

EXPERIENCING ENGLISH: A TEXTBOOK EVALUATION ON THE CULTURAL LOADS

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ABSTRACT

This research aimed at investigating the cultural contents implied in an English textbook. A qualitative method was used in this research which analyzed this English textbook. The data source of this research was the English textbook for junior high school students entitled “Experiencing English”. The instrument used for collecting data was documentation in the form of textbook. The data were analyzed by using Byram (1994) framework to investigate the aspects of culture. In this research, the nine aspects that have to be included in the EFL textbook were analyzed. The result showed that stereotypes and national identity was more frequently used in “Experiencing English” textbook. This aspect represents the target culture stereotypes and national identity commonly focused on the British and American cultures. In the other words, “Experiencing English” textbooks frequently used target language culture. Notwithstanding this fact, the source/local culture values as drafted in the 2013 curriculum was still implied in the textbook as intended to enable the students to reflect their own culture in English.

Keywords: Cultural contents, Target language, English textbook

INTRODUCTION

There are several factors contributing to the students’ success in language learning, one of which is textbooks. The presence of a textbook is important for language learners besides the presence of a teacher who

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has cultural knowledge. Textbooks may serve as helpful tools to guide teachers. Most probably, the textbooks include several activities, exercises, or tasks which can be used by the teachers while conveying their lessons (Arslan, 2016).

Realizing textbooks used as the only instructional materials in teaching learning process specifically in Indonesia, it is important to take the content of textbooks into consideration. English foreign language textbooks should contain cultural content from the target language. Undoubtedly, foreign language learners will have a great appeal for learning target language, English, if the culture of target language is also taught at the same time. Cakir (2010) asserts that language textbooks should provide cultural elements in order for foreign language learners to reach the authentic language appropriately involving some cultures that are commonly used in target language communication.

In fact, the students cannot truly learn the language well until they have also mastered the cultural contexts in which the language occurs (Choudhury, 2013). Therefore, the language teachers are required to consider in inserting the cultural background and features in the foreign language classroom since the culture and language learning strongly link to each other (Dai, 2011). Thus, English are taught without omitting its culture (Sardi, 2002).

Due to the inseparable relationship between language and culture, there has been an increase in the number of language educators who emphasize the significant role of culture in the ELT classroom. For instance, Abolghasem (2010) points out that the teaching of culture in a foreign language classroom enhances the students' understanding and aware of culture of that language. Furthermore, target language cultures (e.g. British and American) are taught along with English (Byram & Fleming, 1998). Hence, learning a language without culture is "fluent fool", referring to someone who speaks a foreign language well, but does not understand the cultural background of the language (Bennett, 1993).

Western and Eastern cultures are quite different. They express different meaning even when using the language of the same form. For instance, when Western people express the word "dinner", they may be referring to hotdog or pizza. While the Eastern culture, specifically Indonesia, dinner might refer to rice. In the other words, misunderstanding occurs if people do not understand each other's culture (Tseng & Chao, 2012).

Essentially, learning a language does not merely learn how to memorize the vocabulary or the grammatical rules but more than that.

Learning a language also entails learning about its culture. As Silberstein (2001) asserts, to be able to speak a language appropriately, learners need not only to master grammatical knowledge, but also to have a good deal of exposure to that language's culture. That is to say, learners need to know how the language works. Learners are required to be able to use the language properly at one occasion and to decide what exactly to express with others at different times.

Foreign language learners need to learn culture of the target language particularly English in order to avoid the significant problems when interacting with the native speakers. In the other words, for foreign learners, language seems senseless if they know nothing about people who speaks the target language (Pulverness, 2003). Furthermore, McDevitt (2004) proposes that learning a foreign language is a challenge to figure out the nature of another people. Learners can develop positive attitudes and come to be more tolerant of other cultures when they acquire certain cultural knowledge. Tomalin (2008) suggests while teaching foreign language in the classroom, cultures are taught as a fifth language skill besides listening, speaking, reading, and writing, in order to know how to use English in the right ways, understand and appreciate the values of other cultures.

