

CULTURAL SENSES REPRESENTED IN ENGLISH TEXTBOOK “THINK GLOBALLY ACT LOCALLY” FOR JUNIOR HIGHSCHOOL GRADE IX

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Abstract

Language is a part of a culture and culture is a part of language. It is almost impossible to learn a language without learning the culture of the language itself. In that learning process, the use of textbook is crucial. Therefore, cultural content analysis in the textbook is important. This research aimed to find out the way cultural content are represented in a textbook. The cultural content analysis was categorized into four senses of culture, that is aesthetic sense, sociological sense, semantic sense, and pragmatic sense (Adaskou, Britten, & Fahsi, 1990). The research object was Kemendikbud's English Textbook entitled "Think Globally Act Locally" for Junior Highschool IX. The research used descriptive qualitative approach with content analysis technique to analyze the data. The result shows that pragmatic sense representation is the most dominant. The culture are represented by the pragmatic sense (46%), Semantic sense (31%), sociological sense (14%), and aesthetic sense (9%). Based on the findings, it is recommended that textbook should include not only the pragmatic or grammatical theory, but also more other senses, especially sociological sense. Because at the end, the sociological skills plays vital role in communication, which will help the learners to engaged their development of cultural understanding.

Keywords: Textbook analysis, Cultural Content, Cultural senses, Cultural representation

Abstrak

Bahasa adalah bagian dari budaya, dan budaya adalah bagian dari bahasa. Hampir tidak mungkin rasanya mempelajari bahasa tanpa mempelajari budaya dari bahasa itu sendiri. Dalam proses pembelajaran itu, penggunaan buku ajar sangat penting. Oleh karena itu, analisis aspek budaya sangat penting. Tujuan penelitian ini sendiri adalah untuk mengetahui bagaimana suatu aspek budaya disajikan dalam buku ajar. Analisis konteks budaya dikategorikan menjadi empat aspek pengertian, yaitu estetika, sosiologis, semantik, dan pragmatik (Adaskou, Britten, & Fahsi, 1990). Objek penelitian ini adalah buku ajar dari Kemendikbud berjudul "Think Globally Act Locally" untuk SMP/MTs kelas IX. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan analisis konten untuk menganalisis data. Hasil penelitian menunjukkan bahwa aspek yang paling dominan adalah representasi aspek pragmatik. Aspek budaya yang ada direpresentasikan dengan aspek pragmatik (46%), Semantik (31%), sosiologis (14%), dan estetika (9%). Berdasarkan hasil penelitian, penulis menyarankan agar buku ajar tidak hanya memuat aspek pragmatik atau teori grammar saja, tetapi juga aspek lain, khususnya aspek sosiologis. Karena pada akhirnya, kemampuan sosiologis memainkan peran penting dalam berkomunikasi, yang mana akan membantu peserta didik untuk mengembangkan pemahaman budaya mereka.

Kata kunci: Analisis buku, Konten Budaya, Pengertian budaya, Representasi budaya

INTRODUCTION

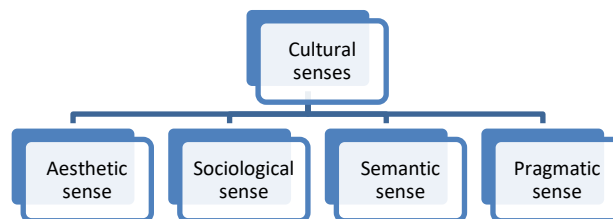
A language is not just a medium of communication only. A particular language represents cultural group from where it is originated, whether a group or even a nation. That's why culture mostly described by how or the way we think, act, and feels. This definition also supported by Kluckhohn (1951), he also stated that culture is specific act of human groups or nation that include their human expressions, and the core of this is the traditional from where it's originated. By growing up in a particular group or nation, we learn different types of gestures, accents, and the way we act and communicate. A language itself is related to the culture. This statement also supported by McKay (2004) that stated that a Language and culture have very strong relationship. Brown (1994) also added that a language is a part of a culture and culture is a part of language. These two aspects cannot be separated, if one aspect is gone, the other will lose the significance. Based on these statements, it can be said that it is almost impossible to learn a language without learning the culture of the language itself.

