The Representation of Intercultural Values in the ELT Textbook for Senior High School Students

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Abstract

This study was intended to describe the representation of cultural values in the ELT English textbook for senior high school students. The data collection used in this research is documentary method. Data analysis method was Critical Discourse Analysis and Semiotic Analysis, focusing on two layering meaning, which are denotative and connotative used to analyze the discourse of visual and textual form. The findings showed that there were a total 27 Source Culture, 23 Target culture and 18 International culture in the form of texts and images. The data proved that source culture which presented by pragmatic sense was the dominant value presented in the textbook.

Keywords: Intercultural values, the ELT textbook

Introduction

Culture and language are things that cannot be separated. Risager (2012) believes that it is impossible to separate culture and language because language practices are related to other cultural and social practices in the real world. Brown (2000) highlights that language and culture are interrelated. As a lingua franca, English has been used in the international arena as a means of communication among people from different parts of the world (Seidlhofer, 2003). In this context, English is used as a medium of communication with both native and non-native speakers of English both in formal and informal situations. Non-native speakers of English may come from some countries where English is used as a second language (e.g., Singapore, Malaysia, Philippines) or as a foreign language (e.g., Vietnam, Thailand, Japan).

When students communicate in English with others from different countries, they have to understand their cultures to communicate more effectively and appropriately. They however might experience difficulties if they do not have a good

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cultural understanding of interpreting the language of a certain culture (McKay, 2004).

Regarding the importance of English as the global language, the goal of ELT must be directed towards the attainment of intercultural communicative competence (ICC). According to Bennett (2004), ICC means the ability to communicate in cross-cultural situations effectively and connect appropriately in a variety of cultural contexts.

The same opinion comes from Byram (1997), stating that ICC refers to the ability to interact with people from another country and culture in a foreign language. Intercultural focuses on the mutual exchange of ideas and cultural norms. Jiang (2000) stated that people of different cultures can refer to different things while using the same language forms. For example, an Englishman would refer to the word "lunch" as hamburger or pizza. However, Indonesian would most probably refer to rice. For this reason, EFL learners need to learn culture to develop their intercultural communicative competence (ICC). Byram (1997) adds that a person who has developed ICC can communicate effectively. This is the reason why EFL learners must be trained to communicate in English both via English learning activities designed in the classroom or in real situations when they have opportunities to do so.

For preparing students to attain ICC, the availability of teachers and learning resources will play a major role. The expected English teachers are those who are capable of facilitating students to practice communicating in English through topics and learning activities they design, while the expected English textbooks are the ones that provide adequate topics and learning activities readily used by the teachers for the learning resources in the classroom.

According to Al- Sofi (2018), the textbook is a major aid and supporter for language teaching or learning in an academic context. Specifically, textbooks are frequently believed as the major means of linguistic and cultural knowledge of the target language in EFL classrooms (Cortazzi & Jin, 1999). Since there are a lot of English textbooks available, it is necessary to pick out a textbook that can promote the enhancement of ICC to the learners. Therefore, textbook evaluation is needed as it gives an important value to teachers, supervisors, administrators, and materials developers (Ajideh & Panahi, 2016).

From the perspective of English as a Lingua Franca, EFL learners need to be familiar with the native and non-native speakers' cultures because, in this global era, they are expected to be able to communicate interculturally in English. In everyday

life, EFL learners may communicate in English with their native friends, in tourism objects they may communicate with tourists from English-speaking and non-English speaking countries, as well as informal situations they may communicate in English with native speakers and non-native speakers of English. Having identified the origins of cultures, the next step is to identify the types of cultures in the EFL textbook and if they belong to visible or invisible cultures. This aims to extend EFL learners' knowledge about cultures as well as to develop their cultural awareness.

There are some previous researchers, about the analysis of cultural values in the English textbook with different focuses and different research designs in the past ten years of thirteen research that were reviewed, four of them were conducted in Indonesia, and the other studies were conducted in China, Hongkong, Iran, Japan, South Korea, Saudi Arabia, and Slovakia. The issues that were investigated were cultural dimension and cultural themes: (Liu, 2013; Kim & Paek, 2015), intercultural content and understanding (Yuen, 2011; Silvia, 2015; Su, 2014; Ookawa, 2016; Sándorová, 2016; Pasand, 2018; Alsaawi 2021), and multicultural values (Isnani et al., 2019; Setyono & Widodo, 2019; Al-Sofi 2018; Dehbozorgi et al 2018).