Admittedly, language and culture are strongly connected and cannot be isolated from each other. Every lesson is about something, and that something is cultural (Valdes, 1990). Nevertheless, the main question always regards with which culture to be taught in the classroom. Considering the inseparability of culture and language, it is hard to imagine teaching a foreign language without dealing with its culture. Language and culture are acquired together, and therefore, language would be dead without culture, and culture would have no shape without language (Jiang, 2000).

Considering the explanation given above, both practitioners and theorists have some different ideas about the issue. Some of them state that English are taught referring to its culture by giving more emphasis on the American and the British culture which are called target culture. Bada (2000) claims that target culture must be the only focus while learning the target language. The learners cannot understand the language logically without inserting culture of that language as language and culture are intricately interwoven, so that both of them cannot be separated. He states language learners faced some problems in communicating meaning with native speakers when they unexposed to

that target culture. Therefore, learners have to highlight how native speakers of target culture use language under certain circumstances.

Corbett (2003) also states the learners need to be able to understand the target culture if they want to achieve high proficiency in the target language. Thus, understanding how a community of target culture uses a language, it is necessary to understand its cultural backgrounds. Similarly, Santosa (2015) also suggests the lack of target language culture leads the cultural gap. Teaching culture may enable students to be familiarized with that language which would help them explore the language in context.

In contrast, there are views that reject the idea of teaching target language culture along with English (Kramsch & Sullivan, 1996; McKay, 2003). They believe that while foreign learners learn the target language culture in the classroom, learners will be more likely to compare their local culture with the target language culture, western culture. Consequently, it may trigger dissatisfaction. It is why textbooks play an important role today since teachers use them as the most important tool in teaching. In fact, textbook is not only as the tool, but it is even also as the targets of action.

Notwithstanding, there is no perfect textbook, and thus, the evaluation needs to be conducted. One of the concerns may focus on the cultural content attached in textbooks. Therefore, this study is intended to investigate which aspects of culture are frequently introduced in English foreign language textbook for second year students of junior high school entitled “Experiencing English” under 2013 curriculum.

LITERATURE REVIEW

Effective English Textbooks

Particularly, textbooks serve as media that help teachers in arranging the instructional process (Ur, 2009). There are many English textbooks used by teachers which promote every unique material in those books. Actually, this research only focuses on English foreign language textbook for second year students of junior high school entitled “Experiencing English” under 2013 curriculum.

Specifically, it is important to examine an effective English textbook used by teachers. Crawford (2002) reveals that effective textbooks have to include two criteria. First, it must contextualize the language in which it should be real in all situations. Textbooks must provide meaningful and familiar context materials for learners to help

them use language as media of communication. Second, the materials should emphasize the use of language without ignoring the importance of the language form. Third, the materials need to be authentic and realistic rather than contrived and artificial language materials. Particularly, English textbook have to lay the cultural content in it.

Culture in English Language Textbooks

As stated by Wardhaugh (2006), language determines thought and culture. It means that culture influences people's language. Consequently, someone who learns a language besides their first language means that they also acquire the culture of the language. National education in Indonesian system suggests the teachers' responsibility to maintain the Indonesian national culture, the values of religion and local wisdoms. As textbooks are generally considered to be the major source of the teaching materials, they have an important role in integrating cultures or cultural elements in the instructional process. That is why culture is an important aspect in ELT textbooks.

Nowadays, EFL learners are demanded to acquire both target language and culture. This demand becomes part of the communicative competence which includes cultural understanding, conversational routines, and the target society's norms and values. Numerous studies have proven that ELT textbooks have contained representations of culture and society. There are also many studies about ELT textbook evaluation done by scholars. One of them is done by Hermawan and Noerkhasanah (2012) who analyzed English textbooks for primary school published by Erlangga "Grow with English 4, 5, and 6." The result showed that culture in this context is perceived in terms of aesthetic sense, sociological sense, semantic sense, and pragmatic (sociolinguistic).

As stated by some scholars, textbooks play an important role in developing cultural attitudes (Hatoss, 2004). Actually, textbooks are commercially available in various types. English language teaching for a foreign learner should aim at developing intercultural awareness in a broader context. That is why textbook evaluation is of paramount importance to do. As done by Hatoss (2004), she believes the success of textbooks in providing appropriate support for language learners in enhancing intercultural skill.