In learning language, especially English language, there are some competencies that must be accomplish. In addition, Bilash (2011) stated that learning language is not same as learning any other subject. The reason is there are at least five competencies to be mastered in learning language. there are reading, writing, listening, speaking, and grammar. But besides of those five competencies, students also need to be aware of how to interact using the language within a new culture that is often very different from their own nation. In learning a language, the learners also have to learn it's culture because both of the aspects are bound together not only indicates by how people using the language, but also to reflects their act or attitudes which are developed through the way living in their communities.

In ELT, the use of textbooks is very crucial. Textbooks is viewed as a resource as it contains a set of materials and activities. In the teaching and learning process, textbook can help teacher to teach efficiently in the certain scope in detail. Besides, using textbook as a teaching and learning media also effective because it is easy to use and access. Cortazzi & Jin (1999) refer textbooks as a teacher, a map, a resource, a trainer and an authority. A textbook gives students relevant information about language, as well as natives English-speaking-countries and their cultures. Some of the textbook often lack cultural representation. When the learners are not familiar enough to the differentiation of culture or cross cultural understanding, they might misinterpreting other culture and turns out to be stereotyping other culture.

According to the theory Adaskou, Britten & Fahsi (1990), the culture representation was categorized into four sense that is *aesthetic sense*, *sociological sense*, *semantic sense*, *pragmatic sense*. *Aesthetic sense* specified to the music, media, cinema, literature, and in particular studies that related to language teaching. *Sociological sense* advert to the organization and nature of family, interpersonal relation, home life, material condition, work and leisure, institution, and costum. The *semantic sense* refers to the conceptual system that embodied in the language, ideas, and perception. And *pragmatic or sociolinguistic sense* advert to the background knowledge, paralinguistic skills, and social skill, in order to held a successful communication. As this theory is used by many previous researchers, the researcher will used this theory to support the data.

Graphic 1.1. Four senses of culture by Adaskou, Britten, and Fahsi (1990)



In this study, the researcher analyzed the cultural content of an Kemendikbud's English Textbook entitled "Think Globally Act Locally" for Junior Highschool IX grade.. The reason why the researchers choose this books as the subject is because this textbook is seen as valid and reliable resources since it is written by experts and authorized by the Indonesian's ministry of education. Moreover, this textbook is suitable to the recent curriculum that applied that is 2013 curriculum. In this study, the researcher analyzed the latest version of the textbook which is the 2018 revised edition that has been used until now. the ministry of education itself claimed that this book is a "live document" that will always be revised, improved and updated along with the needs and current development. Thus, the textbook entitled "Think Globally Act Locally" 2018 revised edition is need to be analyzed in term of cultural content. The aims in analyzing this textbook itself is to to find out the way cultural content are represented

METHOD

In analyzing this textbook, the researcher use content analysis study. This reasearch also use descriptive method as it is thoroughly describing a specific manner. The data was taken from the cultural content material within the English textbook ‘*Think Globally Act Locally*’ from every chapter of the textbook itself. The data was collected through reading passages, material, illustration, and conversation that are presented in each unit of the English textbook. Some of the ways to collect the data is by setting up a checklist table based on framework of the Adaskou, Britten, and Fahsi (1990) theory. The data were analyzed by identifying the way cultural content are represented in a textbook. The cultural content is represented by four sense of culture, that is Aesthetic sense, Sociological sense, Pragmatic sense, and Semantic sense (Adaskou, Britten, and Fahsi, 1990). After that, the frequency of the data that categorized will be converted into percentages. The percentages is used to investigates what cultural senses that mostly represented in the textbook. The findings will be presented in form of tables and graphs. At the end, the result of study will be discussed qualitatively.

