Exploring Banjarese Cultural References In The 'English In Mind' Textbook: A Content Analysis

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Abstrak

Penelitian ini bertujuan mengetahui jenis budaya yang terdapat dalam buku teks "English in Mind" yang memiliki keterkaitan dengan budaya Banjar. Metode kualitatif digunakan untuk mengidentifikasi unsur budaya yang terdapat dalam buku teks bahasa Inggris. Analisis data adalah analisis isi, dengan metode pengumpulan data dokumentasi. Objek kajian penelitian ini adalah satu buku teks bahasa Inggris 'English in Mind" kelas X terbitan Kemendikbud tahun 2021. Kesimpulan hasil penelitian terdapat dua jenis budaya, yaitu budaya internasional dan budaya target, serta tujuh unsur budaya universal yang berhubungan dengan budaya Banjar. Ketujuh unsur budaya universal tersebut adalah sepuluh data mengenai kesenian, satu data mengenai bahasa, satu data mengenai sistem mata pencaharian, tiga data mengenai sistem pengetahuan, satu data mengenai sistem religi dan upacara keagamaan, lima belas data mengenai sistem sosial dan organisasi, dan empat data mengenai sistem teknologi dan peralatan. Disimpulkan bahwa ada dua jenis budaya yang bisa dikaitkan dengan budaya Banjar, yaitu budaya internasional dan budaya sasaran.

Kata kunci: *Buku Teks Bahasa Inggris, Pengajaran Bahasa Inggris, Budaya*

Abstract

This study aimed to identify the type of culture presented in "English in Mind" textbook related to Banjar culture. Qualitative methods were used to analyze the cultural elements in English textbooks. Data analysis used content analysis, with documentation as the data collection method. The study focused on the English textbook "English in Mind" grade X, published by the Ministry of Education and Culture in 2021. The result revealed two types of culture, namely International Culture and Target Culture, as well as seven universal cultural elements related to Banjar culture. The seven universal cultural elements include ten arts data, one language data, one livelihood system data, three knowledge system data, one religious system and religious ceremonies data, fifteen social system and organization data, and four technology and equipment system data. In conclusion, two types of culture related to Banjar culture were found, namely international culture and target culture.

Keywords: *English Textbook, English Language Teaching, Culture*

INTRODUCTION

Language is part of culture. Many cultures are different in every country. Ideally, someone who is learning a language should be introduced to the culture of the language being learned (Brown, 2007, p. 212). Whenever someone learns a language, they should learn about the culture. It is essential to consider the context of language production to avoid being misunderstood by the recipient of the language. Jiang (2000) states that people from different cultures may be referring to a different thing while using the same form of language. For instance, an English will say the "lunch" word as hamburger or pizza. Yet, Indonesians would likely refer to it as rice. A related example is South Kalimantan, specifically in Banjar culture, where not only do Banjar people say "thank you" after a buying or selling transaction, but also

"barilaan" which implies sincerity for the things that have been bought or sold. This differs in English culture, where, at the end of a buying or selling transaction, people say "thank you".

Therefore, if in learning English at school the teacher can relate English culture and the local culture, there is a possibility that students will comprehend English in a better way because students can relate their culture in daily life with English culture (Brown, 2007, p. 213). This makes it easier for students to accept and learn English. Students need to know culture to develop their intercultural communicative competence (ICC) so they can be adapted to the globalized world, and understand English in a better way. The ICC refers to one's ability to interact with others from other countries and cultures in a foreign language (López-Rocha, 2016). Similarly, López-Rocha (2016) also adds that someone who has developed ICC can communicate effectively. Hence, relating the cultures of English to the Indonesian students' cultures is needed in English language teaching.

"Culture" by Cole (2019) refers to a large and diverse set of largely intangible aspects of social life. Furthermore, as stated by Koentjaraningrat (1985, p. 2), the concept of culture is broad because it covers almost all aspects of human activity. To make sense of it, the cultural concept needs to be described into different components. The key components, known as "universal elements of culture," are present in cultures all over the world. They include religious systems and ceremonies, social systems and organizations, knowledge systems, languages, arts, livelihood systems, technology systems, and equipment systems.

