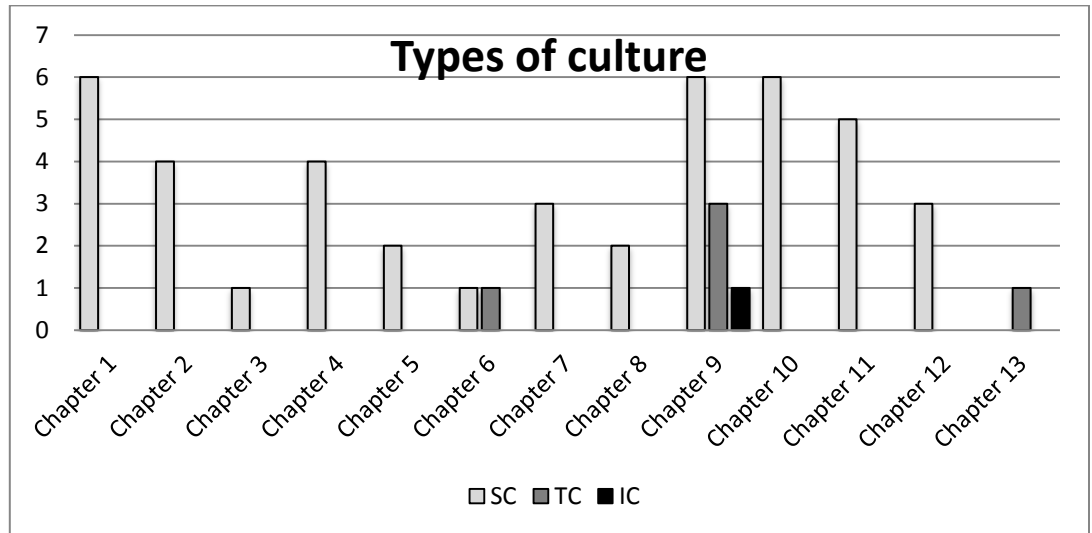# CHAPTER IV

FINDINGS AND ANALYSIS

This chapter presents the findings and the discussion of the research. Findings are the information found based on the cultural content analysis of the textbook by using the theories that has been reviewed in chapter two. The findings of this research are connected to the theories mentioned in chapter two without emerging new unknown theories. The findings are written systematically to answer the research problems. In discussion, the results of the analysis lead to the conclusion of the research.

A. Findings

The findings of this research divided in two parts. The first part presented the cultural content analysis of the textbook based on the research question of this research about what cultures are represented in English textbooks. The second part presented about how the cultures are represented.

1. Types Of Cultures Represented in English Textbooks "When English Rings A Bell" For Eight Grade Students

Chart 4.1. Types of culture represented in each chapter of English textbook

The chart explained about what culture represented in each chapter of the textbook "When English Rings a Bell" for eight grade students of junior high school. The types of the culture represented are Source Culture (SC), Target Culture (TC), and International Culture (IC).

Chart 4.2. The percentages of the culture represented in English textbook
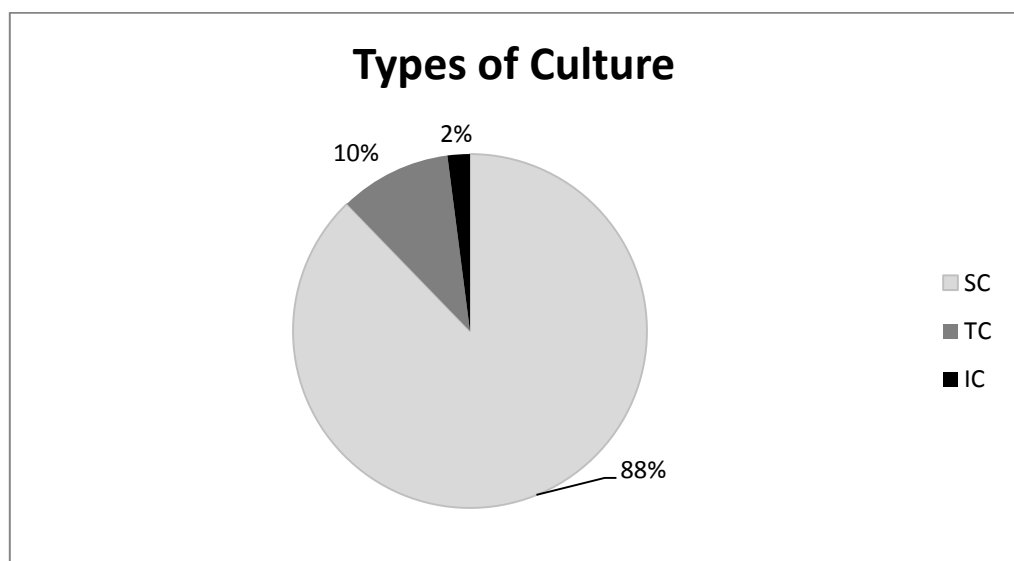
a. **Source Culture**

