

Socio-cultural analysis on a textbook *Grow with English* for students of elementary schools

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Abstract

*Indonesian culture is often connected with the reality of life and it appears on textbook *Grow with English*. This research aims to analyze the representation of Indonesian culture on *Grow with English* textbook for third grade of elementary school. The problems of the research are the teacher only focuses on theory or language itself, without recognizing another aspect inside the textbook that is socio-cultural aspect. Students have difficulty to know Indonesian culture that appears on the English textbook. This research was descriptive qualitative by which the researcher interprets of Indonesian culture in the data of word and description from picture. The findings showed that there were various illustrations that indicated Indonesian culture, the characters' name indicated of origin, traditional attribute that indicated of religion, traditional home living, traditional food, traditional toys and game, the last about physical appearance of the character and it is indicated of sociocultural aspect. Furthermore, for teachers who are interested in doing similar research, this research will be reference, it is appropriate English textbook for elementary school and as contribution to comprehend that Indonesian culture appears on *Grow with English* textbook and recommended to use it continually.*

Keywords: socio-cultural; textbook; students of elementary school

INTRODUCTION

In the learning process, most teachers use various types of media to support the students' understanding of theory. Teaching a language as a means of intercultural communication and introducing those learning a language to the spiritual inheritance of the countries and people has had a great significance in modern society where we can observe the broadening and strengthening of the economic and cultural links between people. Choosing students of elementary school as a subject is motivated by psychological and personal peculiarities of this age that allow them to learn foreign languages effectively and develop communication skills.

One of the media used commonly by the teachers to support the teaching and learning process in the school or institution is English textbook. The most media that is supported in the teaching process in the school or institution is a textbook.

According to Richards (2002: 252), textbook is one of teaching sources that is used to support learning through stimulating cognitive processes and providing structure and progression for learners to follow general textbooks convey two important pedagogic functions: a curricular aspect, creating a progression in a certain subject taught to students, and a conceptual aspect, embodying the development of cognitive structures in the learner (Van Dormolen, 1986).

Textbook plays a crucial role to facilitate and support the students' need. Furthermore, the textbook is also deemed as a guideline for both the teacher and the students to learn English easily. In addition to using textbooks, teachers can use tools or techniques that are in accordance with the objectives that have been made previously. The use of combining textbooks, techniques and other means is intended to facilitate textbook users, especially students in understanding the material, Tarigan and Tarigan (2009). In general, distinguishes books into 4 types, namely:

- a. Source book is a book that is usually used as a reference, reference, and source for certain scientific studies, usually containing a complete scientific study.
- b. Reading books is a book that only functions for reading material, for example stories, legends, novels, and so on.
- c. Handbook is a book that can be used as a guide for teachers or teachers in carrying out the teaching process.
- d. Textbooks is a book prepared for the learning process, and contains materials or subject matter to be taught

Based on statements from Cunningsworth (1984), there are several functions and roles of textbook particularly resource of presentation material, a source of activities for practice and communicative interaction, a reference book (grammar, vocabulary, pronunciation), syllabus a resource for self-directed learning or self-access, and support less experienced teachers. Textbook used in teaching and learning process plays an important role to help teachers in providing materials for the students.

The textbook is also deemed as a guideline for both the teacher and the students learn English easily. There are several instructions and goals in the textbook that should be applied by the teacher during the learning process. A good textbook has good content and organization which is expressed in a good voice and style (Lepionka, 2008: 88).

In other words, textbook have interesting content, to motivate and stimulate students during the learning process. The role of the textbook is very crucial in education especially in EFL classroom. The students will understand and follow the learning process through some textbook. Moreover, teachers are able to measure students' understanding the theory explained.

The reason why the researcher analyzes this study, because based on the result of instrument checklists. The researcher knew how the condition of the teacher and students in the level of elementary school use English textbook as media to deliver the material. The students are taught about language itself without introducing the importance of socioculture especially Indonesian culture that appears on the *Grow with English* textbook.

So, they do not know about types of Indonesian culture and the teacher do not teach it in directly. Moreover, culture is not separated in daily life. Thus, the research is very important to analyze because Indonesian culture will be analyzed from textbook *Grow with English* and then it will share to students in order to get to know about socio-cultural aspects.

The purpose of this study is to know socio-cultural aspects that appear in *Grow with English* the textbook. Then, another aims to know how they are represented on *Grow with English* in order to make the students aware of Indonesian culture. There are types of Socio-cultural that will be discussed and analyze on of them that related to this English textbook. Textbook *Grow with English* a book based on curriculum 2013 written by Mukarto, Sujatmoko, Josephine S.M, Widya Kiswara, published year since 1952. This book integrated four skills; listening, speaking, reading, writing, which eventually help students to develop their competence. *Grow with English* textbook consists of 172 pages and it is divided into eight chapters.

