
TARGET CULTURES REPRESENTATION IN ENGLISH COURSE BOOKS OF *SMART 10* AND *BAHASA INGGRIS X* FOR SENIOR HIGH SCHOOL: A SURVEY REVIEW

By

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Abstract:

This research is aimed to analyze the target cultural classification aspects of High School textbooks. The data for analysis were collected from two High School books entitled Smart 10 and Bahasa Inggris X. The method employed was the descriptive qualitative method, and it used the theory from Dweik & Al-Sayyed (2015) about cultural classifications. This study explored and compared how the target culture was represented in two coursebooks that used purposive sampling. Three available units were selected in every book by employing systemic random sampling. Six aspects were analyzed; food & beverages, person's name, places, social behavior, ecology, and economy. The results showed that target cultures represented by Smart 10 are more dominant than in Bahasa Inggris X's book.

Keywords: *cultural representation; English coursebook; target culture.*

INTRODUCTION

According to McKay (2003), culture impacts language education in two ways: linguistics and pedagogical. It has linguistic implications at the semantic, pragmatic, and discourse levels. Learning others' cultures is to communicate effectively across different cultures and develop cross-cultural understanding between Indonesian and English native cultures. Kramsch (1998) mentioned that the speaker's thoughts, attitudes, and beliefs reflect language. It means that language can be reflected through their thoughts, attitude, and beliefs. When the speaker chooses to say or not to say something, this is an example of how language and culture are interlinked.

A study carried out by Pratiwi (2017), who used English materials of Junior High Schools entitled *When English Rings the Bell* and a coursebook entitled *Bright*, portrayed that 'there was a lower representation of target culture used in those materials. The occurrences were minimal, and the source culture still played dominantly'. However, although those books still attempted to build the students' cultural awareness in a small amount. Since, for Junior High Schools level, the target culture was started to be introduced. Knutson (2006) pointed out that 'the development of students' cultural awareness started by encouraging them to recognize their cultural identity to others. Mahmud et al. (2012) also researched the representation of cultural matters in an English book entitled *Step Ahead I*. Next is the cultural model created by Byram et al. (1994). The results showed that the source culture still dominates the cultural representation in the English coursebook, whereas the target culture is not represented in the English coursebook." Santos (2015) said he worked on 'the cultural representation in *When English Rings the Bells*' in another study. He found that the local cultures were shown dominated in this book. He also revealed that the sociological sense, which deals with people's social behaviors, was the most prevalent social content in the coursebook.

Considering the prior studies, the researchers found research gaps to disclose to contribute to the study. Since studies about cultural representation in the English coursebook were dominated by local culture in Indonesia, it seems significant to reveal target culture representation in Senior High School English Coursebooks. By understanding the target cultures behind the texts, the students were expected to understand the native cultures of inner circle English to understand their appreciation and tolerance towards those cultures and avoid impoliteness, mistakes, or misunderstanding.

Several cultural categories have been investigated. They were names of persons, places, food and drinks, social behavior, picture and graphics, social behavior, ecology, and economy. Those categories were referred from Dweik and Al-Sayed (2015), who established the cultural classification checklist based on Satnawi (2009) and Newmark (1988). Those target cultures' representation was investigated by comparing two High School English coursebooks.

The study's objective was to serve information on how target cultures were represented in High School English Coursebooks. Which High School students commonly used; one book was published by the Ministry of Education entitled *Bahasa Inggris X*, and one private company published another book – Pinastika, entitled *Smart 10*. Specifically, the research problem was

formulated as to how target culture was represented in English High School course books by Bahasa Inggris for X Book (B.I.) and Smart 10 English Book (S.M.)? For that reason, the research questions are:

1. What are the target culture classifications presented in the reviewed books?
2. Which book is more dominant in representing the target culture? Bahasa Inggris X or Smart 10?

