

**A Cultural Content Analysis of An English Coursebook  
“Advanced Learning English 1” for Grade X Senior High School  
Students**

**A Thesis**

**By**

**Nabila Putri Ramadani**

**Student Number: 06011281320017**

**English Education Study Program**



**FACULTY OF TEACHER TRAINING AND EDUCATION**

**SRIWIJAYA UNIVERSITY**

**PALEMBANG**

**2019**

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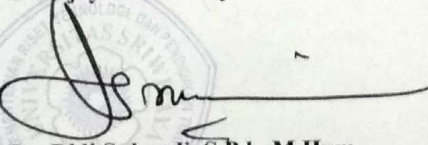
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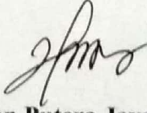
  
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**A Cultural Content Analysis of An English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students**

**Nabila Putri Ramadani**

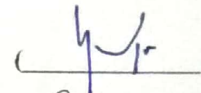
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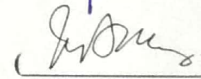
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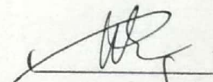
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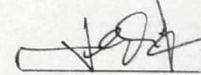
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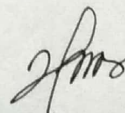


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## DECLARATION

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Declare that the thesis entitled “A Cultural Content Analysis of An English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students” is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commenced by the Ministry of Republic Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, July 2019

The Undersigned



  
Nabila Putri Ramadani

## **THESIS DEDICATIONS**

This thesis is dedicated to:

- ♥ My beloved Parents, Iryadi Ismail and Intan Nuryani
- ♥ My beloved Siblings, Annisa Irindita Pradani and Dandi Raihan Muhammad
- ♥ My beloved Best friends, Miftakhul Jannah, Erfina Intan Pratiwi, Ghina Salsabila, Abelia Putri and Tia Rizki Anggraini

## **MOTTOS**

“Language is wine upon the lips”  
-Virginia Woolf

“Not everything that is faced can be changed, but nothing can be  
changed until it is faced”  
-James Baldwin

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Palembang, July, 2019  
The Writer,

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# **A CULTURAL CONTENT ANALYSIS OF AN ENGLISH COURSEBOOK “ADVANCED LEARNING ENGLISH 1” FOR GRADE X SENIOR HIGH SCHOOL STUDENTS**

## **ABSTRACT**

Culture in general level is referred as the way of people accepted, respected, preserve, and trust something thus still continue to exist especially on how people express their thought by using their language that populate in the same area or country. This article presents the result of the investigation on cultural content of an English Coursebook “Advance Learning English 1” for Grade X Senior High School General Programme by Benyamin (2010). The data of the study were collected from the materials that were available in each unit from the English coursebook. The cultural contents are categorized into the Categories of Culture framework by Cortazzi & Jin (1999) to discover what cultures are represented in the coursebook. Then, the cultural contents are categorized into the four sense of culture framework by Adaskou, Britten & Fahsi (1990) to reveal how the cultures are represented in the coursebook in terms of Four Sense of Culture. Moreover, the cultural contents are categorized into the sixteen cultural themes under big “C” and little “c” of culture (Xiao, 2010) to reveal how the cultures are represented in terms of Themes under Big “C” and little “c” of culture. There are 41.49% of the target culture, 29.46% of the source culture, and 29.05% of the international culture. The cultures are represented by the aesthetic sense (51.04%), the sociological sense (26.14%), the pragmatic sense (15.35%) and the semantic sense (7.47%). In terms of themes under Big “C” and little “c” culture, the “Literature/Art” theme (51.45%) is dominant. In brief, the target culture dominantly represented in the coursebook, and then the cultures are mostly represented by the aesthetic sense and by the “Literature/Art” theme.

