Cultural Contents in The Textbook "English in Mind" In Relation to Sasak Lombok Culture

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Abstract: Textbook is used as a tool to guide teaching and learning process, providing and reviewing material, sources of information, and knowledge about a subject. This study dealt with analysis of cultural contents in textbook and the relation to Sasak Lombok Culture. The purpose of this study was to identify the cultural contents presented in the textbook "English in Mind: Student's Book 3". This study was a qualitative descriptive study. The method of this study was content analysis. The data source for this research is the English textbook "English in Mind: Student's Book 3" published by Cambridge University Press written by Herbert Puchta and Jeff Strank in 2010. The cultural analysis was based on 3 characteristics from Cortazzi and Jin, (1999) namely: 1) Source Culture; 2) Target Culture; 3) International Culture; and one more category was added by Aliakbari (2004) i e, 4) Neutral Culture. The results of the study showed that the textbook fulfills 3 characteristics, there were Target Culture, International Culture and Neutral Culture. From the analysis, there are 23 reading passages in the textbook. Based on the analysis, 10 reading texts are categorized as texts with target culture, 6 reading texts as texts with international culture and 3 reading texts as texts with neutral culture that has a relation with Indonesian Culture in general including the Sasak Lombok Culture.

Keywords: cultural content, sasak culture, textbook

INTRODUCTION

Textbook plays an important and beneficial role in teaching and learning. Textbook is an instrumen for teacher to teach the students in order to increase the student involvement in the classroom (Hutchinson and Torres, 1994). According to Tomlinson (2005) textbooks offer the main material for a course, serving as the basis for language input learners receive and the language practice that occurs in the classroom. Therefore, Teachers use textbooks to plan and give the lessons and students depend on them for linguistic content and model. Because textbooks generally contain a variety of texts, class activities, and additional material to deepen students' understanding, they are used as a tool to achieve teaching and learning objectives.

Learning English should include not only learning language elements such as grammar, vocabulary, pronunciation, and language skills, but also learning and being introduced to international culture. According to Textbooks are the main source and media in learning to achieve learning objectives that are developed from competency formulation in the applicable curriculum (Zamzam, A., Sribagus., Djuhaeni, E., & Khotimah, K., 2020). By learning the cultural content in the textbook the students are not only able to master four skills as well, but also able to raise the cultural awareness in the term of flexibility, sensitivity, and tolerance among cultures in developing their intercultural communicative competence. Given the importance of cultural understanding in facilitating intercultural communication, cultural learning in language learning is critical. English cultural knowledge will assist students in comprehending the situations they will encounter while reading or listening to an English textbook.

In the context of English language learning in Indonesia, textbooks play a vital role, as English proficiency is crucial for individuals to pursue higher education, advance in their careers, and improve their economic prospects (Amrullah, 2015). In Indonesia, the objective of national education is set based on cultural value and ideology of the nation and applied in a school subject including English. Due to the status of English as international language, a main issue

discussing whose culture should be integrated in English textbook materials. Some traditional scholars believed that the materials to which students should be exposed should focus on the language's native speaker. It means that the culture of English-speaking countries must be the focal point of incorporating culture into English language teaching. Some scholars, on the other hand, argue that the textbook should include more non-native speaker characters and source culture issues in the reading passage.

According to Kitao and Kitao (1997), teachers should pay close attention to the requirements for a good textbook when choosing and selecting a textbook. The textbook should be visually appealing, reflect students' needs and interests, and be culturally appropriate. Cunningsworth (1995) also states that aims and approaches are essential components of a textbook. In addition, William (2000) says some principles of good textbook should cover all of the criteria in order to present good quality of material discussed in teaching and learning process later.

Cultural values in English textbooks can increase awareness and interest in the culture covered. Textbooks must include cultural values because they require students to recognize and seek information about cultural adversity (McKay, 2002). Meanwhile, according to Rohmawati (2022), culture is a complex whole that includes knowledge, beliefs, arts, morals, laws, customs, and other abilities and habits that humans acquire as members of society.Consequently, cultural values textbooks play an important role in teaching and learning activities because they allow students to be more creative while also increasing their knowledge of their own and other cultures. Based on Cortazzi & Jin (1999), a good English textbook should contain three categories of culture called as C1, C2 and C3, C4, C5. C1 refers to the source culture or the learner's own culture, C2 refers to the target culture or the culture of the countries which use English as the first language, and C3, C4, C5 refers to the international cultures which are the cultures of countries which use English as the international language. Including those three categorizes of culture in the EFL textbooks can help learners to develop their intercultural communicative competence.

