

CULTURAL CONTENT AND CONTEXT IN THE TEXTBOOK “WHEN ENGLISH RINGS A BELL” USED BY GRADE SEVENTH STUDENTS OF SMP MANDIRI PONTIANAK

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***Abstract** The purpose of this research is to find the cultural content and context in the textbook “When English Rings A Bell”. The method of this research is content analysis. There was one type of tool of collecting data in content analysis the researcher used matrix in cultural category based on Malay culture perspective and interviewed the owner of Malay culture to get the information in source culture. The study finds that The books present mostly the source culture (Indonesian Culture) in comparison to target culture and international culture. This ratio is quite ideal as English is taught as a Foreign Language thus English textbook in Indonesian context are aimed at focusing more on local content while introducing the learners to the target culture and international. From the source culture there is 67 % Pontianak Malay content, it is indicated that the books is compatible in the culture context . Based on Littlejohn framework has been recommended to be used .*

***Key Words:** Textbook evaluation , Cultural content and context , Source culture.*

Abstrak Tujuan dari penelitian ini adalah untuk menemukan konten dan konteks budaya dalam buku “When English Rings A Bell”. Metode penelitian ini adalah analisis konten. Ada satu jenis alat pengumpul data dalam analisis konten peneliti menggunakan matriks dalam kategori budaya berdasarkan perspektif budaya melayu dan mewawancarai pemilik budaya Melayu untuk mendapatkan informasi dalam budaya sumber. Studi ini menemukan bahwa Buku tersebut menyajikan sebagian besar budaya sumber (Budaya Indonesia) dibandingkan dengan menargetkan budaya (Inggris) dan budaya internasional. Rasio ini cukup ideal sebagai bahasa Inggris diajarkan sebagai bahasa asing sehingga buku teks bahasa Inggris dalam konteks Indonesia ditujukan untuk lebih fokus pada konten lokal sambil memperkenalkan para peserta didik dengan budaya target dan internasional. Dari budaya sumber ada 67% konten Melayu Pontianak, dalam hal ini menunjukkan bahwa buku tersebut kompatibel dalam konteks budaya. Berdasarkan kerangka

Littlejohn direkomendasikan untuk digunakan dalam penelitian ini.

Kata kunci: Evaluasi buku teks, Konten dan kontek budaya, Budaya sumber

Textbooks are important resources for teachers in assisting students to learn every subject including English. They are the foundation of school instruction and the primary source of information for teachers. Textbooks serve as the basis for much of the language input learners receive and the language practice that takes place in the classroom. They also become the major source of contact they have with the language apart from the input provided by the teacher. The textbook is an almost universal element of English language teaching, and no teaching-learning situation seems to be complete until it has its relevant textbook.

Textbooks not only represent the visible heart of any ELT program, but also offer considerable advantages for both the student and the teacher when they are used in the ESL/EFL classroom (Sheldon, 1988, p. 237). The most important reward of using textbooks is that they are psychologically vital for students since their accomplishment can be measured concretely when we use them. A textbook is important because it sets the direction, content, and to a certain extent how the lesson is to be taught. Similarly he asserts that it is significant to view the images that teachers have as this reflects their attitudes and beliefs toward textbooks which will, in turn, have impact on how teachers use textbooks.

Materials evaluation according to Tomlinson, (2003, p. 15) as 'a procedure that involves measuring the value (or potential value) of a set of learning materials'. An evaluation focuses largely on the needs of the users of the materials and makes subjective judgements about their effects.

Pontianak is a capital city of West Kalimantan where people consisting of various ethnic groups. Ethnic groups originating from the province or ethnicity coming from outside Kalimantan. In Statistical data the ethnic majority in Pontianak is Malay. One of the missions from the curriculum 2013 is shaping personal appreciation of culture and the arts.

SMP Mandiri is a private school located in the eastern Pontianak which is the ethnic majority is Malay. Therefore, the introduction of culture in textbooks need to be analyzed in accordance with the cultural backgrounds in Pontianak, especially in the Eastern Pontianak, as the source culture of its analysis.

