

A CULTURAL CONTENT ANALYSIS OF EFL TEXTBOOKS– CHALLENGE SERIES: 2, 3, AND 4 PUBLISHED BY PEARSON

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ABSTRAK

Penelitian ini bertujuan untuk menjabarkan konten budaya pada buku teks Challenge seri 2, 3, dan 4 yang diterbitkan oleh Pearson dari informasi budaya, elemen-elemen budaya dan dimensi kompetensi komunikasi antar budaya. Penulis menggunakan analisa kualitatif deskriptif sedangkan data yang dianalisa dalam penelitian ini diadopsi berdasarkan konsep Huberman & Sladana. Hasil penelitian menunjukkan bahwa informasi budaya dari buku–buku teks ini sebagian besar ditampilkan oleh informasi visual. Challenge 2 sebanyak 139 kali (37%). Challenge 3 sebanyak 283 kali (49%) dan Challenge 4 sebanyak 124 times (45%). Bentuk pemerintahan mendominasi elemen budaya dalam buku–buku ini; Challenge 2 ada 35 kali (20%), Challenge 3 ada 75 kali (41%) dan Challenge 4 ada 101 kali (38%). Penelitian ini menunjukkan bahwa buku–buku teks ini telah mencapai tiga dimensi dari kompetensi komunikasi antar budaya (dimensi pengetahuan, kemampuan, dan perilaku), namun dimensi terakhir (dimensi kesadaran mengkritisi budaya) belum tercapai.

Kata kunci: *elemen budaya, materi budaya, kompetensi komunikasi antar budaya.*

ABSTRACT

This study aimed to describe the cultural content of EFL textbooks-Challenge Series 2, 3, and 4 published by Pearson from the content of cultural information, elements of culture, and dimension of Intercultural Communicative Competence (ICC). The writer used descriptive qualitative analysis while the data were analyzed based on adapted Huberman & Sladana's concept. The research findings showed that the cultural information in these books are mostly presented by visual information. Challenge 2 was 139 times (37%). Challenge 3 was 283 times (49%) and Challenge 4 was 124 times (45%). Forms of government dominated all elements of culture in these books; Challenge 2 had 35 times (20%), Challenge 3 had 75 times (41%) and Challenge 4 had 101 times (38%). This research showed that these textbooks had achieved three dimensions of ICC (knowledge, skill and attitude dimension), but the last dimension (critical cultural awareness dimension) had not been achieved yet.

Keywords: elements of culture, cultural material, intercultural communicative competence.

INTRODUCTION

Culture and human related to each other since they were born to this world. They are similar at their birth, what make them different is their own society to set them up into different cultural group.

The topic of learning culture has a crucial position in learning English language because learning a certain language means learning a certain culture. The relationship between language and culture is highly strong (McKay: 2004, p. 12). Learning culture and language unite the process to acquire culture from the specific into general ways within attitude and behavior, knowledge and skill to build an effective communication from one culture to the other ones. It means that learning language must respect beyond the cultural values because

both of them are the sensitive matters for anyone (Englebert, 2004, pp. 37–41).

Students obtain cultural materials such as moral and values, custom and habit, belief, attitude and behaviors from different media such as textbook as the vital source for the teaching – learning process, from others media such as novel, short story, legend, movies, television, music videos. Finally, the students try to accumulate this cultural knowledge into the process of intercultural development.

Learning and teaching culture are considered to be an important part of modern foreign language in its process to increase tolerance, sensitivity, and flexibility among cultures. In the deal of cultural material inside the textbooks, intercultural interaction makes language learning

meaningful and vital. It indicates that the aim of teaching of foreign language seems to be internationality and a better understanding of the target cultures (Lappalainen, 2001, p. 35). It might be said that intercultural knowledge becomes the new way of thinking how people understand and comprehend other cultures better and develop their own justice. On the other hand, when students are lack of have intercultural knowledge, they tend to be cultural bias and stereotype (Lienhard, 2014, p. 1).

One of the resource and reference is textbooks. They become the most accessible and practical learning materials. Textbook is an almost universal element of ELT process. They provide such the input as the texts, activities, and explanation. It is also known that textbooks do not require any special tools and equipments to make it usable. However, teachers have to be more careful about the selection of textbook which will be used in the classroom (BSNP, Decree No. 22, 2006).