According to Alisyahbana (1988), the original Indonesian culture is in the form of spirits and supernatural powers whose form and function are still unknown, whereas in Indonesian culture it is in the form of God whose personalities and characteristics are more tangible as symbols of natural forces, which have definite hierarchy and function in the cosmos as well as in human life. Mahyuni (2006) stated that Sasak is an expressive language with a tradition of epics and other traditional discourse that shows that Sasak has many styles of language depending on the context and situation. Furthermore, there are some kinds of Sasak speech styles based on the people who are use it. *Sasak* language is closely related to the Javanese-Bali script system, with the characters *Ha-Na-Ca-Ra-Ka.* In terms of pronunciation, *Sasak* language is more similar to the Balinese language.

Based on this explanation, the reason for this research was to examine the cultural content in textbooks in relation to what cultural content is presented using the theory of Cortazzi and Jin (1999) and Aliakbari (2004) and there is a cultural content in the textbook that has a relationship with Lombok's Sasak Culture. The textbook entitled "English In Mind: Students Book 3" was the object of this research because it is one of the books that is in accordance with the current curriculum.

METHODS

The purpose of this research is to find out the cultural content materials presented in the textbook and relation with the Sasak Lombok culture. Descriptive method were used to achieve this objective. The data were collected through documentation technique. Documentation could be written and picture by someone that could be used to obtain information (Sugiyono, 2016). This study utilized content analysis technique. According to Markel (1998), content analysis can be applied to various investigations. One of which is the analysis of naturally occurring language. The data source for this research is the English textbook "English in Mind: Student's Book 3" published by Cambridge University Press written by Herbert Puchta and Jeff Strank. The textbook consists of 128 pages as an object for this study. To collect the data, this study used the characteristics of Cortazzi & Jin (1999), i.e source culture, target culture, international culture and one more category was added by Aliakbari (2004) i e, neutral Culture. This study analyzed the data by using several types which divided the analysis activities into several parts namely: identifying, categorizing, converting, and conclusions.

A number of previous studies have shown the results of research on cultural contents in a textbook. First, Fahik (2020) analysed the textbook "When English Rings the Bell" to determine its cultural characteristics. The types of cultural contents by specifying the English textbook based on the Byram's checklist criteria. The results of the study showed that only ten categories of cultural contents are covered in the textbook among the eleven cultural contents which are social identity and social groups social interaction, belief and behavior, sociopolitical institutions, socialization and life-cycle, national history, national geography, stereotypes and national identity, national days of Indonesia presented in this textbook is the representation of national history.

In another study, Fikri (2022) analysed English textbooks "Bahasa Inggris" to find out how the cultural contents presented in the textbook based on categories of culture by Cortazzi and Jin (1999), namely source culture, target culture, international culture and one more category added by Aliakbari (2004) i e, neutral culture. The results of the study found that in the textbook with percentage results 56.1% for target culture, 26.3% for source culture, 12.3% for international culture, and 5.3% for neutral culture. However, the difference between this research and previous studies lied in the selection of the object used and the research objectives.

FINDINGS AND DISCUSSION

The data obtained from all the book chapters were analyzed whether the English textbook material has cultural content. In this research, the author found that there were three cultural contents in this textbook based on the categories of culture proposed by Cortazzi and Jin (1999) and Aliakbari (2004).

1. Source Culture Material

Source culture defined as cultural content in the textbook that contain language learner own culture (Cortazzi and Jin, 1999). In this context, source culture is Indonesian culture. The material which presents language learners' own culture. In the first category, the source culture material was not found in the textbook English in Mind: Student's Book 3. Moreover, since this textbook came from United Kingdom there is no characteristics were found which indicated that the textbook 'English in Mind' was related to Sasak culture. Reading text can be categorized as a source culture if it is used on the teacher's and learner's culture.