The result of the research indicated that the representation of cultural values in the textbook was imbalanced, especially for the depiction of a certain part of the world such as Asia and Africa was diminished (e.g; Setyono & Widodo, 2019). Those previous researchers also had a different level of education for the English textbooks which were analyzed, ten of them analyzed the English textbook for high school students from different countries such as Hongkong, Japan, Indonesia, Iran, South Korea, Saudi Arabia, and Slovakia. Meanwhile, one of them analyzed the English textbook for university students in China. Furthermore, all of the reviewing research mostly using a content-analysis method as the research design and only three of them used Critical Discourse Analysis (CDA).

From the brief review of several studies above the researcher was interested in studying an English textbook entitled "Bahasa Inggris for Senior High School Grade XI (Curriculum 2013)" English Textbook. The researcher attempts to analyze what kinds of cultural categories of culture are included in the textbook. The researcher selects the textbook because the textbook is endorsed by the Indonesian Ministry of National Education and Culture (MONEC) and it is widely used in some schools in Indonesia.

Literature Review

Intercultural values in ELT

Culture and language learning are interrelated because when people wants to learn a language, they have to know the culture of the language itself. After all, the objective of learning a language, especially English is to achieve intercultural communicative competence (ICC). According to Kirkgoz & Ağcam (2011), language is more than a tool of communication since it influences our culture and even our thought processes. Inserting intercultural values is important in learning the English language as it has become a major part of education through its status as the international language. Dealing with the importance of learning culture while learning a language, Dehbozorgi, Amalsaleh, & Kafipour (2018) explain that someone must be completely familiar with the culture to master a language. Furthermore, culture can help learners to develop their linguistic skills.

Intercultural refers to involving relating more than one culture. Meanwhile, values are defined as fundamental beliefs that lead or stimulate attitudes or actions. Hence, intercultural values can be defined as the fundamental beliefs dealing with the relation of two or more than one cultural information. Intercultural competence is the capability to communicate in one's own language with people from another country and culture, using one's own knowledge of the accustomed country and culture (Byram, 1991).

As written by Mckay (2003), seeing the international status of English, it cannot be correlated to the culture of the native speaker only, and the local cultures in which its teaching and learning English as an international language should be mirrored. Reflecting on the status of English means that students not only have to learn about their own cultures but also learn about another culture like the culture of the native country and other countries.

Intercultural understanding is essential for students in helping them to communicate well with people from the distinctive background of cultures around the world by using a foreign language. As Byram et al (2002) wrote, developing intercultural understanding is to make the students accept and understand people from other cultures as people who have different viewpoints, beliefs, and attitudes and also to make them view communication as the cultivates involvement. Considering that justification, it is important to prepare the students to become intercultural competence. According to Byram (1997), intercultural competence is the understanding of another culture associated with language competence through the skill to use language properly – sociolinguistic and discourse competence – and the consciousness of the special meanings, connotations, and values of the language. To sum up, the introduction of intercultural value is very important in language learning to develop the students' ICC.

Textbooks as intercultural practice

In language learning, English textbooks not only guide classroom activities but also serve as the primary resource of cultural knowledge for students to learn. Xiong (2012) states that a textbook is not only a curriculum document but also a social and cultural artifact that may bring some particular beliefs and values to students. Cunningsworth (1995) claims that cultural values embedded in the textbook may shape students' cultural awareness, perceptions, and knowledge. Therefore, the textbook itself serves as a cultural values agent. Widodo (2018) stated that a textbook is an educational artifact that consists of instructional activities and tasks to create interaction between students and teachers. Furthermore, the textbook can be used to transfer certain values or beliefs to students whilst doing the teaching and learning process.