Some values, norms and attitudes as to indicate *hidden curriculum* are put in EFL textbook such Pearson did in book publishing. Person involves culture materials from around the world such as *Body Painting* from Egypt and Indian, *the Age celebration* from Australia, Mexico and South America. Within this example, it might be concluded that international book publishers contain more cultural knowledge than national book publishers which are usually described only for local culture.

Referring to the cultural content inside the EFL textbooks Challenge series 2, 3, and 4, the researcher formulated three research questions in this research. They are listed below:

1. How are the cultural information presented by the authors of EFL textbooks Challenge series 2, 3, and 4?
2. What elements of culture do the EFL textbooks Challenge series 2, 3, and 4 contain?
3. To what extent do the dimensions of intercultural communicative competence exist in EFL textbooks Challenge series 2, 3, and 4?

According to Cortazzi and Jin (1999), there are at least three basic types of materials can be used in language textbooks; *source culture materials*, *target culture materials*, and *international materials* (pp. 196–198).

The three material cultures based on Cortazzi and Jin are expressed through the form of cultural information. There are at least eight cultural information related to cultural content inside the textbooks (Adaskou, Britten & Fahsi, 1990). They are 1) descriptive text, 2) cultural notes, 3) dialogues for habitual action, 4) contextualized writing task, 5) idioms and collocation, 6) realia, 7) sound recording, and 8) visual illustration.

Culture combines a lot of elements to create a unique way of living for different people. Besides culture has some characteristics to draw, culture also has at least seven elements, namely social organization, customs and traditions, religion, language, arts and literature, forms of government, and economic system (Brown, 2001, p. 27).

In contrast from Alptekin (2002, P. 172) and Savignon (2002), Byram (2001, pp. 5–7), there are at least four dimensions or components of intercultural components, they are; knowledge, skill, attitudes and critical awareness.

METHOD

Dealing with the textbook analysis, this study is content analysis study to reveal the cultural contents inside the EFL textbooks Challenge series 2, 3, and 4 published by Pearson. It might be said that content analysis falls in the interface of observation and document analysis which the main research subject connects to some certain archives or documents to portrait society. However, the writer will use descriptive qualitative analysis.

The sources of the data for this study are three English textbooks Challenge series 2, 3, and 4, which are published by Pearson. The data for the study are in the form of written texts and illustrations that may accompany the text of reading passages about culture content inside these textbooks including words and sentence related to culture content. The main instrument of this research is the researcher herself. Also, as the tool of the research,

Since the object of this research is about cultural materials in EFL textbooks Challenge series 2, 3, and 4, the researcher uses at least two data collection procedures; document review and observation. In analyzing the data of the research, the writer adapted the scheme of interactive model analysis from Huberman and Sladana, 2004. The model analysis consists of four steps;

data collection, data reduction, data display and conclusion from all data. Perusing, marking/checklist, classifying, coding, tabulating, and interpreting are also done as the detail practical steps in this research. In gaining validity and trustworthiness in this research, triangulation is conducted. Credibility, confirmability, and

transferability are the items how triangulation is used in this research.

FINDINGS

1. Challenge 2

a) Types of Cultural Information in Challenge 2

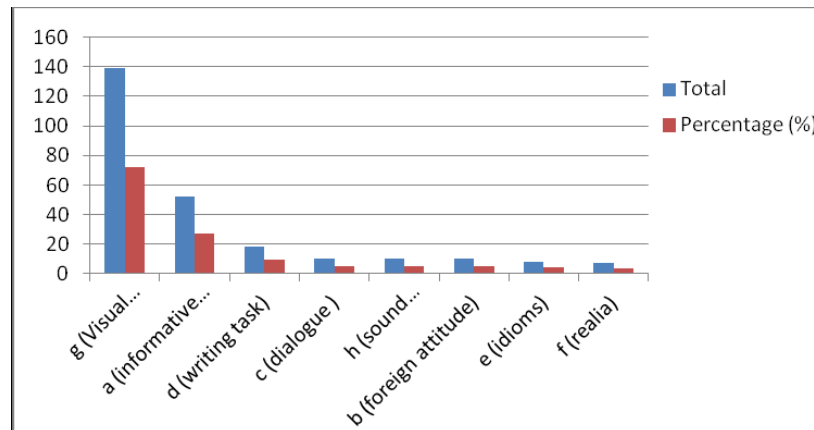


Chart 1 Type of Cultural Information in Challenge 2

From the chart above, it describes that the appearance of cultural information is various. Totally, it appears 254 times. The most dominant in the form above is visual illustration (g) with 139 times. In the second line, informative texts (a) appear 52 times (26%). Following this, in the third line is contextualized writing tasks with 18 times (9%). Dialogues (c), sound recording (h),

