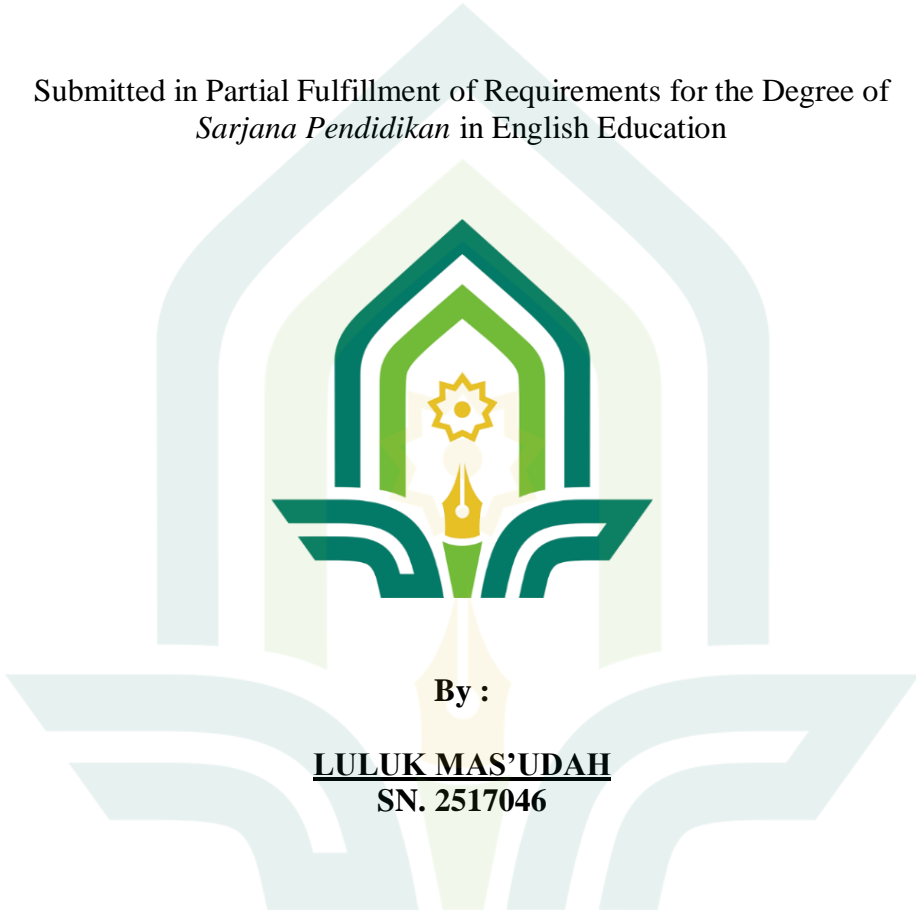


**CULTURAL CONTENT ANALYSIS OF THE EFL
TEXTBOOK ENTITLED “ENGLISH IN MIND” FOR
THE SEVENTH GRADE STUDENTS OF JUNIOR
HIGH SCHOOL**

A THESIS

Submitted in Partial Fulfillment of Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

LULUK MAS'UDAH
SN. 2517046

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Yang Menyatakan



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Kepada
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c.q. Ketua Prodi TBIG
di PEKALONGAN

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ENTITLED ENGLISH IN MIND FOR THE SEVENTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL**

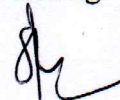
Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality. Shalawat and salaam are always given to the Prophet Muhammad SAW, who teaches love, humanity, akhlaqul kariimah, and leading us from darkness to brightness.

In this occasion, the writer would like to express her sincere gratitude to:

1. First and foremost my beloved family. I would like to say the gratitude to my parents Mr. Noto Sukamto and Mrs. Casriyah. With your supports, pray and unconditional love I am able to finish this thesis. To my little brothers Muhammad Mustahmid and Karimatul Khafshoh, even sometimes they are annoying, I am always thankful to have them.
2. Second, I would like to say my gratitude to my supervisor, Mrs. Isriani Hardini, M.A., Ph.D. Thank you for supervising my thesis and letting me to experience this incredible journey in our department.
3. Next, I would like to express my gratitude to all lecturers who teach me and open my insight toward the world
4. Then, do not forget to mention my gratitude to my fellows English Education Department'17 students.
5. Last but not least, I would like to extend my gratitude to every single person who contributed toward my thesis. I apologize for not mentioning one by one, but I am very grateful for your help and support.

