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Article

A Comparative Study of Cultural Types and Dimensions in English Textbooks

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A B S T R A C T

Many researchers have conducted regarding cultural analysis in English textbooks. However, the comparison between English Textbook as ESL and EFL used in Indonesia in term of cultural analysis is relatively unexplored. After addressing the gap, this study mainly focuses on investigating the cultural contents between Cambridge Global English Key Stage 6 and Erlangga Grow with English Book. The data of the study were taken from the two books regarding the cultural dimensions. The theory of types of culture used is proposed by Hinkel (1999), namely source, target, and international culture. As for the theory of dimensions of culture, namely aesthetic, sociological, semantic, and pragmatic is taken from Adaskou, Britten and Fahsi. The findings reveal that Cambridge Global English Key Stage 6 contained more cultural materials than Erlangga Grow with English Book 6. Cambridge Global English Key Stage 6 contains more percentage or portion in culture types and dimensions which considers the importance of studying culture as a preparation for the learners to face intercultural communication in their future. This study contributes to a new perspective in the study of cultural dimension as well as a new horizon in a comparative study in ELT.

INTRODUCTION

It is considered inadequate to learn a language with the absence of culture in it. Individuals will not be able to comprehend or master a language unless they understand the culture. In this modern era, people do not only communicate with other people who also live in the same country. Communication with other people from other countries is also important. In order to develop successful communication with people from across the languages, an awareness of different norms, thoughts and values is required.

Mastering other people's language without understanding their culture potentially creates misunderstanding due to different factors, such as norms, thoughts, and values. Therefore, culture learning is vital when an individual is acquiring a particular language. The textbook is a medium that commonly used to convey the material. It plays a very vital role in teaching culture. A textbook can be a means that introduces the learners to the variety of experiences or information of different things in other countries. It can be a good channel for teachers to present the way other people from different parts of the world live.

Regarding the above, many textbooks were not inserting the cultural context as their content. The books were

designed only to introduce the grammar and vocabulary in general terms. This condition will create a barrier for them in building communication with native speakers of English, as well as with speakers who live in other countries that uses English as a second or international language. They might have the ability to speak English fluently, but there might also be some misunderstanding when they have to speak with other English speakers who live in a different country.

Several researchers have conducted such investigations on some issues, such as the dimensions of culture found in English Pathway for grade x published by Erlangga and Buku Bahasa Inggris untuk SMA/SMK/MA kelas X produced by Kemendikbud RI (Mustofa, 2019), target to source culture contained in two EFL course books (Dorò, 2013), the elements of culture in Interchange, Headway, and Top Notch English textbooks in Iran, and cultural traces found in an English textbook for primary education (Hermawan and Noerkhasanah, 2012).

This study is designed to find the answer of which type of culture and dimensions of culture found in both textbooks. This study also aims to find which contain more portions of cultural types and dimensions in the purpose of preparing for its learner's intercultural competence. It compares two English textbooks to find which one integrates more cultural materials in its content. It can be applied as a credential for another future study related to ELT.

Concerning the importance of inserting culture in English learning (Brown, 2000) declares that one cannot separate culture and language learning without missing the importance of either language or culture. It also means that second language acquisition means second culture acquisition. Language learning is cultural learning which leads to an understanding that language teaching is cultural teaching. Teaching a foreign language means teaching foreign culture. Hence, teaching culture is part of teaching a language.

Culture is also taught in purpose to introduce intercultural understanding, tolerance, and empathy (Arabski and W, 2011). By learning culture through language, Learners are expected to acknowledge and respect the norms, customs, and unique identities of other cultures. Again, learning culture will help one to comprehend how to use language to understand the difference among people in a different society, to adjust well, and be flexible to the other person who might not be the same as him.

Language learners need to have the ability not only to speak in the target language but also to understand the culture so they may benefit effectively. In simple words,

they need intercultural competence (ICC). Learners should be stimulated to notice their own culture and contrast it with the target language. Therefore, cultural competence should be taught as intercultural culture.

Risager cited in Cunningsworth (1995) suggests that textbooks used in teaching foreign language should not only scope the expansion of foreign language in a small scope, but it should take part in improving the education system. In other words, textbooks should include cultural content.

