual's connections to their country, currencies are frequently simplified or not concretely defined. Helleiner (1998) stated that as the national identity, national currencies serve as a shared medium of social communication that can help citizens of a nation's "communicative efficiency" while also encouraging thought patterns that are similar.

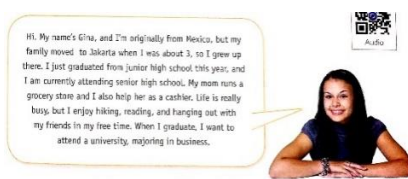
b. Outer Circle Culture

Outer circle culture is the culture from the countries that used English as a lingua franca between groups and has no officially recognized government status; and the majority of English users in outer circle countries are bilingual or multilingual speakers (Tajeddin & Pakzadian, 2020). The outer circle cultures were shown in the form of building names, foods, people, and cities. The following data showed 2 out of 12 frequencies of the outer circle cultural content found in the two textbooks.



Picture 1. 3. Thank You Message

The picture 1.3 above showed a message from a school to thank India for the books that have been sent. The message mentioned India, which is one of the countries that listed as the Outer Circle of English. This is in line with a statement from Karim (2020) that the countries in outer circle are mainly nations that have been colonized by the English such as Singapore, Malaysia, India, and portions of Africa.

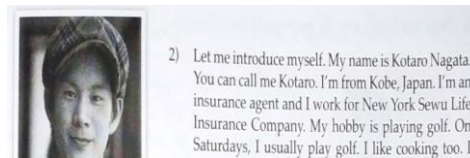


Picture 1. 4. Introduction of Gina

The picture 1.4 above showed an introduction of a girl named Gina. Gina says she is from Mexico but her family moved to Jakarta when she was 3 years old and grew up in Jakarta. Humans and culture are inextricably linked. Humans build a culture of daily life and pass it down the generations. Cronk (2017) stated that human behavior is significantly impacted by a content-related bias in favor of cultural qualities that help humans coordinate their social activities.

c. Expanding Circle Culture

Expanding Circle refers to the rest of the countries where English is used as a foreign language for international communication as well as for particular reasons such as education. Users of the Expanding Circle are non-Inner Circle speakers who speak a range of languages and consider English to be a foreign language (Berns, 2005). The expanding circle cultures in this textbook were shown in the form of building names, foods, persons, cities and ceremonies. The following data showed 2 out of 28 frequencies of the expanding circle cultural content that was found in the two textbooks.



Picture 1. 5. Kotaro Nagata

The cultural content above showed an introduction from a boy named Kotaro Nagata. He originally came from Kobe, Japan. Name Nagata is a popular Japanese surname. Kotaro is widely a masculine male name. Surname is a portion of a person's name that is passed from generation to generation through the family or derived from regulations. A surname can represent a child's relationship with their father or siblings, as well as familial links in a wider group (Davies, 2011).



Picture 1. 6. The Ugly Duckling

The picture above showed a fairy tale entitled The Ugly Duckling. Fairy stories without a hero are occasionally referred to as folk tales, however the genre is most commonly referred to as fairy tale. Folk and fairy tales appear to be a universal feature of human civilization (Lewin, 2020), having characteristics that are shared across geographical locations, although there are many diverse versions across the world, each with regional differences.

d. Local Culture

Local culture is a culture from a specific region with its heritage and customs, which may differ even among regions within the same country. Local culture refers to the culture of local people who have lived in a specific place for a period of time (Shrestha, 2016). The local culture that is used here is Indonesian local culture. The local cultures in this textbook were shown in the form of building names, foods, people, cities, and perspectives. The following data showed 2 out of 68 frequencies of the local culture content found in the two textbooks.



Picture 1. 7. National Monument

The picture 1.7 above shows a picture of National Monument. The picture above is one of the popular tourist destinations in Indonesia and can be considered as the identity of the country. In EFL textbooks, presenting a tourism location can aid to promote Indonesian culture. Cultural tourism is promoted by destinations for a number of reasons. It's a strategy for generating money, encouraging repeat business, providing fulfilling tourist experiences, and promoting cultural revitalization and architectural preservation/restoration (Smith, 2015).

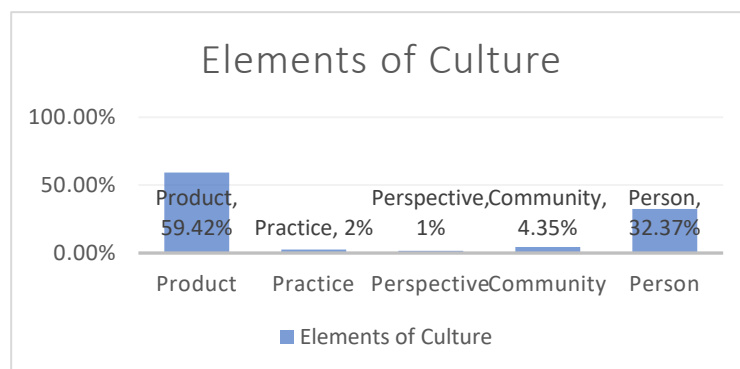


Picture 1. 8. Student and Librarian

The picture 1.8 above showed a picture of a student and a librarian in the library. As we can see in the picture, the student is wearing an Indonesian school uniform, so the student and librarian is from Indonesia. Clothing is used by many individuals to represent their cultural identity. Culture, values inherited by communities as well as family, environment, media, fashion trends, and personal character all impact a person's clothing style (Tajuddin, 2018). School uniforms are one type of apparel that reflects cultural identity because most nations have varied uniform styles depending on their culture.

## 2. Representation of Cultural Content on the Textbook

Data analysis revealed that products, practice, perspectives, community and person were identified in the textbook. Further detailed analysis pointed out that the products have the biggest portion in the cultural content as shown in Graphic 2.1.



