

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Culture

a) Definition of Culture

The definition of culture has been conveyed by many experts. First, the definition of culture according to Hoebel and Frost as cited in Tseng is the result of the mindset, as well as the behavior of a group that is characteristic of members of a group.¹ The definition of culture is also put forward by Clancy, where culture is a unity consisting of beliefs, knowledge, art, law, morals, customs, as well as the skills and habits of members of the community.² Meanwhile, Koentjaraningrat defines culture as ideas, actions, and human works obtained by studying social life.³

Some definitions of culture above show that culture is tangible and intangible. This is supported by Koentjaraningrat's statement, which states that culture has 3 forms, namely: ideas, ideas, values, norms, and regulations (cultural system); activities and actions of humans in social life (social system); physical objects of human works.⁴

Culture exists to teach people how to live, act, and think. Culture teaches humans how to establish relationships with others and how to maintain them.⁵ The values and rules that apply in a group can be a guideline for good interactions with others, to create peace and harmony in society.

¹ Tseng, "The Importance of Culture in Language Learning."

² Laurie Clancy, *Culture and Customs of Australia* (Greenwood Press, 2004).

³ Koentjaraningrat, *Pengantar Antropologi* (Rineka Cipta, 2005).

⁴ Koentjaraningrat.

⁵ Carley H. Dodd, "Dynamics of Intercultural Communication" (Boston : McGraw-Hill, 1982).

Culture is passed down from one generation to the next.⁶ However, culture is dynamic and constantly evolving. This can be influenced by globalization and technological advances. According to Sakakibara, globalization makes individuals from different cultures interact, compete, coexist, and accommodate each other.⁷ Therefore, understanding and appreciating cultural diversity is very important to avoid misunderstandings, as well as to foster tolerance and empathy between communities to create a harmonious environment.

b) Categories of Culture

Cortazzi and Jin divide culture into 3 categories, namely Source Culture, Target Culture, and International Culture.⁸ According to them, the criteria for a good textbook is a textbook that contains all three cultural categories. Below is the explanation of the cultural categories according to Cortazzi and Jin:

1) Source Culture

Source culture also called local culture in the context of cultural analysis in textbooks, refers to the culture of the students themselves.⁹ In this study, it refers to Indonesian culture. Indonesia is known as a country rich in cultural diversity. Starting from islands, tribes, languages, and religions, to natural conditions. However, this diversity also brings differences, and can even trigger conflicts in society. Therefore, it is very important to include source culture content in English textbooks to increase students' awareness of their own culture and understand the diversity of cultures in Indonesia.

⁶ Melville J. Herskovits, "Peoples and Cultures of Sub-Saharan Africa," *The ANNALS of the American Academy of Political and Social Science* 298, no. 1 (March 1955): 11–20, <https://doi.org/10.1177/000271625529800103>.

⁷ Eisuke Sakakibara, "The End of Progressivism," *Foreign Affairs*, 1995.

⁸ Cortazzi and Jin, "Cultural Mirrors Materials and Methods in The EFL Classroom."

⁹ Cortazzi and Jin.

2) Target Culture

Target culture refers to the culture of the countries included in the "inner circle" of English language learning, namely the United States and the United Kingdom.¹⁰ English language learning will certainly not be separated from the culture of America and England, because these countries are the countries of origin of the English language. Learning about the target culture will support students to have a good understanding of the cultural background of the target language.

3) International Culture

International Culture can be understood as the culture of a country that makes English an international language, not a first or second language.¹¹ In short, what is included in international culture are countries other than countries from the Source culture and Target culture. The purpose of including international culture content in textbooks is so that students have a better understanding of the culture.

c) Elements of Culture

To analyze the cultural elements represented in the textbook, the author uses Yuen's theory. In his research, Yuen initiated 4 aspects of culture consisting of product, practice, perspective, and person.¹²

- 1) Product, this element includes tangible products (such as entertainment, food, merchandise, print, travel), as well as intangible products (dance, religion, folklore, poetry, proverbs).
- 2) Practice, which are actions taken by a group. This element includes customs and the daily life of the people in a place.
- 3) Perspective, including inspiration, myths, worldviews, values, and norms that underlie a group.

¹⁰ Cortazzi and Jin.

¹¹ Cortazzi and Jin.

¹² Yuen, "The Representation of Foreign Cultures in English Textbooks."

- 4) Person, this element not only refers to inspiring or famous people but also includes unknown people (ordinary people) who represent a certain group.