MOTTO

“For indeed, with hardship (will be) ease. Indeed, with hardship (will be) ease.”

(Q.S. Al-Insyirah, 94: 5-6)

“If you act rightly, it is for your own good, but if you do wrong, it is to your own loss.”

(Q.S. Al-Isra, 17: 7)

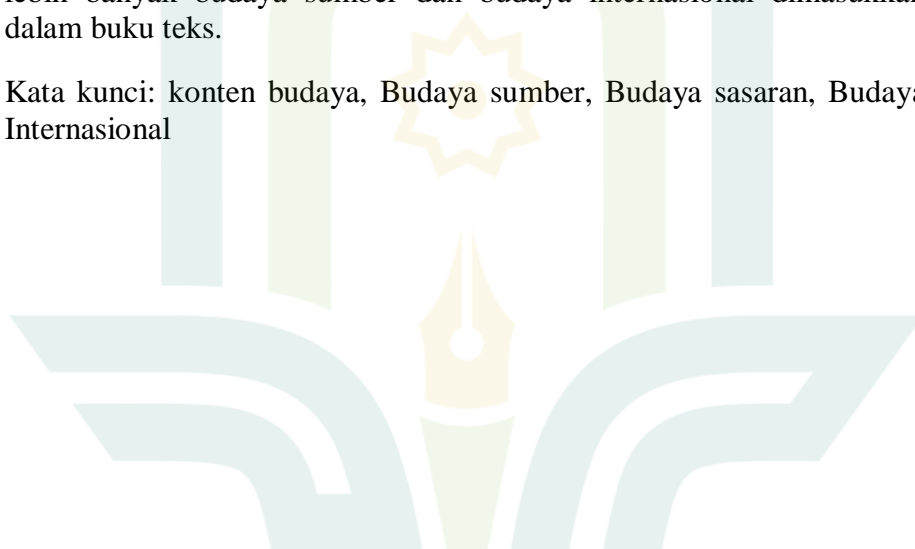
“Kuatkanlah dirimu atas pertanyaan yang memburu tentang masa depan, pernikahan, pendidikan, pekerjaan, keimanan”

(Hindia)

ABSTRAK

Bahasa dan budaya mempunyai hubungan yang saling berhubungan. pengajaran kepada siswa tentang faktor budaya dapat dilakukan secara efisien dengan menggunakan buku teks, karena buku teks memainkan peranan penting dalam pengajaran bahasa Inggris. Penelitian ini menyelidiki muatan budaya dari buku teks bahasa Inggris berjudul “English in Mind”, second edition untuk SMP kelas VII. Penelitian ini akan melihat bagaimana jenis budaya itu direpresentasikan dalam buku teks. data penelitian dianalisis buku teks dengan menggunakan metode deskriptif kualitatif yaitu analisis isi. Penelitian ini juga menggunakan kerangka kerja Cortazzi dan Jin (1999) mengenai kategori budaya. Penelusuran terhadap buku teks menemukan kesimpulan yang signifikan bahwa buku teks tersebut sebagian besar disajikan melalui Budaya sasaran, bukan Budaya sumber atau Budaya Internasional. Oleh karena itu, disarankan agar lebih banyak budaya sumber dan budaya internasional dimasukkan dalam buku teks.

