Analysis of Foreign Culture Representation in the 10th Grade English Compulsory Textbook

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Abstract

Culture is a way of life or outlook that applies in a particular region or community. Through culture, a person will gain an understanding of diverse intercultural matters. This research analyzed the foreign cultural representation in English compulsory textbooks for the 10th-grade students of the senior high school published by the Ministry of Education and Culture of the Republic of Indonesia as an introduction to culture to Indonesian students. This research used a mixed method by using a descriptive approach. The data was collected through analysis of the content in pictures, images, passages, charts, and everything in English textbooks that related to foreign culture representation. Next, data was analyzed by compiling based on the types of culture, dissembling the different types of culture, re-assembling culture based on the right type, interpreting, and concluding. The results showed that the foreign cultural representation on English compulsory textbook consists of four cultural aspects, they are aspect of product culture, aspect of practice culture, aspect of perspective culture, and aspect of person culture. Based on the research results, English teachers must provide a good understanding of foreign cultures to students so they can gain insight into intercultural competence.

INTRODUCTION

Culture is a complex and broad concept that covers all aspects of the way of life of a particular society or human group. It includes the values, norms, beliefs, traditions, language, social systems, and patterns of behavior that are passed down from generation to generation. Culture is created from habits or activities that have been carried out from generation to generation by a society. In general, almost everyone in the world has views or habits that are associated with a culture. Through culture, a person will be more open to a variety of differences, understand uniqueness and be able to establish an attitude of mutual respect. English is the most widely used foreign language throughout the world, so it is very necessary for teachers to equip students with a good understanding of the language so that they are able to develop the ability to communicate globally. As an international language, it is necessary to at least have good understanding skills to use it in international relations (Prayudha, 2022). Having good international language skills will certainly make it easier for students to understand the meaning of words or sentences that come from different languages, so it is important to learn more comprehensively about the elements of language, starting from grammar and pronunciation to the cultural background that influences that language. In this case, English is not only taught in school if you want to get good grades from your teacher; it is also taught to hone students' abilities and mindsets so that they can better understand the rules of communicating in a foreign language. English is often found in everyday life, on social media, and in advertisements in the technology we use and the advertisements that we often see in everyday life usually use English to explain functions, ingredients, and goals (Prayudha, 2021). If students have the ability to understand the meaning of the English language, they are very lucky to know the meaning of the message conveyed, but if students do not understand the meaning of what is conveyed, care must be taken so that they do not misunderstand and misuse something.

In mastering a new language, it is necessary to first understand the elements or parts of the language that are the background to the emergence of that language. In mastering a new language, it is necessary to first understand the elements or parts of the language that are behind the emergence of the language. This boundary is important because it means that communication interactions will not go outside the language boundaries that apply in a society, so that speakers of that language know how to present the language in a better and more polite way. In Indonesian schools, the government, under the auspices of the ministry of education and culture, has published a guidebook that can be used by all teachers to provide teaching directions regarding learning materials. This book is a way for the government to provide uniformity of knowledge for Indonesian students in

understanding and mastering a material based on the level of student education. One of them is an English book that is intended for all students to improve their English language skills. Harwood (2010) explains that it has an important function as a tool for learning grammar, vocabulary, and even culture. English books published by the government are used in almost all schools and certainly have their own advantages when compared to other published books, so that the application of learning can run in a more directed manner in guiding students to improve their English language skills. Harmer (2007) and Brown (2000) state that textbooks are an important tool for giving and delivering materials to students. One of the advantages possessed by English books published by the government is that they include elements of foreign cultural representations into learning, for example, in the form of pictures, tables, diagrams, text, sentences, and so on.

Inserting this culture allows students to understand the diversity of cultures that exist throughout the world. Whereas critical thinking, creativity, collaboration, and communication are known to be more emphasized in 21st-century learning, one of the competencies needed in this global era is good communication, which requires understanding the boundaries of politeness and manners, which can be learned through a culture that represents the target language. It is very necessary for teachers to provide comprehensive language knowledge by explaining cultural elements, which are the main components in providing knowledge boundaries so that students not only have good proficiency in the target language but also have good intercultural abilities as well. Liddicoat & Scarino (2013) explain that some students use and depend on textbooks because the material contained in textbooks provides contents and activities that can be done in the classroom. It means that using a textbook will help them understand the activities and materials they will learn during the learning process. This kind of thing is a positive activity in teaching a language because, basically, when students learn a language, the culture contained in that language is also studied as an inseparable part. Textbooks are important not only for providing input on subject matter, which is the primary goal of teaching, but also for materials that can influence students by showing them the world around them. Generally, textbooks are learning media for students that contain text, images, photos, and other visual forms, so attention to the materials in textbooks should not be limited only to aspects of the forms and functions of the language, but also of the socio-cultural aspects. Therefore, learning a language cannot be separated from the culture itself. It means that if someone is learning a new language, he will also learn about the culture itself.

