

The Portrayal of Culture and Intercultural Competence in the English Textbook for Senior High School Level in Indonesia

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ABSTRACT

Cultural components or elements in textbooks are essential in supporting intercultural competence. By providing textbooks with text containing cultural elements and cross-cultural competence, a language learner is not only prepared linguistically but also culturally. Some English textbooks in Indonesia emphasize cultural and intercultural competence to support their content, as proficiency in English requires intercultural competence. Therefore, it is necessary to analyze cultural and intercultural competence in a textbook. A descriptive qualitative method and content analysis technique are used in this research. The theories used to analyze the textbook are Xiao's, Cortazzi and Jin's, and Byram's theories. The textbook analyzed is an English textbook entitled "Bahasa Inggris" 2018 grade XII issued by the Ministry of Education and Culture of the Republic of Indonesia. This research shows that cultural contents are depicted in several cultural themes, such as Big "C" and Little "c" culture, using Xiao's theory. Then, using Cortazzi and Jin's theory, they represent 3 types of culture: source culture/local culture, target culture, and international culture. According to Byram's theory, intercultural competence is found in pictures, texts, and tasks. This competence includes knowledge, skills, and attitudes. The display of cultural themes in the textbook dominates. The results of intercultural competence showed that the skills category dominates, but critical cultural awareness is not found. The cultural contents represented in the textbook mostly adopt Indonesian local culture, and the textbook has met the competence categories required by the Ministry of Education and Culture of the Republic of Indonesia, even though it has not met the intercultural competence category conceptualized by Byram because of the absence of critical awareness category on task material in the textbook.

KEYWORDS:

Culture;
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Content analysis;
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Introduction

Lately, the concern of foreign language teaching has been on intercultural communicative competence. This competency introduces culture as an important aspect to support intercultural awareness, emphasizing cross-cultural understanding and one's own culture. Integrating diverse cultures in language classes is very important, and textbooks are still an important means of conveying knowledge to students, so the diverse cultural components in textbooks are needed to support students' intercultural awareness. Kovala (2002) discusses the role of textual analysis in a cultural study. He starts a sketch of different conceptions of textual analysis within a cultural study by pointing to differences in the concepts of text and context themselves. Haase (2005) examines intercultural communication as a concept for producing and analyzing speeches and written texts. On the other hand, Cheng et al. (2014) in Taiwan edited the collected volume *Cultural Discourse*. In many aspects, the articles in the volume are comparative, and the topics discussed are in the context of literary and cultural scholarship. Kovala, Haase, and Cheng have shown that cultural integration is very important in language learning.

The essentiality of integrating culture in language teaching is following the large number of researchers who claim that language studies cannot be separated from cultural studies (Seelye, 1984). In this concern, according to Hinkel (2020), the success of teaching foreign languages in all skills depends on the emphasis on an inseparable relationship between language and culture. In other words, without studying the culture of the people who speak the language, one cannot understand a language (Kramsch, 1993). To understand the target language, the learners must also recognize the culture. Misunderstanding or conflict can occur if the user of foreign languages does not understand their cultural background (Fong et al., 2018). In the previous research, Fong analyzed the cultural content in English textbooks used in a school in Taiwan. The result was that the English textbooks were dominated by international culture at 68%, target culture at 46%, and local culture at 2%. These textbooks are used for classes of international students, so that they ignore the local component (Fong et al., 2018).

This study also expands on earlier research, analysis of cultural dimensions in an English textbook using Cortazzi and Jin's (1999) theory, and examination of cultural content in "Interactive English" textbooks using Byram's framework. While previous research focused on cultural dimensions and representations, this study integrates Cortazzi and Jin's framework for categorizing culture (source, target, international, universal) with Xiao's Big "C" and Little "c" cultural themes to provide a more sophisticated analysis. Furthermore, it fills a gap by including an evaluation of intercultural abilities in textbooks using Byram's theory, resulting in a more thorough knowledge of how textbooks prepare students for intercultural communication, which has not been studied in earlier studies.

It aims to investigate the cultural content in English textbooks by exploring what cultural themes, types of cultures, and intercultural competence are represented in the textbooks. The diversity between this research and previous research is that the research analyzes more deeply the cultural elements presented in the English textbook by using 3 theories at once, among others, by exploring the themes of culture, the types of culture, and intercultural competence. By combining the three theories, the analysis can be maximized in exploring the cultural components represented in each content in the English textbook. There is a gap in previous research, for example, the lack of providing complete information about

the cultural components in the English textbook. It is expected that the results of this study will provide knowledge of the cultural components in the English textbook so that it can be considered an appropriate textbook for teaching intercultural communicative competence.

