

Cultural Content Analysis of English Textbook for 10th Grade: Bahasa Inggris

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Abstract

As the fundamental sources of language learning, yet some researchers found that many English textbook did not match to the students' need, while good English textbook does not only emphasize the language acquisition but also provide and introduce cultural meaning to the students (Tomlinson, Swain, and Kramsch in Toledo-Sandoval, 2020). The use of local culture in language material improved students' cultural awareness and motivate them to intercultural interaction. Thus, Indonesian English language teaching material should offer them real life and contextualized communication. The local cultural values refer to the 83 values within *Pancasila* and daily life, and Some character of textbook brings into line with philosophy base of Permendikbud No 36 year 2018, that broke down into 29 aspect. The method was qualitative descriptive content analysis approach. The data derived from the locally produced ELT textbook of senior high school grade X, XI, XII of senior high school published by *Kemendikbud* by used 8 procedure to conduct the study, then crosscheck the data, discuss and consult to the expert and advisor repeatedly. From that method found out that there are 30 variety for grade X, 31 variety for grade XI, and 33 variety for grade XII of local cultural values. Some activities given engage students' critical thinking and evolve psychomotor and affective competencies and based on nowadays situation whereas some main materials in some chapters are not contextualized. Thus, it is a necessity to build the quality of this book, by evaluate each chapter and consider the local cultural values needed on it and mentioned in curriculum.

Keywords: local cultural value, locally produced ELT textbook, English material, senior high school

INTRODUCTION

English textbook, as the fundamental sources of language learning, had significant factors in influencing the effectiveness of language learning process. Some researchers found that many English textbook did not match to the students' need. As Tomlinson, Swain, and Kramsch in Toledo-Sandoval (2020) stated that Good English textbook emphasizes the language acquisition, direct to different opportunities in language learning, and also provide and introduce cultural meaning to the students. The local culture meaning became a necessity in context where English as a foreign language

(Toledo-Sandoval 2020:2), such Indonesian's case. Thus, Indonesian English language teaching material should have headed for the students' (local) culture values to offer them in communicating about their real life.

Anies Baswedan, in his speech at Indonesian national education day 2016, said that a good education is when it can answer the human challenges in the future. They need to develop communication skills (language) while necessary to maintain national identity. Considering the necessity of maintaining national identity, integrating local cultural values and norms in (locally produced) English language teaching material had much beneficial (Sudartini, 2012). Because, English is western language; the morality within it supposed to be difference with Indonesian (Z. S. Nainggolan:164).

Pancasila became values source, and also a normative system that regulate human to the path (Slamet, 1988). Thus, the difference between Indonesian and other nation is one who always applied the values and morality of *Pancasila* in everyday life (H.A.W. Widjaja 2000:2). As mentioned in the aim of national education system, in order to elaborate learners' potential to become best quality of Indonesian. Intended to consider the students' need and the aim of Indonesian education system, the material should be developed based on local cultural diversity in order to build up learner's life in the future.

Thus, this study focused to analyze and elaborate the integration of local cultural values toward ELT textbook for grade X.

METHOD

The method of the study was qualitative descriptive with content analysis approach that focused to analyze and elaborate materials textbook grade X published by *Kemendikbud*. For K-13. Here were 8 stages to conduct the study (Ary et al. 2010:458): (a) Specified the case investigated, researcher specifically focused on cultural values integrated in ELT textbook, (b) Selected the media (content or material or document) which is ELT textbook published by Indonesian education ministry grade X, (c) Formulated coding categories deeply and exclusively, researcher categorized the local cultural values based on 83 values of *Pancasila* and daily life and 29 characteristic of materials related to base philosophy in *Permendikbud* No 36 year 2018 and Lampiran *Permendikbud* No 21 year 2016, (d) Decided the plan of sampling to be used, (e) Analyzed the data, (f) Described the summary of the study, (g) Clarified and checked validity of the study by triangulation (Lexy J. Moleong 2009:175), (h) Drawn the conclusion based on data analysis result.