**Keywords:** *culture content, target culture, aesthetic sense, English coursebook*

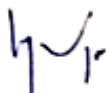
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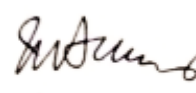
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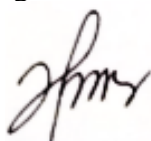


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# **CHAPTER 1**

## **INTRODUCTION**

This chapter presents the introduction of the study, which starts with (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

### **1.1 Background**

Language learning has a significant effect for building a good communication between people in the world. English, as one of languages in the world, is considered as an international language. Coleman (2006) states that internationally, English is increasingly being adopted as a language of post-secondary education. English plays an important role in the international interaction such as economic relationship among countries, international business relationship, global trading, and others. Nowadays most people speak in English especially in facing this globalization era. Not only because it has been applied as a teaching language in some international schools, but it is also examined as a guidance to a higher social status (Mappiase & Sihes, 2014). Therefore, learning English can make an access to a great wealth and have a greater cultural understanding. Since English is not the native language in Indonesia, students learn English as a foreign language.

One of the important language to learn in Indonesia is English. According to Kemendikbud (2015), English has been in curriculum since 1953 and it is the first foreign language to be taught in Indonesia. English is taught from elementary school up to university. Almost all levels in Indonesian school like primary school, junior secondary school, and senior secondary school have English language subject to learn in school. However, according to Indonesia Government Regulation number 32 year 2013, English is currently an optional subject in Indonesian primary school that offered as one of the local content subject provided in the primary school program. Many primary schools have establish English teaching for their students not because the school think that the students

need to learn English and are interested in learning English (Jamilah, 2008) but because of the pressure and desire from parents to increase the school's prestige (Suherdi & Kurniawan, 2005).

There are many important elements in the language classroom, such as instructional materials, learners, and teachers. Coursebook for instance conveys a set of social and cultural values in a direct or indirect way. According to Cunningsworth (1995) one of the important material which used in language classrooms and as a resource to tap into the content of language is coursebook, Coursebook have a tendency to dictate what is taught, in an intentional order, and they have a serious impact on how teachers use them (McGrath, 2006). Although coursebook is seen as a tool that require in the language arts instruction, coursebook hardly evaluated for the appropriateness to fulfil the teachers' and learners' needs and interests (Ajayi, 2005). Therefore, the presence of content that has culture in coursebook is also important for the development of students' intercultural communicative competence, and English coursebook evaluation content needs to be conducted to make sure about the appropriateness of English coursebook.

Generally, teachers in junior high school and senior high school, other than having a main book from the government, the teachers must have other book as a supplementary book. Supplementary book is useful for escalating the material which are taught. This supplementary book can be just one book or more, depends on the subjects and the necessity from each teacher on each subjects. For instance, the English teacher in SMA Patra Mandiri 1 Palembang used two supplementary books in teaching English for tenth grade. One of them is English coursebook entitled "*Advanced Learning English 1*" for Grade X Senior High School General Programme.

The English coursebook, which titled "*Advanced Learning English 1*" for Grade X Senior High School General Programme, is an English coursebook with the implementation of new designed curriculum, 2013 curriculum and has a different type from the other coursebook. The difference is that this coursebook labelled "*Facil: Easy to Use*". Based on the description which available in the

coursebook the writer found, the writer of this coursebook concluded that this coursebook had its own supremacy and uniqueness, and would give convenience for learners and teachers in teaching and learning English. Every unit on this coursebook contains interesting features, and four basic competences. Basic competence 1 consists of the understanding and the application of the religious values, next, basic competence 2 consists of how to develop the good attitudes and behaviour for students in social life. Then, basic competence 3 is the learning materials based on the 2013 Curriculum, and basic competence 4 is consist of task and activities for the students as a part of psychomotor aspect assessment. There are also other features such as “Log In” an enrichment which contains the websites address related to the materials discussed in the unit, “PROVERBS to REMEMBER” an information about proverb and its meaning, and many more that can make the teaching and learning process easier for both the students and the teachers. As a different type of coursebook, English teachers need to see the material inside of the coursebook in order to take more control over its use.

One of the schools that use this coursebook is SMA Patra Mandiri 1 Palembang. This coursebook had been used in this school since 2013, or since the first time new designed curriculum, curriculum 2013 was applied in this school. The English teacher in this school used three books in teaching English for tenth grade, one from the government and two others from their own school library. However, the teacher preferred to use this “*Advanced Learning English 1*” book while teaching because this coursebook was more suitable with the new syllabus and had more learning material that could be taught to the leaners. Seeing that the English teacher preferred this coursebook, the writer decided to choose this coursebook as the book that was analysed. McDonough, Shaw and Matsuhara comment, “No textbook or set of materials is likely to be perfect, and there does not seem as yet an agreed set of criteria or procedures for evaluation” (2013, p.52). Because of the imperfection of coursebook, it is essential to know the nature of the material explicitly and implicitly for the effectiveness of the use of this book by doing an analysis.