As it is known, language is a cultural product where there are cultural elements that make up the formation of a language and where culture influences patterns of communication, patterns of interaction, and patterns of creating a good relationship between speakers so that the use of language can avoid misunderstandings and barriers in interpreting a sentence or a statement. This necessitates students developing more comprehensive intercultural skills in order to convey that culture in an utterance. Syahri & Susanti (2016) say ay that by providing cultural values in learning, they can give students a broad view of a culture. The culture is one aspect that cannot be separated from learning a new language. Culture has a unique identity that students have to know if they want to learn about or visit new places. The study of foreign cultures will make students able to respect and understand the differences between one culture and another (Prayudha, Nabila & Ami, 2023). It is not only students who need to understand this culture, but the teacher, as the main role in the classroom, must first have a good ability to understand foreign cultures so that when the teacher gives an explanation about material that contains elements or representations of a foreign culture, it can be explained clearly to students. This kind of thing is really needed so as not to carelessly provide an understanding of culturally sensitive matters. As revealed by Moran (2001), there are several cultural aspects, including aspects of product culture, aspects of practice culture, aspects of cultural perspectives, and aspects of person culture. Each of these cultural aspects has its own personality and characteristics, allowing a culture to be classified in its own form and manifestation. These cultural aspects can be studied based on their types and functions in a language, providing an overview of what cultural forms and ways are represented in a language. In line with books published by the government that also include elements of foreign culture in the English compulsory textbook, there are also various representations of foreign cultures that can be used as a means of advancing students' intercultural competence. This method will provide views and descriptions of how culture plays a role in shaping a language and how culture influences a language, which is a very interesting concern to study.

Thus, in line with the importance of improving students' cultural abilities in learning English, it is important for teachers to carry out comprehensive teaching about culture; in this way, students can better appreciate cultural differences and understand things. Therefore, this study examines the representation of foreign cultures contained in the English compulsory textbook issued by the government through three research questions: (1) analyzing foreign cultural representations contained in English books; (2) determining the proportion of foreign cultural representations in English books based on cultural aspects; and (3) determining

the proportion of foreign cultures based on the division of the region of cultural origin.

METHODS

This study used a mixed method to learn about the representation of foreign cultures in the English textbook for grade 10 created by the Republic of Indonesia's Ministry of Education and Culture. Mixed methods in research is an approach that combines qualitative and quantitative elements in one study to gain a more comprehensive understanding of the phenomenon being studied. Creswell (2024) explains that mixed methods is an approach that combines quantitative and qualitative research. In this research used the sequential explanatory method to obtain data about culture. The sequential explanatory method is an approach in mixed research that combines quantitative and qualitative data sequentially. This approach is often used when researchers want to understand a phenomenon more deeply by using two different types of data to provide a more comprehensive explanation. According to Creswell (2018), the sequential explanatory approach begins with collecting and analyzing quantitative data first. The results of this quantitative analysis are then used to form an initial basis or framework that will be explored more deeply through qualitative data. Qualitative data is then used to explain or develop the quantitative findings that have been obtained.

The type of approach used is a descriptive approach. The mix-method research method was one type of research whose specifications were planned, systematic, and clearly structured since the beginning of the research design. Quantitative research is structured and quantifies data in the form of numbers to be generalized. Arora, & Stoner (2009) explained that qualitative methods can be used to obtain more detailed information about what is being studied so that the results obtained are more comprehensive. In addition, a descriptive approach was used to determine the value of the independent variable without any comparison or linking one variable to another. The descriptive approach was used with the aim of describing the object of research or research results. Sugiyono (2014) explains that the descriptive approach serves to explain and describe the object under study through data or samples that have been collected. Arikunto (2010) explains that descriptive research can be used to explain or find out an overview of the conditions or situations studied. Thus, this study attempts to analyze in detail the representations of foreign cultures contained in 10th grade English books published by the ministry of education and culture. This book was chosen because it has been used as a reference for the use of English language lessons throughout Indonesia created by the Ministry of Education of the Republic of Indonesia. Apart from that,

class X English books have greater complexity in pictures and charts regarding world culture compared to class XI and XII English books.