and texts presenting foreign attitudes and opinions (b) have the same values and percentage, 10 times (5%). Idiom and collocation have appeared 8 times (4%) and realia has appeared 7 times (3%). Both of idioms and realia have a little portion compared to other cultural information items.

b) The Elements of Culture in Challenge 2

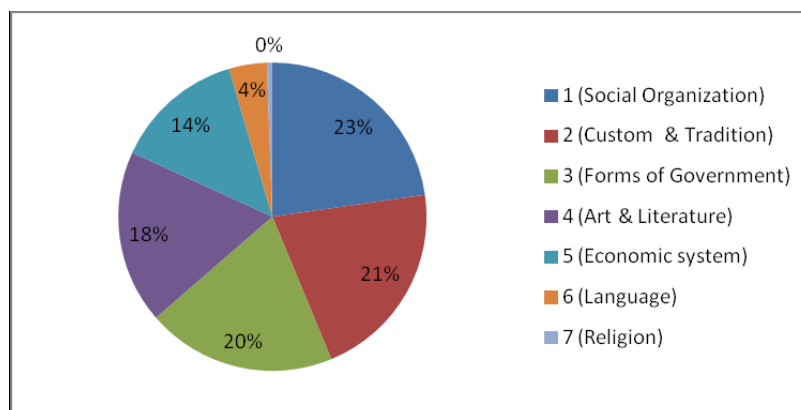


Chart 2 Elements of Culture in Challenge 2

The Chart 4.2 clearly shows that social organization is presented throughout the EFL textbook Challenge 2 in 40 times (20%). Custom and tradition come in second line with the appearance 37 times (21%). In the third line, elements of culture is placed

by forms of government with 35 times (20%). In the fourth position, art and literature appear 32 times (18%). However in the fifth position is placed by economic system in the form of elements of culture. It presents 24 times (14%). The sixth position

is language which appears 7 times (4%). The last position belongs to religion with 1 time (0%).

2. Challenge 3

a) Types of Cultural Information in Challenge 3

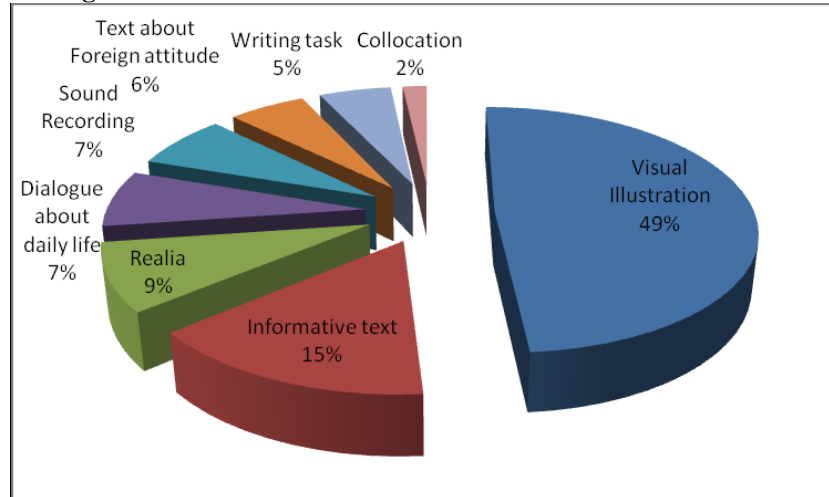


Chart 3 Type of Cultural Information in Challenge 3

From the Chart 4.3, it is clearly seen that the cultural information appeared 283 times throughout the EFL textbook: Challenge 3. The most frequent appearance in the form visual illustration which appears 138 times (49%). In the second place, informative texts appear 43 times (15%). Next position is realia which occurs 25 times (9%). Dialogue about daily life occurs 21 times (7%). This

portion is a little bit different with sound recording which has appeared 20 times (7%). While text presenting foreign attitude and opinion only appears in 16 times (6%). This portion is also a little bit different with contextualized writing task which has appeared 15 times (5%). The last item is collocation which has fewest portion from the others in 5 times (2%).