METHOD

Design

This study employs a survey review where books are investigated qualitatively to find certain contents under specific categories (Tomlinson & Masuhara, 2013). However, the results are quantified in particular words or names, places, or dates that appear across a sample of texts. Thus, the final data can be accumulated in many or few based on theme, event, or topic. So, the focus is to find culture classification in two books and frequency in each book.

Participant

The subject of this research was the Senior High School English coursebooks. The researcher used purposive sampling to select the subject. The target data sources in this study were two English coursebooks entitled *Bahasa Inggris X* for 10th Grade. This book was written by Prof. Dr. Zuliati Rohmah, M.Pd, and published by the Indonesian Ministry of Education and Culture in 2016. The second book was entitled *Smart 10* for 10th Grade students, Drs. Triyono and published by Pinastika. The premise to choose both books is due to the uniqueness of each. The first book is coded with B.I. and is published by the Ministry of Education and Culture of Indonesia. The book is widely used among Indonesian students. The second book is coded with S.M. and is published by a local publisher. The book is assumed to be used in less coverage.

Instrument

The main instrument is a human instrument, and in this case, it is the researcher. The researcher has a role in determining the focus of the study, selecting informants as sources of data, collecting the data, assessing the data quality, analyzing the data, interpreting the data,

and making conclusions on its finding (Sugiyono, 2016). The researchers also use a co-instrument built by the theoretical framework to guide researchers in dividing and categorizing the analyzed data. The co-instrument' is a rubric form with a list of categories or themes (Dweik and Al-Sayyed, 2015). This model was also previously used by another author (Turmudi, 2020b).

Data collection and data analysis

The researchers employed instruments to gain qualitative descriptive study. For that reason, this study selected three units as samples by using simple random sampling. Then the researchers sorted the text samples, words, and sentences under criteria content analysis (Miles, Huberman, & Saldana, 2014) before ordering. Each category is coded with specific codes and put in its category. Finally, the researchers make a checklist table to show words and pictures before recapping.

The researchers analyzed the coded data and categorized them in a data table when the dataset was ready. This research uses a content analysis method (CCA). Content analysis is a research tool used to determine the presence of certain words, themes, or concepts and quantified in qualitative data, i.e., text. Using content analysis, researchers can quantify and analyze the presence, meanings, and relationships of certain words, themes, or concepts. Both books were coded with B.I. and S.M., while the contents are categorized with qualitative words such as food and beverages, personal name, places, social behavior, ecology, and economy (Dweik and Al-Sayyed, 2015). The whole process of in text-citation and list of references uses a Manual system by coping reference sources from Scholar Google (Turmudi, 2020a).

RESULT AND DISCUSSION

Result

Exploring two English coursebooks for Senior High School, the researchers wanted to find out the target culture representations within two books. It was to present how the target culture is represented in B.I. refers to *Bahasa Inggris X* book, and S.M. refers to *Smart 10* book. The first finding was about how to target culture classifications based on Dweik and Al-

Sayyed (2015) were represented in each book; after that, the result of target cultures represented in each book was compared to find which book was dominant in presenting target culture classifications.

1. Target Cultures Classification

According to Cortazzi and Jin (1999), target culture refers to natives that the learners study. Since the study is about the target culture material of English, it means the culture is about the English-speaking countries' culture. Based on Rubaiyat Jahan and Peter Roger (2006), the target culture for the language in question is sometimes specified along national lines. Learners of English who live in countries where English is the prevalent language that may readily associate the concept of the "target culture" with apparent features of the culture of the English language speakers who surround them. However, from the perspective of foreign language learners, the concept of a "target culture" associated with the English language is potentially confusing in non-English speaking environments.

