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The Integration of Socio-Cultural Aspects in the English Textbooks entitled English in Mind

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Article Info

Abstract

Language and sociocultural are inseparable and bound to each other. Language is the expression of cultural reality, the embodiment of cultural reality, and the symbols of cultural reality. The inseparability of language and culture has led researchers to investigate English language teaching taught in various cultural contexts. This study qualitative approach, in which the data were taken from an English textbook entitled *English In Mind* published by the Ministry of Education and Culture. The data were gathered by classifying the six sociocultural aspects (nomenclature, address terms, cultural information, cultural sites, sociocultural tradition, etiquette) and analyzed using the theory of sociolinguistics. The finding of this research, After Analyzing fourteen chapters English textbooks observed in this study show "reality", Which reflects the reality of the use of the original language and is in accordance with the sociocultural values of the native speakers. In order to achieve balance, A good textbook should be balanced included some local stories from the background culture of the Indonesian students, as they should be familiar with the story or legend from their own background culture.

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INTRODUCTION

In this era, English has an important role in language development. In this era of globalization, communicating in English can be a significant success factor. Using English gives people a better chance at career development, discovering information, and departing worldwide. English can help people gain sufficient access to many things that improve their quality of life. People and Bailey (2017) stated that a language is a tool that lets people talk to each other and think about both abstract ideas and real people, places, things, actions, and events. In everyday life, people use their language to talk about their thoughts and feelings. As we know, language and sociocultural factors are inseparable and bound to each other. Additionally, Kramsch (2014) also defined language as the expression of cultural reality, the embodiment of cultural reality, and the symbol of cultural reality. The inseparability of language and culture has led researchers to investigate English language teaching in various cultural contexts. An investigation of language and culture lies in how culture is represented in English textbooks.

A textbook is the main source of teaching material to enhance knowledge. It contains the material that is important for the learners (Sulistiyanto, 2018). Based on the syllabus, cultural aspects should be embedded in the textbooks. Textbooks play an important role in the teaching and learning process. Textbooks supplement classroom input by providing language samples that the English teacher sometimes needs to remember or even neglects. The content of textbooks significantly affects learners. Cahyani et al. (2021) mentioned that a textbook must contain at least three elements. The first element is the compatibility between curriculum and texts, in which the author needs to recognize the curriculum's border and smaller educational context. The second element, the compatibility between teacher and text, causes textbooks to include four elements: meaningful information, practical examples, attainable and diverse activities, and textbook presentation. The third element, the compatibility between students and texts, depends on four factors: engaging material, relevant examples, varied activities, and presentation. Thus, textbooks have a curriculum of teaching material, and it may be an expression of attitudes and values that do not clearly influence the content and image of the teaching material. Textbooks will directly or indirectly transmit cultural values to a certain degree, which is called a "hidden curriculum." Radic-Bojanic and Topalov (2016) stated that the concept curriculum derives from the Latin curler, "to run." One of the functions of a curriculum is to create a structure that facilitates the learning process. The curriculum defines the knowledge, skills, and attitudes expected to be gained during a course or program of study (McKimm, 2011). In line with that, the statement to elaborate on sociocultural aspects in textbooks noted that because of the interrelationship between language and culture, English textbooks are expected to integrate a few cultural elements of the target language (Choudhury, 2014).

As the COVID-19 pandemic spread across the country, it affected many public sectors and caused several problems and disasters. Neither the financial nor the education sectors are exceptions to the industrial sector. The government finally adopted the "Learning from Home" policy through the Ministry of Education and Culture. The Freedom to Learn policy was made by the Ministry of Education and Culture, which Minister Nadiem Anwar Makarim led. The COVID-19 pandemic requires the modification and development of education policies so that education can continue to meet its primary learning objectives (Nafrin & Hudaidah, 2021). One is in the learning process, which shifts to distance learning due to limited time to gather and study in class, with schools and universities agreeing to this system because of the problem's urgency (Churiyah et al., 2020). This affects the intensity of good learning indirectly because neither is fully prepared to do distance learning. Along with this modification, the curriculum also changed from the 2013 curriculum to the Merdeka curriculum. As a response to the changes, any resources and materials including

the textbook should adopt the latest curriculum version set by the government.