FINDINGS AND DISCUSSION

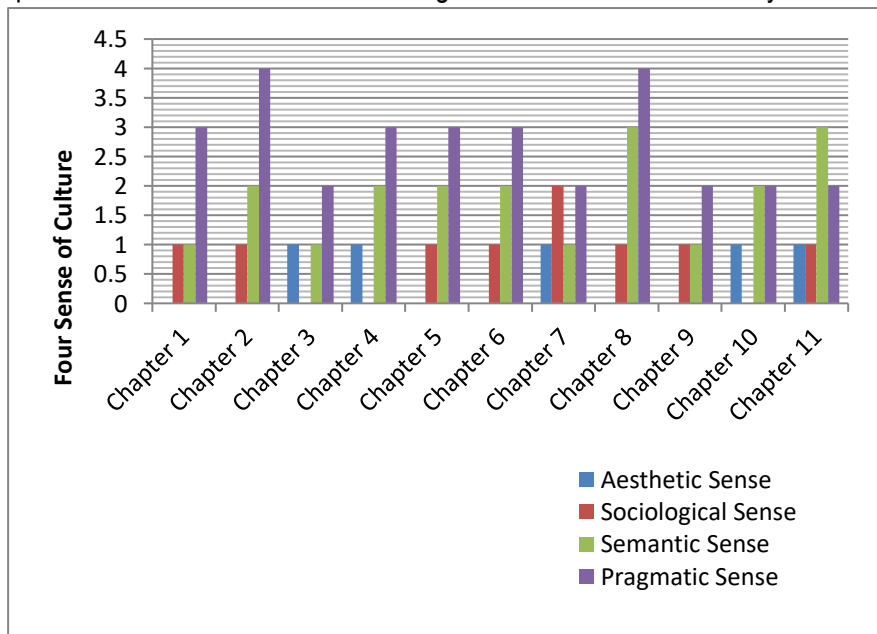
FINDINGS

All types of culture were represented by four senses of culture that is Aesthetic sense, Sociological sense, Semantic sense, and Pragmatic sense. The result of sense of culture can be seen below:

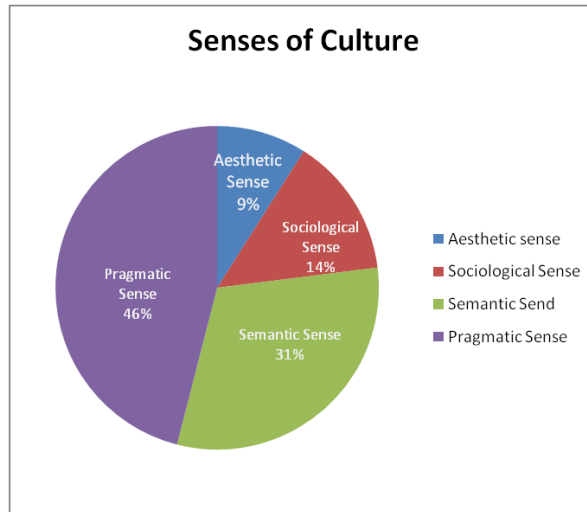
Table 1.1. Instrument for Adaskou, Britten, & Fahsi (1990) Framework

Items	Chapter										
	1	2	3	4	5	6	7	8	9	10	11
Aesthetic Sense	-	-	✓	✓	-	✓	✓	-	-	✓	✓
Sociological Sense	✓	✓	-	-	✓	✓	✓	✓	✓	-	✓
Semantic Sense	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Pragmatic Sense	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Graphic 2.1. Four sense of culture in EnglishTextbook “Think Globally Act Locally”



Graphic 2.2. Four sense of culture in EnglishTextbook “Think Globally Act Locally”



DISCUSSION

A. The Pragmatic Sense

As has been explained before, Pragmatic sense advert to the background knowledge, paralinguistic skills, and social skill, in order to held a successful communication. The chart shown indicates that Pragmatic sense was dominantly presented in the textbook. It appeared 30 times (46%). It stated by grammar related (conjunction, simple present tense, continuous tense, simple past tense, present perfect tense), passive voice, aggrement and disagreement, writing activities, punctuation and reading activities, and the expression of congratulating someone.