According to Cortazzi & Jin (1999), three kinds of culture need to be included in English textbooks that can help learners to develop their ICC. They are source culture, target culture, and international culture. The Source Culture (C1) refers to materials presenting language students' own culture. In this case, the source culture refers to the Indonesian culture. Indonesia is divided into many ethnicities such as Javanese, Sundanese, Balinese, and others ethnicities. The presented aspects of cultures could be stories about Indonesian legends, pictures of Indonesian people, and other aspects. The Target Culture (C2) refers to materials presenting the culture of English native speakers' countries. Target culture belongs to the inner circle's countries such as The United States, The United Kingdom, New Zealand, and Canada Kachru (1996). The textbooks of this category are the most popular instruction materials in the EFL context. International Culture (C3, C4, C5…) refers to materials presenting a wide variety of cultures in countries around the world where English is not used as a first language but as an international language such as in China, Brazil, Korea, and other countries. In sum, by integrating all those three categorizations of cultures, it is hoped that it can help the learners to communicate using English well, develop their ICC skills and be more aware and respectful to other people with different cultures. Yuen (2011) emphasized that teaching students cultural diversities will develop and enhance their intercultural communicative competence.

Review of previous Studies on intercultural values

In the last five years, studies about cultural contents in language textbooks have been conducted in different parts of the world by using different tools of analysis. Several studies have been carried out by some language scholars to investigate cultural dominance in EFL textbooks, for instance, Dehbozorgi et al (2018) used a

content analysis method in conducting their research by analyzing the dialogues, pictures, and activities available in the textbook. He did the research based on the criteria of cultural content by Cortazzi & Jin (1999) namely target, source, international culture, and culture-free. The result showed the highestnumber was the target culture and the least number was the free culture.

Al-Sofi (2018) evaluated the three cultural aspects (source culture, target culture, and international culture) by Cortazzi & Jin (1999) in the texts and passages of the EFL textbook for university students by using the content analysis method. Besides, the cultural aspects were explicitly and implicitly embedded in different cultural areas in the form of online, magazine, academic, and timeline articles. Moreover, the target and the international target cultures predominate with little reference to the learners' source culture, i.e. Islamic and Arabic culture (Turkey, Mediterranean, and Morocco). Being aware of the different cultural aspects and the inseparability of language and culture is crucial for the efficient use of English in diverse contexts.

The next research conducted by Alsaawi (2021) from Saudi Arabia used CDA to investigate this study and identified some values, including fostering positive perspectives concerning old tribes and people, appreciating the lives of other people, respecting the hard efforts made by some nations and understanding different cultural values in different parts of the world. The result of this study revealed that the local culture should be embedded in EFL textbooks. He discovered a lack of consideration of the cultural values of some countries in Africa, the Middle East, and the Far East.

Pasand (2018) examined the representation of cultural points in the new advanced ELT textbooks used in Iranian Junior High Schools and also the expansion to which the textbooks could improve intercultural competence in the learners. The study revealed that the length of cultural topics presented in the series is rather diminished. The study also revealed that the intercultural elements in the textbooks were limited because they had too much focus on local matters.

In Indonesia, Isnaini et al (2019) explored the multicultural values in the book of Bahasa Inggris for 10th-grade Senior High School by using visual semioticanalysis. Here, it specifically analyzed the images inside the national textbook with the theory of Barthes (1977) which has two layers of meaning, denotative and connotative meaning. The multicultural values in the textbook were classified based on four categories, such as ROPT (respecting other people's traditions), AOPP (appreciating other people's perspectives), AOPCP (appreciating other people's cultural products) which are related to products, and AWER (appreciating women's equal rights). The result of the research indicated that the

representations of multicultural values in the textbook were imbalanced because there was no depiction of cultural values in the textbooks that represented the target culture.

In line with the previous research, Setyono and Widodo (2019) did a critical discourse analysis on the issue of multicultural values in the Indonesian EFL textbook for Senior High School Students. They analyzed multicultural values manifested through pictures and texts in the EFL textbook entitled Bahasa Inggris untuk SMA kelas XII [English for Senior High School Grade XII] The findings revealed that there are four multicultural values represented in the textbook: (1) respect the culture of various ethnic and religious groups, (2) respect the culture of indigenous peoples; (3) avoidance of conflict and peace with all forms of life and nature; materials fromspecific parts of the world, such as Asian and African countries, were underrepresented which led to the conclusion that it represented an imbalance. These multicultural values are represented in pictures and reading texts that help build multicultural knowledge and awareness with the usage of the multi-layer meaning theory by Kress and Van Leeuwen (2006) and Widodo (2018).