This study uses content analysis in carrying out data collection through analysis of images, passages, text, charts, graphics, and anything related to foreign cultural representations contained in 10th grade English books. Through collecting this data, researchers want to show the percentage of foreign cultures contained in class X English books. These results can be used as an illustration to teachers about what cultures should be explained to students while learning English. Anderson et al. (2007) state that a content analysis is applicable to various studies, including language studies, which are concerned with analyzing the content of certain matter through classification, tabulation, and evaluation. Miles, Huberman, & Saldana (2013) stated that content analysis is a research method that aims to identify the meaning of a certain document, text, or archive. A broad based definition dealing with content analysis is present in (Krippendorff, 2004) text: it is defined content analysis as a technique that aims for replicable and valid inferences from texts as to the contexts of their use. The data source for the research is analyzing documents of conversations, passages, and images from an English as a foreign language textbook for grade 10th of senior high school in Indonesia to find the foreign culture in that book. The content analysis card was used as the research instrument for this study Moran (2001), classified the items on the content analysis card into four cultural aspects: products, practices, perspectives, and people. The limitations of the analysis were: The teacher's book does not include an analysis of images, passages or sentences, or conversations; instead, the analysis focuses on cultural aspects of products, practices, perspectives, and people. The data was analyzed using a percentage formula to determine the proportion of cultural aspects and cultures based on territorial division and qualitatively by compiling the culture based on the types, disassembling the different types of culture, reassembling the culture based on the right type, interpreting, and concluding.

RESULTS AND DISCUSSION

Cultural elements are aspects that cannot be separated in learning a language. Where culture has a very important role in determining how a language is carried in an interaction. This makes it possible for researchers to examine the cultural elements contained in English books published by the Ministry of Education and Culture of the Republic of Indonesia grade 10th. In carrying out the research carried out by analyzing the content contained in the book based on the aspects proposed by Moran (2001) regarding aspects contained in a culture. The research results are explained as follows:

Foreign cultural representation in English compulsory textbook

The cultural aspect is the division of types and forms of a culture based on the characteristics of the embodiment of that culture. Here, the culture contained in English books published by the government has included several cultures as a form of introduction to foreign cultures for students. This cultural aspect is an element that students should be able to understand about cultural diversity that exists from various regions in the world. Where the cultural aspects are divided into four categories, namely product cultural aspects, practice cultural aspects, perspective cultural aspects and person cultural aspects. The explanation of the four aspects is as follows:

Table 1. Cultural aspects in English textbook

Cultural Aspects	Explanation
Products	Culture in the form of form, can be seen, touched physically.
Practices	Culture that has become a habit or tradition that is often carried out by certain people.
Perspectives	Culture related to beliefs, perspectives, opinions, mystical and views of a particular community group.
Person	Culture related to individuals or someone who has influence, is famous or even a fictional character.

The cultural aspects contained in the English book reflect the four cultural aspects offered by Moran, so it can be categorized as having elements of foreign cultural representation that can be explained well to students about how culture can be brought into language learning. The product culture aspect is a culture is categorized based on the form of its actual manifestation, either in the form of objects or things that can be seen and touched by the human senses. The cultural aspect of practice is a cultural element in the form of a habit or custom of a community or society that it believes in and is carried out routinely. Then, the cultural aspects of perspectives are cultural forms in the form of a community's or society's views, beliefs, or mysticism, and finally, the personal cultural aspect is a culture in the form of individuals or figures, both well-known and unknown, fictional or non-fictional. in a book that represents a culture from a particular

region. Tajeddin & Teimournezhad (2015) explain that English textbooks are still a medium for providing knowledge about foreign cultures. As a result, when learning about culture in a textbook, English teachers are expected to provide good explanations and understanding to students about the meaning of these cultural representations. Sulistiyo et al. (2021) revealed that culture is an element that is very much bound up in the formation of a view of society, so it is necessary to have in-depth knowledge for students in order to understand the meaning of using that language.