Criteria for Cultural Content in Textbook Evaluation

Various textbook evaluation checklists have been provided to help teachers to choose teaching materials that best meet the aims of the course as well as the needs of students. One of the most prominent researchers on intercultural learning and cultural content in the classroom is Byram (1994).

Focusing on cultural content in foreign language textbooks, they have published a list of criteria examining the extent and methods of how culture is presented. These include sociological factors such as social class and social interaction, and historical and geographical aspects. Further categories are stereotypes and national identity i.e. if ‘typical’ national symbols appear in the textbook. It also includes more aspects on society, addressing various cultural sectors. Hence, these criteria are far more in-depth and critical. Furthermore, there is also a focus on beliefs and behaviour (e.g. moral, religious) and ethnic minorities.

Byram (1994) agree on more cultural input and/or facts should be in teaching materials and declares nine aspects focusing on cultural content to be included in textbooks as described in the table below.

Table 1. Nine Aspects for Analyzing the Content of Cultural Learning

No	The Aspects of Cultural Content in the Textbook
1	Social identity and social group (social class, regional identity, ethnic minorities)
2	Social interaction (differing levels of formality; as outsider and insider)
3	Belief and behaviour (moral, religious beliefs; daily routines)
4	Social and political institutions (state institutions, health care, law and order, social security, local government)
5	Socialization and the life cycle (families, schools, employment, rites of passage)
6	National history (historical and contemporary events seen as markers of national identity)
7	National geography (geographical factors seen as being significant by members)
8	National Cultural Heritage (the cultural artefacts, which are known to the members of the nation)

9	Stereotypes and national identity (what is “typical” symbol of national stereotypes).
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RESEARCH METHODOLOGY

Research Design

This research was designed qualitatively. Particularly, content analysis was used in this research. Content analysis was defined as the process of summarizing and reporting written data, the main content of the data and their messages (Cohen, Manion, & Morrison, 2007, p. 475). The source of data in this research was the English textbook. The researcher chose the English textbook entitled “Experiencing English” used for 8th-grade students of junior high school under the 2013 curriculum. “Experiencing English” is an EFL-textbook, which is one of the English textbooks used in Indonesian secondary education with eight graders. The rationale behind this book selection was that the researcher had used this book in teaching and found its cultural content interesting. The book is also rather new because it is created based on the 2013 curriculum.

In this research, the researcher used the documentation checklist. The documentation checklist covered the cultural aspects by Byram (1994) such as social identity, social interaction, belief and behavior, national history, national identity, national heritage, and the stereotypes. Indeed, this analysis clearly became a good tool to analyze the cultural content in the English textbook selected. Thus, it is expected that this study yielded a firm research result.

RESULTS AND DISCUSSION

This research was a content analysis study to reveal the cultural contents in an English textbook for junior high school, year VIII entitled “Experiencing English”. Below is the discussion of the study result.

Frequent Aspects of Culture in the “Experiencing English” Textbook

The present study investigated the cultural aspects frequently used in “Experiencing English” textbook for 8th-grade students of junior high school under the 2013 curriculum. The analysis is divided into nine criteria. The following table contains the cultural aspects commonly used in “the Experiencing English” textbook.

Table 2. The Analysis of Cultural Aspects in the “Experiencing English” Textbook

No	Byram’ s Criteria	Details	Pages	Frequenc y
1.	Social Identity and Social Group	• Dialogue (On a Train & At the bus Station) • Picture of the poor girl • Dialogue about Nelson Mandela and Obama • Western Physical look • Passage about My family Description • The picture of a magician • The picture of western singer • Famous International Singer	Page 7 Page 23 Page 90 Page 137 Page 161 Page 193 Page 202	8
2.	Social Interaction	• Getting and Paying Attention • What you want to Make sure someone understand you • When you congratulate Someone • When you ask for opinion • When you give and respond to compliments • When you encourage someone • When you console someone • Instruction and Direction • Invitation • Prohibition • When you ask and refuse for Permission • When You take,ask, and leave the message	Page 7 Page 11 Page 19 Page 25 Page 31 Page 32 Page 32 Page 53 Page 56 Page 64 Page 69 Page 124	12
3.	Belief and Behaviour	• Dialogue about burping • Dialogue about friends • Dialogue about Accident • Pigeon in Western Countries • Cars are packed like sardines • Passage about bedtime story • Mouse deer and tiger • The fox and the crow • Landi and his spikes • City Mouse and Country Mouse • The jackal and the pond full of fish	Page 13 Page 25 Page 42 Page 106 Page 117 Page 172 Page 176 Page 179 Page 180 Page 182 Page 187 Page 190	12