From those previous studies, it was known that cultural content in EFL textbooks is one of the important things to be noted since culture plays important role in developing students' intercultural communicative competence (ICC) and cultural awareness. Based on the previous research above, it could be concluded that mostly the cultural values in the textbook are depicted as imbalanced and the topic of intercultural values in English textbooks still becomes an interesting topic to be analyzed. To fill the gap, this present study focused on analyzing the cultural categories through visual artifacts that provided information about intercultural values in ELT textbooks for eleventh-grade students. This book is the nationally-mandated English textbook that was published by the Indonesian Ministry of National Education and it has been used in some schools in Indonesia.

Research method

Research Design

This research uses the Critical Discourse Analysis (CDA) method to present the discourse of intercultural values in the EFL textbook. CDA is a study that views the connection between ideology and language and power (Fairclough, 1995). CDA is a suitable method to analyze the cultural values in the textbook. Supported by Kress and van Leeuwen (2006), CDA is an appropriate method to uncover ideological messages represented explicitly and/or implicitly in visual discourses, whereas van Dijk (1997) adds that CDA is also suitable to analyze verbal discourses that carry

messages, such as imbalance ofpower, dominance, inequality, and bias. Furthermore, many experts define semiotic analysis, one of them is Rolan Barthes.

According to Barthes (1997), the definition semiotic analysis is to give the representation of the hidden meaning in both texts and images. Therefore, the present study utilizes CDA to examine intercultural values in visual and/or textual discourses.

Research Context

The object of this research was an English textbook entitled "Bahasa Inggris SMA/MA/SMK/MAK Kelas XI" a revised edition for eleventh-grade of senior high school students. This textbook was written by Mahrukh Bashir and edited by Emilia and Helena I. R. Agustien, and published in 2017 by Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud. This present study will analyze the cultural values of source culture (SC), target culture (TC), and international culture (IC) in an Indonesian English textbook for senior high school grade XI published by the Indonesian Ministry of Education and Culture (MONEC) that consists of 170 pages and 8 chapters. The textbook is written following the 2013 Curriculum as the recent curriculum used in Indonesia.

This textbook is selected to be analyzed because of some reasons. First, this textbook was published by the Indonesian Ministry of Education and Culture (MONEC). Second, the senior high schools in Indonesia use this textbook as it is recommended by the government. Third, this textbook was written by Indonesian authors who experienced the same culture as the Indonesian learners as the EFL learners. Since the government decision required to use of this textbook nationally, students and teachers can freely download and easily access this textbook from the internet.

Research data and analysis

Data of the present study are textual and visual discourses that portray intercultural values. Because the data are collected from English textbook as the curriculum document, the documentary method is used in the present study. To collect the data, the researcher will classify texts and pictures that illustrate intercultural values. The texts can be monologues and dialogues, while visual discourses include photographs and visual images illustrating intercultural values. By the help of table adapted from Setyono's (2018) "visual and textual data portrayals of females in the textbook", both textual and visual data in each chapter of the textbook will be identified.

The data analysis method used in the present research adopted the yheory of Barthes 1977) semiotic analysis method. There ar two layers in this semiotic analysis. First, the denotation layer is to give the representation of what or who was being depicted. Second, the connotation layer is given to the representation of what ideas and values are expressed, and how the way it represented Barthes (1977). Leeuwen (2001) stated that Roland Barthes semiotic analysis aimed to give the representation of the hidden meaning of images and text.

In this study, there are three steps taken. The first is a description in deals with the denotation meanings of the chosen images and text related to intercultural values. The second is an interpretation it deals with the connotation meanings of the chosen images and text related to intercultural values. The last is concluding the result to answer the research problems of what kinds of intercultural values in the EFL textbook are being represented through the chosen images and texts. To make it easier for categorizing pictures and texts that contain intercultural values a table was adopted from form the table "The Portrayal of Values in the Textbook, Pathway to English for Senior High School Grade X" in Widodo (2018, p.7).