Teachers and students need media to study the language and the culture. Textbooks are the most common media. They hold a central part in teaching English as a foreign language (EFL), and are considered a means of culture, and can show a great variety of cultures around the world (Cunningsworth, 1995). However, textbooks as carriers of culture should have the required features to broaden learners' intercultural communicative competence (ICC), which is defined as the skill to understand and interact with others of different social backgrounds. Therefore, to raise the intercultural awareness of English learners, textbooks should be evaluated to make sure that they contain sufficient material to help learners foster their intercultural competence.

Textbook evaluation can be conducted by checking two parts of intercultural material that are integrated into the textbooks. They are types of culture and dimensions of culture. The theory of types of culture is proposed by (Hinkel, 1999) and the theory used regarding the dimension of culture is taken from Adaskou, Britten and Fahsi as quoted in McGrath (2002).

Cortazzi and Jin cited in Hinkel (1999) classify types of cultural information into three, namely source, target, and international cultures. First, source language, which means the learner's own culture. There are several source cultures in Indonesia, such as tradition, customs, natural objects, and historical buildings from Sumatera to Papua. Second, target culture, which means any other country where the target is communicated as an official language. The target culture refers to English-speaking countries, such as England, the USA, or Australia. International language, which means countries where the target language is used as a second or a foreign language. China and Italy are examples of International culture which uses English as a foreign language.

Adaskou, Britten and Fahsi cited in Rajabi and Ketabi (2012) distinguish four senses of culture, namely: aesthetic, sociological, semantics and pragmatics. Aesthetic sense concerns what people produce in the form of literature, cinema, music, media, and the like. The

sociological sense shows the portrait of home life, interpersonal relations, the organization and nature of family, work and leisure, material conditions, institution, and customs. Semantic sense refers to perceptions and thought processes, the conceptual systems in language, emotional states, time and space relations, and colors. Pragmatic sense deal with the background knowledge, social skills, and paralinguistic skills.

Many researches related to cultural contents have been conducted recently (Hermawan and Noerkhasanah, 2012; Mustofa, 2019; Rajabi and Ketabi, 2012; Dita, 2020; Sitoresmi, 2017; Ariawan, 2020; Gunantar, 2017; Bahrebar and Tajeddin, 2017). They investigated the cultural information in English textbooks. Integrating cultural information in English textbooks is very important as it is part of intercultural competence (ICC) as stated by (Cunningsworth, 1995).

However, there was no study that compares the cultural types ESL textbook published by Cambridge to EFL textbook published by Erlangga. This study could become a new perspective in the study of cultural dimension as well as brings new horizon in comparative study in ELT.

METHOD

The method of research applied in this study is qualitative content analysis. This research is aimed to reveal how culture in its types and dimensions is realized in both Cambridge Global English Key Stage 6 and localized ELT textbook Erlangga Grow with English Book 6. Content analysis was used analyze human communication. Fraenkel (2009) proposed that textbooks can be analyzed using content analysis. It is used as a way of measuring the materials of that text (Denscombe, 2010).

Data is taken from the two English textbooks Cambridge Global English Key Stage 6 published by Cambridge and Grow with English published by Erlangga. There are two kinds of data used in this study. The first is texts which contain cultural types and dimensions. Second, listening tracks also have cultural contents.

To collect data, the researcher uses two data collection procedures. The first is document review. These two textbooks will be analyzed with the theory of cultural dimension as the guidelines. The writer read thoroughly each chapter to categorize the types of text that contain cultural dimensions and types. The second is the literature review. Literature review means the theoretical data obtained from various sources of literature that supports this research. It is conducted by analyzing and assessing the theories related to the theme of research.

In analyzing the data of the research, the writer used six procedures in analyzing content analysis. First, choose the related texts. Second, break the text down into smaller parts. Third, developing categories. Fourth, code the categories. Fifth, write the number of the frequencies of each data based on their categories. Sixth analyzes the data and the writer interprets this research used two theories that related to research questions. The theories are cultural material and the types of culture. The result of the data analysis is presented in the next section.