As a result, the most recent curriculum reform has been incorporated into every textbook in Indonesia. Furthermore, the Ministry of Education, Culture, Research, and Technology's Educational Standards, Curriculum, and Assessment Agency (Kemendikbudristek) released a book entitled "English in Mind" to accompany Indonesia's new curriculum. Because it was created by the government in response to our most recent curriculum, it is a highly recommended textbook for use as a teaching and learning resource. The book "English in Mind" was published in 2021 and is linked to the most recent Indonesian curriculum. In general, our most recent curriculum, known as the Merdeka Curriculum, provides a more thorough evaluation technique that includes both cognitive and non-cognitive assessments, as well as sociocultural material. The Curriculum 2013 curriculum, on the other hand, placed a greater focus on academic measurement.

There are many problems that arise and will be solved in this analysis First, our curriculum needs socio-cultural learning, which this textbook provides. This written social culture helps pupils realize that culture and social life are interdependent. Second, since a text guides teachers, its material should match students' requirements. Linguistically and textually, a reader may need to be more sociocultural relevant. However, both receive unequal attention. Socio-cultural competency encompasses target language-related socio-cultural behaviours and expectations. Third, English classes should communicate

target and source cultures equally to avoid conflicts. This full investigation suggests a win-win solution between sources and global cultures.

Several previous studies have become the background on this study. For example, Liu and Laohawiriyanon (2013), evaluated 4 teachers' manuals of EFL college english textbooks for chinese non-english major students to investigate which culture and what kind of culture were presented in chinese EFL college english textbooks.

Next studies come from Iriskulova and Alena (2012) which found that cultural load of the textbook was insufficient and that the percentage of cultural elements in the reading passages is significantly low. The teachers' satisfaction with the textbook appeared to be relatively low and students showed neither high level of satisfaction with their textbook nor dissatisfaction whit it. Over all, there is a serious mismatch between teachers' and students' perceptions of culture and the real cultural load of the textbook.

The other studies concern on the cultural awareness from Simsek (2014) and Khosravani et al. (2014). Simsek (2014) did the research which aims to discover the cultural awareness of the students by adopting a turkish middle school textbook. the research shows that the changes and additions to sexist and boring materials have made them less stereotypical and more attractive to the students. the relation between the previous and the current study are both analyzed and discovering the cultural aspect, but the current study focused on the textbook only

and use the different theory. Khosravani et al. (2014) conducted the research that aims to discover the effects of efl textbook on socio-cultural constructions of the students' life. the result of the research discovered that the communication / linguistic life skills and personal social life skills can be improved more by iranian efl textbooks.

Furthermore, Some studies on the teacher and students' cultural perspective were conducted by Ahmad and Shah (2014), Suratno and Aydawati (2017). The result of the research islamic depiction. The relation between the previous and the current studies are cultural dimensions rather than the direct impact.

The similarity between those previous studies and the current study is that the analysis of cultural perspective as the main factor analized. However, Suratno and Aydawati (2017) conducted the research to explore the students' perception to ICT gadget in Indonesia. The result of the research shows that there is a mismatch the perception of the students about ownership of ICT gadget. Moreover, Nomnian (2013) explored Thai cultural aspect in six English language textbooks called World Wonder I and My World Series 2-6 used at secondary school. The findings revealed that Thai culture in these textbook can be categorized into five, namely products, practices, persons, perspectives and places.

In this study, the researchers adopted Purwoko's (2010) perspectives to conducted the research and to know how the integration of six sociocultural aspects in the textbook because some textbook, which is used in the classroom, are inappropriate. Some textbooks which are used provide text and image but the textbooks lack of sociocultural awareness. That is why the researchers gives the solution to analyze the textbook whether the textbook is good or not and the writer can write the best book for students in Indonesia. This research aims to know what sociocultural aspects that appear in the textbook and to know how they are represented and interpretive repertoires and strengthen their capacity in constructing and interpreting cultural. Textbook as a resource for the students plays important roles in the process of teaching and learning. Teachers should be able to find the good and authentic book for students which will help their teaching and learning process. By analyzing written texts and visual images in English textbook, we know that textbook which is used by the teacher or school is good or not for their students to support teaching learning process (Johnson, 2009). Besides, analyzing text and images relations are important to improve teacher awareness of the importance of different making-meaning resources in the textbook so that the teacher will carefully use textbooks for their students.