		• The lion and the gnat		
4.	Social and political institution	• Picture of Prohibition Sign • Picture Announcement • Passage about Botanical Garden • British Airways	Page 66 Page 120-121 Page 149 Page 155	4
5.	Socialization and life cycle	• The House (it describes about flat and living with Canadian friend) • Passage about Pigeon • Picture and Passage about western kitchen	Page 94 Page 106 Page 114	3
6.	National History	• The History of Greeting Cards • The History of The palace of Westminster • Jatim Park in East Java • Picture of Candi Borobudur • Passage about Toraja Funeral • The history of Eric Clapton song Tears in Heaven	Page 84 Page 89 Page 104 Page 140 Page 148 Page 205	6
7.	National Geography	• The English Speaking Countries • Passage about Mount Bromo • Passage about Bali • Passage about London	Page 146 Page 147 Page 224	4
8.	National Cultural Heritage	• Dialogue about movie • The Lion and The Gnat • The Crow and The pitcher • Songs and Musicians	Page 55 Page 190 Page 226 Page 195-221	4
9	Stereotypes and National identity	• Picture of President Indonesia • Dialogue about gado-gado • Western Name • Indonesian Name • Western Invitation Card • Western Greeting Cards • Indonesian Greeting Cards • The London Eye • Picture of free pigeon in park • Prohibition sign about Do not feed pigeon	Page 17 Page 51 Page 58 Page 87 Page 88 Page 91 Page 109 Page 116	14

		• The symbol of Poundsterling and Dollar • The symbol of time am/pm • Picture of England phonebox • Meadow Gold Ice Cream • The Milkmaid and Her Bucket • America and British Stereotypes	Page 117 Page 123 Page 132 Page 138	
TOTAL				64

Social Identity and Social Groups

This aspect discusses how the social class, regional identity, ethnic minority, and professional identity are presented in the textbook. Social classes were realized in this textbook by including a picture of a cute little girl standing on the garbage (Page 23). Social identities were also mainly discussed in the textbook by presenting people with different jobs and skills. For instance on page 5-7, there were dialogues and pictures of a police officer and woman, a seller and man, a famous international singer, a magician, a president, and soon. Dialogue about Nelson Mandela and Obama also shared the ethnic identity where both belongs to black people. Nelson Mandela is African and Obama is Afro-American/African American. Moreover, the passage about “My Family Description” (page 137) highlighted the family in English speaking countries with their western physical look. It was mostly described by giving example of blonde hair, a red curly hair, and blue eyes. There were a phrase which stated “My sister is an English rose – she’s got fair hair and fair skin.” In summary, the social identity and social group were explained by presenting people with different backgrounds and standard of living. Furthermore, the identities were mainly discussed based on their physical look and mentioning some professions.

Social Interaction

This aspect presents the convention of verbal and non-verbal behaviour in social interaction, situation of interaction, subjectivity of characters, and formal and informal interaction included in the textbook. The verbal behaviours realized in this textbook were “Well actually, Well, I Think, Well,..”. These are the typical start of the conversations for English native speakers, especially when they answer someone’s questions.

Furthermore, there were some interactions in the textbook related to asking for the direction and time with strangers, a discussion between a customer and shopkeeper and between a tour guide and tourist, and a formal interview. All these interactions were called situation of interactions. Moreover, a social interaction in this textbook was mainly presented to figure out the nature of interaction such as formal or informal interactions. For instance when a girl/boy is talking with their friends, the language style used is rather informal. It is due to their close relationship. However, close relationship does not merely make them speak informally. As can be seen on page 13, the interaction between a teacher and his students are also less formal (Stare at you? I don't quite follow you. Could you be more explicit?).

