



## An Analysis Of Cultural Content In English Textbook “Pathway To English” For Grade X

Redhata Ardian Fasya <sup>1)</sup>, Maya Rahmawati <sup>2)</sup>, Wahyudin Fitriyana <sup>3)</sup>

Universitas Singaperbangsa Karawang

### Abstract

Received: 04 Januari 2024

Revised : 12 Januari 2024

Accepted: 18 Januari 2024

*This undergraduate thesis analyzes the cultural content within the English textbook “Pathway to English” designed for 10th-grade high school students, published by Erlangga in 2022. Employing a qualitative descriptive study approach, this research centers on the textbook materials, excluding exercise items. Data comprising text and images are categorized according to Cortazzi & Jin’s (1999) cultural categories and Moran’s (2001) cultural dimensions. The results of the analysis reveal that the Target Culture category and the “persons” dimension predominantly feature in the acquired data. These findings indicate the necessity for teachers to develop supplementary materials to cater to students’ needs in comprehending diverse cultures within the context of English as a Foreign Language (EFL). As a result, students can be exposed to a more comprehensive and profound learning experience, potentially enhancing their understanding of global cultural diversity.*

### Keywords:

*Content Analysis, Cultural Content, English as Foreign Language (EFL), textbook*

(\*) Corresponding Author: [1910631060129@student.unsika.ac.id](mailto:1910631060129@student.unsika.ac.id)<sup>1</sup>

**How to Cite:** Fasya, R. A., Rahmawati, M., & Fitriyana, W. (2024). An Analysis Of Cultural Content In English Textbook "Pathway To English" For Grade X. <https://doi.org/10.5281/zenodo.10645844>.

## INTRODUCTION

Textbooks play an essential role in the education system, and their significance should not be overlooked. Patrick in Qodriani & Kardiansyah (2018) suggests that textbooks serve as an invaluable resource for both teachers and students. As teachers rely on textbooks to develop their lesson plans, they can ensure that they cover all the necessary topics as per the curriculum. Additionally, textbooks offer a concise and organized source of information that students can use to review and reinforce their learning, and to prepare for exams.

In particular, textbooks are vital in English language teaching due to the language’s intricacy and structured learning requirements. According to Cunningsworth in Ayu (2020) and Richard in Ayu (2020), they are crucial for presenting language materials, offering input, and practicing language skills. Textbooks serve to introduce and reinforce linguistic elements, while also enabling learners to grasp cultural nuances. They aid in comprehending the social and cultural aspects of the language, facilitating proper usage in diverse contexts.

Kramsch in Qodriani and Kardiansyah (2018) asserts that language teaching, including English as a foreign language (EFL), must integrate culture. EFL encompasses more than grammar and vocabulary; thus, understanding cultural norms is vital. Incorporating culture in English textbooks is crucial for effective teaching, enabling learners to grasp language within its cultural context.

Therefore, analyzing cultural content in English textbooks is vital for a holistic education, combining language, culture, and society. Language and culture

are intertwined; teaching one without the other is inadequate. English textbooks significantly shape students' perception of the English-speaking world, thus should encompass linguistic, cultural, and social facets. This analysis also connects students' backgrounds with the target culture, bridging gaps. To enhance learning, textbooks must blend English-speaking countries' culture with local nuances. This integration not only engages students but also showcases practical language use in daily life.

While some studies have analyzed the cultural content of EFL textbooks (Septiyana, Roza, Hardijanti, & Rekha (2022); Mustapidaturrohmah, Degeng, & Perdhani (2022); Setyono & Widodo (2019); Rahim & Daghigh (2019); Parlindungan, Rifai, & Safriani (2018)), they failed to take into account the specific needs and backgrounds of the learners who would be using these textbooks. In fact, the implementation of the K13 curriculum policy prioritizes the needs of students in the learning process. As such, it is essential that textbooks be designed with the goal of meeting the needs of students at the center of the learning process.

This study analyzes cultural content in the 2022 Grade X “Pathway to English” textbook by Erlangga. It identifies proportions of source, target, and international cultures, as well as their dimensions using Cortazzi & Jin’s (1999) and Moran’s (2001) categorizations.