Source culture materials refer to materials presenting language learners own culture. The source culture here refers to Indonesian cultures. Indonesia is divided into many ethnics such as Acehnese, Javanese, Sundanese, Balinese and many others ethnics. The content about source culture can be in the form of Indonesian legend stories, Indonesian local places, Indonesian traditional dance, and other aspects. The data reveals that source culture materials are dominating the cultural content represented in the textbook. The charts above showed that source culture is the most represented culture in the textbook which is appeared about 43 times or 87,8% which dominates almost all chapters of the textbook. The highest frequency of source culture content was presented in chapter 1, 9, and 10 for about 6 times or 12,2% for each chapter. But there are some chapters containing least content of source culture such as chapter 13 about 0%.

The cultural content of source culture mostly appeared in the form of people name like Dayu, Surti, Edo, Udin, Siti, Putu, Ucok, Sihombing, Ningrum, ect. The names appeared in the textbook are mostly Indonesian typical name such as Dayu and Putu which are commonly used by people from Bali. Another cultural content that mostly appears beside the people name is Indonesian typical cloth such as uniform of Indonesian school. Some picture show the students

wearing blue and white uniform and the teacher wearing light brown uniform which are the characteristic of national junior high school in Indonesia. Additionally, the content of source culture also appears in the form of Indonesian legend story such as *Malin Kundang*; Indonesian traditional transportation such as *becak, andong, bentor, and delman*; Indonesians flag ceremony; Indonesian currency, rupiah; and Indonesian common places such as *kantin* and *kelurahan.*

Some cultural contents of source culture in the textbook can be seen in the following pictures:

Picture 4.1. The use of Indonesian school uniform representing source culture.

The use of Indonesian school uniform here representing the source culture refers to Indonesian cultures. This example of culture representation is included in semantics areas based on the theory of Adaskou, Britten & Fahsi (1990). This area covers food, clothes, and institutions specific due to the fact they relate to a particular manner of life that is to our sociological experience of tradition. So these cultural features might different from one country to another.

Picture 4.2. The discussion about Malin Kundang Legend story representing source culture

Picture 4.3. The discussion about Indonesian traditional transportation representing source culture.
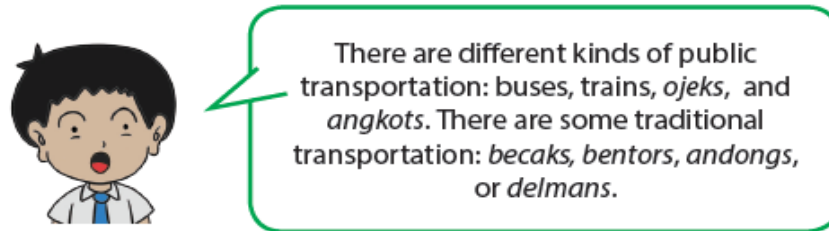
b. **Target Culture**

The target culture materials cover the materials presenting the culture of English native speaker's countries. The target culture belongs to the inner circle countries such as United Kingdom, United States, Canada, and New Zealand. The charts showed that in this textbook the cultural content of target culture less than the source culture about 5 times or 10,2%. Not all chapters of the book containing target culture in it. They only appear in chapter 6, 9, and 13. The highest frequency of target culture was in chapter 9, while chapter 6 and 13 has the same frequency. The target culture was represented in the form of song and name of people. The song of this book entitled "Heal the World" by Michael Jackson at page 82 and "History" by

One Direction at page 219. The people name such as Max, Handrik and Thomas at page 109 and 132.