2. Manifestation Culture in English Language Teaching

Culture has a very important role in foreign language teaching. According to Damen in Maijala, culture occupies the fifth position of English language skills after listening speaking, reading, and writing.¹³ A person's ability to face the challenges of international communication will be inadequate if they only learn a language without understanding its culture.¹⁴ In other words, they will be less capable of cross-cultural interaction.

One of the main objectives of learning English is that students can achieve Intercultural Communication Competence.¹⁵ This means that students are expected to have the ability to communicate in English with people from various cultural backgrounds. Therefore, intercultural understanding is needed in learning English. With intercultural understanding we can know which actions are acceptable to other cultures, thus preventing intercultural misunderstandings and creating effective communication.¹⁶ By understanding each other, intercultural relationships will be well-established, peaceful, and harmonious.

Since English is spoken all over the world and claims to be a global language, the cultural elements contained in English language teaching do not necessarily

¹³ Maijala, "Culture Teaching Methods in Foreign Language Education."

¹⁴ Majid Amerian and Azar Tajabadi, "The Role of Culture in Foreign Language Teaching Textbooks: An Evaluation of *New Headway* Series from an Intercultural Perspective," *Intercultural Education* 31, no. 6 (November 1, 2020): 623–44, <https://doi.org/10.1080/14675986.2020.1747291>.

¹⁵ Melina Porto, "'Yo Antes No Reciclaba y Esto Me Cambio Por Completo La Consciencia': Intercultural Citizenship Education in the English Classroom," n.d.

¹⁶ Kate Naidu, "Attending to 'Culture' in Intercultural Language Learning: A Study of Indonesian Language Teachers in Australia," *Discourse: Studies in the Cultural Politics of Education* 41, no. 4 (July 3, 2020): 653–65, <https://doi.org/10.1080/01596306.2018.1548430>.

focus on American English culture alone. Because of the globalization of the English language, the culture must refer to the culture of the whole world, said Alptekin.¹⁷ Students are introduced to cultures around the world to foster intercultural understanding in themselves.

3. The Role of Textbooks in English Language Teaching

Textbooks are a supplement to instruction for teachers and the main source of material for students in foreign language learning activities.¹⁸ Although technology has developed a lot, textbooks remain a source that is always used by teachers and students. Richard describes eight roles of textbooks in foreign language learning activities, including:

- 1) The textbook is the foundation of the learning program that determines the structure and design of the lesson.
- 2) Textbooks help equalize instruction. All students will receive similar material, which is then later evaluated comparably.
- 3) A well-developed textbook can maintain the quality of learning.
- 4) They provide different types of learning materials, such as CDs and workbooks.
- 5) Textbooks help teachers to save time in compiling materials.
- 6) They provide examples and appropriate language input for the target language.
- 7) Textbooks also serve as a medium to train teachers who do not have much teaching experience.
- 8) Textbooks are usually made to a high standard of quality and design to achieve an attractive appearance.

A textbook is good if it helps, engages, and supports students' learning goals.¹⁹ To promote intercultural understanding in students, English textbooks

¹⁷ Alptekin, "Towards Intercultural Communicative Competence in ELT."

¹⁸ Richards, "The Role of Textbooks in a Language Program."

¹⁹ Abdul Karim, "KOMUNIKASI ANTAR BUDAYA DI ERA MODERN" 3, no. 2 (2015).

should contain diverse cultural opinions and viewpoints.²⁰ This will provide students with an overview and understanding of diverse cultures beyond their own. Therefore, to achieve effective cultural communication, a balance between local, target, and international cultural content must be considered.²¹

4. Textbook Development in Indonesia

The role of textbooks in teaching and learning activities is crucial, considering that textbooks are the main source of material for learning.²² Therefore, teachers should be able to sort out textbooks that are following national education standards and the applicable curriculum. The government has published main textbooks that must be used in learning based on the applicable curriculum.²³ However, to support the material from the main textbook, teachers can also look for other references from companion textbooks.

There are many choices of companion textbooks from various publishers in Indonesia. based on the Indonesian Book Information System (SIBI), there are 131 publishers of textbooks for the current curriculum spread across all regions in Indonesia.²⁴ Some of them are legendary publishers in Indonesia, such as Yudistira, Tiga Serangkai, and Erlangga.

This study will analyze the cultural content in the textbook *Bright in English*, a book published by Erlangga

²⁰ Jeeyoung Shin, Zohreh R. Eslami, and Wen-Chun Chen, "Presentation of Local and International Culture in Current International English-Language Teaching Textbooks," *Language, Culture and Curriculum* 24, no. 3 (November 2011): 253–68, <https://doi.org/10.1080/07908318.2011.614694>.