This research concerns the textbook "Bahasa Inggris" revised edition 2018, grade XII published by the Ministry of Education and Culture of the Republic of Indonesia, and the textbook following the curriculum 2013. The writer uses 3 theories to analyze the cultural content presented in the textbook. Xiao's theory analyzes cultural themes, Cortazzi and Jin's theory analyzes types of culture, and Byram's theory analyzes intercultural competence (Nuralim, 2021). The aim is to describe the culture and intercultural competencies introduced in the textbook "Bahasa Inggris" for senior high school grade XII.

Through this research, English teachers are expected to consider the cultural component of teaching English in the classroom, especially when selecting textbooks, which are an important means of conveying knowledge to students. This research can also be a material consideration for writers to recognize the components of cultural content and intercultural competence in compiling English textbooks and a reference for researchers in the future.

The Role of Culture in English Language Teaching (ELT)

There are several definitions of culture. Experts state that culture is a dynamic concept encompassing knowledge, values, morals, arts, laws, traditions, and other aspects (Avruch, 1998). Spencer also said that culture is a collection of fundamental assumptions, values, life orientation, beliefs, policies, procedures, and norms of behavior adopted by the community of people, which influence (but do not determine) the behavior of each member, each other's perceptions, and behavior.

According to Choudhury (as cited in Nuralim, 2021), the role of culture can affect the following abilities: vocabulary, listening, speaking, reading, and even translation. First are cultural influences on vocabulary. Language indicates the relationship between culture and vocabulary. The vocabulary usage is affected by Cultural differences. Sometimes, when translating English, students use the same terms to describe many different activities, even though those activities differ in the target language community. For example, we use the term 'cooking' for various cooking activities. Also, chocolate is used when cooking rice, boiling water, frying, and steaming vegetable pudding. Likewise, in the Indonesian context, the word 'rice' changes its name after experiencing several processes, 'padi' for plants, 'gabah' after threshing, 'beras' after grinding, 'nasi' after cooking, while in English, it has only one word, which is 'rice'.

Second are cultural influences on listening. A Person's listening skills also depend on their knowledge, including mastering English and culture and the ability to interpret and imagine. As an illustration, each student may have learned something from a familiar subject, regardless of what the subject matter is, such as stories, religion, art, science, sports, business, or politics. So that if there are foreign words, they can still grasp their significance. However, it will be difficult for them to understand if they do not know the subject, the context of knowledge, and their experience with culture.

Third are cultural influences on speaking. The ability to communicate is not only with pronunciation or intonation but also with the cultural context of the target language and

speaking rhetoric patterns so that they can interact with each other. Teachers must also concentrate on using realistic language and everyday resources to learn.

The last are cultural influences on translation. Culture plays an important role in translation, including translation problems if someone lacks awareness of the context of cultural information. Awareness of cultural context involves many aspects, namely art history, philosophy of geography, technology, etc.

The Role of Textbook in English Language Teaching (ELT)

Textbooks are an important and universal element in teaching English (Hutchinson & Torres, 1994). Cortazzi and Jin (1999) also insist that textbooks are teachers, maps, resources, coaches, and authorities. As a teacher, Textbooks provide students with information on grammar, vocabulary, and cultural knowledge relevant to English-speaking countries. As a map, this map provides a structured schedule for students and teachers to follow the steps they have done in previous lessons. This map shows linguistic and cultural elements. As a resource, it contains a collection of material and teacher activities that can be selected by an individual, as instructors for new teachers who need useful instruction, guidance, and encouragement. As an authority, the textbook is considered valid, trustworthy, written by an expert, and supported by major publishers, especially if they are published by the Ministry of Education.

Textbooks also play an important role in the teaching and learning process for students and even teachers. The textbook is known as the main subject, although it does not have all the aspects needed in the teaching and learning process (Gunantar, 2017).

Most language teachers accept that culture is important in foreign language learning as well as in second language learning, and the textbook is the main source of linguistic and cultural information in EFL classrooms (Chao, 2011). In general, instructional materials such as textbooks provide a special view of the world from the author's perspective. In this sense, the textbook is seen as ideologies reflecting world views and systems representing the author's culture or environment. Textbooks as a whole are the central means by which schools provide students access to their knowledge and skills (Mohamed, 2015).

Cultural Contents Introduced in English Textbook

Some messages or ideologies that are invisible in the text are called a hidden curriculum. The hidden curriculum consists of unwritten values, norms, and beliefs. The number of values, norms, and attitudes that are unconsciously formed during the textbook learning process affects the behavior and expectations of social students (Margolis, 2001). Therefore, it is necessary to analyze cultural content to determine how culture is represented and what intercultural competence is represented in the textbook.