RESULTS AND DISCUSSION

There were 23 data found in Cambridge Global English Key Stage 6. 18 of them were categorized as *target culture* and 6 of them categorized as *international culture*. There was no source of culture found in this book. If these numbers were converted into percentages, target culture would come dominantly in 75% and international culture would come as second with 25% portion.

Table 1 Types of cultures found in textbooks

English Textbooks	Types of culture			Total
	Source	Target	International	
Cambridge Global English Key Stage 6	0	18	5	23
Erlangga grow with English Book 6	1	3	3	7

Table 1 shows the types of cultures found in the textbooks. As for Erlangga Grow with English, there were 7 data found regarding cultural information. Three data represent the target, three represent international culture, whereas one represents source culture. It means that the target culture portion is 50% and international culture also 50%. The following Table 1 present the types of cultures found in Cambridge and Erlangga textbooks.

Table 2 Dimensions of cultures in textbooks

English Textbooks	Cultural Dimensions				Total
	Aes thetic	Socio logical	Seman tic	Prag matics	
Cambridge Global English Key Stage 6	12	7	4	1	23
Erlangga grow with English Book 6	5	2	0	0	7

Table 2 shows the dimensions of cultures in the textbooks. As for the dimensions of culture, also shows different results in both textbooks. In Cambridge Global English

Key Stage 6, there are 23 data in total. 12 of them are categorized as aesthetic, 7 as sociological, 4 as Semantics, and 1 as Pragmatics. Whereas in Erlangga grow with English Book 6, there are 7 data found. 5 of them represent aesthetic and 2 represent sociological dimensions. The following table shows different numbers of dimensions of culture in Cambridge and Erlangga English textbooks.

As it was stated in chapter 3, the data in these books were analyzed using the theory from Cortazzi and Jin about types of culture. As quoted in Doro (2013), Cortazzi and Jin distinguish three categories of cultural focus in textbooks: Textbooks which are designed in target cultures, such as the UK, the US, Australia, or other countries which use English as the first language; Textbooks which were designed to enrich the students with their source culture, which is the learners' own culture; Textbooks which designed to present international cultures. This textbook uses the target language to deliver international language.

The cultural materials in these books are classified into four dimensions, namely: aesthetic, sociological, semantic, and pragmatic. Aesthetics is presented in the form of products and persons. It also involves two senses: hearing and sight. These senses are usually presented in the forms of comics, novels, TV programs movies, pop songs, etc; Sociological presents work and leisure, family life, neighborhood, and the like. Sociological sense leads the learners to observe the way other people speak and communicate in their culture; Semantics presents in the form of the perceptions, concepts, or thought towards culture. This can be in the forms of norms, general belief, and opinion; Pragmatics represents social skill, background knowledge, paralinguistic skill, and conventions. It is usually presented features of stress or intonation, structures, vocabulary items, and language codes.

In the types of culture, Cambridge Global English Key Stage 6 provides numerous target and international cultures for the students. Learners learn various topics from different *literature* that is written as part of the *target* language and *aesthetic* dimensions, such as The Story of Helen Keller and The Boy who Biked around the World (see data 1). From these two pieces of literature, the learners learn about attitudes to blindness and deafness and some customs in Ethiopia in welcoming a guest. The learners also get information about *movies* from other countries, such as Jurassic Park (see data 2).

Data 1 The Story of Helen Keller

In fact, she went to college, wrote nearly a dozen books, traveled all over the world, *met 12 US presidents*, and lived to be 87.

Meet *Helen Keller*, a woman from small farm town in Alabama, USA, who taught the world to respect people who are blind and deaf. Before Hellen was born, society did not understand blind and deaf people very well and there were very few opportunities for them to get a good education. It was very difficult for them to be independent and have a job. They often had to have help from other people to care for them throughout their lives.

Data 2 Jurassic Park

Jurassic Park is a science fiction film, based on a novel by the American author, Michael Crichton. It tells the story of a group of scientists who visit a very unusual theme park on an island. The park is inhabited by real live dinosaurs. During the visit, someone breaks the security code and dangerous dinosaurs escape all over the island. Everyone on the island is in great danger.