²¹ Pingping Huang, "Textbook Interaction: A Study of the Language and Cultural Contextualisation of English Learning Textbooks," *Learning, Culture and Social Interaction* 21 (June 2019): 87–99, <https://doi.org/10.1016/j.lcsi.2019.02.006>.

²² Richards, "The Role of Textbooks in a Language Program."

²³ Ministry of Education, Culture, Research, and Technology, "Kurikulum Merdeka," n.d., <https://kurikulum.kemdikbud.go.id/kurikulum-merdeka/>.

²⁴ Ministry of Education, Culture, Research, and Technology, "Buku Teks Kurikulum Merdeka," n.d., <https://buku.kemdikbud.go.id/katalog/buku-kurikulum-merdeka>.

Publisher. The selection of this textbook is not without reason, the book published by Erlangga was chosen because the number of users is superior to other publishers. As evidenced by the Top Brand award for the "Education Book" category that he received for eight consecutive years (2013-2023).²⁵ In 2021, Erlangga publishers managed to outperform their competitors with a percentage of 58.9%.²⁶ Therefore, the impact of researching Erlangga textbooks will be greater, due to its wider distribution.

B. Theoretical Framework

In promoting intercultural understanding in the classroom, textbooks are very appropriate to use. However, the content contained in textbooks needs more attention. A balance between Source Culture, Target Culture, and International is needed in English textbooks. Therefore, research on cultural analysis in textbooks needs to be done. As done by the current author, the author conducted a cultural content analysis in Bright an English textbook to facilitate teachers in sorting out companion textbooks that will be used in the classroom. In addition, this research was conducted in the hope that publishers in the future will pay more attention to the balance between Source, Target, and International Culture.

²⁵ Erlangga Publisher, "Tentang Erlangga Group."

²⁶ detikNews, "Penerbit Erlangga Raih Top Brand Gen Z 2021 Kategori Buku Pendidikan," April 30, 2021, <https://news.detik.com/berita/d-5551496/penerbit-erlangga-raih-top-brand-gen-z-2021-kategori-buku-pendidikan>.

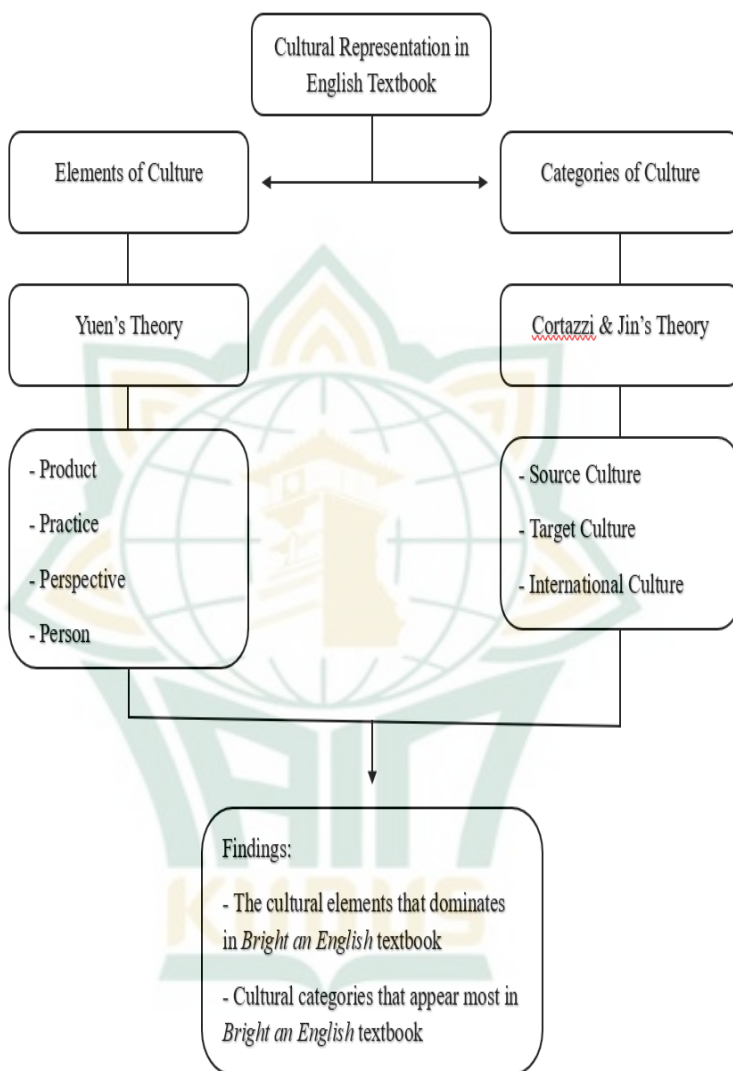


Figure 2.1: Theoretical Framework

C. Review of Previous Studies

Several authors have previously conducted research related to cultural content analysis in English textbooks, including:

1. The first study is research entitled *Locally Developed Versus Global Textbooks: An Evaluation of Cultural Content in Textbooks Used in English Language Teaching in Malaysia* by Hajar Abdul Rahim & Ali Jalalian Daghig.²⁷ This study analyzed two EFL textbooks, a local textbook entitled *English Form 1* and an imported textbook, *Pulse 2*. This study aims to prove whether the Malaysian education minister's decision to replace local textbooks with imported textbooks can meet the needs of students. In her research, the author analyzed the cultural content in the textbooks by using Byram's ICC framework which consists of four structures, namely knowledge, intercultural attitudes, skills, and critical cultural awareness. Furthermore, each culture-related content was categorized into source culture (Malaysian culture), target culture (US, UK, Canada, Australia, Ireland, and New Zealand), or other culture (other than Malaysia and target culture). As a result, *English Form 1* contains 67% local cultural content, followed by other cultural content (21%) and target culture (12%). In contrast to the local textbooks, *Pulse 2* does not contain local cultural content at all. The target cultural content was found to be 55%, and the rest was other cultural content (45%). The previous research is similar to this research, both of which conduct cultural content analysis on English textbooks. However, the previous research was conducted in the Malaysian context, while this research was conducted in the Indonesian context. Another difference is also found in the theory used. The previous research used Bryam's ICC framework in conducting cultural content analysis, while this research used Cortazzi & Jin's theory and Yuen's theory.
2. The second study is *A Content Analysis of The Cultural Representations of Three ESL Grammar Textbooks* by

²⁷ Abdul Rahim and Jalalian Daghig, "Locally-Developed vs. Global Textbooks."

Sasan Baleghizadeh & Leyci Amiri Shayesteh.²⁸ This study aims to analyze cultural representations and examine the cultural dimensions present in the textbooks. The researchers conducted a cultural content analysis of 3 grammar books that are widely used in Iran, namely *Understanding and Using English Grammar*, *Communicate What You Mean: A Concise Advanced Grammar*, and *Oxford Practice Grammar*. The analysis was conducted based on the theory of cultural categories by Yuen (product, practice, perspective, and person) and the theory of culture by Peterson (Big "C" Culture and Small/ little "c" Culture). The results show that the cultural elements that dominate the three grammar textbooks are practice with 47.27, 47, and 42.97% dimensions with 47.27, 47, and 42.97%, followed by product (44.24, 37, and 31.4%), then in the third position there is perspective (6.06%, 9%, and 11.57%), and finally person (2.42, 7, and 16.52%). In addition, this study showed that the cultural theme of small "c" was a theme that frequently appeared in all three textbooks. Similar to the previous study, the researcher analyzed cultural elements using Yuen's framework. The difference is the researcher used Cortazzi & Jin's theory to classify the contents in the textbooks based on cultural categories. Another difference is that the previous study analyzed 3 grammar textbooks in Iran. While this study analyzes textbooks in the Indonesian context.

3. Another research is *The Representation of Multicultural Values in Indonesian Ministry of Education and Culture-Endorsed EF Textbook: A Critical Discourse Analysis* by Budi Setyono & Handoyo Puji Widodo.²⁹ This study aims to examine cultural content, especially multicultural values in high school English textbooks in Indonesia. The author analyzed EFL textbooks published by the Ministry of

²⁸ Baleghizadeh and Amiri Shayesteh, "A Content Analysis of the Cultural Representations of Three ESL Grammar Textbooks."

²⁹ Budi Setyono and Handoyo Puji Widodo, "The Representation of Multicultural Values in the Indonesian Ministry of Education and Culture-Endorsed EFL Textbook: A Critical Discourse Analysis," *Intercultural Education* 30, no. 4 (July 4, 2019): 383–97, <https://doi.org/10.1080/14675986.2019.1548102>.