These chapters are introducing oneself, hobby, time and activities, describe food and drink, job and place, and subject, fruit and vegetables and the last public transportation. It is also completed by some expressions, say a chant, and game.

In that school, both students and teacher have *Grow with English* textbook as one of media for learning. The textbook is really colorful and designed for kids. There is a lot of pictures has described the topic. In fact, the teacher does not focus on socio-cultural towards English textbook when delivering theory. Hence, the students have not recognized about sociocultural on *Grow with English* textbook. Moreover it can be seen from the appearance, picture, characters' origin and utterance or expression, and characters' attribute that showed Indonesian culture. Consequently, it is important to conduct the study to analyze how the representation of Indonesian culture.

METHOD

The design used for this study is descriptive qualitative research which is analyzed the data in the form of word. From this complex picture, the researchers make an interpretation of the meaning by stating a personal reflection about the significance of the lessons learned during the study; or by drawing out larger, more abstract meanings. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened (Creswell, 2015).

This research instruments conducted by analyzing the content of the textbook. Document analysis was an efficient and effective way of gathering data because documents were manageable and practical resources. Documents were common place and come in a variety of forms, making documents a very accessible and reliable source of data. Obtaining and analyzing documents were often far more cost efficient and time efficient than conducting your research or experiments (Bowen, 2009).

The technique which was used in collecting the data in this research, the first was reading the whole textbook, furthermore analyzing sociocultural aspect on the textbook *Grow with English* in every chapter based on some illustrations and pictures. The next, the researcher selected checklists as an instrument of Indonesian Socio-cultural aspect, the third the researcher described the results on the findings from analyzing an instrument. Finally, the researcher concluded the result of the analysis qualitative.

Data analysis contains the explanation of the data result in reference of data analysis. One of type culture that focus on research is social culture. Social culture (Indonesian culture) is presented throughout the names like Tigor, Dona, Made, Seta, Nurul and Meilin. Then names of cities such as Minangkabau, Jakarta and West Java. Additionally, source culture also represented by text that contain the culture, history, and custom of Indonesian people.

RESULT AND DISCUSSION

After doing socio-cultural analysis of the textbook entitled *Grow with English* for third-grade students of Elementary. The uniqueness of this research focus on own culture or refers to materials presenting language learners' identity (In this Indonesian culture). Social culture is aimed at enabling learners to talk about their own culture to foreign visitors instead of preparing the students encounter other culture. Byram's cultural content category used to specify the Indonesian cultural materials as follow like, social identify and social group (example of the passage: the name of the person such as Made, Tigor related to family name marga from Minangkabau West Sumatera).

Teaching a language as a means of intercultural communication and introducing those learning a language to the spiritual inheritance of the countries and people has had a great significance in the modern society where we can observe broadening and strengthening of the economic and cultural links between people. Choosing students of elementary school as a subject is motivated by psychological and personal peculiarities of this age that allow them to learn foreign languages effectively and develop communication skills.

Related to previous study from Devi A.G. (2017). *Textbook Analysis: Analyzing English as a Foreign Language (EFI) Textbook from the perspective of Indonesian culture*. Language circle: Journal of Language & literature, XI,/2 This research about embodying culture knowledge into the programme of teaching foreign languages is supported by most methodologists. Culture knowledge is the basic richness of teaching the language. It is a generally known fact that the primary stage of education gives a start and influences a lot the following period of language learning. So, it is important to form a solid foundation of all components of the content of language teaching including socio-cultural. Socio-cultural approach causes a new approach to the whole content of teaching where every component should be enriched by the culture knowledge including the native culture and culture of the target language to assist in the dialogue of cultures. Furthermore, EFL

materials also contained elements of culture: products, persons, practices and perspectives.

Products

The statement from Silvia (2015), there were some elements of culture firstly it was products, products were indicated by some forms like pictures illustration which showed tangible cultural object like traditional foods, living house related to Indonesian culture, traditional dance and its attribute.

Furthermore, it related to Socio-cultural analysis on *Grow with English* textbook. Based on pic. 1.1 There were so many illustrations that indicated of Indonesian culture such as traditional food was called *Nasi Kuning* came from West Java, and some meatballs from Jakarta. Pic 1.2 there was living conditions (housing) that showed Indonesian culture. The next pic. 1.3 other aspects from traditional dance it was Kecak from Bali dance, it was dance *piring*. It came from Minangkabau West Sumatera. The students brought two plates as instrument for dancing. So, it can be identified as socio-cultural aspects.