## METHODS

This study is qualitative descriptive research. The main source of data in this research is the “Pathway to English” textbook, published by Erlangga in 2022, used for grade X students in junior high schools. As the primary research subject, the “Pathway to English” textbook was thoroughly examined to explore its various components, including reading passages, sentences, texts, dialogues, tasks, and visual illustrations. The objective was to uncover the cultural values and moral messages embedded within its contents. The employed methodology for data collection consisted of document review. The process is described below:

1. Verified that the chosen textbook corresponded to the intended data collection.
2. Divided the textbook into sections: cultural representations, assignments, and pictures.
3. Extracted cultural information related to Source Culture (SC), Target Culture (TC), and International Culture (IC).
4. Identified the different cultural dimensions contained in the textbook.

Finally, the data collected were analyzed using codes and categorizations by Cortazzi & Jin (1999) and Moran (2001).

## RESULTS AND DISCUSSION

The research findings reveal that within the textbook’s six chapters (units), a blend of SC, TC, and elements is utilized to cover a wide array of subjects. The tabulated data in the “Pathway to English” for Grade X textbook illustrate the assortment of cultures presented.

**Table 1. Types of Culture in “Pathway to English” for Grade X Textbook**

Unit	Cultural Categories		
	Source Culture	Target Culture	International Culture
Unit 1	9	41	2

Unit 2	14	14	23
Unit 3	5	8	2
Unit 4	1	7	1
Unit 5	3	1	3
Unit 6	0	2	2
Total	<b>32</b>	<b>73</b>	<b>33</b>

Based on the data, the predominant cultural category is TC at 52.89%, with SC being the least at 23.19%. However, the SC and IC figures (23.92%) show minimal variance. TC corresponds to English-speaking nations like the U.S., UK, Canada, Australia, and New Zealand. IC encompasses non-SC and non-TC cultures worldwide—such as European, Asian, and African cultures. SC refers to the teacher’s and learners’ culture, notably Indonesian culture in this study.

The prominent focus on TC signifies the textbook’s aim to aid students in understanding and valuing the cultures of studied English-speaking countries. By immersing learners in these countries’ customs, traditions, and norms, the textbook enhances intercultural competence and language proficiency within specific cultural contexts. This emphasis aligns with Shmeleva’s (2018) research, highlighting cultural exploration as a language learning motivation. The emphasis on IC further underscores the textbook’s dedication to familiarizing students with diverse perspectives and practices in the global English context. By emphasizing worldwide contexts and cultural diversity, learners are empowered for effective communication in an interconnected world, nurturing global citizenship and intercultural comprehension. Yet, SSC ranks last, indicating less emphasis on learners’ native culture compared to other categories. This disparity might obstruct students from understanding the cultural foundations of their studies and hinder their link to Indonesia’s cultural context. Notably, Indonesia’s abundant linguistic and cultural diversity underscores the importance of integrating diverse, multicultural viewpoints into English textbooks (Derung, 2019). This incorporation holds key value for effective English education within the country.

Furthermore, the textbook integrates five cultural aspects: products, practices, perspectives, communities, and persons. These dimensions consistently resurface across the textbook. They serve as a framework to present materials relevant to diverse chapter topics. The data distribution is presented in the table provided:

***Tabel 2. Cultural Dimensions in “Pathway to English” for Grade X Textbook***

Unit	Cultural Dimensions				
	Product	Practices	Perspectives	Communities	Persons
1	26	0	0	0	26
2	36	0	0	1	13
3	3	2	0	0	11
4	0	2	0	3	4
5	2	0	0	2	3
6	2	0	2	0	0
Total	<b>69</b>	<b>4</b>	<b>2</b>	<b>6</b>	<b>57</b>

Examining the data, products stand out as the most prevalent cultural dimension, comprising 50% of the total. In contrast, communities, practices, and

perspectives are less represented, each accounting for 4.35%, 2.90%, and 1.45% respectively. This distribution underscores the textbook's focus on cultural products, encompassing diverse items like artifacts, art forms, and buildings integrated into dialogues and texts covering various topics.