One of the Pragmatic representation is expressing congratulations. Congratulating others is the one of the crucial skills that required in many social interaction. Congratulating others also must be followed by the compliment in order to praise somene. Expressing congratulation can be done in various ways, from the simplest one into complex one. In Indonesia, expressing congratulation verbally is enough, and usually done simply like ‘*Selamat ya*’ which means ‘*Congratulation*’. In the other hand, English speaking countries tend to expressing congratulation through Congratulatory Card and done complexly, followed by compliment or in a certain ways to shows that they value excellent accomplishment of their relation, friend, or partners. The picture below shows a dialogues of two student expressing congratulation. This shows that the material aimed to shows target culture or English speaking countries behaviour.



Picture 1.1. Congratulation as pragmatic sense representation

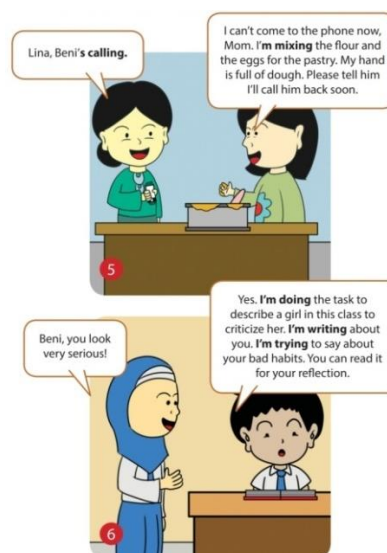
Another representation of pragmatic is portrayed by the grammatical material. The grammatical pattern material appear the most. It appears in each chapter and took part of 70% in pragmatic sense. one of the example can be seen in the picture below:

No	to-	Present	Past	After HAVE
1	to visit	visit	visited	[have] visited
2	to be	is/am/are	was/were	[have] been
3	to meet	meet	met	[have] met
4	to have	have	had	[have] had
5	to come	come	came	[have] come
6	to live	live	lived	[have] lived
7	to put	put	put	[have] put
8	to show	show	showed	[have] shown
9	to participate	participate	participated	[have] participated
10	to make	make	made	[have] made

Picture 1.2. Grammar as pragmatic sense representation

B. The Semantic Sense

The semantic sense refers to the conceptual system that embodied in the language, ideas, and perception. Semantic sense appeared 20 times (31%). It was mostly presented by the representation of cloth that used by character in the textbook, food, the use of metaphor in the songs and understanding it's meaning. The picture below shows that the mom character is using Indonesian traditional cloth, and the student wearing Indonesian school uniforms.



Picture 2.1. Clothes as semantic sense representation

Another example of semantic sense representation is by the use of figurative language in a song. In semantic sense, there is a concept where the language definition is based on particular characteristic. In English, Figurative language like idioms, personification, metaphor, etc. that are commonly used by native speaker. Like in the picture below, 'The horizon in your eyes' means a divine hope that exist. And the main meaning of this songs is about having a place to go no matter

how far you go, that you will always have a home to come back as quoted in “Just you know, you’re never alone, you can always come back home”

93 Million Miles
Jason Mraz

93 million miles from the Sun,
people get ready get ready,
'cause here it comes it's a light, a beautiful light,
over the horizon into our eyes
Oh, my my how beautiful, oh my beautiful mother
She told me, "Son in life you're gonna go far, and if you do it right you'll
love where you are
Just know, that wherever you go, you can always come home"

204 Kelas IX SMP/MTs

Picture 2.2. Clothes as semantic sense representation

C. The Sociological Sense

Sociological sense advert to the organization and nature of family, interpersonal relation, home life, material condition, work and leisure, institution, and costum. In the third place, Sociological Sense that appeared 9 times (14%). It emerged in the reading text, information, and dialogue about friend, family or particular institution.

The dialogue below is about the activities of the students talking about visiting an orphan house and giving their present. This conversation shows how they care about orphan and providing information about the good behaviour.

Dayu, I really enjoyed our visit to the orphan home last week. It was really a good idea to celebrate your birthday there.

Hi, Edo. Yes, it was really fun. We all had a good time with the orphans there. They were very happy too. You know what? I have visited the orphanage five times so far.

Wow! No wonder you and the kids seemed to know each other very well.