2. Target Culture Material

a. Target culture: Western Pets

Whilst dogs were historically kept for various practical purposes, including guarding and hunting, privately owned dogs across western societies, today are largely considered to be pet. Despite the sustained popularity of dogs in the United Kingdom, to date, little research into owners' reasons and motivations for acquiring dogs has been conducted in this country (Kartina H, 2022). In the reading text "The faithful dog", it is found there is a target culture category, the reading text tells the history of England which focuses on only one culture. The reading text is a historical story about a dog named Gelert who was very loyal to his master, Prince Llewellyn. This historical story shows an element of culture because it shows a story setting in one of the kingdoms in England at that time.

b. Target culture: Western Music

Music is an artistic creation in the form of a song or composition that uses rhythm, melody, harmony, form, and expression as a whole to convey the thoughts or feelings of the composer (Jamalus, 1988). Western music is a type of country music written by and about people who settled and worked in the Western United States and Western Canada. Western music honors the cowboy lifestyle on the open ranges, Rocky Mountains, and prairies of Western North America. Musically related to old English, Irish, Scottish, and folk ballads. The music industry of the mid-twentieth century combined the two genres under the banner of country and western music, which was later merged into the modern name, country music.

In the reading text "Did You Know", there are cultural material about an article tells about a band in the United States Trip Shakespeare and band Semisonic that were enjoying their huge success not only in their native USA but all over the world with their single and album. Soon after, the band decided to split up because of their next album didn't sell as well as expected. The mention of the name of the band and location of the story makes the reading text above catogorized target cultural material.

c. Target culture: Western Folklore

Folklore is the collection of expressive cultural practices that members of a certain group of people share; it includes the customs that are unique to that culture, subculture, or group. Tales, proverbs, and jokes from oral tradition are among them (Muna, 2018). Folklore is typically passed down orally rather than in writing (though collections of folklore are sometimes written down to preserve the stories of a particular community). The key point here is that folklore has no author; it emerges from culture and is passed down through retelling.

In the reading text "The Legend of Sleepy Hollow", there are cultural elements that tell the popular a ghost story that was popular in 1799 in a village where village people like to tell stories about ghosts. This popular ghost story begins with the society's assumption of a headless horseman. This popular ghost story shows elements of target culture where there is one story focus.

d. Target culture: Attraction Sites

Tourism attractions are one of the four major components of the tourism system and are an integral feature of tourist destinations (Gunn, 1997). Attractions are an important part of tourism. They are frequently referred to as "tourist attractions" because they attract tourists. Attractions are the places, people, events, and things that comprise tourist objects and draw visitors to destinations. Natural and cultural sites, historical sites, monuments, zoos and game reserves, aquaria, museums and art galleries, gardens, architectural structures, theme parks, sports facilities, festivals and events, wildlife, and people are all common examples. The intended attraction sites in this case are in Western.

In the reading text "Mysterious Stones", there are cultural elements that tell the popular history of a mysterious stone story, namely Stonehage, England, which tells of a stone that stood about 5000 years ago. Experts thought there were 30 stones but only 17 remained standing. The most mysterious thing about this historical story is why it was put there and we also do not know how it was built.

Then another mysterious historical story is The Pyramids of Giza, Egypth. This historical story tells of a mysterious stone that was standing around 4500 years ago. The reason this pyramid was built is marking the burial place of some of the Pharaohs of ancient Egypt. But what remains mysterious is how they made it. The two historical stories show elements of the target culture in which there are two cultures discussed in the reading text.

e. Target culture: Names of Character

American names typically adhere to English naming practices. But this could differ based on someone's racial, cultural, or family heritage. American people often choose their first names based on their aesthetic attractiveness. Biblical names like Daniel, Michael, David, James, and Matthew are among the many well-known names. The popular culture has an impact on other people. For instance, feminine names like Tiffany and Crystal became more popular along with the namesake luxury goods (Evason, 2021). A person's name identifies and distinguishes him or her from other members of certain group (typically a family or clan) who share a common surname. The term given name refers to a name that is usually bestowed at or near the time of birth, usually by the newborn's parents. In this case, the textbook contains the names commonly used in Westerns.

In the reading text "Who Wants To Live Forever", there are cultural material about Ray Kurzwell and his opinion about how humans will soon be able to live much longer than the average 78 years. He says there are gene technology that soon be able to 'turn off' genes that cause aging and disease so people could live longer and stay young. The mention of name Ray Kurzwell makes the reading text above categorized into target culture material.

f. Target culture: Setting Places

Setting is where the location and when time period a story or a reading text takes place (Gilbert, 2020). In the reading text "Ever Fancied Being on TV?", there are cultural material about a Reality Show on TV in the United States: *The Amazing* Race that provides a variety of activities such as sports, cooking, singing or dancing that can be followed by all participants such as married couples, dating couples, best friends and family mambers . The mention of location United States and the reality show *The Amazing Race* makes the reading text above categorized into cultural material targets.

