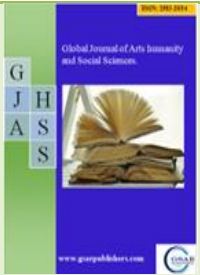
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An Analysis Cultural Contents of a Junior High School English Textbook

By

Indah Dewi Rahmayanti¹, Jamaluddin², Nuraini Kasman³, Andi Sadapotto⁴, Sam Hermasnyah⁵, Buhari⁶
^{1,2,3,4,5}English Department Postgraduate, Universitas Muhammadiyah Sidenreng Rappang



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Corresponding author

**Indah Dewi
Rahmayanti**

Abstract

This study aims to investigate cultural content as well as to find out students' perceptions and interests in cultural content in English textbooks of grade 7 junior high school. The research method applied in this study is a qualitative method in which the researcher conducts research by means of book analysis and interviews. The results revealed that in the English textbook "English Starter Interactive Book" grade 7 junior high school there is cultural content in accordance with the grand theory used, namely the first theory by Cortazzi and Jin (1999) about a good textbook must have 3 characters, including Source Culture, Target Culture and International Culture. The second theory by Adaskou, Britten & Fahsi (1990) about cultural content materials can be represented by four cultural frameworks, namely Aesthetic Sense, Sociological Sense, Pragmatic Sense and Semantic Sense. The results of the study further revealed that with the positive perceptions by students about cultural content in the English textbook "English Starter Interactive Book" grade 7 junior high school, the researchers also concluded that students were interested in learning cultural content in the book.

Keywords: cultural content, textbooks, perception, interest.

Introduction

Education must be integrated between the affective domain (emotions, attitudes, values) and the cognitive domain (intellectual knowledge and thinking skills). Amidst the growing emphasis on academic performance and test scores, there has been an increasing call for a more comprehensive approach to education that addresses the holistic development of the individual (Wortham et al., 2020). In the era of globalization, students need to have a good understanding of global culture. Cultural content in English textbooks can cover a wide variety of languages and cultures around the world.

Students' Interest on Remote Learning (a study at the second grade of SMPN 1 Lembang Kabupaten Pinrang) by Sri Nengsi, 2021. In this study it is used to know students' interest in remote learning. The study uses a quantitative description method, researchers use an purposive sampling, by spreading samples to determine student responses. The results of this study suggest that students' interest in remote learning is in the real and powerful category of interest.

Although previous research has explained a lot about cultural content in textbooks as well as students' perceptions and interest in textbooks, previous research has not used a systematic literature review approach with articles sourced from the Scopus database and not many have used the article review method with the Vosviewer application. Therefore, this study focuses on book analysis and interviews with the students themselves.

The focus of this research study leads to efforts to answer the research questions, namely "What cultural dimensions are contained in the English textbook 'English Starter Interactive Book' grade 7?, how are students' perceptions and interest in cultural content in the English textbook 'English Starter Interactive Book' grade 7". The research method used is a qualitative method with book analysis and student interviews. This research contributes to the development of science, especially education related to English language learning.

LITERATURE REVIEW

Many have reviewed this research, namely cultural content analysis, students' perceptions and interest in cultural content in textbooks. Among them explained that based on students'



perceptions of cultural content in English textbooks, students have an interest in cultural content in the textbook.

In addition, it also explains what types and senses of culture are found in the English textbook “English Starter Interactive Book” grade 7. Based on the grand theory used in this research, a good English textbook should have 3 cultural categories, namely, Source Culture, Target Culture and International Culture.

As for cultural senses in textbooks, it should have 4 senses, namely, Aesthetic Sense, Sociological Sense, Pragmatic Sense and Semantic Sense. Which in the textbook used in this study there are 3 categories and 4 cultural senses in accordance with the grand theory used. (Irfan, Daulay, & Purnomo., 2023) The goal is to analyze cultural categories and get the most dominant categories presented in textbooks. Qualitative research design, specifically textbook content analysis was used in this study. Objective examination of the content of text data using a systematic coding process to identify themes or patterns is a research method known as qualitative content analysis (Hsieh and Shannon, 2005, p. 1278).

The primary data source of this study is a junior high school English textbook for ninth grade students called Interactive English. The researcher used existing categories to analyze the data, including food and drink, location, art, ceremony, social behavior, beliefs and values, history, and individuals. These categories were developed by Adoskou, Moran, Dweik, and Al-Sayed in 1990, 2001, and 2015. Textual and visual data were examined based on the categories of source culture, target culture, and world culture.

The frame of mind in this study is by means of researchers directly studying the textbooks used by reading and analyzing each sheet in the book. Researchers analyzed while looking for 3 good textbook criteria and also 4 cultural senses in textbooks. After conducting direct analysis, the researcher collected data based on the results of the analysis conducted.