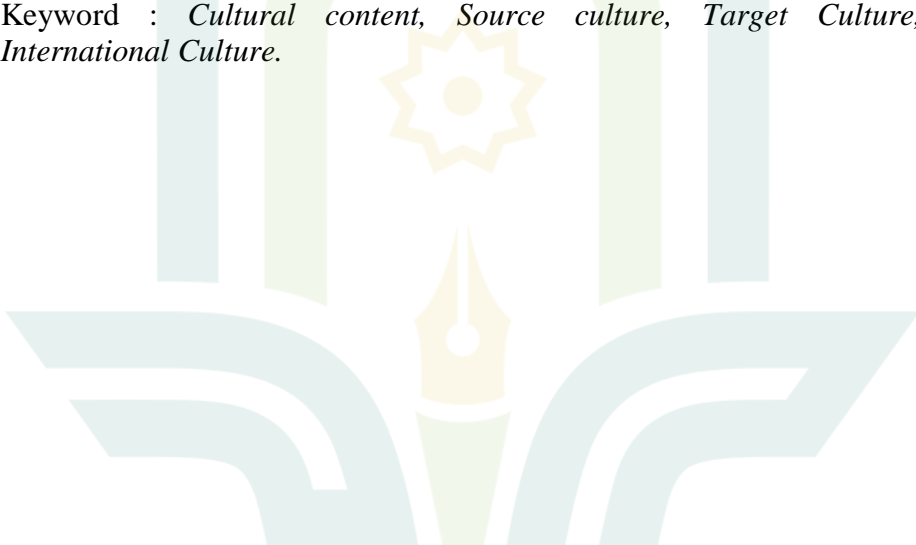
Kata kunci: konten budaya, Budaya sumber, Budaya sasaran, Budaya Internasional



ABSTRACT

Language and culture have an interconnected relationship. instruction students about cultural factors can be done efficiently using textbooks, as textbooks play an important part in English language instruction. The study investigates the cultural content of an English textbooks titled "English in Mind - Second edition" for junior high school grades VII. This research will look into what cultures are portrayed in textbooks. the data of the research analyzed textbooks using a descriptive qualitative method, namely content analysis. This study also used a frameworks from Cortazzi and Jin (1999) on categories of culture. The examination of textbooks has found a significant conclusions that the textbook was mostly presented through target Culture, rather than source Culture or International Culture. As a result, it is recommended that more source culture and international culture be included in the textbook.

Keyword : *Cultural content, Source culture, Target Culture, International Culture.*



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“Cultural Content Analysis Of The EFL Textbook Entitled English in Mind For The Seventh Grade Students Of Junior High School”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements of for Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., as the rector of UIN K.H. Abdurrahman Wahid Pekalongan
2. Prof. Dr. H. Moh. Sugeng Sholehuddin, M.Ag., as the dean of Tarbiyah Faculty of UIN K.H. Abdurrahman Wahid Pekalongan
3. The head of English Education Department and Teachers' Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
4. Mrs. Isriani Hardini, M.A., Ph.D. as my supervisor who has given me suggestion, guidance and time in writing this research proposal.
5. All lecturers of English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan
6. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this research proposal.

7. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, June 14th 2024

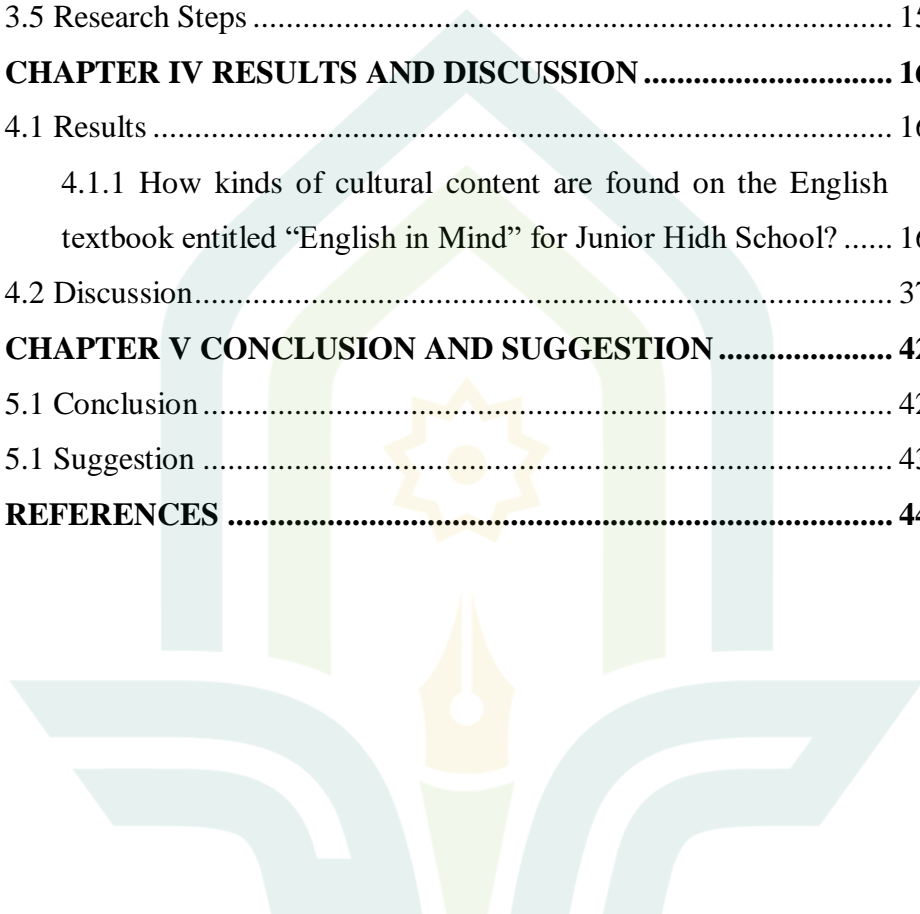
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