Research results and discussion

This present research attempts to analyze both visuals and dialogs. Visuals can be utilized as a tool to enhance learners' understanding in English classrooms (Jahangard, 2007). Visuals were selected to be analyzed because it is an influential tool to build students' knowledge in the language; as well as targeted culture (Canning & Wilson, 1999; as cited in Elmiana (2019)). Moreover, visuals which are portrayed in ELT textbooks can give students a real view of the places, environment and people around them; as well as frame a resemblance of other cultures (Mendoza & Reese, 2001; Brown & Habegger-Conti, 2017). Meanwhile, dialogues were selected because it contains speech roles between characters which express roles and attitudes; as well as an exchange of message (Meirianti, 2011). The textbook used in this research entitled "Bahasa Inggris" is a revised edition for Eleventh Grade Students. The textbook written by Mahrukh Bashir and edited by Emilia and Helena I. R. Agustien, was published in 2017 by Ministry of Education and Culture. Therefore, due to the content of every chapter is different, the explanation was divided based on the types of cultures: Source Culture, Target Culture and International Culture.

The researcher analysed every aspect of the material presented in the textbook

Invitation to anniversary dinner

Yanti	:	Mr. Suharto, my husband and I are celebrating our 3rd wedding anniversary. We would like you to join us.
Mr. Suharto:		Oh, thank you! I would be delighted to. When is it?
Yanti	:	On Sunday at 8 p.m in the Balai Kartini.
Mr. Suharto:		OK, I will be there.
Yanti	:	Thank you. See you then!
Mr. Suharto:		My pleasure. See you then!

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such as: reading text, conversation and visual illustrations. In this research, it can be said that the source culture is Indonesian Culture. Source culture is mostly presented by names of Indonesian people, such as Ki Hajar Dewantara (Raden Mas Suwardi Suryoningrat). Moreover, some names of place, such as cities and tourist attractions were found here, for example Jakarta. All of these places names are located in Indonesia, so they are included in the category of source culture. Here is the example in certain conversation.

Furthermore, source culture learning material is contained in a visual illustration in the form of a postcard of traditional market in Indonesia, which is located in Chapter 1 on page 16. This picture denotes that the traditional market is located in Indonesia because the caption written spells "INDONESIA". Moreover, picture shows a seller and some buyers do the trades of handmade products and fruits, it can also be seen from the exhibited goods such us hats and baskets made from bamboo and the women who wear skirt from Batik. Accordingly, by presenting a traditional market, this picture connotates that most Indonesian still choose the traditional market as a place to shop and sells everything and the price is affordable
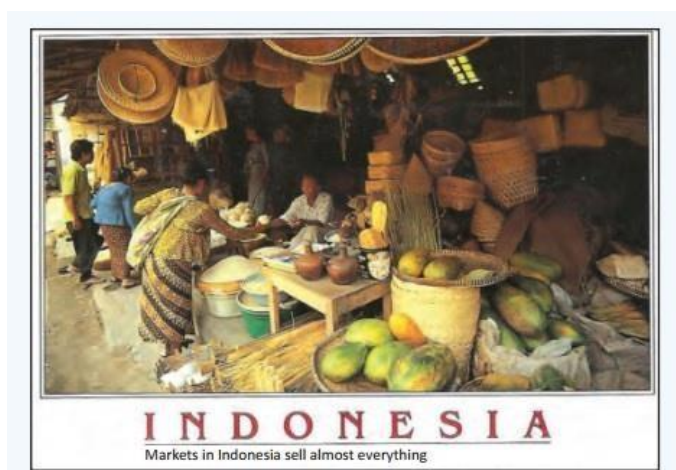
Picture 2 : A postcard of traditional market in Indonesia

The second visual illustration is depicting an important person in Indonesia, namely Ir. Soekarno as the first president of Indonesia. This picture located in in chapter "Enrichment" on page 128 and 130. According to the passage provided in the book, those two photograph show Ir. Soekarno delivered a speech at the opening

of the Bandung Conference, April 18, 1955. The speech is about freedom from colonialism. Connotatively, this photograph shows that every country with different cultures, politics, and economic status has rights to be independent.