RESULT AND DISCUSSION

a. Local Cultural Values in Locally Produced ELT Materials Textbook

English textbook, as the fundamental sources of language learning, the potentiality of textbook is not only to provide the guidance of learning language, but also can be a tool to introduce cultural diversity and tolerance and also as a medium to integrate cross-cultural disciplinary knowledge (Huang 2019:87). In line with it, there are six different perspective in material development: (a) the general contents in material (b) acquisitional knowledge and nature

views (c) nature views of language learning (d) implicit material (e) developing cognitive abilities (f) material contain of attitudes and values inherently (Littlehohn and Widdeatt in Yopi in Putra 2014:122). From those explanation, researcher broke down into some aspects of materials textbook, below is the detail explanation.

The materials in the textbook clearly discuss some Indonesian context, while some other material content of foreign or international or global or general material. The instructions in each topic material are clear, if it use efficiently by teacher it will be good. Thus, teacher need to consider the better instruction. in grammar, writing, speaking and activity of other skill are complete, yet some materials need more depth and better visualisation with contextualized sources. And the aim of the task needs clearer. Also some chapters consist only task, need more materials at those chapters to make deeper understanding such as in the topic of *Issumboshi*, The Wright Brother. In part group discussion need deeper and detail to build students' critical thinking, thus the topics should base on nowadays situation such as e-pal, class project, etc. below is the detail explanation each chapter and the values integrated in the materials.

Chapter 1, mentioned about the preference of traditional music, mother tongue, '*Maduresé*', magnificent and nature of Indonesia, '*Batakesé*' page 9 and introduce ukir jepara in conversation, the local cultural values integrated are develop love to the homeland and nation, and recognize diversity of tribes and culture and develop the national unity simultaneously because Indonesian is the tribes unity of population in a region Indonesia.

Chapter 2, In the cover of this chapter shown a picture of father and son fishing together page 20, the stuation built suitable with Indonesia cultural values and context, it is kind of compliment to parents, page 34. Moreover, all picture is made by *Kemendikbud*, both visual and content is near from students' environment, page 36, the local cultural values integrated are appreciate each other and admiration of elder.

Chapter 3, In grammar review discuss about using "would like to and I am Going to," in the speaking task page 47 asked students to speech in front of the class about if they are running as the president of students' organization, it will improve students' motivation and confidence for their better future in picture x.10. The local cultural values integrated in these materials are develop mutual tolerance and *tepa selira*, and unity is the core values of Indonesia accompanied by principles of togetherness and families.

Chapter 4 the texts describe about *Tanjung Putting National Park*, *Cuban Rondo Water fall* as the main material which is famous Indonesia tourism attraction and *Taj Mahal*, international famous tourism attraction as supporting material, page 53, 58, 65 in picture x.11, it was good decision to choose both local and international tourism attraction in one chapter because students need to proud of their own national wonderful geography, by put the local tourism attraction in the main material, it will much develop students' pride of local tourism attraction and know well about the potential of Indonesian natural attraction then develop it in the future. The local cultural values integrated are love both material and spiritual of the nation's progress and development and develop the pride of having nationality and fatherland Indonesia.

Chapter 5, some togetherness values which shown in warming up, students asked to draw and guess in group, in speaking part to work in pair about interesting place page 77, in writing task 2 to do collaborative writing page 79, the local cultural values integrated are Togetherness, tolerance and respect, habituate discussion to reach an agreement with brotherhood spirit,

develop a noble deed which reflect attitude and atmosphere of kinship and mutual cooperation, the decision taken should be morally responsible to God Almighty, respect diversity, and Decorous.

Chapter 8, reading text titled Afgan chosen became the main material with all his achievement in local or International page 110 in and supported by some activities discussed about musician legend like Anggun, it will develop students' pride of being Indonesian to have idol local in international level. The local cultural values integrated in this material. The local cultural values integrated are Hardworking, love to appreciate the others creation that are beneficial to the progress and prosperity, and Integrity.