Picture 4.4. The song "Heal the World" by Michael Jackson representing target culture

"Heal The World"
Michael Jackson

There's a place in your heart
And I know that it is love
And this place could be much brighter than tomorrow
And if you really try
You'll find there's no need to cry
In this place you'll feel there's no hurt or sorrow

There are ways to get there
If you care enough for the living
Make a little space
Make a better place...

Heal the world
Make it a better place for you and for me and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me

If you want to know why there's a love that cannot lie
Love is strong
It only cares for joyful giving
If we try
We shall see in this bliss we cannot feel fear or dread
We stop existing and start living

Then it feels that always
Love's enough for us growing
So make a better world
Make a better world...

Heal the world
Make it a better place for you and for me and the entire human race
There are people dying
If you care enough for the living
Make a better place for you and for me

c. **International Culture**

International culture materials refer to materials presenting a wide variety of culture in countries around the world where English is not used as their first language but as an international language such as in China, Brazil, Korea and other countries. The cultural content of

International Culture in this book is very limited. There was only 2% which appears once in chapter 9. The content of International Culture only appeared in the form of people name such as Ahmad and Fatima which are commonly used in Arab at page 132.

Picture 4.5 The use of Arabian common name representing international culture.

"Fatima got a B in Math. But she got a better mark in English.

2. Sense of Cultures Represented in English Textbooks "When English Rings A Bell" For Eight Grade Students of Junior High School

Chart 4.3. Sense of culture represented in each chapter of English textbook

Sense of Culture

- Aesthetic Sense
- Pragmatic Sense
- Sociologocal Sense
- Semantic Sense
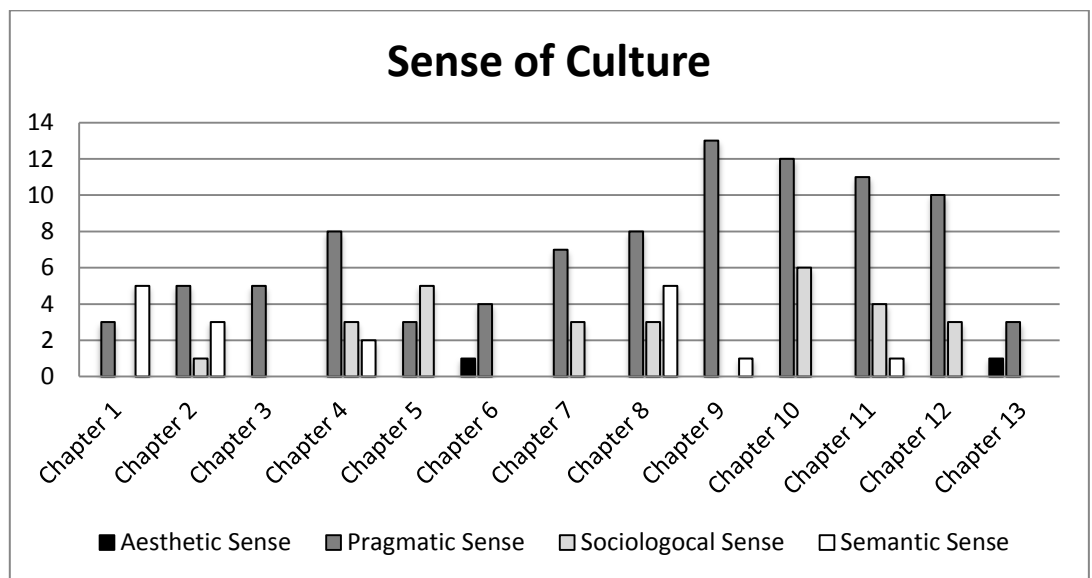
The chart explained about how the culture represented in each chapter of the textbook "When English Rings a Bell" for eight grade students of junior high school. The senses of the culture are aesthetic sense, pragmatic sense, sociological sense, and semantic sense.