Additionally, the dialogue models in this textbook were very objective and easy to follow. The convention of formal and informal interaction was quite understandable by the learners. Especially in the textbooks for secondary education, this book served several model dialogues given for the learners. The learners were supposed to practice with their partners in common situations of interaction which they could face while travelling in English-speaking countries.

Belief and Behaviour

The examples of daily life routine within social group, the moral, and religious belief are summarized in this aspect. It can be seen on page 13, which showed eating habit in British culture. In this culture, burping is not acceptable during the meal. However, this eating habit is acceptable in Nigerian culture.

Moreover, page 25 illustrated two people talking about friendship. It explicitly shared an American proverb "One Little Lie and Friendship just disappear", which means that honesty is a crucial thing in friendship. The social behaviour was shown in the dialogues between Alan and Mila. Alan was very sad and gave his deepest condolence to Mila because her grandmother passed away. Both of the examples above are the English speaking people's behaviours that should be learned by the English students. Another phrase given in the textbook is on a dialogue on page 117. It is about the parking lot which tells "The cars are parked like sardines in there". It is the idiom used in British culture to express the crowded parking situation.

A belief shared in this textbook was about pigeon on pages 106-109. As we now that English speaking countries have feral pigeons in public space. They believe that pigeons represent natural wildlife. Meanwhile,

this outlook is rare in Indonesia. Moreover, page 172 showed a bedtime story. English speaking countries have a daily routine tradition where parents tell a story such as fable, legend, fairy tale to their children going to sleep. The other daily routines in this textbook were mainly showed through national holiday, shopping, going to the cinema and sports.

Importantly, the moral value was mainly discussed in the reading passages on page 172-191. Those reading passages are in the form of fables, fairy tales, and so on. Every passage contained a deep moral value that could be applied in the real life. In brief, this aspect served some social behaviour and belief commonly used in English speaking countries. Having an awareness of this aspect could make foreign language students have an intercultural competence.

Social and Political Institutions

An awareness of having differences in social and political institution seems important to deal with. In the textbook analysed, there were only few references to the socio-political institutions and most of them were only mentioned by name and their meanings for English speaking country society were not discussed further. An example was demonstrated by the picture of the prohibition signs on page 66. Based on those signs, the students could have knowledge about the signs in the English speaking countries.

Botanical garden was an institution that appeared in the textbook. It told about the spots in that place. Another institution which was included was British Airways, yet there was explanation concerning it given although it seems enough to be considered as a way to introduce the target culture.

Socialization and Life Cycle

Socialization and life cycle discuss families, schools, employment, and rites of passage. In the textbook, it was presented well on page 94. The reading passage was about "My House". The passage told about a western man/woman that lived in a flat. She/he lived with his/her friends from Canada. In the passage, she/he described their flat in detail. This description could be new knowledge for foreign learners. Moreover, page 114 shared modern kitchen within English speaking countries. It shows that the kitchen is more modern than Indonesian kitchen. The passage described the kitchen with its sophisticated utensils, such as a juice maker, bread box, coffee maker, and sink. Even, English people put flower vase in their kitchens.

Furthermore, the passage about pigeons on page 106 represented the life cycle. In English speaking countries, an open public space is famous for their feral pigeons and feeding them is very popular activity. Therefore, many families visit an open public space to feel that environment. Besides, education was included as a life cycle. In the textbook, educational terms were presented on page 32, such as The Oxford admission test, TOEFL score, and TOEIC score. In conclusion, this aspect represented some examples of English speaking countries' life cycles and education. Both were presented well in the textbook.

National History

National historical aspect is the historical and contemporary events seen as a landmark of national identity. The presentation of the national history in this textbook was on page 89. The picture of Westminster palace represented the national history in United Kingdom. It has been a famous palace in the world for nearly 1000 years and the British are very proud of this palace. The Big Ben, which becomes a trend mark in London, is a part of the Westminster palace.