b) The Elements of Culture in Challenge 3

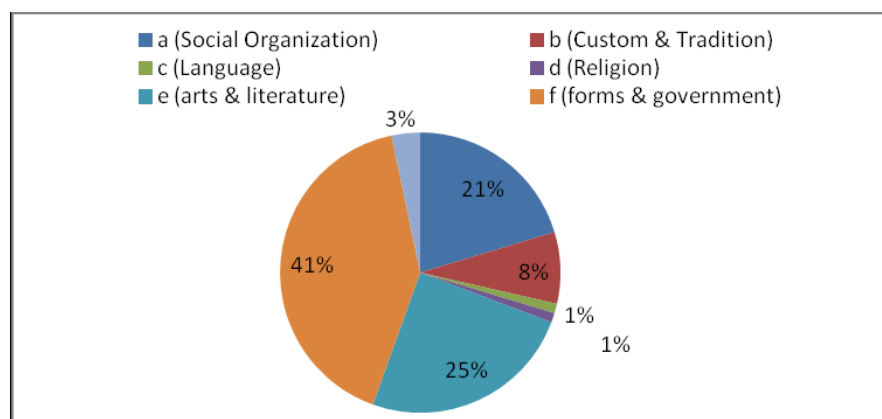


Chart 4 Elements of Culture in Challenge 3

The Chart 4.4 indicates that forms of government dominate all elements of culture with 75 appearance (41 %). Art and literature comes into the second list in 45 times (25%). Social Organization is in the third position that appears in 37 times (21%). The next position is custom and

tradition which appear in 15 times (11%). Economic system appears 6 times (4%). Then two elements culture which have the same portion in Challenge 3 are language and religion appear in 2 times (2%).

3. Challenge 4

a) Types of Cultural Information in Challenge 4

Visual illustrations also appear dominantly in Challenge: 4 with 124 times (45%). This rank is always similarity followed by informative text as it exists in the second place with 44 times (16%). Sound recording appears 31 times (11%). Next position is text

presenting foreign attitudes and opinion with 21 times (8%). Dialogues about daily life comes with 19 times (7%). Contextualized writing task appears 15 times (5%). The portion of realia or pseudo realia achieves 14 times (5%). While idiom has the fewest portion from all the cultural informations. Idiom expressions appear 5 times (2%). Look at this following chart.