The textbook strongly emphasizes presenting cultural products as a means of exploring cultural dimensions. This focus aims to visually engage learners, fostering connections and appreciation for various societies. In contrast, the inclusion of persons (41.30%) introduces students to historical figures, celebrities, and everyday people, humanizing cultural concepts for relatability. By personalizing content, the textbook enhances understanding and empathy toward diverse cultures, deepening students' insights and connections to cultural dimensions.

While products and persons dominate the textbook's cultural dimensions, the importance of practices, perspectives, and communities should not be underestimated. Exploring these dimensions further could significantly enhance students' intercultural awareness. Additionally, balancing practices, perspectives, and communities would offer a more holistic grasp of cultural dynamics, enabling students to navigate diverse contexts with greater sensitivity and appreciation.

## CONCLUSION

The analysis of the "Pathway to English" for Grade X textbook reveals that Target Culture emerges as the most dominant cultural categories, while Source Culture holds the least representation. Similarly, persons are the most prominently presented among the cultural dimensions, whereas communities appear the least throughout the textbook. This unique distribution highlights the deliberate emphasis on Target Culture and persons to create relatable and engaging content for students. However, the limited attention to Source Culture and communities may restrict learners' understanding of their culture and communal dynamics.

## REFERENCES

- Ayu, M. (2020). Evaluation of Cultural Content on English Textbook Used by EFL Students in Indonesia. *Journal of English Teaching*, 6(3), 183-192. doi:10.33541/jet.v6i3.1925
- Cortazzi, M., & Jin, L. (1999). Cultural mirrors: Materials and methods in the EFL classroom. In E. Hinkel, *Culture in Second Language Teaching and Learning* (pp. 196-220). Cambridge: Cambridge University Press. Retrieved May 8, 2023
- Derung, T. N. (2019). GOTONG ROYONG DAN INDONESIA. *SAPA JURNAL KATEKETIK DAN PASTORAL*, 4(1), 5-13. doi:10.53544/sapa.v4i1.62
- Moran, P. R. (2001). *Teaching Culture: Perspectives in Practice*. Boston: Heinle & Heinle.
- Mustapidaturrohmah, N., Degeng, P. D., & Perdhani, W. C. (2022). A Cultural Content Analysis of the EFL Textbook for Primary Education in Indonesia. *NOBEL: Journal of Literature and Language Teaching*, 13(1), 67-82. doi:10.15642/NOBEL.2022.13.1

- Parlindungan, F., Rifai, I., & Safriani, A. (2018). The representation of Indonesian cultural diversity in middle school English textbooks. *Indonesian Journal of Applied Linguistics*, 8(2), 289-302. doi:10.17509/ijal.v8i2.13276
- Qodriani, L. U., & Kardiansyah, M. Y. (2018). Exploring Culture in Indonesia English Textbook for Secondary Education. *Jurnal Pendidikan Indonesia*, 7(1), 51-58. doi:10.23887/jpi-undiksha.v7i1.13692
- Rahim, H. A., & Daghigh, A. J. (2019). Locally-developed vs. Global Textbooks: An Evaluation of Cultural Content in Textbooks Used in ELT in Malaysia. *Asian Englishes*, 22(3), 317-331. doi:10.1080/13488678.2019.1669301
- Septiyana, L., Roza, A. S., Hardijanti, L., & Rekha, A. (2022). The Representation of Cultural Content in ELT Textbook for Middle School Students. *Metathesis: Journal of English Language Literature and Teaching*, 6(2), 247-261. doi:10.31002/metathesis.v6i2.93
- Setyono, B., & Widodo, H. P. (2019). The representation of multicultural values in the Indonesian Ministry of Education and Culture-endorsed EFL textbook: a critical discourse analysis. *Intercultural Education*, 1-15. doi:10.1080/14675986.2019.1548102
- Shmeleva, Z. N. (2018). The general cultural competence formation in the process of the foreign language learning by students-managers. *Эпоха науки*(15), 220-224. Retrieved May 16, 2023