To provide a description of the culture represented, the writer analyzed cultural themes and the types of cultures introduced in the textbook.

1. Cultural Themes

Xiao's theory is utilized to analyze the cultural themes presented in the English textbook. It also complements previous theories regarding the concepts of Big 'C' and Little 'c' culture. Xiao categorizes cultural themes into several groups, which include Big 'C' culture,

encompassing nine themes: government and politics, economy, history, geography, literature and arts, social norms, education, architecture, and music. Meanwhile, Little 'c' culture consists of seven themes: food, holidays, lifestyle, customs, values and beliefs, hobbies, gestures, and body language.

2. Types of Culture

The writer used the theory presented by Cortazzi and Jin to analyze what type of culture is represented in the textbook. They divided culture into three cultural categories in language teaching: target culture, source culture/local culture, and international culture (Cortazzi and Jin, 1999).

- a. Target Culture refers to a culture in which the target language is used as a first language. In this case, the target culture is British and American cultures. A good language learner must know the characteristics of the target culture to follow the whole learning process.
- b. Source culture refers to learners' culture. In this case, Indonesian culture becomes the source culture. Language shows one's culture. Whatever language you use to deliver speaking, you will always disclose the nation or your native culture, whether it is your native language, a second language, a foreign language, or one of several languages that you are fluent in, as in the case of a Minang speaker, you can immediately tell whether he/she is a native Minang or a second language learner.
- c. International culture is culture that is not the target culture or source culture. International culture refers to various cultural backgrounds in countries where English is used as a global language, such as China and Brazil. In these countries, English is not used as a first or second language. The purpose of including international cultural material is to increase cultural users' awareness and familiarize users with various socio-cultural contexts.
- d. Culture-neutral is presented by Aliakbari, which refers to content that is not specific to the culture of any country (Aliakbari, 2004).

3. Intercultural Competences

The draft of the curriculum 2013 contains several competencies that must be achieved in the teaching and learning process, namely attitudes, skills, and knowledge. This research is related to cultural content analysis, and Byram's theory of intercultural competencies was used to analyze what competencies are represented in textbooks because this theory is still related to cultural topics. Intercultural competence is part of intercultural communicative competence. The term "intercultural communicative competence" comes from a combination of communicative competence and intercultural competence.

Communicative competence is the ability to use a foreign language according to linguistic, sociolinguistic, and discourse principles. Meanwhile, intercultural competence is the ability to engage with other people from different cultures or countries with knowledge of intercultural communication (Byram, 2001). Byram's theory was also used to analyze the intercultural competencies of the contents and tasks in the textbook. Byram divides intercultural competencies into four competence categories, namely knowledge, attitudes, skills (interpretation and relationship skills, discovery and interaction skills), and critical cultural awareness.

Method

This research focuses on analyzing the cultural content in an English textbook by describing each content introduced in the textbook, which is represented in the form of pictures, texts, and assignments, by linking these contents with several related theories of cultural analysis. The subject in this research is the textbook “Bahasa Inggris” revised edition 2018 for senior high school grade XII. The textbook is presented by the Ministry of Education and Culture of the Republic of Indonesia, which refers to the curriculum 2013. It was written by Utami Widiati, Zuliati Rohmah, and Furaidah in 2018 (Revised Edition) and published by Pusat Kurikulum dan Perbukuan, Balitbang, The Ministry of Education and Culture. 11 Chapters were selected for analysis. It was a complete analysis of all content in the textbook.

Table 1. *Chapters in the Textbook*

Chapter	Topics	Page
1	May I Help You?	1-14
2	Why Don't You Visit Seattle?	15-30
3	Creating Captions	31-42
4	Do You Know How to Apply for a Job	43-60
5	Who is Involved?	61-80
6	Online School Registration	81-90
7	It's Garbage In, Art Works Out	93-108
8	How to Make	109-118
9	Do it Carefully	119-134
10	How to use Photoshop?	135-148
11	Let's Make a Better World for All	149-159

Table 1 presents all the chapters in the textbook entitled “Bahasa Inggris” for the twelfth grade. The writer analyzed all the content displayed in the textbook chapters, which consist of 11 chapters in total.

In this research (Nuralim, 2021), content analysis or document analysis was used to collect data. Data in content analysis can be collected through written or oral questions or by observation techniques, and the data can be transformed into written text. Connected by the subject of this study is a textbook, so the writer observed and took notes on the contents in the form of pictures, text, and tasks by connecting them with related theories, including Xiao's theory to classify cultural themes, Cortazzi and Jin's theory to classify types of culture and Byram's theory to classify intercultural competences, then the writer changed the observation result data into written text. This content analysis used a descriptive qualitative method in which the process of collecting and analyzing data in a qualitative study is carried out simultaneously, and it means that during data collection, data analysis efforts were prepared (Suyitno, 2018).