METHOD

This study applied descriptive qualitative approach to describe the sociocultural aspects in an English textbook (Fraenkel et al., 2012). The data were taken from the English textbook for senior high school entitled "English in Mind" published by the Ministry of Education and Culture based on the Merdeka Curriculum. It has 133 pages with 14 chapters for one year study

period. Furthermore, it consists of text materials and pictures in order to achieve joyful learning. The analysis is used to find sociocultural content in second-language textbooks, not to observe and discuss the intricacies of the target language being studied.

The data gathered information from printed and soft sources, including books and English textbooks. The steps of data collection are as follows: 1) selecting the English textbooks published by the Minister of Education and Culture as the data source, 2) identifying the sociocultural aspects contained in the English textbooks of the Merdeka curriculum, 3) classifying the sociocultural aspect into perspective, 4) interpreting the frequency of sociocultural aspects of English textbooks Merdeka curriculum, and 5) drawing conclusions about the integration of sociocultural aspects of "English in Mind" and giving suggestions associated with the findings of the research.

RESULTS AND DISCUSSIONS

The findings and discussion cover the integration of six sociocultural aspects into English textbooks and the relation among the aspects in English textbooks.

The integration of Nomenclature aspects

This discussion is about how people, cities, and regions are called by their names or other terms. Do some textbooks for foreign languages always use the names of people, cities, and areas that native speakers of that language would use? If the compiler is proper to the idea of "reality," then the original names of the languages will be used in textbooks. This is only sometimes true, though. Syllabuses and curriculum.

No	Category	Sample	Quantity
1	Foreign name	Owen, Ashley Olsen, Mary-Kate, Richard Powles, Rebbeca, Ducan, Amy, Nick, Laura, Tom, and Mr Ford.	11
2	Foreign place	England, United State, Denmark, and Leicester	4
3	Fictional Story	The Lord of the Flies, Dracula, The Hobbit, and The Legend of Sleepy Hollow	4
Total			19

McKay (2002) stated that by learning English about people, cities, and areas referred to by their names or other terms related to their native culture, students will be able to interact effectively with people from different cultural backgrounds. Therefore, it can be concluded that the textbooks for specific foreign languages always use the names of people, cities, and regions that native speakers of that language would use. If the compilers are accurate to the notion of "realia," textbooks will surely be full of original names of the languages concerned. In short, all language textbook authors want to present something unique so that students are expected to understand the socio-cultural traditions in the country where they are taught. Native speakers usually use the target language, but this isn't always the case. Textbooks should show a balance between the social and cultural aspects of the target language and the social and cultural aspects of Indonesia. So that students will also understand the socio-culture in our country.

Table 1. Findings of Nomenclature Aspects

The integration of Address terms aspects

Depending on the language in issue, the notion of addressing persons and/or kinship systems in the family is related to the usage of singular or plural second pronouns. The majority of European languages utilize a range of pronouns to express respect for the other person. This pertains to informal and formal types of language. In French, the most common example is the use of the second singular pronoun tu (informal) and the second plural pronoun vous (formal). highlights the fact of utilizing polite pronouns as in French, with the T-V pronoun type, as an indication to differentiate between close personal ties characterized by solidarity (tu) and formal personal relationships characterized by civility (vous) (vous). The second singular pronoun je or jij (casual) and the second singular pronoun u are explained in German as follows (formal).

Related to the author of the Term Aspects address integration textbook. Greetings to people and/or family relationships based on the use of the second pronoun, which can be singular or plural depending on the language, to show respect for the other person. This has to do with the difference between informal and formal language. "You" and "Thou" are the only pronouns in English, which is very archaic and formal. However, 'Thou" is no longer used (or is used very rarely) in everyday speech. Because of this, 'Thou" wasn't appear in the English textbook researchers analyze, "English in Mind."