Chapter 9 The main material is about battle of Surabaya (Indonesian context) and totally contain local material and values within it. It is explaining about the hassle of Indonesian especially the youth of Surabaya in the past time against colonizer. Students could be appreciating and proud of Surabaya hero and their struggle to strengthen and maintaining homeland page 129. The local cultural values integrated are uphold human dignity and prestige the values of truth and justice give priority to the unity and for the common importance, uphold the humanity values and receive the fair treatment as human beings, mutual assistance, Honesty, and Justice.

Chapter 10 and 11 the main material is life time story and learning of BJ Habibie (the third Indonesian president), it is totally local material and consist many values within it especially about proud to be Indonesian, integrity, and hardworking values. It told about the struggle of BJ Habibie to reach success. This will engage students' pride of their nationality, and also motivate them to have big dream like B.J. Habibie, and take big leaps to make it come true page 134. struggling dan life of *Cut Nyak Dhien* as one of women hero of Indonesia page 145. The local cultural values integrated are develop a noble deed which reflect attitude and atmosphere of kinship and mutual cooperation, hardworking, uphold human values, Kinship.

Chapter 14, The main material is provided reading text about Malin Kundang, Indonesian traditional fairy tale followed by some questions related to the passage page 172 in picture x.32. On the other hand, there is a task in vocabulary exercise mentioned "...wearing *kebaya* and *sanggul*..." page 173. The local cultural values integrated are develop the non-arbitrarily attitude to others, develop mutual love as a human, and fair and help each other.

The above explanation shown the 30 variety of local cultural values integrated in the textbook grade X, it shown that chapter 4, 10, 11, and 13 contain more variety values that other. Those chapter contain local cultural values both implicitly and explicitly, it because those chapter discussed about some Indonesia tourism attraction, BJ Habibie, Battle of Surabaya, and Cut Nyak Dhien. On the other hand, for the chapters that contain less variety does not mean that has less local cultural values, might be because the local cultural values are a lot but the variety is less.

It shown that education had used to continue, maintain, and process the cultural values. It definitely showed that national education system handled an important role in implementing national cultural development. If the learning material (textbook) suitable with the students' need, the result will be appropriate with the education purpose or curriculum aim, which mean it was not only mastering the knowledge but also increasing their nationalism.

b. Materials, Activities and Instruction in the Textbook

The instruction held an important factor to involve and build students attitude in teaching learning process, because teaching learning is an interaction process between students, educator, and source of study in an environment (classroom). And the attitudes and values gotten from either activity in the classroom or materials given.

The instructions (written) in each topic materials should be clear and applied efficiently by teacher, the teaching learning process will be good and run well. Thus, teacher need to consider the better supporting oral instruction in grammar, writing, speaking and activity of other skills. the materials are clearly discussed some Indonesian context, while some other material content of foreign or international or global or general knowledge. Yet, in each chapter should focused on some values integrated in each material given, thus to build the quality of this book is need to evaluate each chapter for the values needed and its aims.

While the textbooks contain all English skill completely, such as Warmer (usually involve students' affective and psychomotor activities), Vocabulary Builder, Pronunciation Practice to train students' pronunciation of newest word, Reading (usually contain some information for students followed by its tasks), Vocabulary Exercise, Text Structure, Grammar Review (to improve students' cognitive competencies followed by its exercises), Speaking (usually contains of some language structure, conversation, and speaking practice), Writing, Reflection in form of personal feedback.