Picture 3: Ir. Soekarno as the first president of Indonesia

Target culture is a culture of a country which the language is learned by students. Target culture is the culture of English speaking countries such as British, United States, Canada, Australia, Ireland, and New Zealand. Learning materials which are included in target culture is mostly presented in songs, poetries and name of the creators. The songs used as examples in this textbook are Stand by Me by Ben E King, We Shall Overcome by Pete Seeger, and Hero by Mariah Carey.


Picture 4 : the lyric of we shall overcome

This song is traditional song and tells the story about the condition in America at that time. This picture located in in chapter "Enrichment" on page 89. Moreover, the song tells about the human rights in America and against of the American. The song also shows the culture that the human right in America is racism and there are differences the human rights between white skin and black skin. Therefore, the author writes this song to against the problem in America at that time. The next which includes the poetry is Invictus by William Ernest Henley, The Road Not Taken by Roberts Frost and Dreams by Langston Hughes.
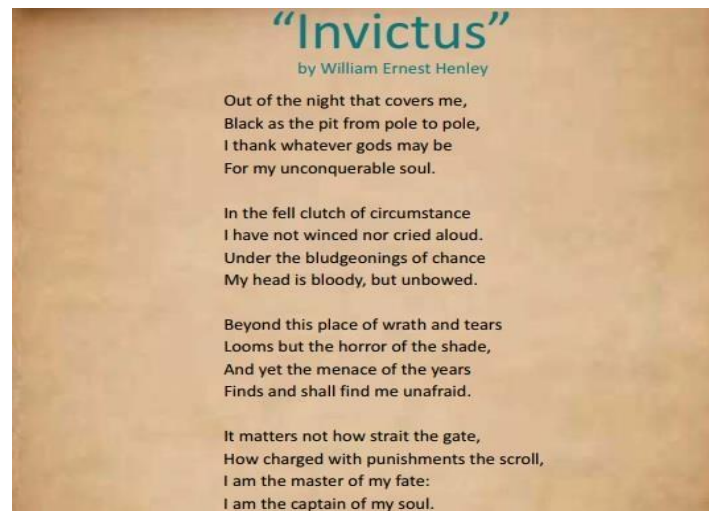
Picture 5 : The Poem of Invictus

The poem entitles Invictus is written by William Ernest Henley. This poem gives inspiration to the people who read the poem. This poem is written in 1875 and it was published in 1888. This poem gives inspiration and spirit for the reader. The word "pole to pole" means an image of the world, and it gives feeling to the poem. In summarize, the poem is represented culture also change in every generation and it also happened in British (Christhoper, 1999: 35).

Besides, there is a conversation between two people discussing Harry Potter movie and The Hunger Games novel.
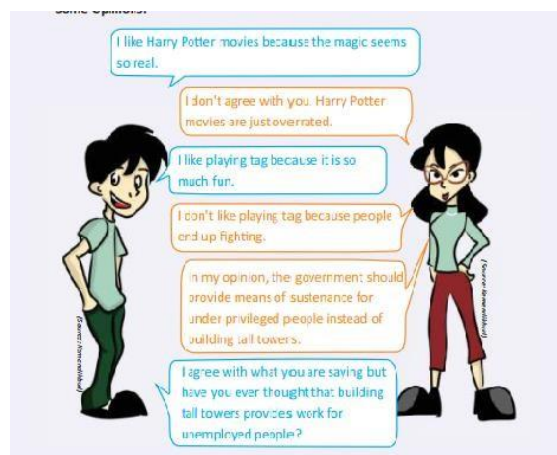

Picture 6 : A girl and a boy having conversation

The dialogue showing a girl and a boy having conversation about offers and suggestion to watch movie. The dialogue 1 located in Chapter 1 on page 2. The boy starts conversation about what the girl is doing and after that the girl offers the boy

to watch movies. The girl also suggest what movie they should watch by suggesting a horror movie entitled "Rings". However, the boy refuses to watch the movie because he is not much into it. Then the boy suggests another movie entitled " Peanuts", he also offers what time they should go and the girl approves it. Connotatively, it can be seen from the girl shares his opinion about what the government should do and the boy agrees with her.