The other national history in this textbook come from our country, Indonesia. The textbook presented *Borobudur* temple and reading passage about *Toraja* funeral. Both were elaborated in detail to show Indonesian cultures, so that the students can still learn their own culture.

In fact, national history is not only about historical places and buildings, but it is also about an historical event or story. On page 205, there is a passage about the story behind the Eric Clapton song entitled "Tears in Heaven". He composed the song as a memorial song to his son, Conor who died at the age of four. He fell from a 59 storey building to his death from New York City flat. This song is one of the Clapton's most famous work for which he won six Grammy Awards in 1993. Another historical event was the history of greeting cards on page 84. It stated that Sir Henry Cole has been credited with establishing of printed cards. He quickly recognized the opportunity which this printed greeting card could offer. He sold the first print in Central London. Briefly, the existence of this aspect in the English textbook can enlighten the foreign learners to have target cultural knowledge.

National Geography

This aspect discusses a national geography presented in the textbook. The United Kingdom, America, New Zealand, and Canada

were mentioned in the textbook. Besides, the textbook included some cities such as Manchester, New York City, and London.

The nature of the London, the capital city of England, was well presented in the textbook. London has four major areas namely the city, the west end, the east end, and the south bank. The parks in London were also mentioned in this book, such as Kensington garden, Hyde park, Green park, St James park, and Regents park.

In conclusion, the national geography presented was mostly related to London. These examples are important and interesting for the students to know. Besides, Indonesian national geographies were mentioned in this textbook in the form of reading passages, such as the passages about Mount *Bromo* and Bali Island.

National Cultural Heritage

This aspect discusses the cultural artefacts, which are known to the members of the nation, such as Shakespeare in Britain. The examples presented in the textbook show popular cultures in English speaking countries, such as musicians, movies/movie stars, literatures, and film makers. As can be seen on page 55, it is a dialogue about a movie in the cinema entitled “Deliver us from evil”, a horror movie and “Earth to Echo”, belonging to Science-Fiction movie.

Furthermore, the fables written by a famous author, Aesop, for children books were found in the text book. He is a storyteller credited with a number of fables and now is commonly known as Aesop’s Fable. The students are advised to read those fables because they deliver good moral values and attitudes.

Other popular cultures mentioned in the textbook were English songs which become trends in this age. Furthermore, some musicians, including legendary musicians were mentioned in the textbook such as John Lennon, Eric Clapton, and Jimmie Hendrix. Their songs were available in the textbook, so that the students could sing a song together. Some new musicians and their song lyrics were also available in the textbook such as Speak Now by Taylor Swift, Fireworks by Katy Perry, Grenade by Bruno Mars, and many more.

Stereotypes and National Identity

This aspect is about typical symbols of national stereotypes. This aspect was presented the most frequently in the textbook. This aspect also pertains to typical personal names in English speaking countries, such as Alan, Taylor, Mrs. O’Brian, Harry, Dave, and Ann. Those names

were mentioned in the textbook. The currency symbol in the textbook was also mentioned, such as Poundsterling (£) and Dollar (\$). Furthermore, the 12 hour format which becomes the English speaking countries' time convention was used in this textbook in forms of AM and PM. Additionally, this textbook also presented the words used in British and America, such as "pants" in America and "Trousers" in British.

Western invitation cards were also included in this aspect. In the passage, some invitation cards used the term RSVP. It is a process for a response from the invited person. This term was often used in formal invitation cards. Furthermore, greeting cards were the stereotypes commonly used in English speaking countries. They used the greeting cards for celebration or special events, such as Christmas card, thanksgiving card, Valentine's Day card, and soon. Besides, Indonesian culture does not know about this term.

Some famous monuments of the United Kingdom received an attention in this textbook in the form of reading passages. Such monuments were the London eye, the Tower Bridge, and the Palace of Westminster. The London eye on page 91 was told to be a part of the year 2000 millennium celebrations. The London eye is situated right at the tourist heart of London. This picture also had the pictures of free pigeon in an open public space as a national identity in English speaking countries. The prohibition sign of "Do not feed the pigeon" was also given a great attention in this textbook, meaning that passengers should let pigeons search for food from nature.