Brown, (2007, p. 64) states "Language learning and Culture are cannot be learnt separately". A language is a part of culture, and culture is a part of language. Therefore one cannot separate them without missing the significance of either language and culture. When language learning is not delivered in cultural context, the learner could encounter a culture mismatch later which in turn will lead reluctant to learn the language any further.

Introducing cultural issue to EFL language learner differs from that of ESL learner in terms of the ready surrounding of the target language. Therefore, it is interested to analyze how the cultural is presented in the text book based on

Kurikulum 2013. The textbook is “When English Rings a Bell”. Based on the statements above, we can conclude that a textbook has an important role in teaching and learning process in the classroom because it provides the teachers with a structure of the course, a selection of course materials, activities and suggestions of teaching strategies, information of teaching sources, the balance of the skills taught, and the kinds of language tasks students actively use. For the students, a textbook serves as an opportunity of individual learning, a sense of the purpose and progression of the teaching process, a sense of security, and a reference of learning materials for preparing, checking, and revising the lesson. That is why, teachers should be careful and wise in choosing a textbook which suits their students’ level, interest, and teaching objective in order to plan and develop effective instructional program. They also should be smart and creative in using the textbook chosen.

In this research, the writer focused on the textbook in content analysis of cultural content, that is to evaluate one of the English textbooks in Junior high school, “When English Ring a Bell” designed by Kementerian Pendidikan Dan Kebudayaan. This evaluation is an applied linguistic activity to make judgments about the effect of the materials on the people using them" (Tomlinson, 2003, pp. 51-54) (Tomlinson, 2003, p. 15). This is believed that textbook evaluation is also of an important value for the development and administration of language learning programmes.

METHOD

This research was designed are to analyse the cultural context and contents the textbook “When English Ring a Bell” used by Grade Seventh students of SMP Mandiri Pontianak. The method of research provides the tools and techniques by which the research data are collected to answer the research questions. Methodology consists of procedures and techniques for conducting a study. According to (Singh, 2006, p. 16) “ research methodology covers such general activities as identifying problems, review of the literature, formulating hypotheses, procedure for testing hypotheses, measurement, data collection analysis of data, interpreting results and drawing conclusions”. In carrying out a research, it is necessary to describe the method that is used to achieve the goal. A research method to “a style of conducting a research work which is determined by the nature of the problem” (Singh, 2006, p. 99). The method of this research is content analysis , Krippendorff, (2004, p. 18) defines content analysis as a “research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” .

According to Cohen, Manion, & Morisson, (2007, p. 475), content analysis in a broader sense refers to the process of summarising and interpreting written data, whereas, in a narrower context, it is “a strict and systematic set of procedures for rigorous analysis, examination and verification of the contents of written data” . Because the intent of this research was to do analyzing the contents on the textbook material, “*Bahasa Inggris: When English Rings the Bell*” as one part of the preliminary step to material evaluation proposed by (Littlejohn, 2011, p. 202).

In implementing this research the researcher applied the model by Krippendorff, (2004, pp. 83-87) which underlie the systematic steps in doing the analysis. The components of content analysis serve as the steps which need to be confirmed to proceed from texts to results. Each component has an operational state as follows.

Firstly, Unitizing is the systematic distinguishing of segments of text that are relevant to the purpose of the analysis. Those elements refer to texts, images, voices, moves or other observable elements. Secondly, sampling is a component of a content analysis to economize the research efforts by limiting observations to manageable subset of units. There are several ways to sample the text pertinent to the analysis. Those techniques refer to random sampling, systematic sampling, stratified sampling, varying probability sampling, cluster sampling, snowball sampling, relevance sampling, census, and convenience sampling (Krippendorff, 2004, pp. 111-120). Relevance sampling is mostly used if the analysis aims at selecting all textual units that contribute to answering given research questions. Using this sampling, an analysis proceeds by examining the texts in multistage process. The third, recording/coding connects the unitized texts and someone's reading them or images and what people see in them. This component records details or anything which comes to observation from the observable to the subtle ones. The fourth, reducing data serves the need for efficient representations of the large volumes of data. The fifth, abductively inferring points to unobserved phenomena in the context of interest of the analysis. It bridges the gap between the texts and what they mean. The last, narrating is the last component which refers to make the accounts of data or inferences comprehensible to others.