Many ways to introduce foreign cultures to students include using textbooks. Cortazzi & Jin (1999) stated that the textbook is believed to be one of the main sources of linguistic and cultural knowledge of the target language in the EFL classroom. Additionally, Bojanić and Topalov (2016, p. 138) affirm that EFL textbooks aim to provide students with the necessary knowledge, language skills, and information about the English language and prepare them to interact with people from other countries and different cultural backgrounds. For this reason, it is expected that the textbook can be a medium to present a foreign culture to students to enhance students' intercultural understanding. According to Cortazzi and Jin (1999, p. 204), a good textbook should contain three categories of culture. First, the Source Culture, in the form of materials ("stories, pictures, and so on") focuses on the Indonesian culture. Second, the Target Culture, materials that present the culture of English-speaking countries such as the United States, the United Kingdom, etc., are widely used in teaching English as a Foreign Language (EFL). It aims to familiarize learners with the cultural aspects of the language being learned. Third, the International Culture, materials that present the diverse cultures of countries where the English language is not the first language but is the international language, such as China, Brazil, Korea, etc.

The materials in this category can be arranged to promote intercultural understanding and help students become familiar with various social and cultural environments. By integrating the three cultural categories above, the learners are expected to develop their ICC skills better.

To support Indonesia's new curriculum (Kurikulum Merdeka) and to encourage the schools to pursue the Pancasila Learner Profile, the Cambridge and the Kemendikbud team released the "English in Mind" textbook. This book consists of 133 pages and is divided into fourteen chapters covering a wide range of subjects and ideas. In this book, there is also a special section on culture called "Culture in Mind". This indicates that the Ministry of Education and Culture of Indonesia realizes and believes in the important contribution of culture to English language learning. Hence, "English in Mind" was chosen because it is a relatively new textbook and has been used widely in several Indonesian schools since its launch. Moreover, this study was conducted because previous researchers have analyzed the content of English textbooks, however, they have not yet linked it to local culture. It becomes necessary to analyze because the language is part of the culture and the other way about it. Along with the research done by Razavi and Gilakjani (2020, p. 317), it also showed a significant contribution to students' reading comprehension by teaching cultural context by enhancing students' cultural background knowledge.

Hence, this study was conducted and analyzed the "English in Mind" textbook for tenth grade by taking into consideration the culture that is presented in the English textbook and

relating it to Banjar culture.

METHOD

The appropriate research design following the research objectivesis qualitative research. The researcher collected and identified the spoken text (interviews, dialogues, phone conversations, etc.) and written text ((stories, text messages, posters, factual texts and explanations, etc.) presented in the English Textbook based on seven universal elements of culture by Koentjaraningrat (1985, p. 112), such as Religious System and religious ceremonies; Social systems and organizations; Knowledge system; Language; Art; Livelihood system; Technology systems and equipment. Then, three cultural categories by Cortazzi and Jin (1999), namely Source Culture, Target Culture, and International Culture.

The data source is the "English in Mind" textbook for tenth grade, published in 2021 by the Ministry of Education and Culture and in collaboration with Cambridge. It was published to support the *Kurikulum Merdeka* and to assist schools in achieving the *Profil Pelajar Pancasila*. It is a model book for other books from other publishers. And all *Sekolah Penggerak* use this book. In Banjarmasin, in fact, there are at least four high schools use this textbook in their curriculum, such as SMAN 5 Banjarmasin, SMAN 6 Banjarmasin, SMAN 10 Banjarmasin, and SMAN 13 Banjarmasin. Therefore, the book is analyzed especially on culture in spoken text (ST) and written texts (WT) and relates it to Banjar culture. Four opening sections and fourteen chapters cover different themes and topics in this book.