The text book also included a message about Meadow Gold Ice Cream on page 132. It is very famous in America which has been produced for 100 years. It contains creams, butter, salt, sugar, fruit, and natural colouring. The stereotype characters also mentioned in this textbook were "The Milkmaid and Her Bucket" on page 138. The milkmaid seems familiar in English speaking countries, who was going to sell the milk in the bucket in the market. Both passages represent the cultures of English speaking countries which can be knowledge for foreign learners. In fact, some Indonesian identity and stereotypes were also mentioned in this textbook, namely the picture of Indonesian president, the dialogue about *Gado-gado*, and Indonesian personal names. According to these results, however, American and England cultures were rather critically discussed at many points.

Discussion

A textbook is very important part in teaching and learning process. Both teachers and students, mostly, use them as the basic foundations in the classrooms. Textbooks may not be able to fulfil all the needs in the instructional process but their existence as teaching sources is still paramount. Therefore, this research investigated the cultural contents in English textbook entitled “Experiencing English”. This textbook is for eighth grade students of junior high school. The analysis were only focused on the reading passages, dialogues, and the pictures in the textbook by utilizing the framework by Byram (1994) which proposed nine cultural aspects implied in the analysed textbook. There were some aspects that reached similar proportion in “Experiencing English” textbook namely social interaction and belief and behaviour. The same finding was also found by Gunantar (2017) that social interaction reached the biggest proportion in Indonesian EFL textbook.

On the contrary, there were five aspects that were presented less frequently in the textbook, namely socialization and life cycle, national geography, national history, social and political institution, and national cultural heritage. This finding is in line with that found by Tm and Uğuz (2014) that social identity/group, social and political institution, national geography, and stereotypes and national identity were presented less commonly the textbook.

Moreover, stereotypes and national identity was the most frequently seen cultural aspects in the textbook analyzed. There were 14 topics that determine Stereotypes and National Identity in Experiencing English. In his study, Lappalainen (2011) also indicated a similar result of EFL Finnish textbook. On the contrary, Tm and Uğuz (2014) in their study yielded different result that stereotypes and national identity were not at all found in the textbook analyzed. They found socialization and life cycle mostly applied in the English textbook in Turkey.

The research result has arrived at noteworthy insight that the textbook shared the cultural contents. The cultural aspect more frequently presented in “Experiencing English” was stereotypes and national identity. It can be summarized that “Experiencing English” textbook mostly focused on the cultures of English-speaking countries or target culture, especially England cultures. Similar finding could be found in the studies undertaken by Yamanaka (2006) and Xiao (2010), where most cultural contents found in the textbooks they analysed focused on the American and British culture.

CONCLUSION AND SUGGESTION

Conclusion

The analysis of the textbook has demonstrated the cultural contents included in the “Experiencing English” textbook for eighth grade students of junior high school under 2013 curriculum. This research was conducted by drawing from Byram et al. (1994) framework to analyse the data. They proposed nine cultural aspects that have to be included in EFL textbooks. The result showed that the most frequent aspect of culture used in “Experiencing English” textbook was Stereotypes and National Identity. This aspect represents the target culture stereotypes and national identity which is commonly focused on the British and American cultures.

Suggestion

Based on the result of the research, some suggestions are proposed. English teachers should be selective in choosing an English textbook for teaching materials. This study found that the textbook analysed failed to present a comprehensive and balanced cultural aspects. Thus, English textbooks need to include more cultural materials that provide opportunities to compare the differences and similarities among various cultures and countries. The representation of culture-related content in the textbooks should be considered an essential part of teaching practices since language and culture cannot be separated in multicultural classrooms. In this respect, English teachers need to take an active role in redressing the imbalances in the representation of cultural materials by providing corrective feedback for authors.

Since this research has its own limitation and has a small portion of the data, it is expected that this research can enlighten research idea for other researchers who would like to conduct similar research by employing more data. Even, future research perhaps can make the comparison among Indonesian EFL textbooks. Finally, the result of the research may offer positive contributions to those who have positive attitudes toward this research.

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