FINDINGS AND DISCUSSION

Findings

The data were presented and analyzed. The data presentation is outlined in two parts. The first part is the Malay cultural content in the textbook, and the second part is the Pontianak Malay cultural context in the textbook

In Malay moral aspect has scored 21 % which is the highest percentage among other cultural category. About 6 times in frequencies of the cultural category. Then Religion/belief occupies the second highest percentage of cultural category that are embedded in Textbook When English Rings A Bell. The author has succeeded in presenting various religious activity to Malay cultures, the author has illustrated students to religious / belief in Malay cultures as in Indonesian spiritual aspect KD. 1 of Curriculum 2013. *families* have a reasonable percentage of 17 % in comparison with other category. About five times frequencies the family in Malay cultured was illustrated. In chapter I, III and IV. *Social interaction* has gained 14 % in which the author has covered the Malay cultures. Some illustrated shown the activity of the student in social interaction such as ; help other people, work together, etc .In chapter I, IV and VIII, the author has given a brief illustration about some of Malay culture in social interaction. After social interaction category, an 14 % of the cultural category is related to *school /education* . one of the cultural aspect in education Malay people respect to teachers and always obey their advice, instruction, suggestion that

illustrated in the textbook. Surprisingly, cultural category related to daily routines have only been found three times by a percentage of 10 % distributed by three for Pontianak Malay culture. And In comparison with other cultural category, social security has scored 3%. It is noticeable that the illustrated of Malay culture in social security lowest frequencies where place in the activity book have. Finally, the social class in Malay cultural category seems to have no place in the textbook “When English Rings A Bell.

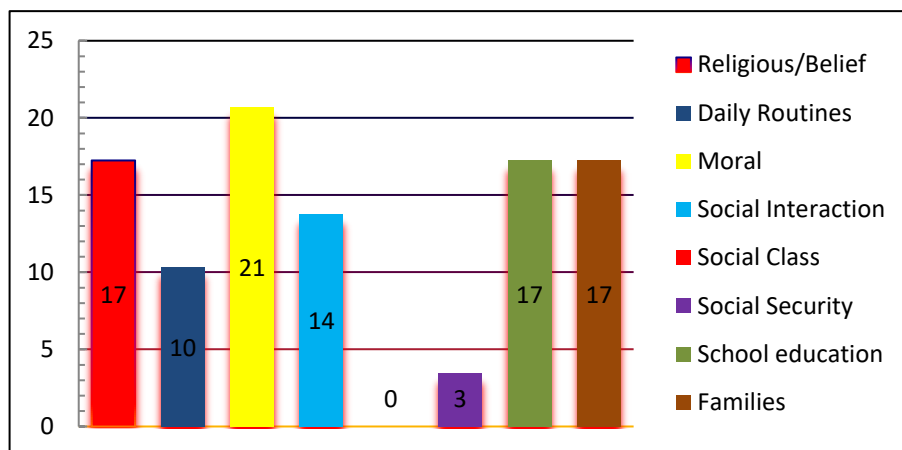


Figure 1. Comparison Percentage in Every Aspect of Pontianak Malay Cultures.

The moral value in Malay culture have high percentage presented in the textbook. Malay culture always appreciate of other people giving. Terms of reference are the norms of Islam that has been established as a normal practice became customary. There are many abstinence be banned and things that are considered discordant. Violation in this case raises a great disgrace and the suspect considered civilized. There are forbidden to see, the bad behaviour, discordant word without regard to specific details or exceptions called unwell. Character of the community formed by these norms. Thus it creates a pattern of attitudes in the association, as behaviour the elders, the mother father, against the authorities or officials, to peers, to people that younger, between men and women, pay a visit, in the ceremony and etc. one of the chapter of the textbook give the example how to say thank to other people.