c. Learning Activities

Learning activities is not only physical activities, but also psychological activities (Maisyarah et al. 2014). Here researcher made categories of learning activities: (a) *physical activity* is activities related to body motion, such as visual, oral, listening, writing, drawing, and motor activities, such as all cognitive competencies given in the textbook, doing activity in group like Chinese whisper page 2 grade X, Describe and Guess game page 21 grade X, Draw and Guess page 70 Grade X, Pantomime page 182 grade X, (b) *Psychological or mental activity* is activities that related to thinking and intellectual ability, like understanding and solving the problem, remembering, taking decision, analyzing, cooperating, asking and answering question, such as Speaking word game page 130 grade X, Writing peer feedback page 141 grade X, (c) *Emotional activity* is activities related to emotion when students followed the learning activities given, like interesting, boring, happy, spirit, brave, calm, nervous. Those emotions can be determined by the clear instruction, interesting materials and activities that related to students' life or the context of materials are near to students' environment.

d. Engage Social Competencies to Evolve Students' Personality

Learning activities in each material should engage students to seek own experience, evolve students' personality, and improve students' cooperation harmoniously, and tighten relationship between school and society; and also, parents and teachers with all the complex problem, those interpreted in some activities that related to affective and psychomotor activities (competencies) which contains of social and spiritual attitudes and will develop the motoric skill by interaction or production, for instance in textbook grade X shown mostly in part Warmer, Writing, and Speaking especially in exercise because it develops students social and communication competence, like in chapter 1 the aim of social function mentioned in the

beginning of the textbook that the identity is to develop interactional communication with others, chapter 3 to share opinion with friends' page 39, chapter 5 to draw and guess in part repeat after him shown appreciate each other values page 70-71, chapter 7 to interview with an inventor page 105, chapter 12 to discuss with classmate about possible problem then finishing the story page 167, which shown cooperation values by discussing and deliberating topic with classmate, togetherness, appreciate each other, habituate discussion to reach an agreement with brotherhood spirit, and respect diversity.'

The materials above will engage students background knowledge and experience and evolve their personality in order to have ability, prestige and character including good moralities, healthy, scholarly, capable, creative, autonomous, and democratic which shown culture civilization (Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2016:1).

e. Concrete Materials as Students' Habitual Activities in the Real Life

The materials in learning activities are concrete which engage students' interest and capability (background knowledge) to develop students' critical thought, increase students' discipline, build up a democratic class, and create classroom learning as habitual activity in the real life, those characteristics interpreted in some material that near to students' life and environment. In chapter 4 visual content is locally context about Tanjung Putting National Park and Cuban Rondo Water Falls, also supporting by international tourism attraction, Taj Mahal

Those materials relate to their life and environment to tighten relationship between students as nation and society with all the complex problem, so that students can applied their social competencies built in the classroom to their real life.

f. Material in ELT Textbook as Curriculum Applicator

Textbook is a way of curriculum applicator (Novitasari et al. 2019:2), Lisa in Wardani (2019) also explained that textbook for teacher is a guidance to consider the material in teaching while for students it was an informative source of learning to improve their knowledge (Wardani et al. 2019:231). Indeed, it is a must to integrate local cultural values in locally produced ELT material (textbook), because when the teacher teaches the materials to students, it is actually not the material itself but also the cultural (moral) values within it.

Intended to consider the students' need and the aim of Indonesian education system, the material should be developed based on local cultural diversity in order to build up learner's life in the future. According to law of Indonesia Republic No 20 year 2003 about national education system that base, function, and aim of national education is should grounded on Pancasila and UUD RI 1945 (section 2), its implementation explained at some laws such as in PP No 13 year 2015.

For example the materials contain of social and spiritual attitudes and values inherently such as tolerant, integrity, justice, pro-active, interactive, mutual cooperation '*gotong-royong*', honesty etc. especially in indirect teaching (habitual and cultural practice), represents the curriculum in psychomotor competencies such as develop the motoric skill by interaction or production, the situations created in the dialogues is natural and real based on students' environment.

g. Base Material from Nation Culture to Prepare Students' Future

Human's lifestyle getting changes, what students really needed in this era is personality identity (Moh. Turmudi 2015:6), thus, maintaining identity and having multiple intelligence is become a must to build up student's nowadays and future life, including in communication, social, emotional, and reflective thinking to solve society problems.