In learning a language, despite learning how to read, write, speak and even listen, it also involves learning the culture of the language. According to Lado (1957), on general culture has been defined as ‘the ways of people’, the ways of people accepted and respected by other person from the same community and group. As in language, ways of people do or treat something can be reflected in their language, especially in how those people express their thought by their language. Language is an important thing for people as a way to communication. The language itself cannot be studied without contents, cultures, or wisdoms of its community or nation. The great relationship between language and culture has been mostly stressed and accepted by researcher in the teaching and learning language education field. The belief supported by Byram (1988) which stated a language cannot be taught separately from the culture in the language itself. English, an international language, is used as a means of communication among nation in the world either in spoken or written interaction which makes the interest in learning English grow very rapidly. The teachers as the professional must have a way to represent the culture from the language that is taught in classroom. One of the solutions is by using coursebook.

Considering the supremacy and uniqueness this book has, the importance of knowing the material on coursebook, and regarding to the inseparably relationship between culture and language, it has lead the researchers to do investigation about English language teaching various cultural contexts. Especially in terms of the cultural content that is represented in the coursebook. One of the investigation that concerns culture and language lies on what and how the culture is represented in English coursebook. According to Cortazzi and Jin (1999), the cultural information in language coursebooks and materials are classified as source culture, target culture, and international culture. The framework above can reveal what cultures are represented in the coursebook. Other than that, culture in the coursebook also categorized based on the four sense of culture framework proposed by Adaskou, Britten and Fahsi (1990). This framework is categorized into the aesthetic sense, the sociological sense, the semantic sense, and the pragmatic sense. By using this framework, how the

cultures were represented in the coursebook in terms of four senses can be revealed. Furthermore, there are sixteen culture criteria themes which related to big “C” and little “c” culture by Xiao (2010). By this criteria, how the cultures were represented in the coursebook in terms of themes under big “C” and little “c” of culture can be revealed. In the decision to choose English coursebook as the material, teachers should consider the cultural contents because as Philipson (1992) warns, the existence of local culture in a country can be erode by English if the spread is not filtered and controlled.

The materials that had been analysed were limited to printed material in the coursebook, because the writer could not find the audio file or the audio transcript of listening part from this book. In addition, one of the English teachers from SMA Patra Mandiri 1 Palembang told the writer that the audio files from “*Advanced Learning English 1*” coursebook had never been used in that school. The teacher usually used another audio files that still had some relation to the lesson as replacement, such as songs, a news audio recording, radio news recording, or the teacher could just read a text and the students would listen to it.

From the explanation above the writer would like to reveal cultural content in a coursebook in a study entitled “**A Cultural Content Analysis of The English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students**”.

## **1.2 Problems of the Study**

There were two questions the writer had sought the answer in this study. They were formulated as follows:

1. What types of cultures were included in the English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students?
2. How were the cultures represented in the English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students in terms of Four Sense of Culture?

3. How were the cultures represented in the English Coursebook “Advance Learning English 1” for Grade X Senior High School Students in terms of Themes under Big “C” and Little “c” of Culture?

### **1.3 Objectives of the Study**

Based on the problems above, the objectives of this study were to find out:

1. **The cultures included in the English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students.**
2. How the cultures were represented in the English Coursebook “Advanced Learning English 1” for Grade X Senior High School Students in terms of Four Sense of Culture.
3. How the cultures were represented in the English Coursebook “Advance Learning English 1” for Grade X Senior High School Students in terms of Themes under Big “C” and little “c” of Culture.

### **1.4 Significance of the Study**

The writer hoped that this study gave good benefit for readers to improve the knowledge in English especially about learning English and the needs to learn its culture due to the close relationship between them.

For the learning evaluation, considering coursebook played important roles in English language teaching, the writer hoped the English teacher could improve the quality in way of choosing the course book and giving more consideration regarding culture content in the coursebook.

In addition, the writer hoped this study could help English coursebook author on future in the needs to make sure the suitable contents on the English coursebook in terms of cultural contents that the coursebook needed to represent.