There are several cultural categories or cultural checklists as references for the researcher. Dweik and Al-Sayed (2015) developed a cultural classification checklist based on Satnawi (2009) and Newmark (1988). There are twelve cultural classifications that they worked on:

1. Politics and history include national flags, national or prominent heroes, prominent figures, commemorative events, leaderships, governments, and other matters that depict other countries.
2. Religion and religious activities include religious ceremonies, worship, religious holidays.
3. Food and beverages or drink, such as; the name of food and beverages, various types of food and beverages, recipes, plants, and eating tools.
4. Ecology matters such as; mountains, weathers, seas, climate, river, and lake.
5. The economy includes currencies, trade, buying and selling goods, and the name of banks.
6. Leisure, such as popular sports, tourism objects, music, entertaining programs, traditional music. Seventh-day dress includes typical dress, casual clothes, formal clothes, and clothes

for a specific occasion. Literature and science include famous poets, dramas, playwrights, and biographies.

7. Social behavior consists of; greetings, expressions, punctuality, gift exchange.
8. Education; refers to educational systems, schools, school subjects, university subjects, and grading systems.
9. Family and gender relationships include the role of men and women in social life, equality of men and women, and family gathering at last, names such as male and female names, nicknames, and family names.

Due to time constraints, the researcher will not work with primary data and analyze all units in the course books to make the analysis easier. Consequently, this study will select units by using simple random sampling. The researcher decided to use three units of each book as the sample, and the selected sample was presented as follows:

Table 1: Selected Samples

Course Book	Numbers			The Selected Unit
	Units	Reviewed	Page	
BI	15	3	224	<ol style="list-style-type: none"> 1. Unit 6: Giving Announcement 2. Unit 9: The Battle of Surabaya 3. Unit 12: Issumboshi
BR	6	3	131	<ol style="list-style-type: none"> 1. Unit 1: Hello, Good Morning 2. Unit 3: I Would Like To 3. Unit 4: Historical Building and Place

2. The More Dominant Book in Presenting the Target Cultures

The data was divided into two sections textual and pictorial data. The textual data were divided into three types to obtain the accurate result: utterance, sentence, and word. The utterances were taken from dialogues and monologues. While the sentences were taken from passages and exercises, and the words were taken from some words or a group of words.

Table 2: The results of the two English coursebooks are presented in

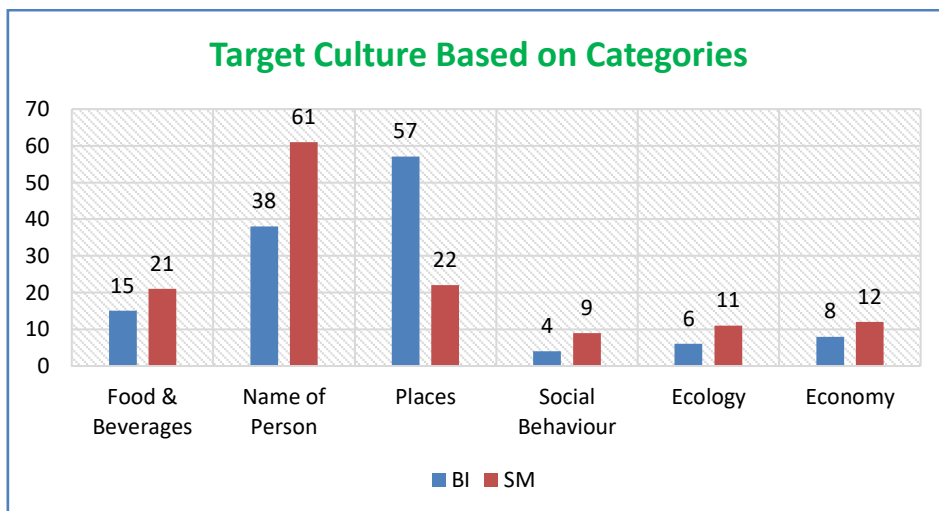
Book	Textual Data			Pictorial Data	Total
	Utterance	Sentence	Word		
B.I.	28	73	17	10	128
SM	84	29	11	11	136

Table 2 shows the total textual and pictorial data in each book. *Bahasa Inggris X* Book contained 28 utterances, 73 sentences, 17 words, and ten pictorial data containing target cultures. Meanwhile, in the *Smart 10* book, there were 84 utterances, 29 sentences, 11 words, and 11 pictorial data which contained target cultures. It meant that Target Cultures represented by *Smart 10* was more dominant than in *Bahasa Inggris X's* book.