In the reading text "A Service of Love" is about a marriage couple, Delia was a young

pianist and her husband Joe was a young painter. They lived together in small flat in New York. Each of the was taking lessons – Joe with a famous art teacher, and Delia with a great pianist from Germany. But soon, the money began to run out and they couldn't afford the lessons any more. Joe and Delia was lied to each other about how to get money and then one day they both being honest to each other. The mention of name of the characters and the location of story makes the reading text above categorized into target cultural material.

3. International Culture Material

a. International Culture: Setting Places

Setting is where the location and when time period a story or a reading text takes place (Gilbert, 2020). In reading the text of "The Book of Thoughts", there are cultural elements that show elements of international culture. In the reading text tell about someone who doesn't know who to trust in their workplace. The background of the place in the reading text is one of the biggest company in Singapore. According to Wikipedia, English is a second language in Singapore. Therefore, the reading text is included in the elements of international culture.

In the reading text "Happiness" is a reading activity which tells about Danish people habits. For example mentioned above, Danish people aren't as suspicious as many other nations and show an amazing amount of trust in each other and their government like parents leave thier babies in prams outside the supermarket while they do the shopping and Danish people do not need to lock their bikes up when they leave them to go into a shop. The two habits of the Danish people show elements of international culture.

b. International Culture: Names of Character

American names typically adhere to English naming practices. But this could differ based on someone's racial, cultural, or family heritage. American people often choose their first names based on their aesthetic attractiveness. Biblical names like Daniel, Michael, David, James, and Matthew are among the many well-known names. The popular culture has an impact on other people. For instance, feminine names like Tiffany and Crystal became more popular along with the namesake luxury goods (Evason, 2021).

In the reading text "What Are You Afraid of", there are cultural elements that show international culture. In the reading text is an article about some of the phobias that some artists or actors have in various countries. One of them is the phobia that Tobey Maguire from America has, which is fear of heights. Then the phobia by Rupert Grint from the United Kingdom is the fear of big spiders. And actor Nicole Kidman is afraid of butterflies. Various kinds of artists and actors from various countries make the reading text have elements of international culture.

4. Neutral Culture Material

Neutral context refers to how cultures express their emotions. Reactions are displayed immediately verbally and/or nonverbally through the use of mimicry and gesture in the form of body signals. Neutral cultures do not express themselves precisely and directly, which can lead to misunderstandings, and certain emotions are considered inappropriate to display in certain situations (Hampden-Turner, 2020). As for those included in the neutral culture found in this book are as follows:

a. Neutral Culture: Cultural Indirect Communication

People usually use indirect communication style to really understand the meaning implied in someone's speech. To achieve this, we must understand the context of speech and interpret tone, expression, and non-verbal gestures.

In the reading text "Talking Without Speaking", there is a neutral culture category. In the reading text tell about a story about twins who have an emotional connection. So, at certain times and events they can communicate using sign language, or gestures. This is often done by twins and siblings. Therefore, this action is an all human nature which makes reading the text included in a neutral culture.

b. Neutral Culture: Family

In the reading text "What Friends are for", there are cultural elements that show neutral culture. In the reading text is a conversation about two friends named Amy and Laura who are making a decision between going to an idol band event or Amy's mother's birthday party. In this conversation Amy prefers to go to her mother's birthday party rather than going to an idol band

event. This action shows elements of neutral culture because it is all human nature.

c. Neutral Culture: School Yearbook

In the reading text "Social Networks", there are cultural elements that show neutral culture. In the reading text is an article about the Yearbook which is a tradition of High School in the United States. Yearbook is a culture that is not only in the United States but Yearbook already exists in most countries for example in Indonesia, Malaysia, Thailand etc. This is what makes the tradition of a yearbook included in the neutral culture.

d. Neutral Culture: Giving Sympathy

In the reading text "It's Not Really A Choice", there are cultural elements that show neutral culture. The reading text is conversations about collage students who help homeless people by giving some money. And then the colllage students sympathized with the homeless people by asking several questions about why he became a homeless. After they hearad the answer from the homeless people, the collage students wanted to help him to get a job so he would stop being a homeless. Therefore, the sympathy shown by the two students in reading the text can be categorized as a neutral culture.

e. Neutral Culture: Respect Privacy

In reading the text "What do They do in There?", there are cultural elements that show neutral culture. The reading text is a conversation about a colllage student who wants to meet his lecturer. Then, he was knocking on the door before he gets in the room. Knocking the door is a polite act and it's of all human nature. Therefore, the action is categorized as neutral culture.

f. Neutral Culture: Wise Decision

In reading the text "A Tough Decision", there are elements of neutral culture. The reading text is a conversation about lecturer and collage students discussing about who will be the next radio producer. Students give opinions or suggestions about this matter, then the lecturer respects the opinions of these students and makes wise decisions. The act of respecting one's opinion and making wise decisions is all human nature. Therefore, the reading text is categorized as a neutral culture.