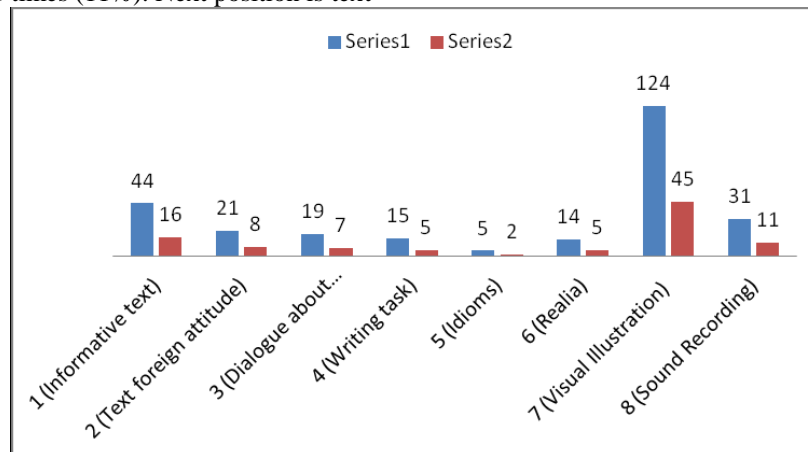


Chart 5 Cultural Information in Challenge 4

b) The Elements of Culture in Challenge 4

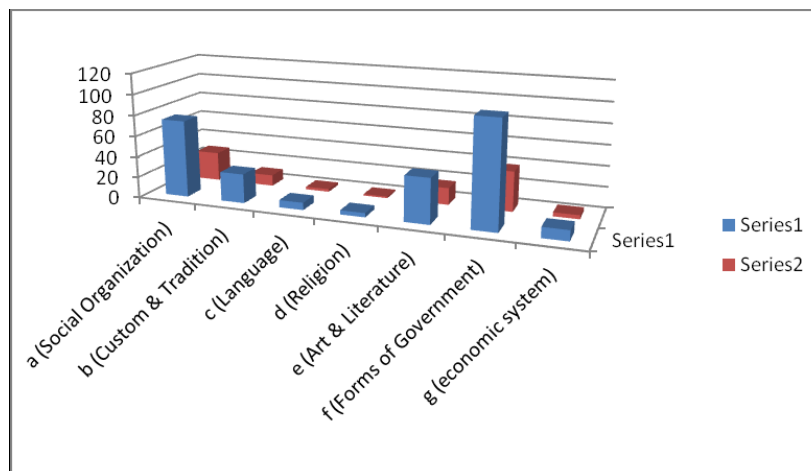


Chart 6 Elements of Culture in Challenge 4

Forms of government come dominantly in 101 times (38%). Social organization comes after the forms of government with 74 times (28%). In the third position is placed by arts and literature with the result 43 times (16%). Customs and Tradition comes in 28 times (11%), economic system appears in 10 times (4%), language comes in 7 times (3%) and religion 4 times (2%).

4. The Dimensions of ICC in Challenge series 2, 3, and 4

1) Knowledge

The EFL textbooks Challenge series have involved knowledge dimension because the book themselves contain the cultural load from source culture (students' culture), target culture (where English spoken as L1) and international target culture (the books contain worldwide cultural contents) through "protfolio" section. *Knowledge* dimension

has the highest number of ICC with 979 items.

2) Skill

Challenge series 2, 3, and 4, have skill dimension because the books give the section to correlate the cultural materials in the books into the students' culture and having interpreted the cultural materials among the world, the books expects the learners to formulate the cultural load well. Meanwhile *Skill* dimension has 217 items to show the number of ICC.

3) Attitude

The books have contained attitude dimension with these reasons. *First*, the books explain kinds of attitudes which become cultural understanding as provisional and open revision. *Second*, these books also are about common ground between specific cultures as well as an awareness. The materials inside these books also become the media for the students to raise their cultural awareness among different cultures. The number of *Attitude* dimension in ICC is 230 items.

4) Critical Cultural Awareness

Challenge series: 2, 3, and 4 have not achieved the dimensions of critical cultural awareness because the books do not describe at least three things. *First*, the items which functioning as a mediator between cultures and dealing with conflict situation. *Second*, there is no evidence in the books shows applying one's abilities in interaction (tasks of this category invite learners to interact with representative of foreign cultures by using their knowledge, attitude, and skill in simulated interaction). *Third*, the books do not provide the cultural quiz for the students or learners to evaluate culture.

CONCLUSION

Culture in EFL textbook Challenge series 2, 3, and 4 deliver the cultural contents are supported by visual illustration. Visual illustration in Challenge series gives the visual explanation about related materials is mostly through pictures and photographs. The existence of visual illustration are helpful for the students or readers to understand what the materials about.

Other parts of informative culture in EFL textbooks such as idioms and collocation, realia, contextualized writing task, sound recording, dialogue of everyday life, text

presenting foreign attitude and informative text can enrich the cultural information for student's understanding. Since the book Challenge series 2, 3, and 4 belong to EFL standards, the cultural materials inside these textbooks are mostly tend to target culture and international target culture. It is very small number to tell and discuss the source culture.

The authors of these EFL textbook Challenge series 2, 3, and 4 really want to show that these books belong to international target culture and these books are really suitable for the international users. One evidence is how the authors put or tell the forms of government mostly in the texts. Name of countries, cities and towns are told hundred times in the books to make the learners realize that these books are suitable for worldwide students.

The existence of cultural materials inside the textbooks becomes good initiative resource for intercultural comprehension. To this level, the textbooks supports the students to be aware of their own culture and comprehend other different cultures. Being intercultural communicative competence will continuously make the students understand the meaning of being tolerance among different cultures.

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