The last learning materials included in the target culture are the name of cities such as the United States and New York. Several names indicate target culture as the interlocutor in conversation and the source of a learning material. Those names are like John, Jane, Simon, Chuster, Bly, Ray, Richter, and Webster.

International culture is a culture that the country does not use English as the first or second language. International culture includes Japan, Argentina, Singapore, India, Malaysia, and China. International culture includes the name of country, namely Nepal, found in a passage on page 46 entitled Global Warming. Furthermore, page 49 presents a learning materials sourced from Emilia, Italy. More data findings including international culture are presented in the Enrichment section. Three reading passages represent international culture. First, a passage entitled The Enchanted Fish (117-119) from Germany; second, Vanity and Pride (P.136 -141) from France; and the last is Letter to God (P.146-149) originated from Argentina.
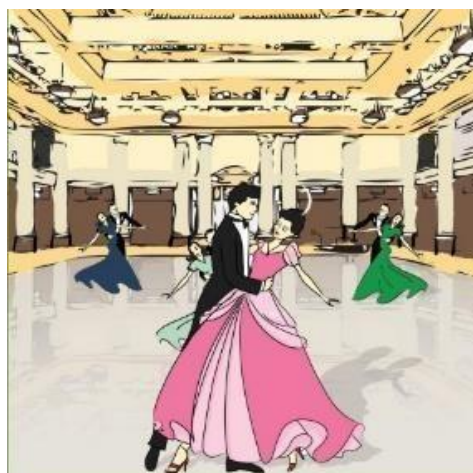
Picture 6 : A couple dancing ballroom dance

This picture located in the book cover, chapter "Enrichment" on page 134, and 138. The picture depicts an illustration of a man wearing a black tuxedo and a woman wearing a pink dress. From illustration, it can be seen that they are dancing a Balroom Dance – the man is holding the woman's waist, and the woman hold s onto the man's shoulders. They are dancing in a ballroom represented by pictures of pillars in the illustration, and they are dancing on a glass floor. Connotatively, such an illustration indicates France culture because Balroom Dance, according to Brock 2014), is officially recorded to be historically originated in France in the sixteenth century. Since the Ballroom Dance is from France, the cultural category of this picture is International target.

The purpose of discussion is to interpret and describe the significance of the findings. The cultural types from Cortazzi and Jins' framework were presented differently in 8 chapters in the textbook. The types of cultures in each chapter is presented by every material in the textbook, such as pictures or visual illustrations, readings, statements, words, names of people, names of places, conversations or dialogues and other activities. In the textbook, Source Culture is dominantly presented among other types of cultures. It is a consideration that the textbook is more likely to promote students' own cultures in learning English. The second is Target Culture, and the last is International Culture The domination of Source Culture caused by the publishers of the textbook tend to make the student's be more concern on their home culture, that is Indonesian culture.

From the finding above, first, it can be concluded that all chapters in the textbook contained three types of cultures in different part. The findings also found that there was an unbalance among culture items, which meant that Source and Target Cultures were dominantly presented than International Culture. The findings of this research can uncover the cultural values that is embedded in the textbook analyzed. The textbook entitled "Bahasa Inggris" for Eleventh Grade students 2017 provided more about Source Culture, in this case the researcher found Indonesian Culture and most of cultural types presented textbook. Thus, the cultural values is important to be learned by the students because by learning their home culture, target culture and international culture, the students can get more knowledge about cultural diversity in the world and they can achieve ICC. Regarding this, the textbook has become an important part to be the media on learning culture. Additionally, the teacher alsohas an important role to facilitate the students on learning cultural values that wereembedded on the textbook.

Conclusion

According to the research findings, the ELT textbook Bahasa Inggris Kelas XI provides intercultural values. Among three cultural values based on Cortazzi and Jin's framework (1999)the conclusion of this research is the type of cultural values that categorised into three values, those are Source culture, Target culture and International culture. The textbook dominantly presented source culture, it appears 27 times compared to the target culture which is 23 times and International culture appears 18 times in the textbook. It can be concluded that the textbook provides least contents about International Culture and presents more about Source culture, additionaly the textbook contain all types of cultural values even not in deep explanation, especially in International culture.

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