5. General Knowledge

In academic writing, "common or general knowledge" refers to information that the average educated reader would accept without needing a source citation to back it up. There are two main categories of common knowledge: 1) Information that most people know and 2) Information shared by a specific group of people, such as a national or cultural group, or academics in a particular field of study (Caulfield & McCombes, 2022). In broader terms, general knowledge is used to refer to information captured by readers as correct information, such as information that is already widely known by members of a community. To decide whether information is considered public knowledge or not, one can first ask who the audience is, whether it can be assumed that they are familiar with a particular topic, or even question the validity of the information.

There are reading text which shows general knowledge about a certain object which is systematically arranged objectively rationally, it shows 4 of 23 reading passages. General knowledge is knowledge that is known by everyone or most people, usually associated with a community, place, or the term is commonly used. General knowledge is not limited to certain fields, such as science or history, but can also cover a wide variety of fields and even knowledge about the world of entertainment.

Knowledge in this case is ordinary knowledge which is referred to as common sense, namely knowledge on the basis of conscious activity (common sense) both in absorbing and understanding an object, as well as concluding or deciding directly or an object that is known. Common sense is knowledge that is obtained without having to require deep thought because it can be accepted that its existence and truth only use common sense directly, and at the same time it can be accepted by everyone.

6. The Relation Between The cultural Contents in the Textbook and The Sasak Lombok Culture

The textbook is published by Cambridge University Press which is based in United Kingdom, an English native country. Based on the content of its reading passages, this textbook exposes student to the culture of English native speakers' country, such as United Kingdom, United States, Australia, Canada, and News

Zealand. This can be seen through four things; the name of the characters, mention of Western Artist, mention of local band, and mention of places.

The name of the characters in the reading passages use typical western name which commonly used in English speaking country. The example of these names that can be found in the reading passages are Amy, Duncan, Nick, Tom, and Mr. Ford. Some of the reading passages also mention the name of famous Western artist or local band that come from English native speakers' country, such as Adele (UK), J.K. Rowling (UK), Tobey Maguire (US), RapMan (AUS), and Oprah Winfrey (US). The reading passages also mention or set-in English-speaking countries or cities, such as New York, London, United States, United Kingdom, and Canada.

Moreover, since this textbook only presented in conveying target culture materials, there's no reading passages containing source culture that can be found. Therefore, there's no relation between the source culture materials in this textbook with the Sasak Lombok culture. However, the neutral culture, which is shown in 6 of 23 the reading passages has a relation with the Sasak culture. There are four reading passages that contain neutral culture materials, and two of them are related to the Sasak culture. In a reading passage entitled "What Friends Are For" the character said that she could not come to an interview with an artist because she had to go for dinner with her family because it was her mother's birthday. This can be related to the Sasak culture or Indonesia culture in general where we put family matters first to show respect to our family, especially our parents. The other reading passage, entitled "What do they do in There?" showed a gesture of knocking door before the character entered his teacher's room. It is related to Sasak culture in a way where we always respect the norm of decency. Entering someone's room mean that we are invading their safe space, thus, before entering we have to ask for permission first by knocking the door.

CONCLUSION

Based on the findings, it can be concluded that reading passages in a textbook entitled "English in Mind" contain three kinds of culture materials, which are target culture, international culture, and neutral culture. Target culture materials are the materials from the English

native speaker countries, such as United Kingdom, United States, Canada, and New Zealand. The target culture materials in this textbook are found in 10 of 23 the reading passages. Neutral culture materials refers to the all human culture materials. The neutral culture can be seen in 6 of 23 reading passages in this textbook. There is no direct relation between the culture found in this textbook with Sasak culture due to the textbook mostly exposing the English native speakers' culture (target culture). However, the relation between the culture materials found in the textbook with the Sasak culture can be seen through the portrayal of the neutral culture because the neutral culture materials refer to all human culture.

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