The proportion foreign cultural representation based on cultural aspects

By knowing how the cultural aspects are contained in English textbooks, the role of the English teacher is not only to teach English to students, but the teacher also has a big responsibility to provide new knowledge about the culture behind the language. The teacher must have broad and intelligent insight into the messages conveyed in foreign cultural representations so that what is explained has clear aims and objectives for students. For students learning about the culture of the target language will provide new insights to be able to increase their intercultural competence so that when they are faced with cultural problems in communication they can avoid misperceptions and translate the meaning of that culture.

Meanwhile, knowing the distribution of cultural aspects in English books will provide cultural understanding and competence which will broadly shape individuals who have cultural perceptions that can appreciate differences from one another. It is necessary to know the proportion of foreign cultures in grade 10th English textbook so that teachers can interpret learning by conveying the messages and intentions of these cultures to students. The proportion of foreign cultures based on cultural aspects can be seen as follows:
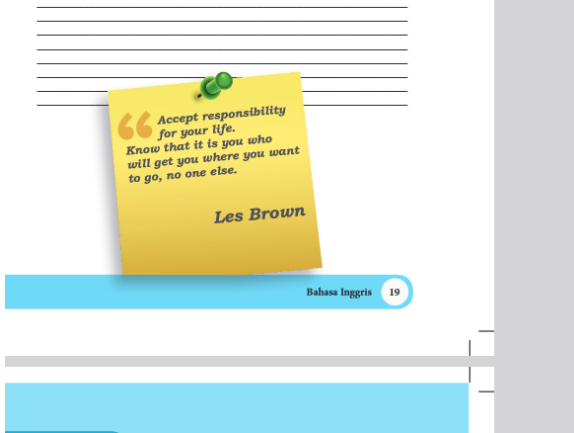
Table 2. The proportion of foreign cultural aspect basedn on cultural aspect

Cultural Aspect	Chapter															Total (%)
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
Product	3	2	2	2	1	6	2	0	1	2	1	1	2	1	0	36 (45%)
Practice	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3 (3.75%)
Perspective	1	2	1	1	0	0	2	0	0	0	1	2	1	1	1	13 (16%)
Person	7	2	1	4	0	0	2	2	1	3	1	2	1	1	1	28 (35%)
Number of cultural aspects																**80 (99%)**

It can be seen from table 2, the total number of foreign cultural representations contained in English books published by the government totals 80 cultures, of which 36 cultures, or 45%, come from aspects of product culture, 3 cultures, or 3.75%, come from aspects of practice culture, 13 cultures, or 16%, come from perspective cultural aspects, and as many as 28 cultures, or 35%, come from personal cultural aspects. Of these, it can be stated that culture in the form of products has the largest percentage contained in English textbooks. This is because product culture is a culture that can be seen and felt through the human senses, so it is not difficult for students to understand culture in the form of products, for example, food, songs, place names, objects, and so on. According to Yuen (2011) product culture is the most frequently encountered thing in every textbook and also includes the culture most often encountered by anyone. Furthermore, the smallest cultural aspect is in the aspect of cultural practice, which is not well described in English textbooks published by the government in this form of culture. For aspects of cultural perspectives and aspects of personal culture, each has its own section in an English book published by the ministry of education and culture. Kang-Young (2009) explains that a person can have a great influence on a society, so the selection of characters in textbooks must really be figures who have a very large role in a society. It is necessary to emphasize that product culture is the culture that is easiest to see and feel, so it is not uncommon for it to have a very high percentage in a foreign cultural study. The thing that must be considered by English teachers is how they can explain the culture to students based on the function and purpose of the culture.

Table 3. The example of foreign cultural aspects

Example of Cultural Representation	Cultural Aspects
	Foreign cultural aspects based on products.

Example of Cultural Representation	Cultural Aspects
	Foreign cultural aspects based on perspective.
	Foreign cultural aspects based on person.
	Foreign cultural aspects based on practice.