Not really. Although I have been there five times, I haven't met each one of them quite closely. I have met Riri three times, but I haven't had a chance to talk to her personally. She has been very busy lately.

I have never been to an orphanage even once.

Why don't we plan a visit to the orphanage again during the Creativity Week next month? Our class has never had a program for children in an orphan home.

Picture 3.1. Interpersonal relation as sociological sense representation

D. The Aesthetic Sense


Aesthetic sense specified to the music, media, cinema, literature, and in particular studies that related to language teaching. Aesthetic sense has the least representation. It appeared 6 times (9%) shown by the existence of songs, literature, and the use of banner of food label and advertisement.

The text below is a literature of Indonesian folklore stories, Dayang Sumbi. This story is from West Java, Indonesia. It's aim of this story in the textbook is to facilitate students while they're learning English within local culture that containing moral values. It teaches students to always respect and obey what our parents said, love our pets, and not instigated by lust and being angry so easily.

<p>Paragraph 1</p> <p>Dayang Sumbi was a _____ and kind-hearted princess, but _____ she was very lazy. Her hobby was _____ cloth. _____ her weaving tool fell. Tumang, a _____ dog, came to bring her _____ back to her. As she had promised, she _____ him. Tumang was actually a _____ who had been cursed by a _____ to become a dog. But sometimes he could _____ back to a normal man. Dayang Sumbi and Tumang got one _____. His name was Sangkuriang. He did not know that Tumang was his _____ because he was a dog _____ he was with him. Tumang always accompanied _____ whenever he went hunting in the _____.</p>	<p>Sangkuriang</p> <p>witch</p> <p>turn</p> <p>whenever</p> <p>one day</p> <p>father</p> <p>male</p> <p>weaving</p> <p>tool</p> <p>married</p> <p>dog</p> <p>son</p> <p>woods</p> <p>beautiful</p> <p>sometimes</p> <p>man</p> <p>sadly</p>
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Picture 4.1. Literature as aesthetic sense representation

Another Aesthetic sense representation is the appearance of American songs by Toto titled 'Orphan' that can be seen in the picture below. It's aim of this story in the textbook is to facilitate students while they're learning English within target culture that containing moral values. It teaches students to helping orphan and telling them that they're not alone.



"Orphan"
(Toto)

You're never alone in the world You're never alone in the world You believe in each and everyone of us You're never alone in the world	Someone said we were family Can that be with all this poverty Time to reach out and make a start Hold each other's hands and lift each other's hearts
I was born in the lost and found Often raised in the underground Then one day I opened up my eyes Looked around and I realized	If you're thirsty drink the water from my hand If you're hungry take my bread I'll understand If you're lonely you can always share my bed Could this be all there really is then someone said
No mother No father No sister And no brother So I cry out To the heavens Could this be all there really is then someone said	You're never alone in the world You're never alone in the world baby No you're never alone You believe in each and everyone of us No You're never alone in the world baby
You're never alone in the world You're never alone in the world baby You believe in each and everyone of us You're never alone in the world baby	...

Picture 4.2. Music as aesthetic sense representation

CONCLUSION

This research was conducted to find out the way cultural content are represented in a textbook for Junior Highschool grade IX entitled "Think Globally Act Locally". this textbook contains 11 chapter. The cultural content is analyzed by 'Four cultural senses' by Adaskou, Britten, and Fahsi (1990) framework. Based on the findings, the researcher would conclude some aspects that had been found. The cultural content shown are mostly represented by Pragmatic sense, followed by semantic sense, sociological sense, and aesthetic sense as the least shown. Based on this results, it can be said that the aim of learning in this textbook is mainly aimed for pragmatic purposes.

As explained by the researcher before about the significances of cultural aspect in the process of English language learning, the researcher suggest that there should be more awareness from publisher to includes equal culture dimension or senses to avoid stereotyping and cultural misunderstanding. Also, based on the findings, it is recommended that textbook should include not only the pragmatic or grammatical theory, but also more other senses, especially sociological sense. Because at the end, the sociological skills plays vital role in communication, which will helps the learners to engaged their development of cultural understanding.

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