In this research, the researcher used a documentation technique. Moreover, this procedure allows the researcher to collect information systematically about data to be analyzed. In order to collect data, the researcher looked for the textbook to be analyzed, "English in Mind", then the material in the book was read and selected the parts that enabled the researcher to take data that contained cultural content. In this study, the data were only taken in two forms: written text and spoken text, and then the coding was made to divide the culture based on the text. The researcher made coding to divide the culture based on:

Table 1. Universal elements of culture coding (Koentjaraningrat, 1985, p. 2)

Code	Elements
RSRC	Religious systems and religious ceremonies
SSO	Social systems and organizations
KS	Knowledge system
L	Language
A	Art
LS	Livelihood system
TSE	Technology systems and equipment

Table 2. Cultural categories coding (Cortazzi & Jin, 1999)

Code	Cultural Categories
SC	Source culture
TC	Target culture
IC	International culture

To analyze the data, the researcher used content analysis. Klaus Krippendorff's Content Analysis Method (2004) was used to analyze the data in the "English in Mind" textbook for the Tenth Grade. The procedure of data analysis in this study is to identify the English materials in the form of pictures, texts, and conversations based on the cultural categories proposed by Cortazzi and Jin (1999), coded the materials based on the data collection procedure, and then classified the cultural categories and related them to Banjar culture in a table.

Table 3 Example of the coding

Data	Code
I'm in bed with a cold and a temperature. No way can I play the trumpet right now.	W.a/P.003/1a/A/ST/IC (Chapter or Welcome Section/Page/Part/Elements/Type of the data/Cultural type)

RESULT AND DISCUSSION

The purpose of this study was to analyze the cultural content presented in the English textbook "English in Mind" for tenth grade. This book, published in 2021 by the Indonesian Ministry of Education and Culture, is used in Sekolah Penggerak in Indonesia. Especially, four high schools use this textbook in their curriculum, such as SMAN 5 Banjarmasin, SMAN 6 Banjarmasin, SMAN 10 Banjarmasin, and SMAN 13 Banjarmasin. The data analysis was conducted by using 3 cultural categories based on Cortazzi and Jin (1999) and 7 universal elements of culture by Koentjaraningrat (1985).

In the English in Mind textbook, the researcher found 2 out of 3 cultural categories. Those categories are international culture and target culture. Then, after analyzing the cultural categories of the cultural content in the textbook, the researcher analyzed the 7 universal elements of culture presented in the data. The following table is one example of international culture presented. Table below is about weddings that feature international culture. The wedding is considered part of international culture because it exists in the majority of countries, although the traditions may differ.

Table 4. The International Culture is presented in the "English in Mind" textbook.

No.	Located in	Statement	Categories
1.	Ch.11/P.084/9a	It was her **wedding** last weekend. She got married in our village.	RSRC/WT/IC

The next table is the Target Culture referring to the culture in countries where English is the first language. The example in Table 5 is about expressing gratitude from spoken text (ST). It is categorized as social system and organization as one of the universal cultural elements. Expressing gratitude is a social custom in social life and is one of the social norms.

Table 5. The example of target culture is presented in the "English in Mind" textbook

No.	Located in	Statement	Categories
1.	Ch.2/P.019/10a	Tom: The flowers. Who gave you the flowers? Laura: Oh, don't be silly. **They're from Nick. To say thank you.**	SSO/ST/TC

Next, the following explanation to show the cultural content in the English in Mind textbook by relating to Banjar Culture