The moral and religious beliefs as well as the routines from daily life of Malay found in the textbooks. It is told about pray before eating. At the table in family group they must eat together and relax, in Malay culture it called as “Saprah”. Saprahan becoming a strange word already sounded in the ears of the people of West Kalimantan, but said this was a ceremonial party for many people that involves a lot of people sitting in a row, facing each other in one sitting togetherness. Occurring in the same period of time traditions have been replaced by a new trend buffet, which is difficult to bring together a group of people or community in one chamber, sharing their feeling, facing each other while enjoying a meal in front of him. Saprahan of the ceremony can be seen that in the face of Almighty God confers dish is Not capable of being separated from the prayer and reading overlaid or spread or topped with or enclosed within

something; sometimes used as a combining form with blessings to the Prophet, so that in the event got a reward and blessings and congratulations from calamity and disaster. The conduct of saprahan can bind unity that can ultimately grow the identity of the peoples concerned, especially of the unity, cooperation and solidarity embodied in a series of ritual. These values can be applied to young people through non-formal education in the home or social environment of the school and formal education. The next events continuously saprahan necessary to preserve one of the nation's culture in order to foster cooperation between citizens to strengthen a sense of common identity.

The Malay families are well presented in the textbooks. They living in harmony, and always discussed if one of their family got a problem. The nature of interaction presented in the textbooks more informal and subjective between close friend and relatives. For example when a student is talking with her friend about her/his family tree, the style of the discussion and the language used is rather informal, so in this context the malay culture dislike gossip they tend to tell about the real of their life in close relationship. School and education are discussed from secondary education mentioned. According to the textbooks, a good education is highly appreciated and young people want to get a proper education. Education is seen as a factor that will improve the quality of one's life and attitude. In this context the malay culture highly appreciated with their teacher, as illustrated in chapter X, P. 179 in the textbook. And daily routines of Malay culture were presented in the textbooks. According to the results, the daily routines were mainly discussed through eating habits, gathering with family, national holiday.

The social security get the low score, that the frequency only one time. From the textbook in presented the social security it only illustrated the sign that forbidden to do something, and the researcher were not explain the social class because, there is no social class in context of malay culture.

Discussion

After examined carefully and methodically; broken down for consideration of constituent parts the content of this book contains what Indonesian students would generally find in their life. There are no out of context material in the book. The whole quantity is very Indonesian. The pictures and contents strongly represent the culture of Indonesia and some of contents have kinds of about the Malay culture perspective. Based on KD. 1 has related to culture in non material a general conscious awareness in spiritual aspect and in KD. 2 is social aspects. In spiritual aspect, moral value in malay culture perspective has high percentage and In sosial aspect, family in Malay culture perspective has high percentage. Having said this, it would be much better if the students are given a chance to know how students engage their culture in learning language. Most of the topic and context are provided in Indonesian culture. There is almost no process of acquiring culture of the second language. This would bring bad impact to the learners since the learning second language implies some degree of learning a second culture. It is important to understand the process of culture learning (Brown, 2007, p. 182).

The purpose of learning English is that our students can communicate with the target language. They also have to adjust the used of language through it

function. But it seems difficult since there is not such a thing like adapting the culture of the target language. (Lappalainen, 2011, p. 12) claim that texts are written from a point of view describe what it is like to live in source culture. (Nieto, 2010, p. 139) stated culture is embedded in context to say that it invariably is influenced by the environment in which it exist. Many students in foreign language classrooms learn the language with little or no sense of the depth of cultural norms and patterns of the people who speak the language. Another perspective was the notion that language curriculum could present culture as a list of facts to be cognitively consumed.

Target language should be used in a occurring in fact context . The textbook grade seventh of Junior High School *When English Rings a Bell* does not include anything about the English culture. When non-native speakers interact in a second language (L2), they have a tendency or disposition to do or be something to transfer L1 pragmatic rules into the L2 without realizing the negative impact they may have (Fujimori & Houck, 2004, p. 2). So it is not surprising that non-native speakers offer unsolicited advice when advice would normally be avoided, or down played, in English. The culture shock may happen as well. There will be misunderstanding and miscommunication between speakers which means that the students are fault in using and acquiring English as their second language. For example, when students learn about asking age, there should be additional explanation about the culture of asking age in English speaking country. The question of “how old are you?” or mentioning “someone’s age” are consider as rude in English speaking country. But, in Indonesian term it is fine to ask age to everyone. This explanation is not mention in the textbook, that’s why teacher should explain it based on their experience, or teacher can use their own media. Next, in terms of textbook cultures analysis in source culture (Indonesia, target culture (British), and International culture. This can be seen on Figure 2.