Textbooks are regarded as the primary educational materials in Indonesia. They are selected as the lesson plans, instructional strategies, and protocols for use in the classroom. According to Cunningsworth (1984), a textbook is comprehensive information that is written by expert people, and the contents are carefully tested in actual teaching before being published. Moreover, a textbook serves as a crafted resource for educational purposes that aim to enhance learners' knowledge and experiences within the teaching and learning in the classroom. Additionally, the textbooks are created by accredited publishers according to the most recent curriculum. The curriculum is followed in the development and design of the textbooks.

The most recent Indonesian curriculum, known as the Merdeka Curriculum, has been introduced since the 2022–2023 academic year, according to Nadiem, the Indonesian Ministry of Education, Culture, Research, and Technology (Qomariyah & Maghfiroh, 2022). The adoption of spaces designated for regional authorities to incorporate local material based on local features and wisdom in the region is one of the curriculum's pillars. The culture of the country must be ingrained in this curriculum. The local wisdom portrayed here has a connection to global diversity, which is one of Pancasila's qualities. The objective is to make Indonesian localities competitive on a global stage. This implies that a significant portion of the curriculum covers all cultural contexts and geographical traits. Therefore, Indonesian local culture should be included in the textbook based on this curriculum.

Furthermore, McKay (2002) believes that a textbook as an object to support and engage their interest in studying should contain various cultural elements. One or more of the following cultures, based on Cortazzi & Jin (1999), could be represented by the materials: international target culture, target culture, or source

culture. The learner's own culture is referred to as the "source culture." Target culture talks about the culture that speakers of the target language use as their mother tongue or first language. Additionally, the term "international target culture" describes a variety of cultures that use English as an international language in either English-speaking or non-English-speaking nations. As stated by Kramsch (1997), culture presents itself wherever the process of language acquisition takes place. Students negotiate between their own culture and the cultural knowledge of the target language since they view EFL as the foundation for learning about local culture. The educational resources and classroom activities that expose students to the target culture essentially assist them in recognizing their own identities.

Studying a new language entails studying a new culture. Byram (1997) claimed that picking up a new language offers access to alternative identities and cultural perspectives. In this regard, students in beginning English language classes must be prepared to receive a variety of cultural information. He also said that effective learning entails "taking up others perspectives" in addition to "the interchange of information." In particular, language users may need to possess cultural competence in order to be communicatively competent.

According to Brown (2007), language and culture are inextricably linked and cannot be divorced from one another without losing significant significance. Culture and language interact in ways that make sense for them to be together. Collectively, they constitute a living being. Jian (2015) claimed that language is like swimming, and culture is like the water in a swimming pool. Thus, there is no denying the relationship. Hence, learning a foreign language necessitates learning about culture in general.

As noted by Tajeddin & Teimournezhad (2014), who cited Kumari's examination of textbooks, culture was mostly depicted as having sociological qualities, and the majority of the characters in the textbooks that were reviewed were from the local community.

Adaskou, Britten, and Fahsi (1990) found that the majority of teachers concurred that the textbook should only include a minimal bit of target culture, which supports this requirement and hence helps learners with further growth of their intercultural competencies. That indicates a high-quality textbook concentrates on the regional culture instead of the one aimed for. The same thing was also expressed by Mrs. Khusna Laela, S.Pd. an English teacher at Junior High School in Pekalongan, who said that her students in the class have difficulties understanding the material because the content of the textbook “English in Mind” lacks local (Indonesian) culture.