Table 3: The Target Culture based on Categories

Categories	BI	SM
Food & Beverages	15	21
Name of Person	38	61
Categories	BI	SM
Places	57	22
Social Behaviour	4	9
Ecology	6	11
Economy	8	12
Total	128	136

This table can be shown in this graphic as follows:

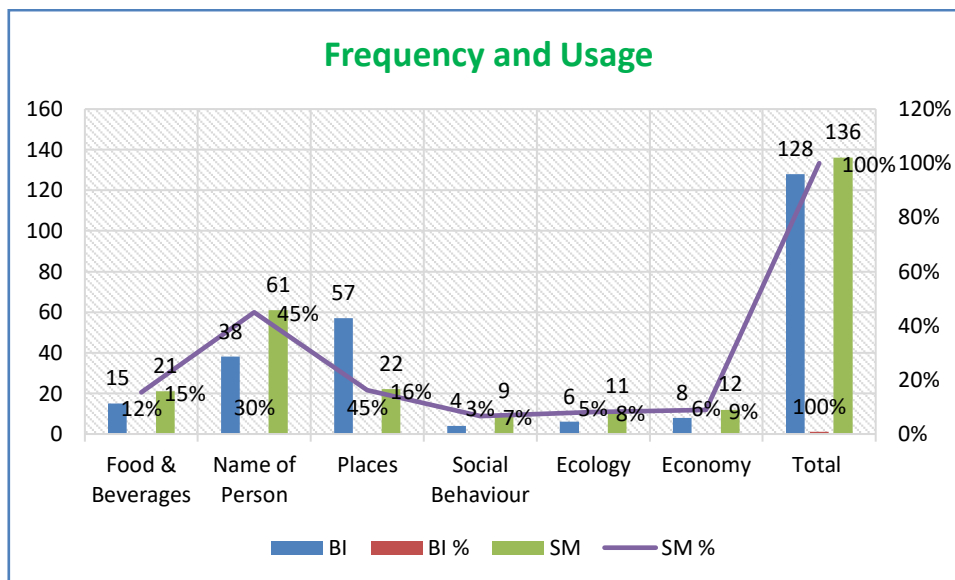


Graphic 1: The Target Culture based on Categories

We can see the occurrences resulting from each category's data from the data above. In the food and beverages category, there were 15 target cultures shown in *Bahasa Inggris X* book and 21 occurrences in *Smart 10* book. It meant that *the Smart 10* book still showed more occurrences in target culture usage in terms of the food and beverages category. Moreover, in the category of Name of Person, we could see 57 occurrences of target culture usage in *Bahasa Inggris X* book and 61 occurrences in *Smart 10* books. It meant that *Smart 10* dominated, compared to *Bahasa Inggris X* book, using the target language of the name of person category.

In terms of the Social Behaviors category, from the data, it was shown that there were only four occurrences in *the Bahasa Inggris X* book and nine occurrences in *the Smart 10* book. *Smart 10* used more target culture words than *Bahasa Inggris X's* book. Furthermore, in Ecology, there were six target cultures used in *Bahasa Inggris X's* book and 11 target culture words used in *Smart 10* book, which meant that *Smart 10* still dominated the occurrences.

At last, in the economy, there were eight occurrences of target culture words used by *Bahasa Inggris X* book and 12 occurrences of target cultures in economy terminologies in *Smart 10* books.



Graphic 2: Total Occurrences of Target Culture Usage in the B.I. and S.M. books

Above all, it can be sump um that *the Smart 10* book still dominated the target culture usage, and it used target culture words more often than *Bahasa Inggris X* book.

Discussion

Again, the context of this study was to find to what extent target culture was represented in English High School textbooks which Bahasa Inggris represented for *X Grade Book* (B.I.) and *Smart 10 English Book* (S.M.).