Several criteria are usually used to test the validity of qualitative research data in this research, including credibility, transferability, and confirmability (Hardani & Abadi, 2020).

Credibility

The writer conducted observations on the document used as research subjects, namely observing each content in the textbook entitled “Bahasa Inggris” revised edition 2018 for the twelfth grade. The observations show that the book contains cultural elements and intercultural competence.

Then, some data collection and analysis techniques were used to ensure the validity of the data. The writer also used several theories to analyze cultural themes, types of culture, and intercultural competencies so that the results of the analysis could ensure the accuracy of the frequency of themes, types of culture, and intercultural competence in the textbook material

Transferability

The writer disclosed an explanation of how to analyze the contents of the textbook. The details of the data were displayed, including data numbers, chapters, and pages, to make it easier for parties who want to review the research. The data can also be used as a reference for further research and as evaluation material for book compilers and publishers based on the data analysis results the writer has done.

Confirmability

The writer double-checked the data and attached it in appendices to make sure the data are the result of the analysis and are through the correct stages. In analyzing data, the writer adopted the steps given by Downe (1992); (1) Selecting the Unit of Analysis. The unit of analysis in this research is image, text, and assignment. Cultural representations were analyzed from each image and text, while intercultural competence was analyzed from images, texts, and assignments; (2) Creating and Defining the Categories. The writer categorized every content that is presented in the form of images and texts to define it into the category of cultural themes and what kind of culture. Meanwhile, intercultural competence adds analysis to assignments other than pictures and texts. (3) Encoding all Data. In this stage, the writer encoded the data on cultural themes, types of culture, and intercultural competencies to make it easier to analyze the data; (4) Interpreting Data. The writer interpreted the data using three theories: cultural themes, types of culture, and intercultural competence.

To encode the data, the writer uses some codes as follows:

Table 2. *Coding for Cultural themes*

Code	Meaning	Code	Meaning
GOV	Government/Politics	MUS	Music
ECO	Economy	FOO	Food
HIS	History	HOL	Holiday
GEO	Geography	LIF	Lifestyle
LIT	Literature/Art	CUS	Custom
SOC	Social Norms	VAL	Value/Belief
EDU	Education	HOB	Hobbies
ARC	Architecture	GES	Gesture

Table 3. *Coding for Types of Culture*

Code	Meaning	Code	Meaning
SC	Source Culture	IC	International Culture
TC	Target Culture	CN	Culture-Neutral

Table 4. *Coding for Intercultural competences*

Code	Meaning
KN	Knowledge
AT	Attitude
SK-IN	Skills of Interpreting and Relating
SK-DI	Skills of Discovery and Interaction
CR	Critical Cultural Awareness

Table 2 shows that there are 16 codes for cultural themes. Table 3 mentions 4 codes for types of culture. And there are 5 codes for intercultural competencies.

Results and Discussions

Representation of Culture in the Textbook “Bahasa Inggris” Grade XII

In the textbook on the cultural theme, the writer found that the education themes were dominant, 21%, and the lifestyle themes, 16%, were natural. As for the type of culture, the writer found that source culture/local culture dominates in this textbook with a percentage of 41%.

Related to cultural themes, it was found that the education theme was dominant at 21%, and the lifestyle theme at 16% was natural. If it is connected to the theme of lifestyle in the textbook, the contents display a lot of interactions between two people, of course in English conversation, so that it is following the focus of learning English, namely to improve skills, in this case speaking skills, and also the theme of education according to the intended uses. The textbook is for educational purposes as a guidebook for English learning materials for the twelfth grade. Overall, the cultural contents in the textbook “Bahasa Inggris” revised edition 2018 for the twelfth grade fulfill all the elements of the cultural theme described by Xiao.

As for the types of culture, the writer found that source culture/local culture dominates in this textbook with a percentage of 41%. This follows the original purpose of the preparation of the textbook, which refers to the Curriculum 2013 by the Ministry of Education and Culture of the Republic of Indonesia, which is aimed at the use of twelfth-grade English learning inside the scope of Indonesian. It is implied in the draft of the Curriculum 2013 document that the development of the curriculum 2013 is based on the current and future culture of the nation, which is based on the functions and objectives of national education according to the Republic of Indonesia law number 20 of 2003 (Kemendikbud, 2012). The second dominance, followed by the target culture of 27% is also relevant if we correlate it to Kramsch's opinion that one cannot learn a language without studying the culture of the people who speak it (Kramsch, 1993). England is the country of origin for the English language, besides that, several countries are part of the inner circle, namely countries that use English as their first language and have become a reference for many countries in learning English, namely the United States, Australia, and Canada. So, according to Kramsch, if we want to learn a language, we must also study its culture. In this case, learning English and learning the culture and origin of the language is a necessity.