Chart 4.4. The percentages of the sense of culture represented in English textbook
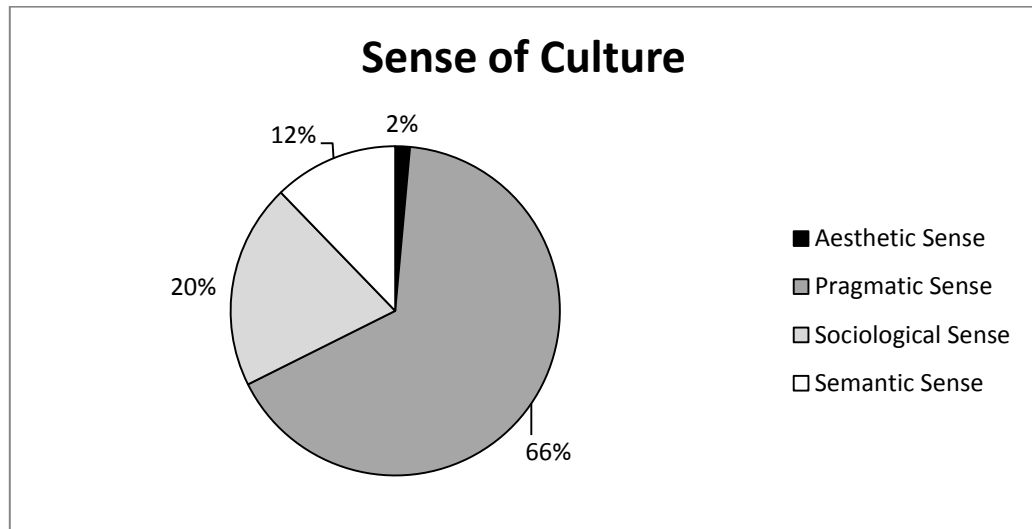
a. Aesthetic Sense

      The aesthetic sense of culture refers to the music, media, cinema, and in particular literature studies that are often to be one of the major reasons for language teaching. The aesthetic sense of culture can be perceived as the top of an iceberg or the big C of culture. It is typically discovered inside the textbooks in terms of the information about theater, cinema, concert, song, and other contents of big C. Based on the charts above, the aesthetic sense has the lowest frequency about 1,4%. It was only appeared twice at chapter 6 and chapter 9. The aesthetic sense represented in the form of songs only. The song contained of this book entitled "Heal the World" by Michael Jackson at page 82 and "History" by One Direction at page 219.

Picture 4.6. The song History by One Direction represents aesthetic sense.

History

One Direction

You gotta help me, I'm losing my mind
Keep getting the feeling you wanna leave this all behind
Thought we were going strong
I thought we were holding on
Aren't we?

No, they don't teach you this in school
Now my heart's breaking and I don't know what to do
Thought we were going strong
Thought we were holding on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more, we can live forever

All of the rumors, all of the fights
But we always find a way to make it out alive
Thought we were going strong
Thought we were holding on
Aren't we?

You and me got a whole lot of history (oh)
We could be the greatest team that the world has ever seen
You and me got a whole lot of history (oh)
So don't let it go, we can make some more, we can live forever

b. **Pragmatic Sense**

The pragmatic sense or sociolinguistic refers to the background knowledge, social skills, and paralinguistic skills, in addition to master

the language code, make possible successful communication. Based on the charts above, the representation of cultural content in the textbook was mostly dominated by pragmatic sense. The percentage of this sense was about 66,2%, it appeared 92 times. The highest frequency was in chapter 9 about 13 times or 9,4% and the lowest was in chapter 1,5,13 about 3 times or 2,2% for each chapter. It was mostly presented by the existence of grammars, speech act, and text structure materials.