From chart 2, we could see that the total occurrences of the target culture in *the Smart 10 English* book were higher than Bahasa Inggris X book. The higher category in *Bahasa Inggris's* book was the name of places. While, in *Smart 10 English* book, the highest rank in target culture using was the name of persons. In *Bahasa Inggris X's* book, the target cultural places used are the USA, New York, Ontario, Niagara Goerge, Bridal Veil Falls, American Falls, Niagara Falls, Cave of the Winds, Hurricane Katrina Deck, Mist Boat Tour, Niagara Wax Museum, etc.

While in the *Smart 10 English*, as we found that Name of Person becomes the highest target cultural category that this book was used, the researcher gave an example on the name of the person this book was using. The name of persons who were considered as target culture

were, such as; John Meyer, Paul, Charles, Thomas Shepperd, Jack, Bryan, Nancy, Steve Lynch, Alex Lettermen.

Compared to other previous research conducted by Pratiwi (2017), which investigated the cultural representation in general for Senior High School Course Books. She used *Bright English* course books and *When English Rings Bell* (WEB). She explores how culture was represented in general, so target not only culture target culture and international culture and source culture. She only did the content analysis and did not do any interviews or study the students' opinions about the importance of the books and the impact on students, as the researcher did.

Her study results are that *When English Ring Bells* and *Bright English* share different perspectives, *WEB* provides a higher number of source culture occurrences than *Bright English*. In other words, *WEB* stressed the importance of identity building. On the other hand, *Bright English* presents a higher ratio on the target culture and international culture than *WEB*, which means that the source culture represented in *Smart 10* is lower than *WEB*.

This study applied some theories consequent to culture from previous studies, for example, what has been developed by Cortazzi and Jin (1999) and refers to culture categories from the study of Dweik and Al-sayyed (2015). The two books used as the subject of the study found out that *Smart 10 English* book published by private publisher Pinastika used more target culture in its book. The sampling for three units or chapters taken from each book resulted in 135 occurrences of words of target culture usage and 128 words used in *Bahasa Inggris X Book*. If we see that those counted words are taken from three units of the books, it can be said that this occurrence is relatively high. Since this study does not focus on the source and international cultures and does not compare target cultures with other cultures, the researcher will not discuss it.

The important thing is that both *Bahasa Inggris X* and *Smart 10 English* provide opportunities to the students to encourage the students to proportionally learn and understand the culture the students have (source culture) and target culture and international culture. This book also gives a chance to the students to explore and promote their intercultural competence and cultural awareness in balance size.

CONCLUSION AND RECOMMENDATION

This study employed a content analysis that has been conducted to investigate the cultural representation in the English course books for Senior High Schools. Two books were selected to represent the English books that English teachers and English subject students commonly use. *Bahasa Inggris for X Grade*, published by the Ministry of Education and Culture, is nationally distributed and widespread all over Indonesia, which means that Indonesian High School students mostly use it. *The private sector publishes smart 10 English books*, Pinastika, used in lower coverage.

Dweik and Al-sayyed (2015) culture categories in those two books found out that the *Smart 10 English* book used more target culture in its book. The sampling for three units or chapters taken from each book resulted in 135 occurrences of words of target culture usage and 128 words used in *Bahasa Inggris X Book*.

Moreover, it has been proved that English coursebooks play essential roles in the classroom. Cunningsworth (2005) determined that the course books can play as a syllabus. The course books also become a guideline for teachers and students (Ellies, 1982) since the course books have already been completed with activities and exercises to do in a class. It can assist the teachers in operating the class. In other words, the course books become the framework for the teaching and learning process.

Finally, the relevant parties should understand the function of the English book. Referring to the result of the study and the function of the coursebook, the English coursebooks can be a guideline for cultural learning for teachers and students. The teachers can exploit the cultural representation in the course books to build the students' identity, cultural awareness, and intercultural competence. The students can also enrich their cultural knowledge. By learning target culture, they will understand the situation, how is own culture and how is target culture. Hence, it helps them communicate better, especially with people from other countries, primarily English-speaking countries.

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