Those aspects shown in some chapters in grade X chapter 1 the main material introduced abroad situation, but in exercise part there are some local knowledge introduced the identity, it mentioned juga traditional music dance, Bahasa local, etc. Chapter 2 shown some possible career of Indonesian, implicitly motivate to be success in the future, and maintain culture in modern era, such as compliment of the manager promotion to be manager of *Ukir Jepara* in the company, winner competition, business, etc. Chapter 13 talked about *Malin Kundang*.

The enculturation process and developed values of culture should do in each subject of study both curricular and extracurricular, those values are not taught yet developed. Thus, the integration of local cultural values in language learning and become its base materials was becoming the necessities because principally the development of culture and nation character (in the textbook) was not explicitly as main material but implicitly integrated in each material in the subject of study (Kementerian Pendidikan Nasional n.d.).

h. Bring Up Culture Superiority and Past Time Nation Achievement

Learner is a creative heir of Indonesian culture. In terms of develop proud to and become the heir of nation, the materials should bring up local culture superiority to make students proud to be Indonesian and contain the achievement of nations in the past time, the materials mentioned that aspect in some chapters. Such as in grade X chapter 1, 2, and 3 is none of materials that contain the achievement of nation in the past time, yet in chapter 1 page 17 introduced *Ukir Jepara* in a conversation with friend. Chapter 9 is about battle of Surabaya which contain of some cultural superiority in the past tie, proven by the Heroic Monument in Surabaya which mention in conversation page 129. All of them is Indonesian context, with these materials students get a chance to inherit the local cultural values and the values and spirit of each figure. On the other hand, some chapter is none of diversity, tolerance, and heir of culture because it talked about invention of the Wright Brother, Japanese and global fairy tale in chapter 7, 12, 14 and 15.

i. The Cognitive Competencies Contextualized to Students' Life

Textbook is an important role and a crucial 'agent' to hand over knowledge for students (Putra 2014:122), it is very important to know well what contents and context of material in the textbook that will learned by students, teacher need to consider the material, yet the presence of material in the textbook will help students to understand the material learnt.

Some materials in the textbooks (intended to this study) reflected the engagement of students' new experience, evolvment of background knowledge and personality. Such as in cognitive competencies, each chapter has one main social function such as congratulating, asking intentions, presenting information about place and historical building, giving information, retelling past event series, entertaining or appreciating cultural values. And also contain of some text structure for instance transactional text, descriptive text, recount text, narrative text, and structure of song. And some language feature like kinds of vocabulary related to family relationship, pronoun, simple past, present perfect and present perfect continuous, would like,

be going to, noun phrase, adjective, adverb, nouns from verb, adverbial clause, etc. Thus, the cognitive competence in this book is almost complete supported by clear instruction in each part.

j. Contain Delineation of Nowadays Context

Education is also as culture preservation and an enculturation process aimed to bequeath the values in the past to the future generation. This statement appropriated with the education main aim that mandating on UU Sistem Pendidikan Nasional (Sisdiknas), education is to develop capability and form character of civilization prestige in frame of bringing up the nation life intelligent (Kementerian Pendidikan Nasional n.d.:5). Thus, the delineation of nowadays problem should engage in the materials given in textbook to develop capability and character of future generation.

Some materials also contain delineation of nowadays societies problem, to engage students' awareness and critical thinking to face and solve the problem in their environment. in grade X chapter 1 is contextualized in context of "*pan-pal*" which is old term, the author of textbook used term "*E-pal*" the familiar term in digital-era. Chapter 4 is about city and the area near to tourism attraction. Chapter 6 in vocabulary exercise mentioned about announcement to passengers of Garuda Airlines, football match between Indonesia and Vietnam, trip to Borobudur page 88. Chapter 8 is about motivation to make dream come true in this modern era by elaborating self-skill such as a singer etc.