Picture 4.7. The table of learning materials representing pragmatic s

to–	Present	Past	–Ing
to be	is	was	being
to be	am	was	being
to be	are	were	being
to have	have	had	having
to study	study	studied	studying
		did not study	
to play	play	played	playing
to cry	cry	cried	crying
to carry	carry	carried	carrying
to collect	collect	collected	collecting
	do not collect		
to give	give	gave	giving
to go	go	went	going

c. Sociological Sense

The sociological sense of culture refers to the organization and nature of family, home life, interpersonal relation, work and leisure, custom, material condition, and institution. The sociological sense of culture can be perceived as the bottom of an iceberg or the small c culture. This type of sense is also commonly used to represent the relationship between family members, institutions and friends. In this textbook sociological sense was the most appeared sense after the pragmatic sense. It appeared 28 times or 20,1% in the textbook. The highest frequency was in chapter 5 about 5 times or 3,6% and the lowest was in chapter 1,3,6,9,13 about 0%. This sense was mostly presented in the form of conversation containing friends, family, and home life interactions.

Picture 4.8. The conversation about family and home life represent sociological sense.

Picture 4.9. The tradition of flag ceremony represents sociological sense.

You know I usually come on time to school. But this morning I got a flat tire. Then I walked with my bike here. I got here at six fifty, and the gate was already closed. So here we are, not attending the flag ceremony.

d. **Semantic Sense**

The semantic sense of culture covers the conceptual system embodied in the language and conditioning all our perceptions and our thought process. Many semantics areas such as food, clothes, and institutions specific due to the fact they relate to a particular manner of life that is to our sociological experience of tradition. This sense of culture appeared about 17 times or 12,2% in the textbook. The highest frequency was appeared at chapter 1 and 8 about 5 times or 3,6% for each chapter and the lowest was appeared in chapter 3, 5, 6, 7, 10, 12, 13 which are 0%. The semantic sense of this textbook mostly presented cloth and food.

Picture 4.10. The students and teacher wearing uniform/ formal cloth in school represent semantic sense.

B. Analysis

The discussion was presented to interpret and describe the significance of the findings. It was divided in two points to answer the research questions. The first point discussed in this study was the types of cultural contents represented in the textbook entitled "When English Rings a Bell" for eight grade students of junior high school. The findings showed that the cultural contents based on the theoretical framework of Cortazzi and Jin (1999) was represented in different portion in every chapter of the textbook. Not every chapter of the textbook contain proper amount of cultural content. Each aspects of the cultural content were not balance in each chapter. All chapters are dominated by source culture with significant differences with the other two types of cultures. The source culture appeared about 43 times or 87,8% which dominates almost all chapters

of the textbook. The cultural content of source culture mostly appears in the form of people name, Indonesian typical cloth, Indonesian legend story, Indonesians flag ceremony, Indonesian currency, rupiah and Indonesian common places.

The target culture also represented in this textbook but with a very limited frequency. The findings showed that in this textbook the cultural content of target culture less than the source culture. The target culture appeared about 5 times or 10,2%. Not all chapters of the book containing target culture in it. They only appeared in chapter 6, 9, and 13. The target culture was represented in the form of song and name of people. The least type of cultural content represented in this textbook was international culture. The cultural content of International Culture in this book was very limited. There was only 2% which appears once in chapter 9. The content of International Culture only appeared in the form of people name such as Ahmad and Fatima which are commonly used in Arab at page 132.

The result about three types of culture represented in the textbook was similar with the result of previous study conducted by Silvia (2014) entitled "Cultural Content in English Textbook Used at Madrasah Tsanawiyah Negeri DKI Jakarta". The study showed that the source cultures dominated the cultural content of the textbook while the target culture. But the percentage of target culture and international culture was different. In this study the amount of target culture were higher than international culture. In the study conducted by Silvia

(2014), the amount of the target culture and the international culture are balance.