International culture is offered to the learners by introducing them to certain words written in other languages. For example, in the story The Boy who Biked the World, there's a word *Amesegenallo* which translates as thank you in English.

Source culture is not found anywhere in the book. Indonesian culture is not being exposed in this book. No data regarding source culture.

Learners also get enough information regarding *sociological* dimensions from English-speaking countries, such as will.i.am who promotes the importance of doing charity for the people around us. Through this lesson, learners are expected to have empathy towards other people. This is an example of interpersonal relation in the sociological dimension. The learners also compare the school life in three different countries, namely China, Bahrain, and Canada as in the following data 3. Some only have six to seven hours of daily study, and the other has to study at school for nine to ten hours. This is coded as *customs and institutions* in a sociological dimension.

Data 3 Schools in three different countries

Here in *China*, my school starts at 7.30 am. We have a 2-hour lunch break and then finish the school at 5 pm. Our school year is from September to July.

In *Bahrain*, our school year is from September to July. We start the day at 8 am and finish at 2 pm, Thursday to Sunday.

In *Canada* we start school at 9 am and finish at 3.30 pm, Monday to Friday. Then we start the new school year in September.

The concept of language as part of the *semantics* dimension is also introduced to the learners in the lesson,

such as writing tips on how to write a formal email by using modal verbs *would*, *should*, and *could* as in data 4. Through an article about a marathon event, learners are introduced to the phrase *enjoy a challenge* in data 5 which is used by the British to describe something that makes them work hard and achieve a goal.

Data 4 Writing tip for a formal email

Writing tip

Use modal verbs, would, should, could, in formal emails

We use *would* + verb to say politely that we want to do something.

We *would* like to ask your permission (*not* we want to ask your permission).

Data 5 Phrase 'Enjoy a challenge'

People take part in marathons because they '*enjoy a challenge*'.

What do you think this means?

This book also inserts a pragmatic dimension, as part of its intercultural material. Extract 6 is a text about proper gestures that learners should use as part of non-verbal communication (paralinguistic) with people from Saudi Arabia, Thailand, China, Japan, Mexico, and Argentina. Learners learn that there is another form of communication that plays an important role in intercultural communication. They are being prepared to have it in the future.

Data 6 Non-verbal communication

Did you know that ...?

In many parts of the world, adults say hello to each other with a *handshake* and good friends greet each other with a *hug*. In many places, it is also important to *make eye contact* when you are talking to someone.

In Japan, waving your hand with the palm outwards means 'I don't understand'.

In Mexico and Argentina, standing with your hands on your hips is an unfriendly gesture.

On the contrary, despite Erlangga Grow with English Book 6 providing fewer data regarding cultural content, it offers *source* culture in its first unit. There is a worksheet about a holiday destination in Malang. It has a transport museum which has several transportations which Indonesian people have used in the past and a floating market which is a custom of Indonesian people who live in Kalimantan.

International culture is conveyed through literature as part of *aesthetic* dimensions. There are 3 fairy tales in this book, namely Goldilocks and the Three Bears, The Lion and the Mouse, and The Ant and the Dove. Learners listen to the stories through the tracks that they can scan using the Erlangga scanner they can download from Google Play Store. Meanwhile, *target* culture is introduced through the story of Goldilocks and the Three

Bears and the article about Alexander Graham Bell as in the following data 7.

Data 7 Alexander Graham Bell

Alexander Graham Bell invented the telephone in 1876. In the past, the telephone used cables. People used it only to talk to people in other places. Most of the phones today do not use cables. People also use it to send text message, take pictures and videos, and play games. Because it can do different things, call it a smartphone.

Apart from the few intercultural contents found in this book, there was no data found regarding semantic and pragmatic dimensions in this book. Learners have no chance to learn culture from other countries from the semantic and pragmatic dimensions.

A high percentage of the target language found in Cambridge Global English shows that it reflects the diversity in purpose to encourage learners about the culture in English-speaking countries through the medium of English language. It is followed by the international culture which exposes certain words used by a tribe in Africa. It also briefly describes the culture of people who lived in Pompeii, Italy, 2000 years ago shown in the following extract 8.