Education and Culture. Using Fairclough's critical discourse analysis model, the author analyzes the visual depictions (pictures, photos, and other visual artifacts) and verbal texts presented in the textbook. Unlike the studies above, in this study, the author does not write the results of the analysis in the form of percentage data but rather describes the results of the analysis in the textbook. The author found four values of multiculturalism, such as respecting the cultures of various religious and ethnic groups, respecting the cultures of indigenous peoples, avoiding conflict and maintaining peace with all forms of life and nature, and appreciating cultural products. Although many multicultural topics were found in the textbooks, cultural topics from certain parts of the world such as Asia and Africa were underrepresented. The similarity between the previous research and this research is they both carried out cultural content analysis in English textbooks in the Indonesian context. However, the previous research uses critical discourse analysis, while the researcher uses content analysis. Apart from that, the previous research analyzed the curriculum textbook published in 2013 by the Ministry of Education and Culture, while the author used the merdeka curriculum textbook published by Erlangga.

4. Next is research entitled *Cultural Representation in English Language Textbooks: A Comparison of Textbooks Used in Mainland China and Hong Kong* by Jackie F. K. Lee & Xianghong Li.³⁰ This research aims to examine the cultural depiction of 2 series of elementary school English textbooks published in Hong Kong and China. The two textbooks analyzed are *New Standard English (Starting from Primary 1)* from China, and *Primary Longman Express* from Hong Kong. To measure the depth and breadth of cultural presentation in textbooks, researchers used Kachru's Three Circle framework (Inner Circle, Outer Circle, Expanding Circle) and Moran's 4P Framework (referring to Product, Practice, Perspective, and Person).

³⁰ Lee and Li, "Cultural Representation in English Language Textbooks."

The results found that Chinese textbooks focused more on British culture (Inner Circle) through product and person cultural aspects. In contrast, Hong Kong textbooks cover a wider range of foreign cultural content and present cultural aspects in a more balanced manner. The similarity between the previous research and this research is that both will analyze cultural representations in ELT textbooks. The difference is that the previous research uses the Kachru and Moran theory, while the author uses the Cortazzi & Jin theory, and the Yuen theory.

5. Other research on cultural content analysis in textbooks was also conducted by Jeeyoung Shin, Zohreh R. Eslai, and Wen-Chun Chen with the title *Presentation of Local and International Culture in Current International English-Language Teaching Textbook*.³¹ The authors analyzed 7 series of ELT textbooks designed for ESL/EFL contexts and used in several countries in Asia. Among them are *Side by Side*, *World Link*, *American Headway*, *True Colors*, *Fifty-Fifty*, *New Interchange*, and *World View*. This research aims to find out how English foreign language textbooks reflect the cultural perspective of the English International language paradigm. In their research, the authors used the 3 Circle Kachru model (Inner Circle, Outer Circle/ Expanding Circle, Other) to analyze cultural aspects contained in 7 textbooks. Apart from that, the authors also analyzed the levels of cultural presentations of cultural content contained in textbooks using the approach recommended by Murayama. As a result, of all the textbooks that have been studied, inner circle cultural content dominates. Additionally, the content in textbooks remains mostly at a traditional knowledge-oriented level. The similarity between the previous research and this research is that both carry out cultural content analysis in textbooks. In contrast to researcher who focus on one textbook in the Indonesian context, the previous research analyzes 7 textbooks used in several countries in Asia. The framework used in conducting the analysis is also

³¹ Shin, Eslami, and Chen, "Presentation of Local and International Culture in Current International English-Language Teaching Textbooks."

different, this research uses the Kachru and Murayama framework, while the author uses the Cortazzi & Jin framework, and the Yuen framework.

6. Next is research entitled *The Analysis of the Culture-Related Contents in an Indonesian English Textbook*” by Ulya Safira Riadini and Bambang Yudi Cahyono.³² This research aims to examine the cultural content in class 10 English textbooks published by the Ministry of Education and Culture. This research carries out an analysis based on Cortazzi & Jin's theory to examine cultural categories and Byram's checklist to determine the coverage of cultural content in textbooks. The results of this research show that textbooks contain three categories of culture, namely source culture (58%), target culture (35%), and followed by international culture (7%). The similarity between the previous research and this research is that both use Cortazzi & Jin's theory in analyzing textbooks. However, researchers also analyzed cultural elements, whereas previous research did not. Another difference is that previous research used textbooks for high school published by the Ministry of Education and Culture. Meanwhile, researchers used a grade 7 English textbook published by Erlangga.

³² Ulya Safira Riadini and Bambang Yudi Cahyono, “The Analysis of the Culture-Related Contents in an Indonesian English Textbook,” *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 5, no. 2 (May 19, 2021): 285, <https://doi.org/10.21093/ijeltal.v5i2.711>.