In Indonesia, the goal of national education is determined by the nation's cultural values and ideologies, and it is implemented in all subject areas, including English. Given the significance of textbooks in the teaching of the English language, a review of English textbooks is necessary to ensure their suitability. When analyzing an English textbook, its visual presentation should be given equal weight as the most important consideration. It should take into account a few things, like how well it fits the socioeconomic and cultural backgrounds of the learners and their objectives for studying English as a foreign language. Learners are more likely to mistake different cultures when they are not exposed to sufficient cross-cultural knowledge.

In regard to the circumstances mentioned above, it is imperative to look into cultural considerations. Based on certain findings, it is crucial to take notice of how Indonesian culture is portrayed in English textbooks. Recent studies have looked into the cultural elements of some English textbooks. Ayu (2020) in the *Journal of English Teaching* observed a tenth grade English textbook published by the Indonesian Ministry of Education and Culture. She discovered that this textbook most prominently chooses its source culture by utilizing a tool based on Yuen (2011). Beside that, despite being designed for usage in the Indonesian setting, research conducted by Hermawan and Noerkhasanah (2012) examined numerous primary school

textbooks in Indonesia called "Grow with English," books four through six published by Erlangga. The researcher lacked knowledge of local culture and made a great deal of implicit assumptions about the target culture.

Both studies mostly investigated textbooks that were written by Indonesian English experts and published by the Ministry of Education and Culture of Indonesia. Therefore, the study has a gap to fill in the in the analysis of the adapted textbook from abroad (Cambridge Press) entitled "English in Mind," second edition, for the 7th grade of junior high school. Additionally, the book was selected by the researcher for a number of reasons, including the fact that it is used to teach English to seventh-grade junior high school students in Indonesia for general education purposes. One of them is Mrs. Khusna Laela, S.P.D. in Pekalongan, the English teacher who has been described above, and that it is an adapted textbook from Cambridge University Press that has been approved by the Indonesian Ministry of Education and Culture to fulfill the requirements of the Kurikulum Merdeka standardized textbook.

Therefore, the researcher conducted the study with the title: Cultural Content Analysis of the EFL Textbook Entitled "English in Mind" for the Seventh Grade Students of Junior High School.

1.2 Formulation of the Problem

The study was conducted to answer the following question: How are cultural content represented in the English textbook entitled "English in Mind" for junior high school?

1.3. Operational Definition

To avoid misunderstandings regarding the research's definitions, the researcher provides the following definition-related explanations:

1.3.1 **Textbook** : An English textbook has an essential role in the teaching and learning process, especially for foreign learners. According to Aliakbari (2004), textbooks and supplementary materials utilized in education typically offer a particular

perspective on the world, presumably filtered through the cultural viewpoint of the author.

- 1.3.2 **EFL Textbook:** Biljana & Jagoda (2016) stated that an EFL textbook is a text that provides students with knowledge, language abilities, and background information on English-speaking nations, thereby preparing them for interactions with individuals from diverse cultural backgrounds and other foreign countries.
- 1.3.3 **Cultural Content :** The source culture, the target culture, and the international culture are the cultural components of textbook contents, according to Cortazzi and Jin (1999) in *Eli Hinkel Culture in Second Language Teaching*.

1.4. Aim of the Study

Based on the concerns mentioned above, the study's goal is to analyze and categorize the cultural content in the junior high school English textbook "English in Mind," with a focus on source culture, target culture, and international culture according to Cortazzi and Jin's framework.