The Proportion of foreign cultural representation based on territorial divisions

Representation of foreign cultures in language learning is very important as giving students an understanding of how this culture influences the use of language in communication. To know the culture, it is necessary to have information about where the culture came from. If students know the origin of the

culture they are studying, they can position themselves in understanding the cultural components so that there are no misunderstandings in translating the intent of giving speeches to people who come from the cultural region that they come from. Knowing the origin of the culture in English books will provide new insights about cultural diversity originating from certain regions, so that miss-information about a culture can be minimized. The proportion of culture based on territorial division can be seen in the following table:

Table 4. The proportion of cultural representation based on territorial division

	Cultural Aspects				Amount (%)
	Product	**Practice**	**Perspective**	**Person**	
Asia	11	0	3	9	23 (28%)
Australia	0	0	1	1	2 (2.5%)
America	14	2	9	13	38 (47%)
Europe	11	1	0	5	17 (21.5%)
Africa	0	0	0	0	0 (0%)
Total					**80 (99%)**

It can be seen in the table above that foreign cultural representations contained in English books published by the government consist of several regions in the world. Cultures originating from the Asian region have the highest proportion with a total of 23 cultures or around 28%. Furthermore, the culture of the Australian region consists of 2 cultures or around 2.5%. Then, culture from the Americas region comprises 38 or around 47%, and finally there is not a single cultural representation originating from the African region which is used as a cultural representation in English books published by the ministry of education and culture. Culture from the Americas region has the highest proportion because America is one of the target language countries where English is also the country's language of instruction which makes the representation of this country one of the most numerous in English books published by the ministry of education and culture. Another reason that causes cultures originating from the American region to occupy the most positions possible is that America has become the center of world trends and tourism so that many places and things that smell of America have become icons of that culture. Soni (2020) explains in his research that as much as 20% of the culture in the target language in English books refers to American culture. The proportion of culture from the United States of America is more prominent compared to other inner-ring countries. The United States is

considered the most represented inner-circle country as the target culture in the English textbook. Song (2013) mentions that English is used exclusively in America and Britain and has grown and is widely studied by foreign nationals as an international language, so that cultural elements inevitably also become the dominion of learning for EFL learners. Therefore, there are many elements of foreign culture originating from the Americas because the use of the language comes from the country concerned. In the second position with the highest number of cultures originating from the Asian region, this shows that cultural elements originating from the same region as Indonesia have an influence on the representation of foreign cultures in English books published by the government. Seeing the resulting proportion, product culture is the most numerous cultural aspect in this area, so the introduction of cultural elements is an important thing to explain to students about how it is brought into language learning. For cultural representations originating from the Australian and European regions, they have representatives featured in English books where it is necessary for teachers and students to know the culture in order to have good intercultural competence. But unfortunately, the cultural representations originating from the African region do not have a proportionate share in the English books published by the government. This needs to be considered and evaluated by book designers to provide a fair platform for presenting world culture.

Research conducted by Silvia (2015) on two official books published by the government found that in the first book Indonesian culture had the most dominant proportion, followed by cultures originating from America and England and other target cultures, with 33% American, 31% British, and 10% other international cultures. Then, the analysis of the second book also consists of international culture, with a percentage of 33% American culture, 30% British culture, and 6% other international culture. Therefore, it is necessary for teachers to be able to provide a good understanding and explanation of the culture contained in English-language compulsory books to students so that they can understand and have good cultural awareness when conducting international communication. According to Sorongan et al. (2014), there must be a balanced insertion of local and target culture into language teaching in order to reflect the culture between the two cultures in learning. This shows that it is important to apply an understanding of both local and foreign cultures as a broad form of knowledge for students.

CONCLUSION

Learning a language cannot be separated from the culture that influences the original language because language is actually a product of cultures that influence one another, so when learning a new language, an understanding of culture must

be included in order to understand language and its use in communicating and have a view on its better use. A culture can be known through cultural aspects based on its form, including product cultural aspects, practical cultural aspects, perspective cultural aspects, and personal cultural aspects. Each of these cultural aspects shows the type and form of culture that must be understood, so it is necessary for a teacher to provide a good understanding of that culture to EFL students so that they have good intercultural understanding. Knowing the types and proportions of culture, both aspects and cultural divisions by region, gives a broad picture to students about the uniqueness and diversity of cultures from around the world, even though the proportions of culture presented are unbalanced and even the culture from Africa is not represented at all, there is a need for consideration for textbooks developer to provide opportunities to describe the uniqueness of cultural diversity from all regions of the world. Finally, the results of this research can be used as a reference for teachers to provide information about international culture to students so that they have good intercultural understanding. Apart from that, by having an understanding of foreign cultures, students can be more open to a variety of differences, understand uniqueness and can develop an attitude of mutual respect between each other.

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