Graphic 2. 1. Elements of Culture

The Graphic 4.3 above clearly shows that the Product has the most occurrences in the textbook with 123 frequencies (59.42%). Next, Person came in the second place with 67 frequencies (32.37%). Next element is community that came in third place with 9 frequencies (4.35%). Then, Practice came in fourth place with 5 frequencies (2%). Lastly the elements of culture that have smallest portion are Perspective with 3 numbers of frequencies (1%). The following were the elements of culture that occurred in the two textbooks.

### a. Product

Products are things that are produced by an individual or a group of people in a culture. Baleghizadeh & Shayesteh (2020) stated that products refer to both physical (books or painting) and intangible things (traditional dances and oral storytelling). The products in this textbook were shown in the form person's name, clothing, building, foods, music, cities, money and etc. The following data showed 2 out of 123 frequencies of the products content that found in the two textbooks.



Picture 2. 1. Hamburger

The picture 2.1 above showed a picture of a hamburger. Food is one of the most effective methods to promote culture. Every country has its own distinct flavors and specialties that are rooted in tradition and influenced by its culture. People's attention to culture is more easily drawn to food as a daily human need. It is in line with the statement from Abdallah & AlMaadheed (2021) it is feasible for tourists to go to different countries and places when the primary goal of the visit is to discover the culinary pleasures of the region.



Picture 2. 2. We Are the World Lyrics

The picture 2.2 above shows the lyrics of Michael Jackson’s song entitled “We Are the World”. Music has become a worldwide trend, due to the ease whereby technology could now be exchanged. This is in line with the results of research from (Anggia, Verawati, & Vandika (2018) that in some textbooks found cultural content in the form of names of places, person's name, the behavior of a certain society, tourism places as well as the cultural product.

b. Practice

Practices are something that is done by an individual or a group of people in a culture. Cultural practices necessitate direct or simulated engagement in a culture's everyday existence, as dictated by its traditions and conventions (Lee & Li, 2019). The practices content in this textbook were shown in the form of activities. The following data showed 2 out of 5 frequencies of the practices content that was found in the two textbooks. The picture 2.3 below showed a cultural ceremony with a lion dance performance. In Chinese culture, the lion dance performance is mimicking the lion’s movements in a lion costume to bring fortune and luck. while the picture 2.4 below showed an announcement at a school about a student’s father who passed away. In Indonesia, if there is one of the closest relatives or people who experience disaster or death, there is a culture where people collect donations for funeral money to be given to the family.



Picture 2. 3. Lion Dance Performance

Good morning. May I have your attention, please? We have sad news from our dear friend Nita Setyawati, a student of Grade X-5. Nita's father passed away last night. We are sorry to hear that and would like to express our deepest sympathy for her. The funeral will take place at her house today at 1 p.m. and the burial will take place at 2 p.m. On this occasion, we would like to collect some contributions from fellow students. The class leaders will be in charge of this. Thank you.

Picture 2. 4. An Announcement on a School

Both picture 2.3 and picture 2.4 are the practice content found in the two textbooks. Practices shape daily life while also defining what matters to individuals and their common concepts of the good life. Generally, cultural practices are passed down from generation to generation. Cultural practice reveals information about a society's or group's values and beliefs. Frese (2015) stated that cultural practice refers to shared impressions of how individuals in a culture behave on a regular basis. Culture's traditions







Picture 2. 7. Soccer Player

The picture 2.8 below showed a picture of American football players. American football is a sport that originated in the United States and evolved from soccer and rugby. American football is the most popular sport in United States.



Picture 2. 8. American Football

Both picture 2.7 and picture 2.8 showed the community content in the two textbooks. A community reflects and is impacted by its culture. The cultural life of the neighborhood plays an important role in influencing the communities' satisfaction with their lives (Tjarve & Zemite, 2016). This, in turn, has an impact on how the community lives and interacts with each other. In a word, communities are influenced by culture.

e. Person

Person is the members of a community, without person, culture does not exist. Husain, Zuhri, & Musfirah (2020) stated that the term "person" refers to an individual's personal identity and life experience, as well as a human who creates culture. The following data showed 2 out of 67 frequencies of the person content found in Symphony 1 Grade X. Most of the person content in both books is shown in the form of images of a person or a group of people. The picture 2.9 below showed a picture of a popular singer Michael Jackson. While the picture 2.10 showed a picture of popular singer Justin Bieber. Both picture 2.9 and picture 2.10 are included in the person contents.



Picture 2. 9. Michael Jackson



Picture 2. 10. Justin Bieber

Some of the persons represented in the book include well-known figures such as national heroes, sports stars, and artists. Because the textbook is designed for senior high school students who are eager to figure out who they are, the presence of national identity is critical for them. As a result, displaying representations of well-known persons who have achieved a lot or made a lot of accomplishments, for example, maybe beneficial to senior high school students and provide them with strong role models (Ariawan, 2020). Students also would be more interested in learning if popular celebrities were featured in the textbook.



## CONCLUSION

This study reveals that Inner circle culture, Outer Circle Culture, Expanding Circle Culture and Local culture were identified in the textbook. The most dominant type of cultural content found from the two textbooks was inner circle culture while the least type of cultural content found was outer circle culture. The cultural content in the two textbooks were represented by products, practices, perspectives, community and person. The most common element of culture identified in the two textbooks was products, whereas perspective was the least common element of culture found. From the findings can be concluded that the two books accommodate Global Englishes and Local Culture. However, the two EFL textbooks are oriented to inner circle culture. This occurs because many people still assume that English is solely used only by native English speakers. Indeed, with today's Global Englishes, where English is spoken by everyone in the world, English now belongs to everyone, not just native English speakers.

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