1.5 The Significances of the Research

The significances of the research are explained as follows:

1.5.1 Theoretical: This study adds useful and relevant knowledge and information to the review of EFL textbooks.

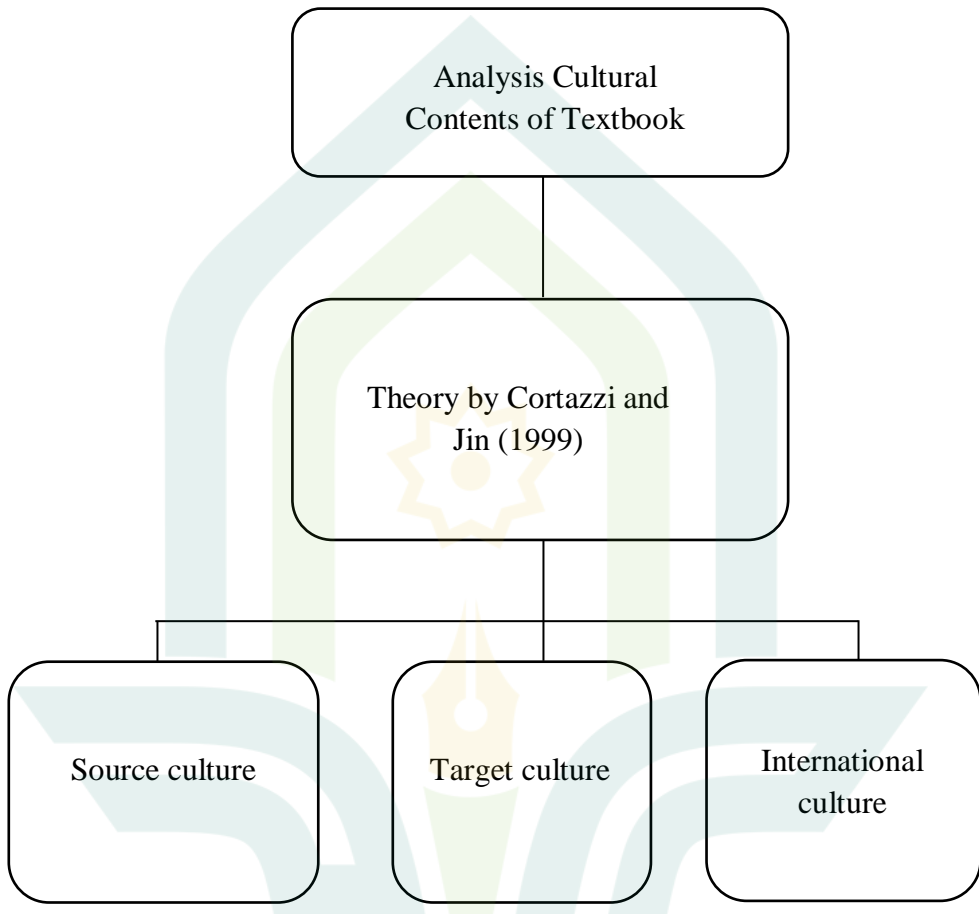
1.5.2 Practical:

- a. The researcher: Through analysis and the sharing of her ideas, the researcher can realistically expand her understanding of this subject.
- b. English teachers: This study provides teachers with useful and reliable information for consideration when selecting EFL textbooks for use in lessons.
- c. The next researcher: The broad knowledge and information provided by this study can be used to analyze the EFL textbook.
- d. The study may also serve as a framework for future studies.

1.6. Conceptual Framework

This research focused on cultural content on textbook entitled "English in Mind-second edition" using theory of Cortazzi and Jin (1999).

The researcher drawn the conceptual framework of this research to make the reader understand how the research works.



1.1 Conceptual Framework

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research aims to identify and analyze cultural elements and categories present in textbooks. The researcher utilized data from the textbook "English in Mind." . The data analysis technique employed was content analysis. After analyzing the cultural representations in the textbook, the researcher found that since the textbook is published by an international publisher, it is mainly focused on the information about the target culture.

The analysis showed that target culture, primarily consisting of content related to native English-speaking countries such as the United States and the United Kingdom, is the most frequently represented. This includes scenarios, characters, and settings that reflect the lifestyle, customs, and social norms of these countries. The extensive presence of target cultural elements suggests an intention to immerse students in the linguistic and cultural contexts of native English speakers, which can be beneficial for developing language proficiency and cultural awareness.

In contrast, the representation of source culture in the textbook is notably limited. It primarily includes the use of Indonesian names like "Putri" and "Jelita" and illustrations of characters wearing headscarves, which are culturally and religiously significant in Indonesia. These instances, though meaningful, are sparse and do not provide a comprehensive representation of Indonesian culture. This minimal inclusion of source culture could potentially impact the students' ability to relate to the content and see their own cultural identity reflected in their learning materials.