Data 8 Track 58 Life in Pompeii

Part 3

Parts of the city are exactly as they were in the times of the ancient Romans. You can see rows of houses and shops. The ash-covered people and objects and turned them to stone. People, animals and objects look exactly the same as when the ash hit them. So you see whole families trying look after each other. You can also see normal objects that they used every day, like bread, bottles, and cooking utensils. These things give us an idea of what life was like in those times.

As for Erlangga, it also emphasizes both in international and target language. The difference that it shows compared to Cambridge is that it inserts a source culture. Through the lesson which topic is holiday, this book integrates a source culture and introduces places and a way of life, i.e. floating market which until nowadays, is still part of Kalimantan people.

Regarding dimensions of culture found in the two English textbooks, aesthetics was the most dominant in both of them. Literature as an aspect of aesthetics dimensions found in the biggest portion in Cambridge Global English Key Stage 6, followed by movies. Media and music aspects were not found. As in Erlangga Grow with English Book 6, literature dominates. Movies, media, and music were not found anywhere in the book. The second place regarding cultural dimension in both English textbooks is in sociological dimension. The third place in

Cambridge textbook is semantics and followed by pragmatic in the fourth place. In Erlangga, both semantics and pragmatics were not found. These two dimensions are very important in giving new perspectives for learners on how other people interact. The lack of these two dimensions will cause the learners to have an incomplete skill in communicating with those people in the future.

Cultural types and dimension portions were found more in the Cambridge Global English Key Stage 6. This book is more suitable in preparing for its learner's intercultural competence. The main features of the models of intercultural language teaching as follows: the target language and culture and of their own language and culture are explored by the learners; learners able to find out the relationship between language and culture; it develops conceptual and analytic tools for comparing and understanding cultures; it presents the cultural difference to modify behavior where needed.

It is clearly seen that Cambridge Global English Key Stage 6 presents more cultural dimensions in its lessons. These cultural dimensions enrich the knowledge of the learners regarding cultural aspects of other countries. The aesthetic dimension, which mean that the learners learn from literature, media, cinema and music, has the highest rank in this book that is 75%. The learners learn not only from literature, but also from an article about music and movies review. Meanwhile, in Erlangga Grow with English Book 6, aesthetic part reaches 71%. However, there's a difference in the subdivision of aesthetic in both textbook. Cambridge Global English Key Stage 6 distributes almost to all subdivision of aesthetic dimension: cinema, music, and literature. In Erlangga Grow with English only emphasize on the literature.

There is more frequency of cultural dimension found in Cambridge Global English Stage 6. In fact there is only one cultural dimension found in Erlangga Grow with English book 6, while all four cultural dimensions, namely aesthetic, sociological, semantics and pragmatics are found in Cambridge Global English Stage 6. Both Cambridge Global English Key Stage 6 and Erlangga Grow with English book 6 were shown to put more emphasis on the aesthetic sense.

As in Cambridge Global English Key Stage, the absence of material related to source culture caused the unbalanced cultural information to learners. They would be able to communicate with other people about intercultural information, but influent when it comes to communicating about their own culture. It is necessary to introduce elements of the learner's own culture, as well as other cultures, so that by means of contrast and comparison an openness of mind and a reflection on the

relativity of their acquired values can be fostered in the learners.

CONCLUSION

Cambridge Global English Key Stage 6 contained more cultural materials than Erlangga Grow with English Book 6. High percentage on the target language found in Cambridge Global English shows that it reflects the diversity in purpose to encourage learners about the culture in English speaking countries through the medium of English language.

As for Erlangga, it also emphasizes both in international and target language. The difference that it shows compared to Cambridge is that it inserts a source culture. Through the lesson which topic is holiday, this book integrates a source culture and introduces places and a way of life, i.e. floating market which until nowadays is still part of Kalimantan people.

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Cultural types and dimension portion were found more in the Cambridge Global English Key Stage 6. This book is more suitable in preparing for its learner's intercultural competence. The main features of the models of intercultural language teaching as follows: exploration by the learners of the target language and culture and of their own language and culture; discovery of the relationship between language and culture; developing conceptual and analytic tools for comparing and understanding cultures; developing a reflective capacity to deal with cultural difference and to modify behavior where needed.

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