Picture 1.1 There were kinds of traditional food related to Indonesian culture



Picture 1.2 There was living conditions (housing) that showed Indonesian culture



Picture 1.3 Tradition clothes indicated Indonesian culture



Picture 1.4 Traditional dance related to Indonesian culture

Practices

The second element of culture was practices. Practice referred to the real-life activities which were inherited to a particular group of community. Based on pic. 1.5 It could be in a form of celebration or particular activities namely, birthday party, and pic 1.6 another activity that student elementary school did that showed Indonesian culture express and to answer some request about food or drink and say congratulating happy birthday as one of celebration. This theme showed ritual or festival was from West Java culture then Indonesian people adopted to celebrate with family or friend.



Picture 1.5 There is a ritual behavior (festivals, celebrations)

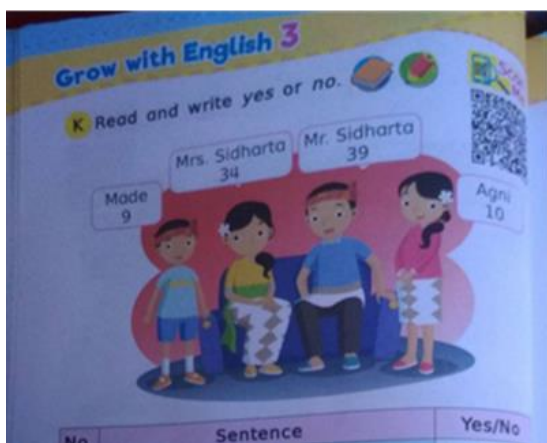


Picture 1.6 Expression for request foods and drink

Perspective

The third element of culture was perspectives, it reflected the way of certain group of people saw some aspect of life like a family, relationship, friendship, concepts about money, time and activity. On *Grow with English* textbook, the friendship was very awesome because it showed the difference between one another from different background of culture.

Based on pic 1.7 There is Made's family, Made was from Bali, because he always wore headband of Balinese men. His mother and His sister are wearing traditional clothes from Balinese. The name of clothes is "Kebaya" and His father is wearing headband of Balinese, it is indicated of Indonesian culture. Furthermore based on pic 1.8 There were Tigor, Made, Nurul, Seta, Dona, and Meilin. Tigor came from Medan, Tigor's name indicated "Marga" or family name. Meilin was from Chinese girl; she had slanting of eyes and white skin that indicated of appearance of Asian culture. Nurul came from West Java, she was only Moslem student and wore a veil. It reflected as Moslem. Dona was from Kalimantan; her appearance was tall body and was curly. Seta was from Jakarta; he has tall body and white skin. These characters reflected students of elementary school 3rd grade. In this lesson, the theme was about self-introduction, so the goals were each student able to introduce themselves and respect on differences culture and background of origin.



Picture 1.7 The characters' attribute showed Indonesian culture



Picture 1.8 Greetings and physical appearances related to Indonesian culture



Picture 1.9 A teacher as figure at school



Picture 1.10 The school time

Person, the last element, referred to figures, politician, artist, character or other famous people either real or fictions. There was one figure that was important that appeared on the *Grow with English* textbook. It was a teacher. She wore attribute or uniform that showed Indonesian's teacher wore, the color of uniform is yellow that was shirt and skirt, then black shoes.

Based on figures above, it could be concluded from the findings that the researcher focused on analyzed from images, illustrations were matched with the theme. It successfully helped students to understand the materials. Therefore, the representation of socio-cultural aspects that presented in the textbook was compatible with the kinds of socio-cultural aspect.

In conclusion, there was representation of socio-cultural aspects whole chapters on the *Grow with English* textbook. There were various illustrations that indicated Indonesian culture. This research revealed many interesting facts. It could be concluded that socio-cultural could not be detached from the community itself. Every language, every region, even every person had their socio-cultural. So, the students might know and understand the socio-cultural around them so they could adapt in another places.

CONCLUSION

From all the data analysis about socio-cultural on *Grow with English* textbook, it can be concluded that: Socio-cultural content of learning materials has direct relation to the interests and cognitive abilities of elementary school students. The result of study, in general, the comments and suggestions from the content experts stated that the development product of socio-cultural based English textbook provided with pictures and illustration was sufficient, taking it from products, practice, perspective, and person.

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