Additionally, the presence of international culture, which would encompass a broader, more global perspective, is also limited in the textbook. This restricts the students' exposure to a diverse range of cultural contexts beyond their own and the target cultures.

In conclusion, while the textbook effectively integrates target culture to enhance language learning and cultural competence in English, it falls short of adequately representing source culture and international culture. This imbalance suggests a need for a more inclusive approach that equally values the students' own cultural backgrounds and provides a wider global perspective. Enhancing the representation of source and international cultures in educational materials could foster a more inclusive and engaging learning environment, promoting a balanced understanding of cultural diversity and global interconnectedness.

5.2 Suggestion

This section contains comments or input relating to this research on cultural content in *English in Mind*, second edition. This recommendation is intended for both the textbook reader and the authors of the next version of the English textbook. First, for authors and publishers, a current English textbook is only concerned with the target culture.

The authors have to consider that the textbook is used abroad and include information about international culture. The textbook presents all sides of cultural types. Although the target culture outnumbers the others, other features appear frequently. It's only that each page contains a large number of photographs. Beside that, publishers may produce textbooks that not only educate but also celebrate cultural diversity, fostering a more inclusive and engaging learning experience for students.

Second, for the teacher, the textbook portrayed the dominant target culture's foreign attitudes and opinions. In this scenario, the teacher must guide the students in understanding cultural awareness based on the differences between the local and target cultures.

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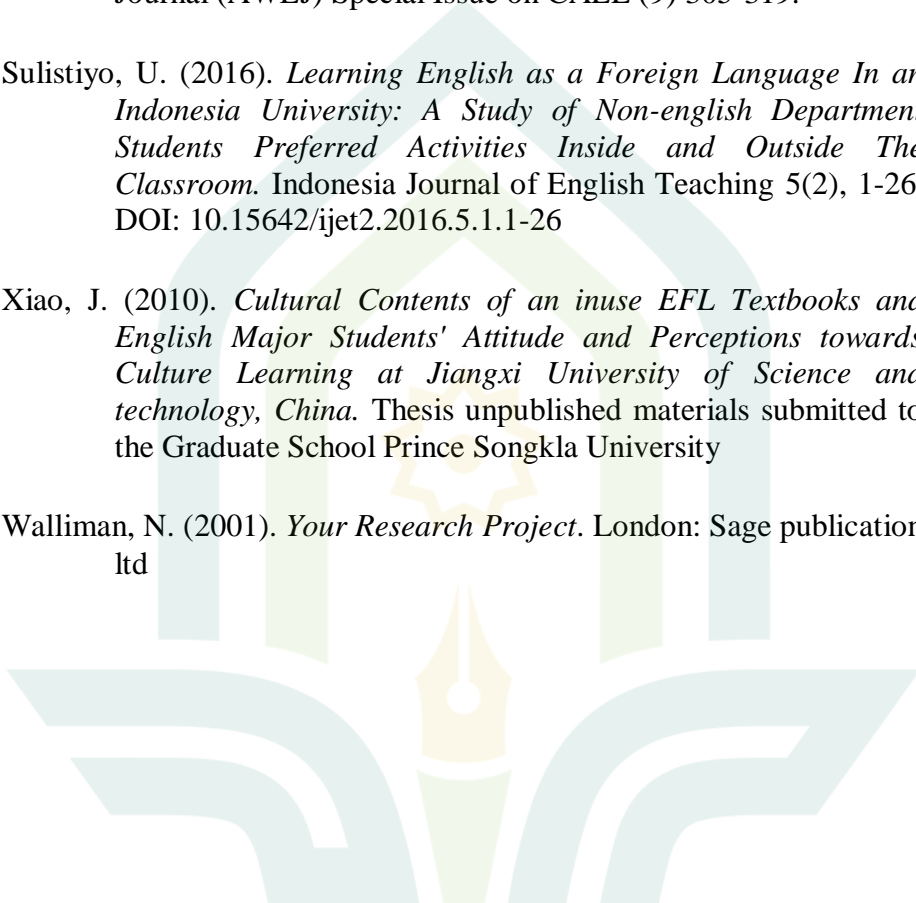
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