Table 4 The examples of Relating the Data to Banjarese Culture

No.	Located in	Statement	Relating to Banjarese Culture	Categories
1	Ch.11/P.084/9a	It was her **wedding** last weekend. She got married in our village.	It is categorized as international culture because most country in the world has a wedding tradition even though the tradition is different in each country. In Banjarese culture, Banjarese usually do a wedding ceremony before the wedding, for example, *basasuluh,* *badatang, bapapayuan, maatar patalian, baantaran jujuran*, and the wedding itself.	RSRC/WT/IC
2	Ch.9/P.069/8c	Some animals studied by cryptozoologist do exist. The **okapi, or shot-necked giraffe, and the mountain gorilla** are good examples.	In international culture, Africa has some unique animal for example, okapi, short-necked giraffe, and mountain gorilla. In English culture, the unique animal can be the red squirrel, Scottish Crossbill (a kind of bird), etc. Banjarese culture also hasits unique animal named *bekantan*.	KS/WT/IC
3	Ch.10/P.071/1c	The Pyramid of Giza, Egypt	One of the monuments in international culture is thePyramid of Giza that is located in Egypt. In Banjarese culture, one of its monuments is Menara Pandang Banjarmasin.	TSE/WT/IC
4	Ch.10/P.074/7b	Tutankhamun's Tomb	One of some historical monuments in international culture is Tutankhamun's Tomb in Egypt. Banjarese culture also has its historical monuments. For example,Tomb of Prince Antasari.	TSE/WT/IC

Notes: RSRC (Religious systems and religious ceremonies)
KS (Knowledge system)
TSE (Technology systems and equipment)

No.	Located in	Statement	Relating to Banjarese Culture	Categories
5	Ch.2/P.019/10a	Tom: The flowers. Who gave you the flowers? Laura: Oh, don't be silly. They're from Nick. **To say thank you.** (Dialogue number 3)	In English culture, people usually give a present for people who had helped them. Similar to Banjarese culture, Banjarese will remember people who had helped them and will pay them back later with a gif for help them back when they need a help.	SSO/ST/TC
6	W.c/P.005/1a	… I know that **'lift' in British English is what the Americans call an elevator - but I didn't know that 'a lift' can also mean 'a ride'.** (Interview with Pietro 'What do you think about English')	The same form and different meanings can be found in British English and American English. The differences can also be found in South Kalimantan languages, for example in Banjarese language the word '*purun*' means a type of grass that lives in swamp areas, but it can also mean 'how could you'. Another example is the word '*udik*' means village, but it can also mean 'impolite'.	L/ST/TC
7	Ch.2/P.015/1d	Gelert - The faithful cat	The story about Gelert - The faithful cat is an adaption from Welsh (United Kingdom) folklore, 'Gelert - The faithful hound'. Banjarese culture also has similar folklore entitled 'Lok si Naga'.	A/WT/TC
8	Ch.10/P.071/1c	… **Stonehenge** is a famous sight for tourists in Britain.	In English culture, the famous sight for tourists in Britain is Stonehenge. In the past, Stonehenge was used as a clock. Similar to Banjarese culture that have 'floating markets' is a Pasar Terapung as famous tourist attraction. The floating market is used to carry out the buying and selling transactions.	TSE/WT/TC

| 9 | Ch.3/P.023/2a | I've been doing a paper round since last year… The money isn't great, but I've bought myself a computer with it… I'm not sure what I want to do in the future. **I'm getting good with my computer, so maybe something like** programming. | In English culture, people want to get a job based on their skills and liking. In Banjarese culture, Banjarese's job depends on where they live. They can be a farmer, fishermen, miner, artisan, blacksmiths, etc. depending on the natural resources in their environment. | LS/WT/TC |

Notes: TSE (Technology systems and equipment);
SSO (Social systems and organizations);
L (Language);
A (Art)
LS (Livelihood system)

The results found that there are two types of culture in English in Mind textbooks, namely international culture and target culture. According to Cortazzi and Jin (1999, p. 204), international culture materials refer to materials that present cultures in countries around the world where English is used as an international language. On the other hand, target culture materials refer to materials that present the culture of native English-speaking countries. The total data found is 35 data consisting of 29 target culture data and 6 international culture data. There is no source culture found in this textbook.

Koentjaraningrat (1985, p. 2) said that there are seven elements of culture that are universal. The seven elements are: religious system and religious ceremonies, social system and organization, knowledge system, language, arts, livelihood system, and technology and equipment system. In the English in Mind textbook, seven universal elements of culture were found. The seven universal elements of culture are ten arts data, one language data, one livelihood data, three knowledge system data, one religious system and religious ceremony data, fifteen societal and organizational system data, and four technology and equipment system data.