From the findings above, it can be concluded that the English textbook entitled "When English Rings a Bell" for eight grade of junior high school represents three types of cultural content based on the theoretical framework of Cortazzi and Jin (1999). The textbook represent a very high frequency of source culture but limited frequency of the other two cultures. The existence of enough source culture materials is needed in the textbook since it helps the learners to raise the awareness in their own culture and be able to reflect their own culture with the target language. However, the learners also need to learn about the target and international culture also. As mentioned by McKay (2002), the target culture materials reveal the learners to the cultural contexts of the target language. Besides, Brown (2000) believes that to be able to speak and have interaction inside the foreign language, a learner of foreign language need to grasp the language and discover the ideals from his native language and cultures. It can be delivered by the existence of target culture material in the learning process. In addition, the target culture materials help learners enhance their motivation and develop their attitude toward language teaching and learning. While, the international culture material allows learners to develop cross-cultural sociolinguistic competence by helping them to understand about the ways to communicate appropriately with native and non-native speakers of English in international settings.

When the learners are not exposed to enough cross-cultural understanding, they might be misinterpreting other culture and tend to be stereotyping. Therefore, the textbook needs to provide balance content of target culture, international culture and also source culture as well. The balance presentation of each three cultural content material in a textbook would help to get the learners awareness of their culture and improve their knowledge of many different cultures. By gaining knowledge of new culture from a textbook, the students wanted to be sensible and smart in adapting eliminating the culture based on their local value.

The second aspect discussed was how the cultures are represented in English textbooks "When English Rings a Bell" for eight grade students of junior high school. There are four sense based on the theoretical framework of Adaskou, Britten &Fahsi (1990) include aesthetic sense, pragmatic sense, sociological sense, and semantic sense. Based on the findings, the representation of cultural content in the textbook was mostly dominated by pragmatic sense. The percentage of this sense was about 66,2%, it appeared 92 times. The highest frequency was in chapter 9 about 13 times or 9,4%. It was mostly presented by the existence of grammars, speech act, and text structure materials. The sociological sense has the lower frequency after the pragmatic sense. It appeared 28 times or 20,1% in the textbook. The highest frequency was in chapter 5 about 5 times or 3,6%. This sense was mostly presented in the form of conversation containing friends, family, and home life interactions. The

semantic sense in the third position appeared about 17 times or 12,2% in the textbook. The highest frequency was appeared at chapter 1 and 8 about 5 times or 3,6% for each chapter. The semantic sense of this textbook mostly presented cloth and foods. The aesthetic sense has the lowest frequency about 1,4%. It was only appeared twice at chapter 6 and chapter 9. The aesthetic sense represented in the form of songs only.

This finding was in line with two previous study used the same sense about how the culture was represented. But each study has the different results with this study. The first one was conducted by Faris (2014) entitled "Cultural Content Analysis of An English Textbook for Senior High School Grade Three in Cianjur, West Java". Regarding how cultures are represented in the textbook, generally culture is represented by the aesthetic sense. The lower percentage showed by sociological sense, pragmatic sense and the semantic in the lowest percentage. The second study was conducted Silvia (2014) entitled "Cultural Content in English Textbook Used at Madrasah Tsanawiyah Negeri DKI Jakarta". In the term of how the culture represented, the aesthetic and the aesthetic and pragmatic sense are presented more frequently than the sociological and semantic sense.

As mentioned above, the data showed that the representation of the culture was dominated by the pragmatic sense. It helped the learners to understand the material and get enough understanding about background knowledge, social skills, and paralinguistic skills. However, the learners also

need to be familiar with the rest three sense of culture. First, aesthetic sense introduced the learners with the music, media, cinema, and in particular literature studies that are often to be one of the major reasons for language teaching. Second, sociological sense assists the interpersonal communication between people around the learners. This type of sense is also commonly used to represent the relationship between family members, institutions and friends. And third, the semantic sense of culture which covers the conceptual system embodied in the language and conditioning all our perceptions and our thought process.

The two points of discussion above showed that the textbooks were not providing balance materials of cultural content. Related to this matter, the author of the textbook need to consider to add the target culture and international culture material and also the other sense on the textbook. This textbook was dominated by pragmatic sense while the students need to learn with the other sense like aesthetic sense, sociological sense and semantic sense. In reach the better result of students' intercultural understanding. The increasing of the textbook material was really important to develop more appropriate and culturally suitable content for Indonesian learners since the role of a textbook is really important in teaching and learning process.