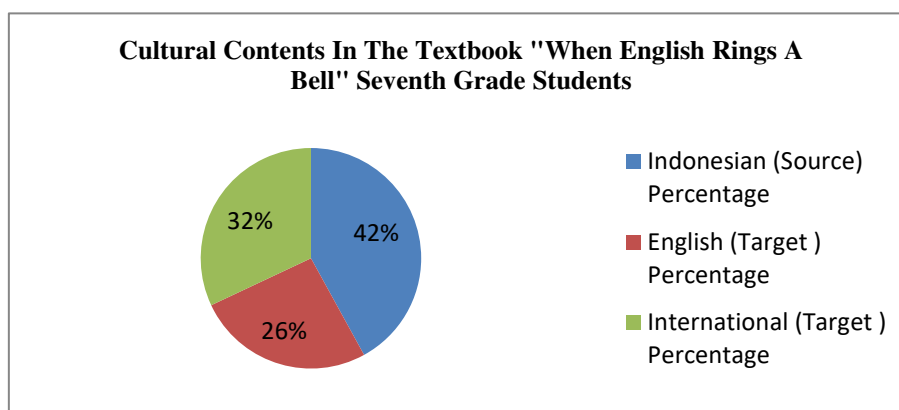


Figure2. The Cultural Analysis of Source Culture, Target Culture, and International Culture

From the data above, it could be said that most of the culture aspects in this textbook is source culture that presented based on Indonesians’ context as they could be obtain the highest percentage between international culture and target

culture (British) . Most of the materials had appropriate presenting and well illustrated in Indonesians' culture content and context. Overall, it could be said that contents in the book compatible with the culture context.

CONCLUSION AND SUGGESTION

Conclusion

Based on the discussion on the previous chapter, it could be concluded that the result of the content analysis of the textbooks "When English Rings A Bell" Used by seventh grades students , The books under analyse present mostly the source culture (Indonesian Culture) in comparison to target culture and international culture. This relative magnitudes of two quantities is quite ideal as English is taught as a Foreign Language thus English textbook in Indonesian context are aimed at focusing more on local content while introducing the learners to the target culture and international. Contextualizing and localizing the context of EFL materials is beneficial as it raises the local culture awareness while learning target and international target culture. The culture source has high percentage from both British and International culture. Culture is cause to come to know personally by the behaviour, social interaction, moral value, daily routine presented throughout the book chapters. The spiritual and social aspect in Pontianak Malay culture can serve as a good model for learners as it relates with their own culture culture product (Malay).

Suggestion

By revisiting the conclusion of this study, the researcher make available or accessible some suggestions regarding the cultural content in the English textbook. This suggestion intended for the user of the current textbook as well as for the author of future edition of English textbook. First, the current English textbook are lack of cultural information in the forms of descriptive texts, sound recording, texts presenting foreign opinion and attitudes, idiom and collocation. English teacher who are the users of this book would better provide extra material when they teach using this books. This materials are to present, not only the product of culture either Indonesian, British or International culture but also the perspectives.

Second, the equality between the totals of the credit and debit sides of an account presentation among source culture, target culture, and international culture should be Kept in good condition and should be added for the comparisons and contrast among cultures: as well as strategies to deal with reasonably well despite some difficulty with the difference. If, to some cases, authors want to emphasize the source culture, it would be better to explore local culture values more than merely the culture object. Local wisdoms, traditions, and values that can serve as common to the general public cultural knowledge can be presented. This is to enable students to communicate themselves in a better way and in a more comprehensive content. Third, the element of culture should be added not only focused on product and person. Practice and perspective should also added thus the learners will have the benefit of; obtain something desirable better the

cognitive condition of someone who understands beyond the surface of the culture.

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