The integration of Cultural info aspects

It takes time and effort to comprehend a culture's information and considerations. Cultural understanding is crucial to handling a scenario. Cultural knowledge helps people understand their own and other cultures. To grasp a culture's history. Understanding a culture involves organizations, leaders, dynamics, cultural virtues, and linguistic abilities. Culture is textbook "subject matter" (discussion material). Of course, the "talking material" student need to learn is native speakers' cultural products in the target language. I found the Culture info aspect. Cultural information of native speakers that students need to know.

Table 2. Findings of Cultural info Aspects

No	Category	Sample	Quantity
1	Cultural product (subject matter)	• Soap Opera • A Yearbook	2
Total			2

Humanists and cultural theorists seem to put "information" behind ideas like values, rules, and importance a lot. From a cultural point of view, most information is "raw material" that needs to be processed before it can be used (Kim & Paek, 2015). Then, following the experience of meaning, we assign value. Humanities and cultural scientists prefer to discuss values and meanings rather than the basic stuff. Consider a concrete example: is a television news program an "information event"? A journalist naturally conveys information to cultural researchers when he provides news. As discussed in this article, "soap opera" refers to a series of television or radio episodes that focus on the lives and issues of a specific set of characters. The series aired weekly (many times) for an extended time. So, it can be concluded that every picture or piece of writing in this student textbook contains sociocultural and historical values.

The integration of Cultural sites aspects

Locations containing socio-cultural artifacts are also common "subject matter" (discussion material) for language textbook authors. A cultural site is a physical object that is part of a group's or society's culture. This category includes historical structures, works of art, archaeological sites, and libraries. A portion of the legacy cultural site is tangible or material. This means that the term "cultural site" may only be applied to something that has a shape, can be seen and touched, and has genuine mass and dimension. In contrast, non-material heritage, such as dance or language, is not considered cultural heritage.

Table 4. Findings of Cultural sites Aspects

No	Category	Sample	Quantity
1	Historical place	Stonehenge, England, and The Pyramids of Giza, Egypt	2
Total			2

No	Category	Sample	Quantity
3	Technology	Artificial Intelligence (AI)	1
4	Business	Income equality	1
5	Education	Scientific	1
Total			7

Based on the two examples of analysis above, it is clear that the author of this book wishes to explain places with the socio-cultural characteristics of their own country. So that students who study this book can understand the values, history, and culture that occur in the story of that place. So that it can be seen here that there is an integration between the values contained in the cultural place and the textbooks that are presented.

The integration of Sociocultural tradition aspects

Each language adheres to its own socio-cultural traditions. As a concrete example, to ask for a name, English textbooks, in general, "What is your name?" or "Who are you?"; in Indonesian, "Siapa nama anda?" (polite) or "Siapa namamu?" (familiar). This fact shows that every language has its own social traditions, which need to be taught carefully to students who study the target language in question. The socio-cultural tradition also includes the technology and lifestyle of the speakers of the language concerned. Therefore, the English textbook "English In Mind" displays pictures of British musicians from modern to legendary, famous sporting events.

Table 5. Findings of Sociocultural tradition Aspects

No	Category	Sample	Quantity
1	A working life	Part time job	1
2	Musician	• Oasis • Shakespeare • Semisonic	3

(Mitescu, 2014), Argued that a sociocultural approach to learning provides an opportunity to capture how language accounting for learning experiences mediates understandings of how speakers place themselves as social actors within cultural worlds and, in the process of navigating and expanding their understanding of these worlds, shape up an expanding understanding of who they are in these worlds.

In conclusion, the goal of every author of a textbook for a language other than the student's native language is to show the typical "reality" of social and cultural conditions in their own country, so that students learning the target language can understand the customs and habits of the country where the native speakers of that language live. The socio-cultural features of native speakers are integrated into textbooks. It's just how our government, and the minister of education and culture in particular, selects the most important and positive cultural and social lessons for disseminating students across the country.