Because culture is the soul of Indonesian, thus all development in this country is also kind of development of culture that has become a determining factor in aspects of life change (Albert Hirschman in Slamet Sutrisno 1988a:173).

k. Natural and Real Situation based on Students' Environment

The situations created in each dialogue in each chapter is natural and real based on students' environment. give the suitable materials to students' real live situation and customs that always or often occur in the students' environment is kind of a ways to evolve the environmental awareness (Padmawati et al. 2009:173).

Some materials interpreted those aspect such as in grade X in chapter 3 in dialog part talked about going to fishing with dad and baking, and grammar review based on environment page 39, 41,43, 44. Chapter 8 talks about *Agnes Mo*, but in the form of task talks about Indonesian idol page 112. Students have to realize that they materials are real and near to their environment, in order to have multiple intelligence either emotional, social, communication, and reflective thinking to solve society problems (Kementerian Pendidikan dan Kebudayaan Republik Indonesia 2018:36), because education is to build up better nowadays and future life than in the past.

l. Authentic and Contextualized

Language learning needs to be socially contextualized, social context may help students to understand the culture within language used, culturally contextualized of English textbook could help students to receive and understand the difference between target language and local cultural values.

Some materials are authentic contextualized and close to real language situations. Such as in grade X chapter 2 is contextualized, it shown the compliment to parents, the situation built

when a son fishing together with the father, which is really near to students' environment especially who live in village. Chapter 3 most of dialogue contextualized to Indonesian context, like fishing. Chapter 4 Indonesian tourism attraction, Tanjung Putting National Park, and Taj Mahal become the supporting material. Chapter 8 shown local idol such as *Afgan*, *Agnes Mo*, *Anggun*, although nowadays students mostly interested in foreign idol such as K pop, but at least the local idol put as a main material made students know well about the struggle to being success of those idol even in international level, it will make them proud to be Indonesian, and motivate them to be success.

m. Contain Local Cultural Values Implicitly and Explicitly

The standardizes the cultural values integrated locally produced ELT textbook should be based on values within *Pancasila*, the materials could be integrated either implicitly or explicitly, below is the detail explanation about this aspect.

Some of materials in grade X is none of local cultural values, but supporting by either some tasks that contain of some local cultural values or the values is related to Indonesian values but the sources is not Indonesia such as in chapter 5, it mainly discussed about Niagara Falls and make it became the title of chapter, for all tourism attraction especially wonderful water fall in Indonesia, why should choose a Niagara fall became the main topic and material. If the aim of study mentioned in the cover of chapter is to describe tourism attraction, it is better to promote local place to be the main material, while the Niagara Fall can put on the supporting material, to be a general and supporting information for students. It would suitable on the base philosophy of curriculum 2013 which is education take root to culture to build nation life nowadays and future, and also as a heir of Indonesian culture. And in chapter 7 the main material is about other nation inventor attainment, it is enough to put this kind of material such wide-world knowledge in science or social subject, yet in English subject is better to consider the values within the material such as local cultural values that can put implicitly or in the main material, the wide-world knowledge can be put as supporting material, for example the invention of BJ Habibie, or other Indonesia intelligent or Inventor, while there should be the values within the material such as hardworking, but the sources of the values is not from Pancasila as Indonesian base values, because the integration of local cultural values will develop students' ability and prestige about their character and culture civilization.

CONCLUSION

Based on the explanation of research finding and discussion of study above, researcher concludes into two general points. First, the local cultural values toward English material textbook of 10th grade are 30 variety. Second, about the elaboration of local cultural values integrated toward English material found that textbooks discussed some Indonesian context, while some other material content of foreign or international or global or general knowledge. While the instructions in each topic material are clear, yet some materials need more depth and contextualized in supporting visualisation and content, and bring into line with the aim of chapter mentioned in the cover of chapter. Some topic also based on nowadays situation and real that could apply in daily life, but some main materials in some chapters are not contextualized. Thus, to build the quality of this book, author should evaluate each chapter and consider the local cultural values needed.