Furthermore, researchers conducted interviews with students to find out students' perceptions and interest in cultural content in the English textbook “English Starter Interactive Book” grade 7. Researchers conducted interviews with 10 students and then through the results of these student perceptions, researchers found the results of how students' interest in cultural content in the English textbook “English Starter Interactive Book” grade 7.

RESEARCH METHOD

The research method used in this study is qualitative method. Qualitative methods allow researchers to explore the meaning and context of cultural content in textbooks. Qualitative methods allow the use of various data collection techniques, such as text analysis, interviews, or group discussions. This helps in gaining various perspectives regarding the cultural content present in the textbooks.

The stages carried out in this research are analyzing the cultural content contained in the textbook, identifying emerging themes and patterns. As well as conducting interviews with students to find out

students' perceptions and interest in cultural content in English textbooks.

The stages of data analysis involved conducting an initial reading of the textbooks to gain a general understanding of the cultural content present and then recording these initial observations to collect all the data obtained from the textbooks analyzed, including quotes, images, and other cultural elements and linking the findings to the theoretical framework that had been built previously, as well as relevant literature to provide a deeper understanding.

RESEARCH RESULTS

The research results in this study successfully answered the question of how the dimensions, perceptions and interests of students towards the content of cultural content in the English textbook “English Starter Interactive Book” grade 7.

The first question is how the cultural dimensions in the English textbook “English Starter Interactive Book” grade 7 and found that the dimensions contained in the English textbook are 3 dimensions namely, Source Culture, Target Culture and International Culture. In addition to cultural dimensions, there are also cultural types in the English textbook, namely Aesthetic Sense, Sociological Sense, Pragmatic Sense and Semantic Sense.

The second question is how students perceive the content of cultural content in the English textbook “English Starter Interactive Book” grade 7 and the answers found from the results of student interviews are positive and negative perceptions which answers are related to the third question regarding how students' interest in the content of cultural content in the English textbook “English Starter Interactive Book” grade 7 which is based on the perceptions of these students, the researcher concludes that there is an interest in learning English based on the content of cultural content in the English textbook used.

DISCUSSION

Based on Cortazzi & Jin (1999), a good English textbook should contain three categories. This research shows that the textbook “Buku Interaktif English Starter” used in 7th grade English language learning has a dimensions of culture, that is Type of Culture (The Source, The Target and International Culture).

Dimensions of culture in this textbook is found on several pages even almost every page in this textbook. Based on the results of research found by researchers, the dimension of culture is in accordance with the grand theories used.

Students in expressing their perceptions, there are 2 perceptions that arise, namely positive and negative perceptions. The positive perceptions obtained by students are mentioned in the answers given where they feel they are learning new things, especially foreign cultures that they do not get directly. The positive perceptions they express can be a reference for the students themselves that by studying the textbook, students feel interested in the cultural content in the book.

As for the negative perceptions expressed by students, that is because they feel they do not know many things about English so they feel unable to master English learning. But it also makes students feel interested in learning English.

Based on the answers to the question of how students perceive cultural content in English textbooks studied by students, the researcher concluded that most students feel interested in learning English based on cultural content in this "Buku Interaktif English Starter" textbook.

In addition to the students' perceptions, there are also suggestions given so that English learning in the classroom is more varied and innovative considering the cultures raised in this book are more varied.

This book also provides a more general and broad cultural content. only a few of them contain the culture of our own country and even then only as a symbolic and does not discuss specifically and in depth.

Based on the results of interviews with students, the researcher concluded that students were interested in learning English based on cultural content in textbooks.

CONCLUSION

In this study, the researcher conducted a content analysis of "an analysis cultural contents of a junior high school english textbook". This study was intended to answer the research questions: what dimensions of culture were found, how students' perceptions and interest in the cultural contents of the textbook "English Starter Interactive Book". Based on the results of the study, the researcher managed to find 3 dimensions of culture as well as 4 types of culture as well as students' perceptions and interests in the cultural contents of the English textbook.

The results of the study can increase teachers' and students' awareness of the cultural aspects contained in language learning, helping them understand that language is not separate from the culture behind it. Thus, this study not only provides theoretical, but also practical contributions, which can have an impact on language learning and the development of teaching materials.

Penelitian ini mungkin terfokus pada sejumlah buku teks tertentu, yang dapat membatasi generalisasi hasil. Jika hanya menganalisis beberapa buku teks, hasilnya mungkin tidak mencerminkan keseluruhan variasi dalam representasi budaya di semua buku teks bahasa Inggris. Disarankan untuk melakukan studi perbandingan antara berbagai buku teks dari penerbit yang berbeda untuk mendapatkan gambaran yang lebih komprehensif tentang representasi budaya. Dengan memahami keterbatasan dan mengikuti rekomendasi ini, penelitian selanjutnya dapat lebih mendalam dan memberikan kontribusi yang lebih besar dalam pengajaran bahasa Inggris dan studi budaya.

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