As an example, the title of chapter 11 is love. There is data on religious systems and religious ceremonies in chapter 11. The data in the example number 1 above, was found on page 84, "Her wedding was last weekend. She got married in our village." As an explanation, most countries in the world have wedding traditions although the traditions are different in each country, and that makes marriage categorized as an international culture. In France, for example, weddings last all day and into the next day. It begins with a civil ceremony and is followed by a religious ceremony. This makes marriage categorized as a religious system and a religious ceremony. In the UK, weddings are also categorized as religious systems and religious ceremonies because wedding ceremonies in the UK include the recitation of wedding vows and are traditionally religious in nature. These categorizations are continued by relating the cultural content in the English in Mind textbook to Banjar culture, for example, in Banjar culture, people usually perform ceremonies before marriage, such as basasuluh, badatang, bapapayuan, maatar patalian, baantaran jujuran, and the wedding itself (Ideham et al., 2007, p. 83).

More examples from the table above in number 6. In the welcome section C, there is one of the seven universal elements of culture, namely language. It says "...I knew that 'lift' in British English is what Americans call an elevator - but I didn't know that 'lift' could also mean 'a ride'." This part of the text is categorized as spoken text because it is an interview. It is categorized as a language because from the text it is known that similar forms and different word meanings

can be found between British English and American English. Some differences can also be found in the languages of South Kalimantan, for example in Banjar the word 'purun' means a type of grass that lives in swampy areas, but can also mean 'how could you'. Another example is 'udik' which means rural, but can also mean 'impolite'.

When teachers can connect English culture and students' local culture, students can understand English in a better way because they can connect their culture in daily life with English culture (Brown, 2007, p. 191). This will make it easier for students to accept and learn English. It is necessary for EFL students to study culture to develop their intercultural communicative competence (ICC) so that they can adjust to the globalized world, and they can understand English in a better way (Byram, 1997). Indeed, as Brown (2007, pp. 190–191) has said, language is part of culture and culture is part of language. He also mentioned that someone who is learning a language also needs to be introduced to the culture of the language they are learning. Whenever someone learns a language, they have to learn the culture and vice versa. It is important to pay attention to the context of language production so as not to be misunderstood by the recipient of the language. The Indonesian Ministry of Education and Culture recognizes and considers the importance of culture in learning English as a foreign language because the English textbook itself has a special section for culture called "Culture in Mind". In the preface of the textbook, it is written that the English in Mind textbook is limited to Sekolah Penggerak to help the new curriculum in Indonesia. However, it is also written that the writer hopes that the English in Mind textbook can help education in all schools in Indonesia. The findings of this study are also evidence that the Indonesian Ministry of Education and Culture recognizes and considers the importance of teaching culture in English language learning.

For this reason, the cultural content contained in the book can also be related to Banjar culture. Why does this study relate the cultural content in the textbook to Banjar culture? Because it is important to enable students to relate to the target language. When students know that there are some elements of the target culture or international culture that are similar to Banjar culture, it will be easier for them to accept and learn the target language. Although there are some differences between the cultural content presented in this textbook and Banjar culture, it is still good because teachers can also teach students to appreciate differences, especially cultural diversity.

CONCLUSION

The results show that there are two types of culture and seven universal cultural elements that can relate to Banjar culture. The first one is the international culture and the second one is the target culture. There is no source culture found in the textbook. For universal cultural elements, there are 10 arts data, one language data, one livelihood system data, three knowledge system data, one religious and ceremonial system data, 15 social and organizational system data, four technology and equipment system data.

This study aims at relating the cultural content in English in Mind textbooks to Banjar culture. However, this study is still limiting in validating the use of English in Mind textbooks at schools in Banjarmasin and the culture of English in Mind textbooks. Hopefully, future studies can obtain more data on schools that use English in Mind textbooks and English culture. Then, English teachers, especially in South Kalimantan, can use the information in this study to link cultural content in textbooks with Banjar culture and support the English teaching and learning process.

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