The integration of Etiquette aspects

Communication skills vary from person to person. This difference or variety in a language is caused by how well someone knows their mother tongue, how well they understand other languages they learned in school, or from being around people who speak languages they don't normally hear. Depending on (Ruby Sugiarto et al., 2015) Also, it is said that language users have communicative skills if they can tell the difference between grammatical sentences and those that aren't, choose forms of language that fit the situation, and pick expressions that include their attitude and the case. They can also figure out what meanings are context-based and which ones are situation-based. as the researcher explained

above in the English book "English in Mind." The researcher found the words "cos" and "mates" in the textbook.

Table 6. Findings of Etiquette Aspects

No	Category	Sample	Quantity
1	Slang Word (Informal)	• Cos • Mates	2
Total			2

This is in line with the opinion (Gunaningtyas & Wuli Fitriati, 2021), that besides having signs of compensation, language also has distinctive signs that show solidarity for certain groups, regions or ethnicities in accordance with their respective social etiquette. said that there were sociocultural constraints in the application of politeness, especially in terms of social and cultural constraints.

The author of this textbook only shows a little of what it means to be polite and socially acceptable in the target language. Because of this, little has been taught about being polite and having good manners in the target language. But the words "cos" and "mates" were found 2 informal word. The two words are slang, which means they are used casually. Students should refrain from using these two words in class or formal communication.

The relation among the aspects into English textbook

Many strategies are suggested in textbooks on sociocultural integration or language mixing, such as balancing the target language, the source language, and the international culture. (Hermawan & Noerkhasanah, 2012) stated dominance is not just for the culture of the textbook's original speaker; there must also be a source or local culture. The merger described in a textbook is reasonable. Students will encounter issues if they are not taught cultural components. A lack of integration between the target cultural milieu and the source culture will result in cultural ignorance and conflict in the classroom. This is intended to facilitate learning because it resembles the daily lifestyle of Indonesia. Documentation of arguments regarding the

grounds for the introduction of cultural features to allow students to compare local and target cultures. Textbooks are among the teaching resources that effectively transmit culture. Real-world, multicultural character-based learning resources enhance the acquisition of language proficiency. We know that sociocultural factors cannot be isolated from language learning. Integration or synthesis of two cultures can be a source of pride. This simultaneously promotes pride in the cultural values of the concerned nation. To build a global perspective, cultural synthesis involves not only an understanding of culture but also the attitudes and sensibilities of students regarding how to respect diverse cultures. It relates to the six sociocultural factors that were explored previously. This is done by incorporating sociocultural characteristics of the language's speaker into textbooks. For students to be able to examine other cultures' customs, lifestyles, and knowledge.

CONCLUSION

Based on the findings and discussion of this study, it can be concluded that the English textbook for senior high school entitled, "English In Mind", published by the Indonesian Ministry of Education and Culture reflects the reality of the foreign language of the textbook. however, it should be balanced with the social and cultural background of Indonesian students. So that the socio-cultural learning contained in this textbook for students is in line with the educational goal that cultural values are a catalyst in the national education system that can frame Indonesian young people to become individuals who are not only knowledgeable, but also have positive character, character, and moral integrity. Cultural Domination The purpose of adding this culture to Indonesian language learning is to be achieved through the use of targets in textbooks. It is important for teachers to think about how culture plays a role in learning. There are two things the reader should remember: 1) Students can see their culture of origin to learn the culture of the language they want to learn. So, part of the learning process of Target Language Culture is learning about the culture of the students

themselves. 2) Everyone's cultural learning must be based on their own identity, social group, age and place of learning. Regarding the integration of sociocultural aspects, the author has integrated "reality" through the use of interesting stories and illustrations. Unfortunately, the target or international culture dominates the sociocultural factors. There are few short stories or other literary works that depict local culture. The teacher must develop and look for some references from other textbooks that have local stories from students' cultural backgrounds, so that there are comparisons between Indonesian culture and foreign cultures, because they have to know stories or legends from their own cultural background. So that students have a balanced understanding of local and multinational sociocultural practices. Finally, this research proves that language cannot be separated from the socio-cultural values that are lived by its native speakers. Therefore, a good and interesting language text book certainly contains the "reality" of communication, which is full of socio-cultural values and the lifestyle of native speakers, by adding the socio-cultural values of students' backgrounds.

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