Intercultural Competences in the Textbook “Bahasa Inggris” Grade XII

A high percentage of knowledge and skills competence was found on the representation of intercultural competencies. The content in the textbook displays cultural knowledge in the form of images and text to convey cultural information, while skills competencies are displayed in the form of assignments; this is like textbooks in general, where a lot of emphasis is on skills, with so many tasks contained in the textbook content.

On the representation of intercultural competencies, a high percentage of knowledge competence and skills competence was found. The content in the textbook presents cultural knowledge in the form of images and text to convey cultural information, while skills competencies are displayed in the form of assignments. This is like textbooks in general, where a lot of emphasis is on skills, with so many tasks contained in the textbook content. The textbook “Bahasa Inggris” revised edition 2018 for grade XII has not met the intercultural competencies described by Byram due to the absence of a critical cultural awareness category. However, the textbook has fulfilled the category of competencies that follow the curriculum 2013 produced by the Ministry of Education and Culture of the Republic of Indonesia, which establishes a competence-based curriculum model with the development of competence in attitudes, knowledge, thinking skills, and psychomotor skills (Kemendikbud, 2012). The competencies recommended by the Ministry of Education and Culture of the Republic of Indonesia are almost the same as the competencies described by Byram; the difference is only in the category of critical cultural awareness, which is not attached to the curriculum 2013 (K-13).

Competence of critical cultural awareness is the ability to critically evaluate products, practices, and cultural perspectives from their own country and also from other countries (Byram, 1997). As for the research conducted by Woro in 2017, she used the challenge book Series 2, 3, and 4 issued by Pearson. The results of her research also did not find critical cultural awareness competencies. According to Woro, the books that have been analyzed do not have content or intrusion to analyze documents critically or events of their own or foreign cultures. However, in the research conducted by Refita in 2018 on class X English textbooks issued by the Ministry of Education and Culture of the Republic of Indonesia, the result of her research was that critical cultural awareness competencies only appear once, namely in the form of assignments. The content presents Niagara Falls and asks students to find similar things around them and compare them. This task trains students to be aware of the cultural products of their own countries and other countries and evaluates them critically about their similarities and differences.

So, it can be concluded that EFL textbooks used in Indonesia are not entirely intended for intercultural communicative competence because they refer to the Curriculum 2013, which recommends only three competencies that must be present in every textbook used in the world of education in Indonesia, such as attitudes, knowledge, skills according to the curriculum 2013 draft. However, the elements of intercultural communicative competence are presented in the book, although it does not fulfill all the components of intercultural communicative competence.

Conclusion

After analyzing culture and intercultural competence introduced in the textbook “Bahasa Inggris” grade XII by using several theories, namely, Xiao’s theory to explore cultural themes,

Cortazzi and Jin's theory to analyze types of culture, and Byram's theory to analyze intercultural competence. It can be concluded that the types of culture introduced in the textbook cover several cultures, including local culture, target culture, and international culture. The existence of different types of cultures that are implied in the textbook can be beneficial for students in intercultural awareness, thus making students more open to the cultures of other countries. In addition, students can learn a lot about the diversity of cultures from different countries depicted in the form of people, products, and perspectives. Another benefit of cultural diversity in content is that it is useful as motivation and provision in the future when visiting the countries, as stated by McKay and Lee in their article.

Then, the intercultural competencies in the textbook include knowledge, attitude, interpreting and relating skills, and discovery and interaction skills. The results of this finding indicate that the textbook is suitable for use to achieve intercultural competence if it is used in teaching English in language classes. Various components in the form of images, text, and tasks support it. Regarding the absence of 1 component, namely critical cultural awareness, teachers can add their own, such as asking students to critically evaluate their own culture with the culture of other countries. Then, the independent creativity of the teacher is needed to meet the shortcomings of the textbook.

It is also expected that all components of intercultural communicative competence and critical culture awareness materials should be included in compiling an English textbook. In English teaching, the teacher is required to be able to select the English textbook that covers culture and intercultural competence. This research can be a reference for researchers in the future and to develop more in-depth research related to cultural content and intercultural competence in teaching English, especially in analyzing English textbooks.

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